

# **St. Margaret's 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).

# ST. MARGARET'S PRIMARY SCHOOL

## Handbook for Parents

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

<b>School Address:</b>	Salmon Inn Road Polmont Falkirk FK2 OXF
<b>Telephone Number:</b>	01324 506780
<b>Fax Number:</b>	01324 506781
<b>E-mail Address:</b>	stmargaretsprimaryschool@falkirk.gov.uk
<b>Headteacher:</b>	Mr I Campbell
<b>Depute Headteacher:</b>	Miss J Reid
<b>Principal Teachers:</b>	Mrs I Exley Miss G Kennedy
<b>Roll of the School:</b>	472 (including nursery classes)
<b>Number of staff:</b>	21.0 (FTE) (including the HT & DHT) 4 (Visiting Specialists) 1 Support for Learning (0.8 FTE) 4 Early Years Officers 2.4 (FTE) Support for Learning Assistants
(Advanced)	
<b>Stages of School:</b>	Nursery to P7
<b>The School Day</b>	
Morning Session	9.00am -12.20pm
Lunch-time	12.20pm - 1.20pm
Afternoon Session	1.20pm - 3.15pm
<b><i>Infants 1 and 2</i></b>	
Afternoon Session	1.20pm - 2.45pm
<b>Nursery</b>	
Morning Session	9.00am -11.30am
Afternoon Session	1.00pm - 3.30pm

Dear Parent/carer,

Welcome to St Margaret's Primary School.

Our brochure offers an introduction to our school and a general overview of the education provision we offer.

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.

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Iain Campbell  
Headteacher  
St. Margaret's Primary School

# **School Brochure**

## **Section One**

### **School Information**

## **PREFACE**

St. Margaret's is a large primary school with a combination of semi-open plan and hatted classrooms. The school was built in 1977 and extended during the eighties to accommodate children from new housing developments.

In addition to classrooms there is a General Purpose room, a Drama room, a Hall, Library and a Games Hall. Class units have recently been upgraded as part of a refurbishment programme.

One Nursery class is located within the main building and a second Nursery class is at Greenpark Drive. Altogether 100 children attend on a half-day basis at the moment.

Parents requiring information regarding enrolment should contact the school by letter or telephone 01324 506780 to arrange an appointment to visit.

## **STATEMENT OF SCHOOL AIMS**

In 2010 school vision and value statements have been worked on and although the process of involving parents and pupils is nearly complete they are not yet complete and ready for publication at this stage.

The following aims were developed in 2006 following a consultation exercise with parents, pupils and staff and have been endorsed by all stakeholders. They also incorporate the four capacities of the curriculum for excellence.

We at St. Margaret's P.S. aim to:

- Promote and celebrate achievement and attainment
- Provide a safe, caring, inclusive and enriching learning environment
- Be welcoming to all children, parents, staff and visitors
- Develop confident individuals who feel valued, supported, respected and happy
- Develop responsible citizens who care for themselves, others and their environment
- Develop effective contributors who make balanced choices and decisions
- Develop successful learners who reflect on and share best practice

We also aim to:

Create a learning community which:

- Develops enquiring minds and a spirit of curiosity and enterprise
- Inspires highly motivated, life-long learners
- Encourages all stakeholders to work independently, creatively and collaboratively
- Actively promotes learning partnerships between home, school and the community
- Promotes flexibility and adaptability for a changing world

**Be all we can be!**

## **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. Currently in St. Margaret's we have a Headteacher, one Depute Headteacher and two Principal teachers. The Headteacher is responsible to the Director of Education for the efficient management, administration and leadership of the school and for the quality of education provided in the school.

## **PARENTAL INVOLVEMENT / PARENT COUNCILS**

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

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

The main aims of the Parent Council are:

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

Please contact the Headteacher or Chair of the Parent Council via the school for details on how you can get involved.

The chairperson of the Parent Council is currently Mrs Jude Ainsley.

## **PARENT TEACHER ASSOCIATION**

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

The Chairperson of the PTA/PA is Helen MacLeod.

The PTA/PA may be contacted by telephone on 01324 716952.

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.

## **HOME AND SCHOOL RELATIONSHIPS**

### **Home/School Liaison**

A good home and school partnership is important for the success of each child's education. At St. Margaret's we try to increase and strengthen links with home wherever possible.

Parents and carers will be invited to visit school prior to pupils starting, giving them the opportunity to meet with staff. Parent Workshops will provide opportunities to learn about the curriculum. Open days will show how the school functions. The annual Pupil Reports and individual Parent Appointments will facilitate discussion of pupil progress.

