



Dalmilling Primary School



H A N D B O O K

2009/10

**Harthall
Ayr
KA8 0PD**



01292 264738

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SECTION A – General School Information

1. *Introduction by Head Teacher*

An extract from the school log book gives the precise opening date of Dalmilling School as 26th April 1960, confirming that the school is in its forties.

During its forty plus years of existence changes have been many yet the school has in a real sense gone from strength to strength in its provision of education and partnership with the surrounding community.

The school has every reason to be proud of many, many of its pupils who have gone on to make their mark for good on the community and have done exceptionally well for themselves in the wider world.

There is indeed much in the school's tradition, both previous and in the making, of which we are justifiably proud.

As the fourth Head Teacher of the school I am conscious of its past traditions and service to the community and I am keen to build on that sure foundation as Dalmilling School seeks to respond to the many challenges of the future.

As teachers, pupils and parents working together we can and will continue to ensure that Dalmilling Primary is a school that will achieve much and one with which we are proud to be associated.

HEAD TEACHER - William Milligan

2. *Statement of School Aims and Values*

PARENTS

SCHOOL

ENVIRONMENT

The school recognises the importance of the partnership between parents and teachers in achieving its aims, which are:

to provide a high standard of learning experience matched to the needs of individual pupils enabling them to achieve their full potential within a safe and caring environment

and

to promote positive attitudes and high self esteem through effective partnership with home, school and community.

In other words we want to give our pupils the best possible start to their education. We will do our best to help them to grow and develop in a caring environment so that they achieve the highest possible standards that they can.

- help for those who need it most
- commitment to quality public services
- pride in the community
- service to others
- lifelong education
- partnership

HONESTY RESPONSIBILITY RESPECT COMPASSION EXCELLENCE FAIRNESS

3. School Information

Name	Dalmilling Primary School
Address	Harthall Ayr KA8 0PD
Telephone Number	01292 264738
Email address	dalmilling.mail@south-ayrshire.gov.uk
Denominational status	Non Denominational
Accommodation and capacity	300
House structure	N/A
ASN provision	Facility for Moderate Learning Difficulties
Catchment Area and Map	“Details of the school's catchment area and street names are available for inspection at the school and parents can also access them on the Council's website at www.south-ayrshire.gov.uk Catchment map and area (available from Resources Section, Education, Culture and Lifelong Learning, County Buildings, Wellington Square, Ayr, KA7 1DR)”.

4. School Staff

Name	Designation
Mr. C Boyce	Teacher (Probationer)
Mrs. L Cameron	Teacher
Miss. D Fulton	Teacher (Temporary)
Mrs. J Fremantle	Teacher (Temporary)
Mrs. K Hay	SFL Teacher
Mrs. J Hudson	SFL Teacher
Mrs. S Hughes	Additional Teacher
Mrs. M Kerr	Teacher
Mrs. M King	Teacher
Mr. B McPherson	Teacher
Miss. K Malone	Teacher (Probationer)
Miss. V Melrose	Teacher
Mrs. K Miller	Teacher
Mrs. M Millar	Teacher
Mrs. S Relly	Teacher
Mrs. L Wallace	Teacher
Miss. M Wallace	Teacher
Mrs. N Wood	Teacher
Mrs. C Flynn	Clerical/DMR Assistant
Miss M Kershaw	Clerical/DMR Assistant
Ms. L Barclay	Pupil Support Assistant
Mrs. M McCrone	Pupil Support Assistant
Mrs. D Gibson	Pupil Support Assistant
Mrs. A Hunt	Pupil Support Assistant
Mrs. H Iannotti	Pupil Support Assistant
Mrs. K Livingston	Pupil Support Assistant
Mrs. E Bufton	Pupil Support Assistant
Mrs. F Fadli	Classroom Assistant
Mrs. M McCullagh	Classroom Assistant
Mrs. M McLennan	Classroom Assistant
Mrs. A Main	Classroom Assistant
Mrs. G Smith	Nursery Nurse
Mrs. M Brown	Janitor

5. Senior Leadership Team

Name	Designation
Mr W. Milligan	Head Teacher
Mrs L. Hall	Depute Head Teacher
Mr K. O'Hara	Depute Head Teacher
Mr A. Robinson	Principal Teacher
Mrs K. Miller	Principal Teacher (Acting)



6. The School Year and School Hours

Primary 1 are dismissed at 12.30 p.m. each day during the first few weeks of term.
From the first Monday in September, P1s will be dismissed at 3.00 p.m.

