

Westquarter Primary and Nursery



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).

Westquarter Primary School

Westquarter Avenue, Westquarter, Falkirk. 01324 503950

Dear Parent / Carer

Children are at the heart of everything we do in Westquarter Primary and we are proud of the difference we make in their learning and achievement.

Our staff, teachers and support staff alike, are dedicated and hardworking who work co-operatively to provide the best possible education for your child. We work hard to create a happy, positive atmosphere in school and to build excellent relationships with our pupils. Our pupils are encouraged to show a high standard of personal behaviour in school and receive individual care and guidance.

Our core values are respect, trust, courage, tolerance, justice, happiness, caring, hope and love.

This brochure is intended to give you some information about our school and covers areas of interest or concern to parents.

I fully appreciate that this brochure will not be able to answer all of your questions and, I hope that if this is the case you will come and speak to me.

I am proud of this community, our school and the relationships between staff, children and parents.

Yours sincerely

Marion Samson
Headteacher

Section One – School Information

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

Lastly, it includes information on our Parent Council, the Friends of Westquarter, 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.

- Effective Learning and Teaching Policy
- Living Values Policy
- Personal Learning Plans Policy
- Support for Learning Policy
- Promoting Racial Equality Policy
- Anti-Bullying Policy
- Health, Safety and Care Policy
- Positive Behaviour / Ethos of Achievement Policy

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

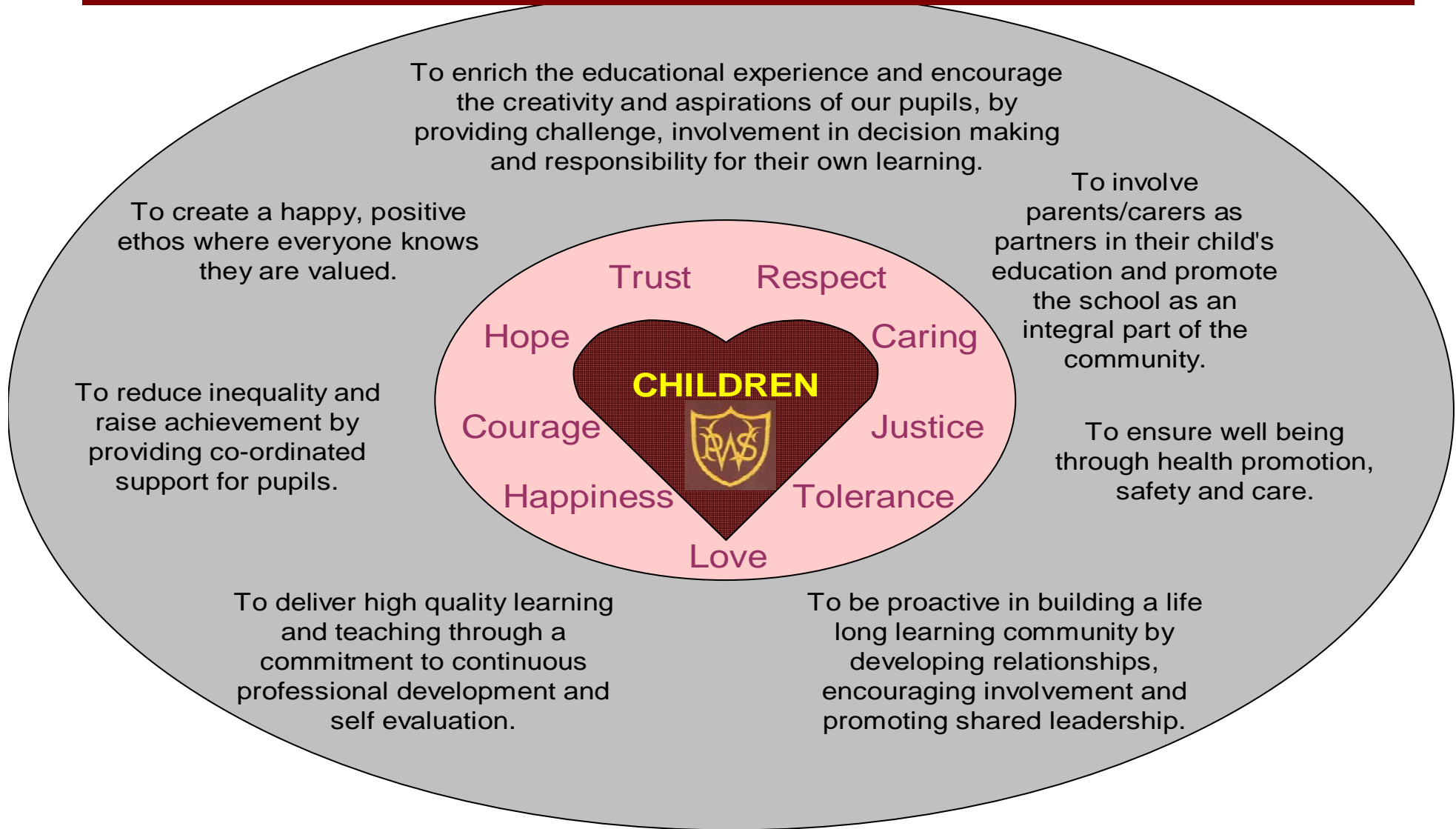
- Attendance rates
- Authorised/Unauthorised rates of absence
- School Attainment Levels
- School costs

School Brochure

Section One

School Information

WESTQUARTER PRIMARY AND NURSERY AIMS



Through living our values and addressing these aims our children will become confident individuals, effective contributors, responsible citizens and effective learners.

NURSERY EDUCATION

The early years of children's lives are ones of rapid growth and development. They enter their pre-school year with a significant background of learning experiences within their family and with friends, neighbours and relatives. Staff in our nursery therefore work in partnership with parents in developing children's learning. We aim to broaden the range of children's learning experiences, to leave them confident, eager and enthusiastic learners who are looking forward to starting school.