Informally many parents take part in school life and there will be opportunities for you to attend some assemblies, run the school bookfair, join field trips, escort groups to a variety of events, help with practical activities in the classroom, help in the School Library and run after-school clubs. The end of term church service provides an opportunity to join together in worship and celebration.

Staff at St. Margaret's are keen to co-operate with parents and see education as a partnership. If you have any question or concern about your child's school life please do not hesitate to contact us.

## **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.

## **SECONDARY SCHOOL**

At the end of P7 pupils normally transfer to:-

Graeme High School,  
Callendar Road,  
Falkirk.  
Telephone No.01324 622576

Towards the end of the year visits and information are exchanged between the schools in order to ensure continuity of education and to make the transfer as easy as possible for all pupils.

**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>
		<b><u>195</u></b>	<b><u>190</u></b>

**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.

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

Every school is encouraged to offer as wide a range of sporting and cultural activities as possible. In this context, the Authority provides a degree of financial and administrative support for leagues, competitions, festivals and similar events but it is recognised that, again, the help of parents and the community is irreplaceable. Quite separately, the Council also undertakes to organise and administer certain events and many schools take part in these.

Please contact the headteacher if you would like any further information about the curriculum within our school.

### **Expressive Arts**

This curricular area encompasses Art and Design, Drama, Dance and Music. Children are encouraged to participate in all areas. This allows all pupils to show creativity and self expression from the early stages to P7. Work in school will also build on the skills pupils bring from home and out of school activities. The emphasis is on enjoyment, expression and development, as well as the quality of the product. As part of this subject, individuals and groups are encouraged to present their own ideas and comment on their own work and the work of others. Preparing for, and participating in, performances and events provides opportunities for pupils to experience a real sense of achievement. We also take the opportunity of working with a wide range of artists and musicians who are able to enliven and enrich experiences and learning.

### **Health and Wellbeing**

This curricular area encompasses Health, Physical Education, Physical Activity and some elements of Home Economics. As well as covering the specialist skills in physical education, this subject provides opportunities for pupils to develop their personal, social and life skills, such as taking responsibility for their own health and fitness, developing skills for independent living, decision making, working with other people and communication. There is an emphasis on participation in experiences as well as achievement of outcomes.

The development of the health and wellbeing curriculum provides an opportunity for working across curricular areas. For example, successful participation in expressive arts activities contributes to a young person's wellbeing. There are also clear connections between science and healthy eating and between learning about relationships and religious and moral education.

### **Languages & Literacy**

This curricular area incorporates learning through each child's own language and learning an additional language. Scotland has a rich diversity of languages and dialects and we value and build upon the languages children bring to school.

From the early years, pupils will extend their skills in listening and talking and develop early reading and writing skills through appropriate play based contexts. They will spend time with stories, literature and texts which will enrich their learning, develop their language skills and enable them to find enjoyment.

Competence and confidence in literacy, including competence in grammar, spelling and the spoken word, is essential for progress in all areas of the curriculum. All pupils will be given opportunities to explain their thinking, debate their ideas and read and write at a level which will help them develop their language skills further.

There will be an emphasis on the implications and appropriate use of technologies and digital texts. Very strong connections between language and other curricular areas are essential. Inter-disciplinary projects are likely to involve both research and a strong element of presentation.

### **Mathematics & Numeracy**

In this curricular area there is a strong emphasis on active approaches to learning. In the early stages there will be opportunities to explore mathematics through purposeful play. The main areas for learning are information handling, number, money and measurement and shape, position and movement. A problem solving approach is encouraged in all contexts for learning, which will support learning in other areas of the curriculum.

### **Religious and Moral Education**

In this curricular area pupils will learn about Christianity and other world religions. RME supports pupils in developing responsible attitudes, values and moral judgement. It is important that time is given in class for reflection and discussion, promoting an ethos of inclusion and respect. We recognise that religious and moral education is wider than the experiences planned by teachers in schools, and actively promote links with the home, the child's faith community and the local community in general. We ensure that young people know they are valued and respected whatever their faith background.

### **Sciences**

In this curricular area pupils will learn about Our Living World, Our Material World and Our Physical World. In our study of science we take every opportunity to make use of our local environment. Pupils will be actively involved in their learning through involvement in a wide range of open ended experiences, challenges and investigations. Our partnerships with local industries also help us to make our learning and teaching in Science meaningful.