	OPEN 9:00 a.m.
INTERVAL	10.45 a.m. - 11.00 a.m. LUNCH 12.30 p.m. - 1.15 p.m.
	CLOSE 3.00 p.m.

Term		Dates	
First	Teachers (Inservice)	Fri	14 Aug 2009
	Teachers (Inservice)	Mon	17 Aug 2009
	Pupils return	Tues	18 Aug 2009
	local holiday	Fri	18 Sept 2009
	local holiday	Mon	21 Sept 2009
	Close	Fri	9 Oct 2009
	Teachers (Inservice)	Mon	19 Oct 2009
Second	Re-open	Thurs	7 Jan 2010
	Close	Thurs	11 Feb 2010
	local holiday	Fri	12 Feb 2010
	Holiday	Mon	15 Feb 2010
	Teachers (Inservice)	Tues	16 Feb 2010
Re-open (Pupils)	Wed	17 Feb 2010	
Third	Close	Thurs	1 Apr 2010
	Re-open	Mon	19 Apr 2010
	May Day	Mon	3 May 2010
	Teachers (Inservice)	Thurs	27 May 2010
	local holiday	Fri	28 May 2010
local holiday	Mon	31 May 2010	
	Close	Tues	29 Jun 2010
	Teachers (Inservice)	Mon	16 Aug 2010
	Teachers (Inservice)	Tues	17 Aug 2010
	Pupils return	Wed	18 Aug 2010
<p>NB Good Friday: 2nd April 2010 Pupil's attendance will be 190 days after deducting 5 in-service days.</p>			

7. Enrolment

Enrolment takes place annually in January, or early February, when details are given in the local press. Children who reach the age of 5 years before 1st March of the following year are eligible for enrolment for the primary class beginning in August each year.

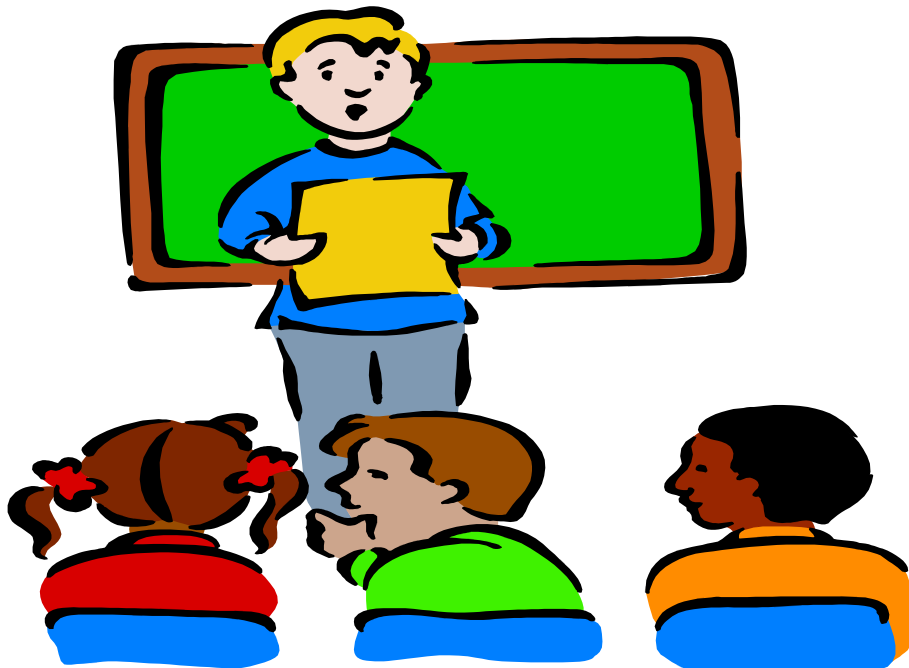
Children who live in the catchment area of a particular school require to enrol at that school when they will be informed of their right to make a placing request to another school of their choice and will be informed of the conditions pertaining to this.