The nursery has its own entrance, cloakroom, toilet and outside play area. For security reasons the door is kept locked at all times.

Application forms are available from the nursery or school office and are available to parents of children in the school catchment area who are in their pre-school year.

We are always pleased when parents visit the nursery and every Friday parents and carers can stay and play during family time. This is a great opportunity for you to see how your child is getting on and learn from Nursery staff.

Parents are asked to pay a small weekly contribution for 'snacks' and extra activities. Nursery children are provided with free milk.

For further information you will find our nursery booklet helpful.

NEW PRIMARY ONE PUPILS

Our Nursery and Primary 1 teachers work very closely to provide the children with a smooth transition to Primary 1. We have a very good programme for transition and primary 6 children work in the nursery in preparation for becoming Primary 1 buddies when they are in primary 7. Through this transition programme we ensure continuity and progression in children's development and learning. Children's profiles containing information about earlier experiences, including strengths, developmental needs and interests are passed on from Nursery to Primary 1 staff. This information is used by Primary 1 teachers when they are planning learning programmes and targets which take account of children's prior learning and achievement.

Prior to children starting Primary 1, small group visits are arranged so that the children can meet their teacher and become familiar with their classroom. Primary 1 teachers also work within the nursery. Parents are invited into the school in May to find out more about Primary 1, meet the Early Years staff, community team and ask any questions.

VISITING THE SCHOOL

If you have not made up your mind about which school to send your child to or if you would simply like to see the school, you can easily arrange a visit by making an appointment. An appointment is necessary so that a non-teaching member of staff is available to show parents the school and answer any questions you may have. Visitors are always welcome.

PRIMARY/SECONDARY TRANSFER

On completion of their primary education, pupils normally transfer to:

Graeme High School
Callendar Road
Falkirk
FK1 1SY

Telephone: (01324) 622576

We have a very good programme for transition from primary to secondary school. There is ongoing close liaison with Graeme High. Throughout the session Graeme High staff, including guidance and learning support teachers, visit our school to meet the pupils and discuss pupil attainment with staff. Throughout the year children visit Graeme High as part of the induction programme. Working with Graeme High in this way makes the transfer much easier for pupils.

If a school other than Graeme High is chosen we do make sure that pupils meet with guidance staff and visit the school prior to transfer provided that the school is nearby. Parents will not receive assistance for travel if they opt for a school outwith our catchment area.

Secondary schools have replaced SCE 'O' Grade courses with **Standard Grade** courses. New ways of teaching and assessing traditional subjects, and a number of multi-disciplinary subjects are being introduced. All pupils will have an opportunity to gain a Standard Grade certificate which will show a profile of the pupil's performance in the individual aspects of their courses.

Graeme High School produces a school handbook which parents will find helpful.

THE SCHOOL DAY

Nursery Hours

Morning Session (Mon-Fri) - 9.10 am - 11.40 am
Afternoon Session (Mon-Fri) - 12.30 pm - 3.00 pm

Primary Hours

Morning Session P1-P2 - 9.00 am - 12.15 am
P3-P7 - 9.00 am - 12.45 pm

Interval P1-P7 - 10.30 am - 10.45 am
Afternoon Session P1-P2 - 1.30 pm - 3.00 pm
P3-P7 - 1.30 pm - 3.00 pm

LEADERSHIP STRUCTURE

Certain leadership 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 leadership, 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.

THE SCHOOL STAFF

Headteacher	-	Mrs M Samson
Depute Headteacher	-	Mrs. C Quigley
School Roll	-	165 pupils in P1-P7
	-	Up to 60 nursery pupils
Visiting Teachers	-	Music
	-	Drama
	-	Modern Language in the Primary School (MLPS)
	-	Physical Education
Office Administrator	-	Mrs Lynda Brown
Janitor	-	Mr. K Young
Support for Learning Assistants-		3 part-time, 3 full-time
First Aiders	-	3 fully qualified
Number of Staff	-	9 teaching staff and 1 support for learning teacher
	-	1 Nursery teacher
	-	2 Early Years Officers (EYO)

Useful Names and Addresses:

Westquarter Primary School	Falkirk Council Education Services
Westquarter Avenue	Sealock House
Westquarter	2 Inchyra Road
Falkirk	Grangemouth
FK2 9RN	FK3 9XB

Tel: 01324 503950	Tel: 01324 506600
Fax: 01324 503957	Fax: 01324 506601

Director of Education	Mrs. J. Swan
Acting Head of Educational Support & Improvement	Mr. N. Fletcher
Head of Educational Planning & Resources	Mr. G. Greenhorn

Friends of Westquarter, Chairperson Ms C Bradley

FALKIRK COUNCIL : EDUCATION SERVICES

Agreed Term Dates for Session 2011-2012

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

PARENTS AND SCHOOL

It is the aim of this school to develop a partnership between parents and staff so that through regular communication we can take appropriate care of your child and provide the best possible education.

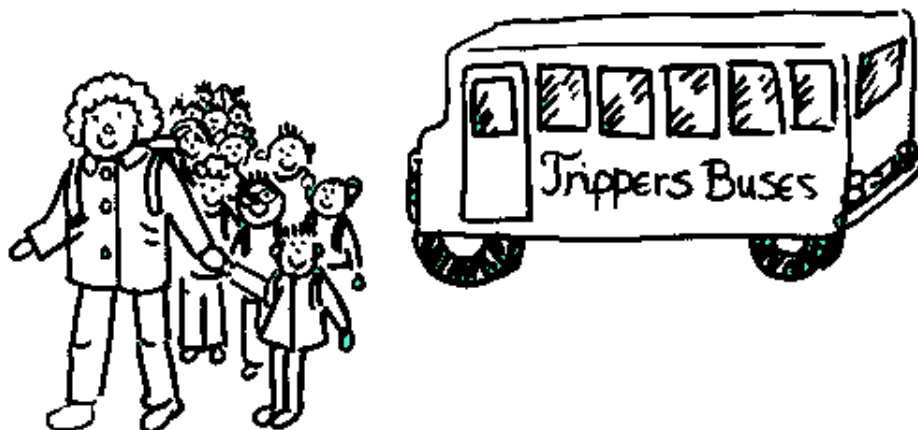
Each class operates a home school book which parents are invited to use to communicate any messages.