### **Social Subjects**

This curricular area encompasses History, Geography, Politics and Economics. We teach pupils about people in the past, people in place and people in society through a topic based approach. Again we make full use of our local environment to enhance learning. Our learning in social studies is enriched and reinforced through linkages within social studies and with other areas of the curriculum. Drama, literature, art and music can all enrich learning in social studies, and there is scope for links with learning in languages, science and religious and moral education. An important focus is on understanding key periods and turning points in Scotland's past and present, and on key elements of Scotland's geography, as well as Scotland's place in the United Kingdom, Europe and the world.

## **Technologies**

This curricular area will encompass studies in craft, design, graphics, food, textile and information technologies.

From their earliest years children use their natural curiosity and imagination to solve problems they encounter in their play.

They quickly develop skills in using tools and processes, and become adept at using computers and digital media. Much of the learning in this area is therefore hands on and active.

## **Points to Note**

School excursions are often appropriate to the themes being studied in Social Studies. Letters are sent home giving details of proposed trips. Parental assistance is often appreciated to help with small groups on outings.

St. Margaret's is also a Health Promoting school. Children are encouraged to exercise, eat healthily, behave appropriately and develop skills to promote good citizenship.

Thanks to the voluntary efforts of staff and parents, St. Margaret's also provides a range of extracurricular activities, including, football, netball, story club, athletics, gardening, eco and web club. Our active school co-ordinator arranges lunchtime and after school clubs too.

Our school Chaplain, Mr O'Brien is a regular visitor to school. He leads services and assemblies and is happy to work with classes to support their studies.

Every school is encouraged to offer as wide a range of sporting and cultural activities as possible. In this context, the Authority provides a degree of financial and administrative support for leagues, competitions, festivals and similar events but it is recognised that, again, the help of parents and the community is irreplaceable. Quite separately, the Council also undertakes to organise and administer a variety of events and our school often takes part in these.

## **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.

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

We have a large well equipped games hall and an additional hall both of which offer opportunities for physical education activities. As well as these we use local facilities such as swimming pool and stadium.

## **ACTIVE SCHOOLS**

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

## **PLANNING CHILDREN'S AND YOUNG PEOPLE'S LEARNING**

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

Longer-term planning also takes place, in a variety of forms. Pupils in primary schools negotiate with their teachers their aims for the next block of learning. At the end of the block progress against these aims is assessed by the teacher and pupil, and, new targets are set for the following block of learning.

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

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

## **ACTIVE LEARNING**

Curriculum for Excellence emphasises the value of an active learning approach. In the early years, children will have a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges children's thinking using real life and imaginary situations. As children progress through school they continue to be involved in active learning experiences which are engaging and give them ownership of their own learning.

## **HOMEWORK**

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

Pupils are regularly given homework to support their learning and to encourage them to become more organised and self-supporting in their learning. Homework tasks will be given where a teacher feels a particular child or group of children may benefit from it. The homework will be organised according to the stage and ability of the child, it can arise from all curricular areas, and it may include written, oral or practical activities. The tasks set will be interesting, worthwhile and challenging for the child.

Parents are encouraged to help pupils with their homework as a means of keeping them up to date with the work of the class and the child's progress and to promote partnership between the school and parents.

Homework provides an opportunity to consolidate what has been learned in class, and makes you aware of what your child is learning and provides you with a useful discussion starter. Homework is also an integral part of school work, Parental interest and co-operation in ensuring homework is undertaken is appreciated. The school encourages parents to sign each homework task.

Broadly the time allocations and frequencies are as undernoted:

P1 - P3        about 15 minutes four times per week.

P4 - P5        15-20 minutes four times per week

P6 - P7        25-30 minutes four times per week

St Margaret's uses a homework strategy called 'Learning Logs'. This approach provides a week's homework at one time and allows children and families to work together over the weekend period as well as during the school week.

Parents are asked to advise the appropriate teacher in the event of a child struggling to complete a home assignment.

Children are not expected to spend significantly more than the above noted times. Parents should therefore allow children who have made a fair effort to stop even if the task is not completed.

On occasion children who do not work diligently in school may be asked to complete work at home. We would appreciate parental support with this.

## **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.

# **School Brochure**

## **Section Three**

### **School Policies**

## **CURRICULAR POLICIES**

Every school has a range of curricular policies in written format. These policies are the subject of regular discussion, consultation and review with school staff and all can be made available for perusal on request. As well as policies on curriculum areas, we work hard to provide a school environment made rich by the following values and actions.