During the summer term parents of children about to enter the beginners' class in August will be invited to the school for a meeting. This is a chance for parents to meet each other and some of the staff. School routines and arrangements will be explained and questions answered.

Parents who are seeking a place in the school for their children at any stage can arrange a visit to view the school and ask any questions they may have by making an appointment, either by post or by telephone, with the head teacher.

Classes are structured in accord with South Ayrshire Council's policy statement "A Guide for Head Teachers" a copy of which can be had from the school together with a copy of the pamphlet entitled "A Guide for Parents" which deals with the formation of composite classes in schools.

The policy statement states that full account must be taken of existing successful groupings of children using language and /or mathematics groups as a baseline for decisions as to which class children are allocated.



SECTION B – Teaching and Learning

1. The Core Curriculum

The Scottish Office has been striving to de-clutter the primary curriculum in Scotland. As a result, we are moving away from the 5-14 curriculum and towards a Curriculum for Excellence. A Curriculum for Excellence challenges all those involved in education to review the curriculum for children and young people aged 3-18. It asks us all to take responsibility for developing the capacities, attributes and capabilities necessary for children and young people in the 21st century. Furthermore it encourages a fresh look at creative, innovative approaches to organising children and young people's learning which offer more personalisation, greater choice and appropriate challenge. Transforming the way we enable learning to take place, requires a closer, reflective look at how we are engaging with our children and young people, and openly discussing and identifying how it can be better.

Design principles for the curriculum

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

Curriculum areas are:

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

At Dalmilling Primary we are well into our transition from 5-14 to Curriculum for Excellence. We have begun to review our programmes of work and topic areas in order to link them to the draft experiences and out comes. Children are working towards developing in four capacities (see diagram below).

For more information on Curriculum for Excellence visit - <http://www.ltscotland.org.uk/curriculumforexcellence>.



SUCCESSFUL LEARNERS

Which means we -

- are interested in learning new things
- do the best we can
- think about new ideas.

To help us do this we-

- use maths, language and talking and listening
- use computers and technology
- can think of new ideas by ourselves
- learn by ourselves and in a group
- think about the good points and bad points of new ideas
- use all of these different things when learning new ideas.

CONFIDENT INDIVIDUALS

Which means we-

- have respect for ourselves
- are healthy and happy
- look forward to the future.

To help us do this we-

- listen and try to understand others
- are healthy and active
- try to understand the world around us
- decide what is right and wrong.

We can all become...



RESPONSIBLE CITIZENS

Which means we -

- have respect for other people
- take part in making decisions.

To help us, we need to-

- understand the world around us and Scotland's place in it
- understand different people from around the world
- listen to different ideas and opinions before making decisions
- think about issues in the world around us and develop views about them.

EFFECTIVE CONTRIBUTORS

by-

- being enterprising and thinking of new ideas.
- thinking up ideas for ourselves.

We can -

- find different ways of telling people our ideas
- work with a partner and a bigger team
- lead a group when working
- take what we have learned and use it in a new situation
- solve problems.

2. Extra Curricular Activities

These occasions afford the opportunity for very valuable social training apart from the very obvious educational advantages.

At present the school operates football, guitar, choir, athletics and chess clubs after school and pupils are encouraged to join.

The assistance of parents in extra-curricular activities is always welcome and any parent who is able to use his or her talents or interests in this way will receive the full support of the school. Parent helpers are now required to complete the Disclosure Scotland process. The school encourages close liaison with parents and would welcome approaches from parents with ideas in this direction.