All parents are invited to school once a year to discuss their child's progress with the class teacher. This session we will meet with parents at the end of October and a formal report will be sent home at the end of May. In addition to all of this we operate a system of family time throughout the school where parents can come into class each Friday from 2.15 until 2.55 to share in their child's learning. This is much valued by children, staff and parents alike.

There will be occasions when you are concerned about your child and, rather than worry about a particular problem, you should phone and make an appointment to see the class teacher, Depute Headteacher or the Headteacher. They will do everything within their power to solve problems which are school based.

Similarly if we become concerned about your child's progress or behaviour we will notify you immediately and invite you to school for a discussion.

Should a matter of some urgency arise a promoted member of staff will see you immediately.



WOULD YOU LIKE TO HELP IN THE SCHOOL?

There are many ways in which parents can help in school, some take very little commitment, others a great deal, but all help is appreciated. We run citizenship groups in school many of which are led by parents. If you have a particular interest or would like to help in these please contact us. In addition we are always looking for parents to accompany large groups of pupils in educational outings. Please note parents will need to undergo a Disclosure Scotland check, costs of which will be paid by Falkirk Council.

PARENTAL INVOLVEMENT AND FAMILY TIME

We want our parents and carers to be more familiar with the teaching and learning taking place in our school and how you can get involved to support your child's learning. Family time is a special time for your child. They will lead you and show you how things are done. They may even let you join in. This takes place on a Friday afternoon from 2.15 until 2.55. In Primary one children experience a soft start for the first few weeks of their time in school.

Parents are also invited into school for talks, discussions and workshops on various curricular issues. Sometimes this will involve a large group of parents but where parents wish to learn how to do a specific task, we prefer small informal groupings.

We invite parents into school for coffee mornings, for open days, to end of term services, class assemblies, to watch concerts and participate in various fund raising events.

Details of all the school's activities can be found in our regular newsletters to parents and on the notice board in the front entrance. We aim to make details available on our website. – www.westquarter@sch.uk.

PARENT COUNCILS- FRIENDS OF WESTQUARTER

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. We call our parent council “The Friends of Westquarter.”

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

The Chairperson of the PTA/PA is Carol Bradley.

The PTA/PA may be contacted by phone number available from the school office, tel 503950.

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

FURTHER PARENTAL INVOLVEMENT

At the present time we have parental representation on our

- : School Nutrition and Action Group (SNAG)
- : Health, Safety and Care Group
- : School Improvement Planning Team
- : Nursery Improvement Planning Team
- : Rights Respecting School Group
- : Eco Schools Group

And parents participate in many of our citizenship groups within school.

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 schoolbag 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.

TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

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

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Careers Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils,
- plan and deliver better policies for the benefit of specific groups of pupils,
- better understand some of the factors which influence pupil attainment and achievement,
- share good practice,
- target resources better.

Data policy

Information about pupils' education is collected in partnership between the Scottish Government and Local Authorities through the ScotXed programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information.

The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

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

The individual data collected by Scottish Government is used for statistical and research purposes only.

Your data protection rights

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

Scottish Government works with a range of partners including HM Inspectorate of Education, Careers Scotland and the SQA. On occasion, we will make individual data available to partners and also academic institutions and organisations to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at Peter.Whitehouse@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

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.

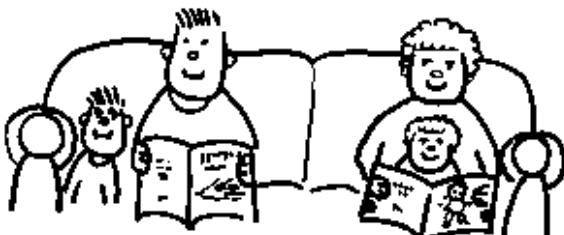
LANGUAGE

Our aim as teachers is to give each child the skills necessary for communication.

In order to do this successfully we look upon language as meaning reading, writing, listening and talking. We aim to give each child appropriate skills by providing a balanced language programme.

Reading

In our school we have a wide selection of reading materials and are therefore able to provide for all abilities, offer a variety of content and perpetuate interest and enthusiasm in books. We want children to enjoy reading and it is our aim to encourage children to want to read. From the nursery class onwards children are encouraged to read at home with their parents.



You can help your children by reading with them and showing an interest in the books they bring home.

As children begin to acquire the basics of reading they are placed on an individualised reading programme to match their ability. Whilst on this programme each child's ability to read with understanding is carefully monitored by the class teacher. Comprehension skills are developed fully by using a variety of written formats and forms of questioning.

We provide a large selection of paperbacks to be read in school and at home and we encourage children to buy their own books from school book fairs.

In school we provide a balanced diet of literature by reading novels to each class during the school year and, where appropriate, a teacher may study a novel of literary merit in some depth with a class.

As much of our reading is related to Social Subjects children need to be able to seek out information from reference books. To meet this need we have a comprehensive skills reference programme which not only covers how to find information but how to process it. Children are encouraged to compare what is written not only in novels but also in poems, short stories, extracts, plays and books. These can be by the same author or on the same theme.