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

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

These key human aspects of learning are supported through the following arrangements by:-

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

## **EXAMPLES OF AUTHORITY POLICIES**

The following provides a few examples of the wide range of authority policies.

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

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

### **EQUAL OPPORTUNITIES POLICIES**

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

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

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

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

### **GENDER EQUALITY**

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

### **SCHOOL DRESS CODE**

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

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

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

## BOYS

White shirt  
Bottle green and silver tie  
Dark grey/black trousers  
Green sweatshirt  
Green sweater/cardigan  
Bottle green blazer with school badge

## GIRLS

White blouse  
Bottle green and silver tie  
Dark grey/black skirt/pinafore  
Green sweatshirt  
Green sweater/cardigan  
Bottle green blazer with school badge

Green sweatshirts and other items, printed with the school logo, are regularly offered for sale. These have proven popular.

Current costs are:-

polo-shirt	£ 7.00 - £ 9.00	reversible waterproof	£15.50 - £21.00
sweatshirt	£ 8.50 - £ 9.50	backpacks	£ 6.50 - £ 7.00
fleece	£12.50 - £14.50	book bag	£ 4.50
cardigan	£ 9.00 - £12.00	gymsac	£ 3.50
hat	£ 4.00	iron-on name tags	£ 6.95 (printed)
tie	£ 2.50	school badge	£ 2.50

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

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

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

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

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

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

## **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 AT SCHOOL**

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

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

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

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

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

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

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

## **PRIMARY SCHOOL ADMISSIONS**

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

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

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

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

## **PLACING REQUESTS**

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

Every effort will be made to try to meet parental wishes, but you should note that it is not always possible to grant every Placing Request to a particular school. You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. It may be, therefore, that a parent could end up with children at different schools.

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

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

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

If you wish to make a Placing Request, you should complete the appropriate application form (one for each child involved) and return it to Forward Planning Section, Education Services, 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.

## **ADDITIONAL SUPPORT FOR LEARNING**

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

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

Where a parent feels their child has additional support needs an appointment should be made to discuss this with the Headteacher.

Where the school feels a child has additional support needs, parents will be invited to the school to discuss this with the Headteacher. In either case, after consultation, and if appropriate, help will be sought from the relevant Falkirk Council Agency, with parental consent.

## **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.

## **PRIMARY TO SECONDARY TRANSFER**

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

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

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

## **MID SESSION TRANSFERS**

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

## **TRANSPORT FOR PLACING REQUESTS**

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

## **PUPIL CONDUCT**

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

## **POSITIVE BEHAVIOUR**

Positive behaviour is seen in the wider framework of social integration and development of all pupils so that they can take their place in society as responsible citizens. It includes a wide-ranging concept of pastoral care and requires a positive approach as well as the use of sanctions.

Some pupils will require individual attention. Positive behaviour involves all pupils, staff and parents in providing a structure which gives each pupil the security of knowing what to do in any situation likely to present itself and to eliminate as far as possible any uncertainties of rules or procedures.

## **AIMS**

- (i) to create the conditions for an orderly and secure school community in which effective learning can take place;
- (ii) to develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions as confident individuals.
- (iii) To develop in all pupils an awareness of and responsibility for the community in which they live and a willingness to contribute to that community as positive citizens.

Our aims will be best achieved in an environment which fosters a relaxed and pleasantly industrious atmosphere in which pupils are able to function without fear and in this security to give their best. The importance of mutual respect is emphasised.

Our emphasis will be on a positive approach of encouragement and praise; this may range from a quiet "well done" to merit points for house teams or acknowledgement at assembly. All pupils earn 'Golden Time' throughout the week.

We expect pupils to:-

- treat other people and their property with due courtesy, consideration and respect
- take care of their own health and safety and that of those around them by working and playing in a sensible manner
- follow the instructions of all adults employed in the school
- help eradicate bullying by always telling an adult, i.e. member of staff, parent, friend. Bullying in any form will not be tolerated.

## **ANTI-BULLYING POLICY**

The school has an Anti-Bullying Policy and Guidelines for implementation. All staff have been trained in this area of Personal and Social Development. All classes include anti-bullying lessons in their curriculum in which children are made very aware of the implications of bullying and how to deal with it.

Bullying is an issue that is taken very seriously in school and every step is taken to ensure that any issue is dealt with promptly and efficiently. We encourage close partnerships with home on occasions when action has to be taken. Bullying incidents are logged as per Falkirk Council Guidelines.