We see Home and School as being in partnership to provide the best education possible for our children. A member of the promoted staff will be happy to speak to you if you seek advice or wish to discuss a matter that concerns you. It is obviously easier to organise if you arrange an appointment but if there is an emergency please ring or call at the school. Parents are respectfully asked not to go directly to their child's teacher, as he/she will be busy with a class of children.

On arrival at school parents/visitors are required to check in at the Main Office. We are extremely fortunate that many parents give their support to the school whenever it is required.

3. Home Learning Policy

It is hoped that parents will be involved in their children's education and give them every encouragement. In order to make school work completed at home more relevant and meaningful to the children, we have extended the variety and style of work carried out. This might include art, research or reporting verbally on a T V programme. In the lower stages, the work involved will mainly be reading and number. As the children progress through primary school, they will have more responsibility for their own *home learning*.

We would ask that parents show an interest in their child's *home learning*, thus making it a valuable sharing experience. *Home learning* also allows the parents to see what kind of work is being done, and the progress being made. Time spent on, and the amount of, *home learning* will vary, depending on what the children are working on.

4. Assessment and Reporting

Teachers are constantly monitoring children's progress as they go about their day-to-day work, giving praise for what the children have done well and advice on 'next steps' in order to improve a particular skill or aspect of the work. This is called 'formative assessment' – assessing and helping the children to achieve certain goals and targets.

Also, National Assessments are given when the child is ready. Parents will be given a written report usually in April or May to inform them of their child's progress. Subsequent to the issue of reports there will be a Parents' Meetings when discussion can take place between parents and class teachers. Parents should not always wait for these meetings to discuss their children, but are welcome to call at the school at any time. It is advisable however, to arrange this by telephone first to ensure that the teacher is available.

5. Determined to Succeed

Everyone involved in a young person's development should be aiming to realise their full potential so that they can become the best they can be in work and life. Determined to Succeed puts young people at the centre, ensuring that they have the chance to experience and participate in enterprise, not just as a one off activity but as part of the way they learn.

Determined to Succeed is about being:

- Creative
- Innovative
- Enterprising

Thus ensuring that our young people are better prepared to face the challenges ahead in a rapidly changing world.



6. Additional Support Needs/Accessibility Strategy

Additional Support Needs

All children and young people need support to help them benefit from education. The main sources of support are school staff who, through good practice, are able to meet a diverse range of needs. With good teaching, and the provision of an appropriately differentiated curriculum, most children and young people are able to benefit from education without the provision of any additional support.

However, any child or young person could, at some time in their school career, need something additional to, or different from, the support given generally to most other children of the same age in order to help them overcome a barrier to their learning and benefit from school education. These children and young people have additional support needs and they are entitled to additional support for learning to help them learn and achieve their potential.

The school works within South Ayrshire Council's staged intervention framework to identify and meet the needs of pupils with additional support needs.

By means of careful monitoring, record keeping, assessment and observation, difficulties are quickly identified and action taken.

Most children have some kind of difficulty at some time during their school career and this usually comes right given the necessary patience and understanding. In cases of long term or serious difficulty, outside agencies, e.g. Psychological Services, are always available to assist. Parents are always involved in the decision making process before and during use being made of the service.

Pupils who experience persistent difficulty may have a Co-ordinated Support Plan (CSP) opened that will protect their interests throughout their school career. Co-ordinated Support Plan's (CSP) are only opened in full consultation with parents and relevant agencies.

We aim to assist all pupils to reach their full potential, both academically and socially.

Accessibility Strategy

The school has a duty to ensure that all our pupils have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of lessons and teaching strategies but also minor adaptations to the physical environment of our building to address the needs of pupils with physical and sensory impairment, including the relocation of classes to the ground floor where feasible. We also need to ensure that parents who have a disability have equal access to information about their children. This will involve, for example, relocating the venue for parents meetings to facilitate physical access; provision of an interpreter for deaf people; agreeing a phone contact system to provide feedback for parents.