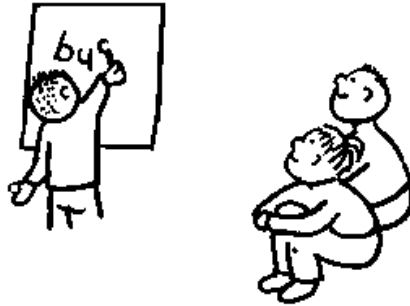
Not only do we wish to promote reading as an enjoyable activity but we aim to produce critical, effective readers.

Writing

We firmly believe that children need to be taught the mechanics of handwriting. Handwriting is taught and practiced daily until our pupils can produce a neat, legible flowing, individualised style.

Children have writing opportunities in the nursery and throughout their life in school.

As children progress they will be asked to write in different ways - reports, observations, poetry, recording evidence from fieldwork or science activities, letters - and from this they will realise that their writing serves a purpose. They will develop a strategy for writing and learn to write appropriately for different audiences.



We wish our children to acquire the ability to write clearly and concisely. The conventions of writing, e.g. punctuation, grammar, handwriting, presentation and spelling are taught, in the main through the context of personal, functional and imaginative writing.

Spelling is an important skill which we want our pupils to acquire. It is taught throughout the school using our spelling programme.

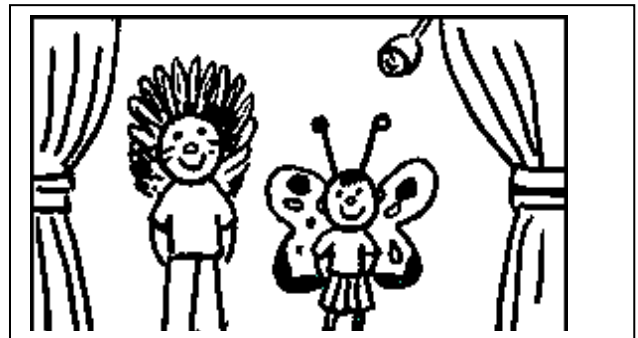
Talking

Since this is the principal means by which we communicate with each other, great emphasis is placed on giving the children opportunity to:

- (a) Express themselves developing confidence and articulation.
- (b) Explain their options, attitudes and feelings.
- (c) Convey instructions.
- (d) Communicate during conversations.

By working in this way children clarify their own thoughts and ideas, become fluent in speech, extend and enrich their vocabulary and become less hesitant when asked to express themselves. We use talking homework to encourage all of the above.

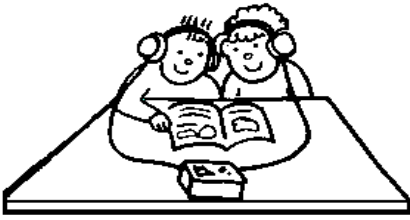
We encourage the teaching of drama from the nursery class upwards and all our pupils, even the youngest, are given the opportunity to display their skills and talent.



Listening

We aim to teach children to learn through listening. From nursery to P7 listening tapes are used to develop comprehension skills. At an early stage children are encouraged to listen in order to understand, gain knowledge and think constructively and purposefully.

Children enjoy listening to music, stories, poems, conversations and different dialects. We try to provide a wide range of materials for the children to listen to.



At all times the emphasis is on an integrated programme using listening, reading, talking and writing. We believe in a variety of good modern textbooks and well planned teaching resources.

MATHEMATICS

We have a mathematics policy in school which is representative of the current national guidelines.

Our aim is to make this subject meaningful by linking it to real life situations. This is a practical subject whereby children learn through activity.

We want children to understand basic number skills, measurement, money, shapes, graphs and how to handle information. Oral work in mathematics is stressed from nursery to P7. Children will practice mental arithmetic, times-table games and problem solving.

We are fortunate to have a wide variety of mathematical textbooks, games and equipment for pupils.

EXPRESSIVE ARTS

Expressive Arts include art and craft, drama, and music.

These activities are an important element in the curriculum which the children enjoy and they contribute to all-round development of the child.



Art and Design

In infant classes art and design is an ideal medium in which to develop thematic studies. A wide range of skills is developed, including observation, drawing, painting, model making, etc.

At present we have a specialist teacher of art in P1-P7. The range of skills is extended and developed by specialist and class teacher alike.

As in other areas of the curriculum techniques in art and craft are taught as they become needed, perhaps because of a particular project. Techniques covered include clay modeling, collage, tapestry, embroidery, fabric dyeing, printing, etc.

Music

As with other aspects of Expressive Arts we aim to integrate music with other areas of the curriculum. We have a music specialist and all children follow a music programme, from Nursery to Primary 7.

We have a good range of percussion instruments and a music room where children make their own sounds and rhymes e.g. to illustrate a piece of poetry or a sequence of movements they have created. Music movement and singing is incorporated wherever possible in topic work and for our regular school assemblies. There are also opportunities for singing in class with a teacher.

Drama

Through drama, children are able to explore their environment, feelings and relationships. They are also able to develop language, movement and inter-personal skills.

They may be involved in performing a scripted play, but are more likely to be found improvising situations, or dramatising extracts from stories or poems. We have a structured programme for Primary 1 to Primary 7 but drama can be developed in the context of topic work, e.g. a group of Roman soldiers on the Antonine Wall, Victorian children working in a mine, or role playing some scene from everyday life.

RELIGIOUS AND MORAL EDUCATION

Religious and moral education is ongoing in every primary classroom. We aim to make each child aware of his uniqueness and yet to realise his responsibility to others within the context of the classroom, the school, the home, the community and the wider world. We try to help children to have a deeper understanding of their own emotions such as love, happiness and sorrow and the need to share these emotions with people. Knowledge of Christianity includes the Judeo-Christian heritage, the life and teaching of Christ and the growth of the church to modern times.

Tolerance, acceptance and an understanding of the other main religions of the world is part of our Religious Education Policy.

We have regular assemblies which often contain a religious or moral theme. Our school chaplain participates in our assemblies.