## **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**

Falkirk Council provide free school transport to those pupils attending their zoned schools who are up to and including 8 years of age and live more than one mile from the school and pupils who are 8 years of age or over attending a zoned school who live more than two miles from the school.

Parents of children who do not come into this category may purchase a season ticket at Falkirk Bus Station or, if they prefer, may pay for each journey.

Transport is available between home and school for children going to Gilston Park, Polmont Park and Forest View. Points in between are catered for by those buses.

Parents are reminded that children require prior guidance and training before using public transport. Children need to be constantly reminded about safe and sensible behaviour on the school bus. We are grateful to any parent who volunteers to travel on the buses to encourage sensible safe behaviour. School helpers supervise children boarding buses leaving school. Primary One pupils are met from the bus in the mornings, for the first half of the school year.

### **Travelling On Foot**

Children being picked up by parents or leaving school on foot must use the main gate, unless residents of Stevenson Avenue for issues of safety.

There are three crossing patrols in the area and parents are asked to collaborate with the Road Safety Police by training their children to use the appropriate crossing at all times.

### **Travelling By Car**

**Parents are reminded to show great caution when collecting and leaving their children.** Young children, especially, are liable to forget their training when entering or leaving the safety of their parents' cars. In the interests of all children's safety **STAFF CARS ONLY MAY ENTER THE SCHOOL GROUNDS AT PRIME TIMES.** In addition we ask parents/carers not to obstruct the bus stop area.

## **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/carer 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.

Provision is also made within the dining area for children who bring packed lunches. Packed lunches should be carried within NAMED lunch boxes or bags.

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.

## **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.

All children are encouraged to bring a water bottle to school for classroom and lunchtime use.

A healthy tuckshop operates at playtimes in the school hall.

### **Glass Bottles and Cans**

Children are not allowed to bring these to school for consumption at playtimes. Drinks for packed lunches should be kept within lunch boxes or bags and carried in "safe" containers.

## **SUPERVISION AND WET WEATHER ARRANGEMENTS**

During wet intervals children are engaged in the seated activities which have been agreed by staff. Supervision at these times is available throughout the school.

It is helpful if on a wet day children who walk home for lunch are kept at home until it is just time to begin the afternoon session so as to ease the supervision burden.

Before school begins supervision is limited, therefore, it is helpful if pupils arrive at school as near to nine o'clock as possible. We do try to open doors before 9.00am on wet mornings but this is governed by staffing levels on particular mornings.

## **UNEXPECTED CLOSURES**

Any changes of dismissal times will be given to you in writing, with as much notice as possible but there may be occasions when the children may need to be dismissed early without prior written warning e.g. power failures or sudden very inclement weather. On such occasions we make every possible effort to contact parents and certainly never send anyone out of school without establishing a contact for them. Groupcall would be used in this situation.

We would be most grateful if you could ensure that your child knows either where you can be contacted or where we can locate an emergency contact. Please do ensure that you let the school know of any changes of contact details.

## **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.

## **Protecting Children and Young People**

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

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

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

## **Medicine administration**

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

# **School Brochure**

## **Section Five**

### **School Statistics**

## **RAISING ATTAINMENT**

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

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

**INFORMATION FOR PARENTS 2010  
PRIMARY SCHOOLS**

<b>School:</b> St Margaret's Primary School	<b>Id No.:</b> 240 - 5745721
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***Budgeted Running Costs For Financial Year 2010 -2011***

<b>School Roll at September 2009</b>	387
<b>Total School Running Costs at April 2010 (£)</b>	1,445,900
<b>Cost per Pupil (£)</b>	3,736

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

	<b>Stage</b>							
	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>P7</b>	<b>P1-7</b>
<b>Total Number of Possible Attendances(Pupil Half Days)</b>	21,458	21,644	18,480	21,721	18,372	20,196	23,288	145,159
<b>Percentage Authorised Absences</b>	3.5	3.1	3.5	3.9	2.9	3.5	4.6	3.6
<b>Percentage Unauthorised Absences</b>	0.9	0.9	1.2	0.6	0.5	0.6	0.4	0.7

**INFORMATION FOR PARENTS 2010  
PRIMARY SCHOOLS**

<b>School:</b> St Margaret's Primary School	<b>Id No.:</b> 240 - 5745721
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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>	85	85
<b>Writing</b>	80	79
<b>Mathematics</b>	85	85

***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>	13.3	16.7