7. Composite Classes

Primary schools have pupils at seven broad year stages, primary 1 to primary 7. A year stage is defined as a group of pupils entering primary education at a common date. Composite classes are those where children of more than one-year stage are grouped together to form a class.

Schools are staffed to agreed standards based on the total number of pupils within the school regardless of the numbers of pupils at each year stage. This means that the head teachers are required to take management decisions to organise classes to make best use of available staff, resources and space. Balancing up the various factors involves both educational and organisational considerations.

Selection of pupils to classes including composite classes

In the formation of new classes full account must be taken of existing successful groupings of pupils. Schools should use language and/or mathematics groups as the baseline for decisions as to which class children are allocated. Within this broad guideline a language and/or mathematics working group could be defined as:

“A number of pupils of broadly the same attainment who have shown the capacity of working well as a learning group”.

Normally such classes will be formed before the start of a new school year so that all involved know that class structures exist for the new school session. In certain circumstances class restructuring may have to take place during the summer break or after a school session has started. However such cases will be very exceptional. Parents will be informed at the earliest opportunity of likely re-classification of classes to allow appropriate discussions to take place. Further information is available at the school.

The history of composite classes within the school is however one of success leading to well rounded and well educated pupils.



8. Religious and Moral Education

Learning through religious and moral education enables children and young people to:

- recognise religion as an important expression of human experience
- develop knowledge and understanding of Christianity and other world religions
- recognise and understand religious diversity and the importance of religion in society.
- explore and establish values such as wisdom, justice, compassion and integrity and establish their values in their moral development
- investigate and understand the responses which religions can offer to questions about the nature and meaning of life
- develop the skills of reflection, discernment critical thinking and deciding how to act when making moral decisions
- develop skills for life
- develop respect for others and their beliefs, and an understanding of practices which are different from their own
- develop their beliefs, attitudes, moral values and practices through reflection, discovery and critical evaluation, and make a positive difference to the world by putting their beliefs and values into action
- establish a firm foundation for further learning and, for some, careers.

Religious Education is seen as an integral part of the general school education and not as a separate, different activity. The programme gives an appropriate place to Christianity but also includes exploration of the other major faiths. Pupils have a need to understand how important religious faith is to the believer and to develop sensitivity and tolerance to the belief of others especially where they differ from one's own.

Parents from religions other than Christianity may request that their children be permitted to be absent from schools in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions (days) in any one school session and the pupil noted as an authorised absentee in the register.

9. Equal Opportunities and Inclusion

At Dalmilling Primary we aim to provide children with an educational and social environment that will enable all children to reach their full potential irrespective of race, creed, sex or religion.

To promote this statement we undertake to:-

1. Make all areas of the curriculum available to boys and girls alike;
2. Apply disciplinary measures in a uniform manner to both sexes;
3. Allocate tasks within the school fairly; and
4. Avoid the use of any language, or texts, by staff or pupils which could be looked upon as racist or sexist.

Further information and advice with regard to equal opportunities may be obtained from the school or from Education, Culture & Lifelong Learning, County Buildings, Ayr.

10. Personal, Social and Health Education /Citizenship (including the school discipline policy

Personal and Social Education is concerned with the development of life skills.

Through Personal and Social Education, children are encouraged to value themselves, to be aware of others and their needs, and how to keep themselves safe.

In Dalmilling Primary we try to create a community which provides a warm, caring and supportive atmosphere by treating the pupils as individuals, listening to their needs, offering equal opportunities to all, stressing positive achievements and encouraging strong links between parents, children and school.

The relationship between pupils and teacher is similar to that between the child and his/her own parents requiring mutual consideration on both sides.

Discipline is seen to be the joint responsibility of all staff and extends to include a partnership with parents.

We prefer to notify parents at the early stages of difficulty. We particularly appreciate and value the cooperation of parents.

For an organisation such as a school to function efficiently and provide a safe, hardworking environment, a framework of rules must exist and be observed. These rules are fully explained to the children.

When children do break rules, a variety of sanctions are used.