We respect the religious belief of children and their families and if parents wish to find out more about our Religious Education Policy we will be more than happy to discuss this further. Parents have the right to withdraw their children from this subject. The children will be provided with alternative work and supervised in another room for the duration of the lesson.

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

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.

HEALTH AND WELLBEING

Health education is developed through our whole school approach to Health Promoting Schools and Health Education Programme, whereby children learn about themselves, healthy habits, healthy eating, hygiene and human growth.

In P1 and P2 great emphasis is also placed on personal safety. Road safety is also part of health education from P1 to P7 and includes visits from the Road Traffic Police and the Crossing Patrol.

We use the Developing Sexual health and Relationships curriculum pack to deliver a comprehensive programme to our children which promotes developing positive relationships. Each year we give parents the opportunity to come and see the resources we use and talk about issues we raise with children.

We firmly believe that our children should be healthy, happy and here. To this end we provide many opportunities for physical exercise in school whether in soft start, in the playground or in curriculum time. We have a visiting specialist in PE who makes a valuable contribution to the development of PE in our school.

SOCIAL SUBJECTS

Social Subjects includes history, geography, environmental education and enterprise in a study of our local area many of these subjects would be developed. Whatever the area of study pupils are encouraged to care about environmental issues through first hand observations and investigation.

Teachers are encouraged to take their pupils out of school as much as possible to study not only our immediate environment but also to compare other environments in relation to our own. We have adopted a rich task approach to social subjects. Through this approach study is real and meaningful. Enterprise in Education and Outdoor learning have been incorporated into our Social Subjects programme. We aim to create a balanced programme over each school year.

MODERN LANGUAGES

P5, P6 and P7 study French, mainly through simple, oral conversation and basic written vocabulary. We have a visiting MLPS teacher.

TECHNOLOGIES

Information and communications technology is now part and parcel of life in a primary school. Presently we have 15 computers within the suite and an interactive whiteboard. Each classroom and the nursery has a computer. From nursery onwards pupils develop specific computer skills such as using the keyboard, word processing, desktop publishing and the use of spreadsheets and databases.

These skills can be applied in other areas of the curriculum, e.g. to produce stories and reports, and conduct science and mathematics investigations. We have two portable digital whiteboards in school which various classes have the use of.

Enterprise activities take place in each class and the nursery and we encourage all of our children to have an enterprising attitude.

Children develop their skills in technology during rich task activities and through dedicated activities designed to build up their skills in craft design engineering and graphics contexts.

SCIENCES

Throughout their time in primary school our children will follow well designed programmes designed to ensure that they know more about planet earth, forces electricity and waves, biological systems and materials. In the old days we called the biology, chemistry and physics. Mostly these are developed in appropriate contexts.

THE CLASSROOM

Each teacher runs a well organised classroom full of attractive displays of pupils' work thereby creating a good learning atmosphere.



All work covered in class reflects the individual needs of each child. In certain aspects of school work, particularly in language and maths, the teachers organise their classes in such a way that children can work in **ability groups**. The teacher is able to pace the progress of each group to match the children's ability. Individual pupils are taught on a one-to-one basis with the teacher when necessary.



Occasionally in other areas of the curriculum, **mixed grouping** is undertaken because we believe this provides a valuable opportunity for co-operation and corporate responsibility. Children develop social skills and positive attitudes when working with others.

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.

CO-OPERATIVE TEACHING

Teachers work together to plan and prepare for their classes and to share certain areas of teaching.

When appropriate, the Learning Support Teacher will take part in this planning and work in the classroom with the children. Support assistants also work in their classrooms under the direction of the teacher to support pupils in the execution of their work.

COMPOSITE CLASSES

A composite class is a class made up of two primary stages. For example a P3/4 class contains P3 pupils and the P4 pupils.



These classes are kept fairly small because of the range in age. It is very common to see composite classes in schools.

They are created when the number of teachers allocated to a school is less than the number of possible classes. When this happens pupils have to be arranged accordingly. A composite class functions as any other class with pupils taught in groups at their own level.

WILL MY CHILD BE ASSESSED?

Yes, as your child moves through the school he/she will be assessed in many different subjects in many different ways.

Teachers have to test pupils to make sure that they have understood, remembered and made progress. Using the results teachers can effectively plan their work with each child. On a daily basis the teacher will observe pupils at work, ask questions and examine completed written tasks. We call this type of testing informal classroom assessment.

As part of the **National Assessment Programme** all children will be assessed in reading, mathematics and writing. These tests are used from P1-P7 and we use the results of these tests to monitor the progress of each child. The results of these tests will be made available to pupils at the time of testing and recorded in the report card. The Headteacher is willing to discuss test results with any parent who requests this. Every school has targets in reading, writing and mathematics to work towards each year.

Our targets and recent levels of performance are shown. Overall targets for Falkirk and Scotland are also detailed for comparison.

When we are concerned about the progress a child is making we will refer the matter to the learning support teacher. We are fortunate to have a teacher who is trained to assess children and to identify particular weaknesses. Pupils are then supplied with programmes of work to match their capabilities which they tackle within the classroom. The learning support teacher will often work alongside these pupils to give the maximum amount of support possible.

When a child transfers to another school the pupil's progress record containing all relevant reports is sent immediately. If you are considering moving out of the area to another school please inform the Headteacher.

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.

ADDITIONAL SUPPORT NEEDS

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.

Children have the right to be valued, to be treated with respect and to have their additional needs met.

Inclusiveness is a basic human right and this assumption will consistently underpin the Council's responses to meeting the needs of all children, in particular those with physical, sensory or learning difficulties, exceptional ability, social, emotional or behavioural difficulties, medical difficulties or other additional support needs.

Education, therefore, must be inclusive and children should be educated with their peers in their own communities unless, in very exceptional circumstances, that is not in their best interests.

With the introduction of the Additional Support for Learning Act this year by the Scottish Executive children who require additional support because of significant needs may have a Co-ordinated Support Plan. At the present time we have no pupils in attendance with a Co-ordinated Support Plan (CSP).

EDUCATIONAL PSYCHOLOGY SERVICE

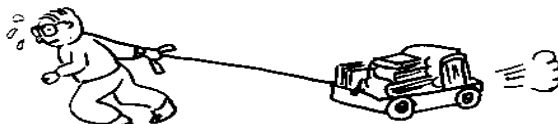
The Educational Psychology Service is part of Education Services. Every school has a link Educational Psychologist providing consultation, assessment, intervention, staff development and project work.

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.

SUPPORT SERVICES

Several support services are readily available to the school. The Educational Development Service provides advice and support regarding overall issues of quality and effectiveness. Other services provide advice and/or assistance about how best to meet the needs of an individual child or group of children. Staff from the Primary and Secondary Schools Support Service offer experience in working with children with social, emotional or behavioural difficulties; the school doctor and nurse provide regular health screening checks as part of a range of school health services; staff from Psychological Services provide assessments of and support for a range of pupil needs; and the school can link with Social Services over matters of family and child welfare.

HOMEWORK



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.

Recently we have introduced talking and shared homework and this is proving to be very popular.

Homework is given to reinforce the work done in class and to promote closer links between the home and school. Teachers, pupils and parents all have a role to play and we would ask that you support us by:

- Recognising the importance of homework and ensuring that it is done.
- Checking your child's homework and signing the reading marker or homework jotter to show that you are satisfied with the content and standard.
- Encouraging your child to develop a positive attitude to learning.
- Offering help to your child, but not doing the homework for him/her.
- Contacting the teacher if your child has difficulty with homework.

More details about how you can help your child are contained in our homework policy, a copy of which may be inspected on request.

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.

BOOK FAIRS

The school runs a book fair once a year. Prior to the arrival of the books each child will receive an information pamphlet about books available. The books will be on display for four days and parents are welcome to come and inspect before ordering.

LIBRARY

Our library, situated in Room 12, has been refurbished and restocked. We are continuing to add to the books available, to offer a range of fiction and non-fiction suitable for all interests and abilities. Again we ask for parents' support in caring for books that come from home

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.

Teaching staff make sure that all of our pupils participate in a balance of activities.

FACILITIES FOR PHYSICAL EDUCATION AND OUTDOOR ACTIVITIES

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

We aim to offer a broad curriculum in PE throughout the school and are well equipped to do so. We have

- A fully equipped, self-contained gymnasium with apparatus and equipment.
- A separate assembly hall.
- A large playground, with markings for several sports.
- Easy access to grassed playing fields.
- Swimming lessons for P5 pupils.

We have a specialist PE teacher who, along with class teachers, develops work in various aspects of PE, e.g. games, gymnastics, dance, etc.

We are currently upgrading facilities in our playground with the help of an Awards for All grant. We hope to have a trim track in place for next session.

ACTIVE SCHOOLS

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

School Brochure

Section Three

School Policies

CURRICULAR POLICIES

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

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

Through our core values of respect, trust, courage, tolerance, justice and happiness our 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 values and moral education.
- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of all of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

MULTICULTURAL AND ANTI-RACIST POLICY

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

EQUAL OPPORTUNITIES POLICIES

Falkirk Council has published an Equality Opportunities Policy and an Equality Scheme, which can be viewed on the council's website.

These outline the duties which the Council is required to undertake to tackle discrimination, prevent harassment and ensure our work promotes equality. The Council is committed to eliminating discrimination on the grounds of race, gender, disability, sexual orientation, faith/belief or age.

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

ENGLISH AS AN ADDITIONAL LANGUAGE

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

GENDER EQUALITY

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

SCHOOL DRESS CODE

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

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

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

- Trousers/skirt - Black or grey
- Blouse - White
- Pullover/cardigan - Maroon or grey
- Tie - Maroon with gold stripes
- School polo shirt - White
- School sweatshirt - Maroon
- Jogging bottoms - Maroon or grey
- Fleece/Jacket - Maroon
- School Bags/Gym Bags

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.

Some families may be eligible for assistance towards the purchase of clothing or free school meals. For more information on clothing grants you can contact the Council's Advice & Information Helpline on 01324 590599 or visit the Falkirk Council website, www.falkirk.gov.uk where you can download an application form. Application forms are also available from Falkirk Council One Stop Shops.

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.

<u>Compensation:</u>	1. Death	£20,000
	2. Permanent Total/Partial Disablement (continental scale of benefits)	£20,000

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

School Brochure

Section Four

Pupil Welfare

ATTENDANCE AT SCHOOL

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

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

Whenever your child is absent from school, you should contact the school as soon as possible (preferably before 9.45am 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.

ABSENCE

To obtain the full benefit of education, your child must attend school regularly and should not be absent without a reasonable excuse.

1. If your child is ill and cannot come to school, please let us know on the first day by phone or note.
2. If no notification is given to the school we will phone you to find out why. You should provide a written note on return to school detailing reasons why your child was off.
3. In the interests of safety, if, for any reason, your child is not returning to school in the afternoon, please let the teacher know either by note or phone.
4. The Headteacher cannot grant leave of absence for pupils to go on holiday, shopping expeditions or stay at home to look after other members of the family.

RECORDING ATTENDANCE AND ABSENCE

Categories of Absence

Schools record absence in two ways either as authorised or unauthorised. Attendance is defined as: participating in the programme of educational activities arranged by the school.

In addition to actual attendance within the school premises, it covers:

- work experience
- educational visits
- day and residential visits to outdoor centres
- college/consortium school study
- interviews and visits relating to further and/or higher education
- debates, sports, musical or theatrical productions, etc arranged by, or in conjunction with the school
- activities in connection with Psychological Services
- school medical examinations off-site
- hospital tuition.