These include;

- ❖ Informal reprimand by the class teacher.
- ❖ More severe warning from class teacher.
- ❖ Removal from normal classroom seat to a position of isolation.
- ❖ A letter informing parents/guardians of repeated poor behaviour/attitude. If behaviour continues, parents/guardians will be invited for interview in order to work together and find a positive way forward.

PARENTS ARE KEPT FULLY INFORMED AT ALL TIMES

We also believe that carrots work better than sticks. Children are praised when they are seen to be working hard and behaving well. We concentrate on the building of self-esteem, which in turn impacts for good on the whole school community.

SECTION C – Home / School / Community

1. Attendance

Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

Regulation 7 of The Education (Scotland and Placing Information) (Scotland) Amendment etc Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised: e.g. approved by the authority, or unauthorised; e.g. unexplained by the parent (truancy) or excluded from school.

FAMILY HOLIDAY NOT AUTHORISED BY THE SCHOOL

The majority of family holidays taken during term time will be categorised as unauthorised absence. However, it is acceptable under exceptional circumstances for schools to authorise a family holiday during term time. Such circumstances may include:

- A family holiday judged to be important to the well-being and cohesion of the family following serious or terminal illness, bereavement or other traumatic events
- Where a parent's employment is of a nature where school holiday leave cannot be accommodated (e.g. armed services or emergency services)

A family holiday classified under the 'authorised absence' category should not include such reasons as:

- The availability of cheap holidays
- The availability of desired accommodation
- Poor weather experienced during school holidays
- Holidays which overlap the beginning or end of term
- Parental difficulty obtaining leave (with local judgement applied in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences)

EXTENDED LEAVE WITH PARENTAL CONSENT

Where most family holidays will be recorded as unauthorised absence (see below), extended leave with parental consent will not be considered the same as a family holiday. Extended leave with parental consent will be recorded separately outside the figures for attendance and absence, and include circumstances such as:

- Extended overseas educational trips not organised by the school
- Short-term parental placement abroad
- Family returning to its country of origin (to care for a relative, or for cultural reasons)
- Leave in relation to the children of travelling families

ADVICE TO PARENTS

Schools will now follow-up all instances of pupil non-attendance in order to accurately record the reason for absence using the above coding system. **It would be extremely helpful in this regard, if parents contact school at the beginning and end of the absence period** – indicating their awareness of the absence and reason for absence at the beginning of the period and expectation of return to school at the end of the absence period. Where no information is provided absences will be considered to be unexplained and therefore recorded as unauthorised.

2. Transferring Educational Data About Pupils

Education authorities and Scottish Government have collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus Scottish Government has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within Scottish Government itself.

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

The ScotXed programme aims to support schools and Local Authorities by supporting the collection, processing and dissemination of statistical information required for planning, management and monitoring of Scottish education services.

A subset of this information is passed to Scottish Government for research and 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 published by Scottish Government.

The individual data collected by Scottish Government is used for statistical and research purposes only. We hope that the explanations contained on the ScotXed website will help you understand the importance of providing the information.

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 message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net).

Scottish Government works with a range of partners including HM Inspectorate of Education 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 out with 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.

Want more information?

Further details about ScotXed are available on the ScotXed website, www.scotxed.net, which contains a section on 'frequently asked questions' at <https://www.scotxed.net/jahia/Jahia/lang/en/pid/220>.

5-14 Attainment Data for Dalmilling Primary School

5-14 attainment levels for June 2006 and June 2007

	Present level of performance (June 2007) % P3, P4, P6 and P7 roll attaining or exceeding the appropriate * 5-14 levels for their stage	Level of performance (June 2006) % P3, P4, P6 and P7 roll attaining or exceeding the appropriate * 5-14 levels for their stage
Reading (School)	70	67.1
Reading (South Ayrshire)	84	85.1
Writing (School)	64	62.2
Writing (South Ayrshire)	78	77.8
Mathematics (School)	76	79.0
Mathematics (South Ayrshire)	87	88.1

*Appropriate levels – P3 level A or above, P4 level B or above, P6 level C or above, P7 level D or above.