Authorised Absence defined as:

- sickness
- medical and dental treatment
- bereavement
- domestic circumstances relating to exceptional hardship at home
- no school within walking distance and no transport arrangements
- religious observance
- meetings prior to, and in, court
- attendance at, or in connection with, a Child Care Review
- attendance at, or in connection with, a Children's Hearing
- weddings of immediate family
- certified debates, sports, musical or theatrical productions not arranged by, or in conjunctions with, the school
- extended visits overseas to relatives
- sanctioned, extended absence in relation to children of travelling families
- use of school for election purposes
- closure due to weather conditions, heating failures, etc.

Unauthorised Absence defined as:

- temporary exclusions arising from incidents in or out of class
- truancy, an application having been made to the Education Authority in relation to an attendance order
- truancy, an appeal having been made to the Sheriff in relation to an Attendance Order
- family holidays (see previous page)
- truancy, defined as unauthorised absence from school, for a period, as a result of premeditated or spontaneous action on the part of the pupil, parent or both
- unexplained absence.

LATENESS

Being late can be distressing for the children and also disrupts the organisation of the teacher's day.

With the safety of your children in mind, it is not advisable for any child to make his or her own way to school alone, after school has started, when the streets are quiet.

I seek the co-operation of all parents to ensure their child arrives in school on time. We keep a register of children who consistently arrive late with no reasonable explanation and follow this up with parents.

PRIMARY SCHOOL ADMISSIONS

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

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

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

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

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 15th of March each year for consideration and response no later than the 30th April.

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

Any Placing Requests received after the 15th March for Primary 1 and Secondary 1 will not be considered in the first round of Placing Requests. Parents / carer 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.

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.

PUPIL CONDUCT

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

DISCIPLINE AND PERSONAL AND SOCIAL DEVELOPMENT

Our school is a small community. Certain qualities are essential if the school is to function smoothly, efficiently and happily. These qualities are politeness, tolerance, good manners and respect for others and they are positively encouraged at all times. These link well to our core values of respect, trust, courage, tolerance, justice and happiness.

Class teachers deal with any minor discipline problems. More serious problems and persistent offenders are referred to the Principal Teacher, Depute Headteacher and then the Headteacher. Our traffic light system works well. In some cases the parents may be called in. It may also be necessary in certain cases to refer a child to the Psychological Services.

All staff follow the school's Anti-Bullying Policy. You will find our booklet entitled '**An Anti-Bullying Guide**' helpful.

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

All of the teaching staff adhere to the recommendations of our school's behavioural management policy which gives clear guidance on how to prevent and deal with discipline problems. We believe in a preventative approach to discipline whereby we use many strategies to ensure that each child is happy, well motivated to learn, experiences academic success and learns to be responsible for his/her own actions. Children, irrespective of how good a teaching staff is, will always need to be reprimanded from time to time.

Where a child makes no effort to improve behaviour we will ask to see parents, **even if the problem seems minor**. In this way a problem is not allowed to develop into a major crisis. When children realise that parents and school work co-operatively together, they are less likely to be troublesome in school. **The contribution made by parents is extremely important**. Good discipline is necessary for our school community to function effectively, allowing our pupils to have positive educational and social experiences and allowing the staff to practice in the fostering of positive discipline.

Our discipline policy, which is based on that partnership, aims:

- To create and maintain a secure environment where pupils and staff care for each other, so assisting pupils to develop positive attitudes to self, to learning and to the community.
- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- To foster in pupils a sense of respect for others and their property.
- To provide support for staff, pupils and parents by ensuring an appropriate standard in all aspects of school life.

SCHOOL RULES

We need rules to ensure that children remain safe in school. The most important rules are listed below:

- (a) Pupils are not allowed out of the playground at interval or lunchtime except:
- Pupils who are going home for lunch.
 - Pupil who bring in a written note from their parents and are collected by the parents or carer.
- (b) Pupils should enter and leave the building by the doors where classes line up. The main door is to be used only by staff, parents, visitors to the Headteacher, cleaners and tradesmen.
- Pupils are not allowed in the school car park unless supervised by a parent or member of staff.
- (c) Children who require to leave school during hours, e.g. to visit the dentist, must bring written notice in advance and must be collected at school by an adult. We are not permitted to let children leave the premises unsupervised.
- (d) All coats, etc should be clearly marked with the pupil's name. Every attempt will be made to ensure safekeeping but responsibility for lost clothing cannot be undertaken. No pupil should leave anything of value in coat pockets nor bring costly items to school.
- (e) Pupils are required to behave in a courteous, socially acceptable manner at all times.

- (f) Pupils are expected to respect all property, both in and around the school.
- (g) All pupils should help to care for their environment. To keep the playground clean and safe, all litter should be put in the bins provided and only plastic drinks bottles may be brought to school. Chewing gum may not be used anywhere on school premises.

To support our Positive Behaviour Policy and promote the development of positive attitude, we recognise good or improving standards of work and behaviour. Individuals in each class who have achieved a high standard, or made a significant improvement in either or both areas, are shown as 'Star of the Week' for their class and their photographs are displayed in the front hall. Certificates will be awarded monthly for areas of achievement. Parents have an important role to play in helping us promote good standards by praising their child when he/she is 'Star of the Week' or has been presented with a certificate. We also operate a house system where children can earn points for their house through working hard and showing responsible behaviour. Inter-house competitions are held, e.g. quizzes and competitions where children earn points for their house. Points are totalled and the winning houses are announced weekly and monthly.

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.