Dalmilling Primary School

Budgeted Running Costs For Financial Year 2008-2009

School Roll at September 2007	271
Total School Running Costs at April 2008 (£)	1,169,721
Cost per Pupil (£)	4,316

Education Authority: South Ayrshire

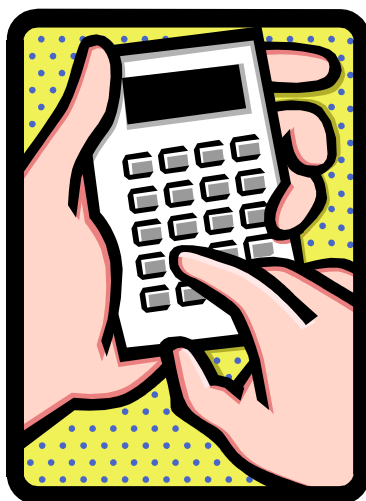
Budgeted Running Costs For Financial Year 2008-2009

School Roll at September 2007	7,974
Total School Running Costs at April 2008 (£)	27,646,553
Cost per Pupil (£)	3,467

National Data

Budgeted Running Costs For Financial Year 2008-2009

School Roll at September 2007	372,265
Total School Running Costs at April 2008 (£)	1,352,956,701
Cost per Pupil (£)	3,634



Dalmilling Primary School

Attendance And Absence For School Year 2007/2008

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances (Pupil Half Days)	18,217	12,360	10,866	12,642	17,292	11,406	17,054	99,837
Percentage Authorised Absences	6.5	5.9	5.7	5.2	4.8	4.9	5.0	5.4
Percentage Unauthorised Absences	3.0	1.6	2.0	2.0	1.8	1.9	2.0	2.1

Minimising Overall Absence

	Absence recorded (2006/2007) Average number of half days absence per pupil	Absence recorded (2007/2008) Average number of half days absence per pupil
Absence	24.4	28.5

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

Education Authority: South Ayrshire

Attendance And Absence For School Year 2007/2008

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	371,565	409,451	412,816	426,997	476,716	441,258	477,718	3,016,521
Percentage Authorised Absences	3.7	3.6	3.3	3.3	3.1	3.3	3.0	3.3
Percentage Unauthorised Absences	1.5	1.6	1.4	1.6	1.4	1.5	1.3	1.5

Minimising Overall Absence

	Absence recorded (2006/2007) Average number of half days absence per pupil	Absence recorded (2007/2008) Average number of half days absence per pupil
Absence	17.1	18.1

National Data

Attendance And Absence For School Year 2007/2008

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	18,444,479	19,145,177	19,526,465	19,941,323	20,669,987	21,017,565	21,092,362	139,837,358
Percentage Authorised Absences	4.3	4.1	3.8	3.8	3.7	3.7	3.8	3.9
Percentage Unauthorised Absences	0.9	1.0	1.0	1.0	1.0	1.0	1.0	1.0

Minimising Overall Absence

	Absence recorded (2006/2007) Average number of half days absence per pupil	Absence recorded (2007/2008) Average number of half days absence per pupil
Absence	18.0	18.6

3. School Uniform Policy

Given that there is a substantial parental and public approval of uniform, schools in South Ayrshire are free to encourage the wearing of school uniform. In encouraging the wearing of uniform, account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals will be the subject of widespread consultation with parents and pupils. Against this background it should be noted that it is the policy of the Lifelong Learning Committee not to insist on pupils wearing uniform or having specialist items of clothing as a prerequisite to their attending and engaging in all of the activities of the curriculum.

There are forms of dress, which are unacceptable in school, such as items of clothing which:-

- potentially, encourage faction (such as football colours);
- could cause offence (such as anti-religious symbolism or political slogans);
- could cause health and safety difficulties, such as loose fitting clothing, dangling earrings, are made from flammable material for example shell suits, in practical classes;
- could cause damage to flooring;
- carry advertising, particularly for alcohol or tobacco; and could be used to inflict damage on other pupils or be used by others to do so.