- Payment for lunches are made daily in the dinner hall
- Packed lunches can be eaten in the dinner hall or in the social space in the top corridor
- We run a healthy tuckshop at playtimes
- Our breakfast club operates between the hours of 8.15 – 8.55 a.m. in the dinner hall. Costs are £1 per child. Children in receipt of free school meals are entitled to a free breakfast. Children should bring only plastic bottles to school.
- Cans or glass bottles are not permitted.

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.

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.

GRANTS FOR FOOTWEAR AND CLOTHING

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 where you can download an application form. Application forms are also available from Falkirk Council One Stop Shops.

WET WEATHER

With the safety of your children in mind the support staff supervise pupils during interval if it is wet outside, with the support of Primary 7 children.

If it is wet at lunchtime P1-P7 pupils are supervised in their classrooms by support staff.

The pupils are asked to occupy themselves with an activity of their choice during this time and behave in a sensible manner. Management staff are on duty during every break when the pupils are in school.

A wet weather club operates in the mornings before school if it extremely wet. On wet days however children should remain at home for as long as needed in order to get to school on time.

FIRE DRILL

Fire drill is carried out at least once per term, and the fire alarm is tested each Monday morning.

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.

PLAYGROUND SUPERVISION

In total two to three supervisors take care of the pupils at lunchtime and interval. Should an accident occur each supervisor can contact promoted staff and appropriate action is taken immediately.

Recently we have begun a playground scheme to enhance pupils' social skills by involving them in co-operative, shared play. We have purchased lots of new toys, bikes, games etc. which are well used by children in the Early Years.

UNEXPECTED CLOSURES

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

For this reason it is important that emergency contacts, especially new mobile numbers, are kept up-to-date on our records.

OUTINGS

We like, where possible, to allow children to go on planned visits and to be involved in fieldwork. This is an integral and necessary part of Environmental Studies which makes study real and meaningful. Usually most of these visits take place in or around Westquarter. We do, however, like to try and take senior pupils further afield. Parents are informed of all of our outings by letter and are asked to pay part of the outing fee where appropriate. The adult to child ratio on these outings is 1:10. If staff drive minibuses they have passed a test administered by Falkirk Council Transport staff and abide by the safety standards recommended.

Primary 7 pupils usually take part in a residential experience in the October with children from the cluster schools.

ACCESS TO SCHOOL

For safety reasons parents are not permitted to use the school car park to collect or drop off children. Please use the car park to the left hand side of the school.

We also ask parents not to park on the main road outside the main entrance to our school. It is a particularly busy road and unsafe for young children. We ask parents to make use of the side streets both of which link to the main footpath outside the school.

One crossing patrol operates outside the school on Westquarter Avenue. We are actively promoting 'walking to school' and would encourage you to help your child do this.

SCHOOL SECURITY

Falkirk Council aims to provide a safe and healthy environment for all pupils, staff and other school users. Safety and school security have been a key focus since 1997 when the Council involved all schools and school communities in the preparation of safety and security action plans. Since then, these plans have been implemented in a systematic way. Work undertaken in schools has included:

- The creation of one door entry system during normal school hours.
 - The installation of electronic door locking mechanisms.
 - The erection of signs directing visitors to a single door entry point.
 - The introduction of an entry procedure for visitors including the issue of a security visitor pass.
-
- The introduction of staff identification passes.
 - The use of mobile radios for staff working alone, such as playground supervision.
 - Linking with the police mobile CCTV system.

All primary schools and nursery schools have had their door entry construction work completed and all schools are using the visitor pass system.

Your co-operation and assistance in complying with school access arrangements is greatly appreciated as the safety of pupils and staff is at the heart of this programme. Please seek assistance on entry to school and remember if you are questioned, staff are complying with school security arrangements.

ACCIDENT

All minor accidents are treated in school. If we feel that medical treatment is required the following action will be taken:

- (a) I shall try to contact **you**, or if you are unobtainable, **your emergency contact**.
- (b) I shall telephone the health centre or hospital if necessary and arrange to have your child taken there, accompanied wherever possible by you or someone else nominated by you.
- (c) I will report the accident to Falkirk Council Education Services.

If a child becomes ill we always try to inform the parents. It is extremely important for each child to have an emergency contact number especially if both parents work. Whilst waiting for parents to arrive your child will be cared for in school. If your child is taking medicine or has a medical condition which might affect him/her in school, it would be appreciated if you could discuss this with the Headteacher, so that appropriate action can be taken. If you require your child to receive medication during the school day, you must fill in the appropriate pro-forma. These are available from the school office.

Note: Staff will not administer any medicine or drugs which require specialist knowledge or without prior training.



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 e.g. 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

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**

School: Westquarter Primary School	Id No.: 240 - 5745225
---	------------------------------

Budgeted Running Costs For Financial Year 2010-2001

School Roll at September 2009	155
Total School Running Costs at April 2010 (£)	841,530
Cost per Pupil (£)	5,429

Attendance And Absence For School Year 2009/2010

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	7,910	10,120	8,714	7,106	6,596	10,430	7,372	58,248
Percentage Authorised Absences	3.7	4.0	6.5	4.7	5.1	3.3	3.5	4.4
Percentage Unauthorised Absences	1.1	1.5	1.9	1.1	1.0	1.0	0.6	1.2

**INFORMATION FOR PARENTS 2010
PRIMARY SCHOOLS**

School: Westquarter Primary School	Id No.: 240 - 5745225
---	------------------------------

5-14 Attainment

	Previous level of performance (June 2009) % P3, P4, P6 and P7 roll attaining or exceeding minimum 5-14 levels for their stage	Present level of performance (June 2010) % P3, P4, P6 and P7 roll attaining or exceeding minimum 5-14 levels for their stage
Reading	83	88
Writing	75	80
Mathematics	86	87

Minimising Overall Absence

	Absence recorded (2008/2009) Average number of half days absence per pupil	Absence recorded (2009/2010) Average number of half days absence per pupil
Absence	20.7	21.2