The school uniform may be bought easily in local shops or from the school. We have designed a school sweatshirt and polo shirt, which will be made available to those parents who wish to purchase them. Grey, navy or black skirts/trousers, pale blue or white polo shirts/shirts are acceptable.

Pupils require to wear suitable clothing for P.E. - shorts and polo shirts/t-shirts are comfortable, with soft shoes for indoor activities.

Parents of children receiving family income support, family credit, council tax rebate or housing benefit will normally be entitled to monetary grants for footwear and clothing for their children.

Approval of any requests for such grants made by parents in different circumstances is at the discretion of the Director of Education. Information and application forms may be obtained from the school, Registration Office, Ayr Town Hall, 5-9 High Street, Ayr and Education, Culture and Lifelong Learning, County Buildings, Ayr.



4. Home School Links

The school endeavours to maintain a close relationship with parents. For this reason parents are encouraged to visit the school at any time to discuss their children. It is helpful if parents contact the school to arrange an appointment to discuss any matters at length.

Parents' Meetings will be held twice yearly with parents being given the opportunity to choose an evening or afternoon appointment.

5. Choosing a school

A booklet produced by the Scottish Executive entitled '*Choosing A School – A Guide for Parents*' is available from the school should parents wish to collect one. The booklet is designed for parents who are choosing a local authority school for their child and is a helpful guide on choosing a school and the placing request system.

Under the placing request arrangements parents have the right to choose a school other than the catchment school for their area. This is known as a placing request and application forms can be obtained from the school office or Education Culture and Lifelong Learning, County Buildings, Wellington Square, Ayr KA7 1DR, telephone 01292 612268. Unfortunately it is not possible to guarantee that a placing request will be successful but parents will have the right of appeal should it be unsuccessful. Full details of the placing request arrangements are contained in the application form.

You should be aware that if you decide to make a placing request your child would no longer be automatically considered for a place in their catchment school.

Information on all schools within South Ayrshire is available from the Director of Education Culture and Lifelong Learning or on the Council website – '*The Wire*'.



6. *Transfer to Secondary School*

Pupils are normally transferred between the ages of 11 ½ and 12 ½ so that they will have the opportunity to complete at least four years of secondary education. Parents will be informed of the school arrangements no later than December of the year preceding the date of transfer at the start of the new session.

The children of Dalmillig Primary normally transfer to:

Ayr Academy
Fort Street
Ayr
KA7
Tel: 261562/262302



7. Parent Council

The Scottish Schools (Parental Involvement) Act 2006 has brought into being a new way of working with parents by modernising and strengthening the framework for supporting parental involvement in school. The new law is concerned with improving parents' involvement in their child's education and in the life of the school and has led to the establishment of Parent Forums and Parent Councils in primary, secondary, special and nursery school. Every parent with a child at school is automatically a member of the school Parent Forum. The Parent Council is a representative group composed of parents, head teacher, and co-opted members. The Parent Council has a range of functions which fall broadly within the following areas:

- supporting the school in its work with pupils
- representing the view of parents
- promoting contact between the school, parents, pupils, providers of nursery education and the community
- reporting to the Parent Forum



Members of Parent Councils, on a voluntary basis, may also have an advisory role in the investigation of cases of non-attendance and suspected truancy and decisions on placing requests by parents in respect of these situations where the number of placing requests for a particular stage in a particular school exceeds the number of places available.

Parent Councils vary in size according to each school's agreed constitution. All Councils, however, have a majority of parent members. Please note that the Head Teacher and the local councillor may attend all meetings of the school board and have a right to speak.

8. Pupil Council

The school operates lively and involved Pupil Council the members of which are drawn from the pupils of the school on a democratic basis – ie. They are chosen to serve on the Council by their classmates and fellow pupils.

The Pupil Council serves as a 'sounding board' with regard to pupils' views across the school. It seeks to represent these views and to be active in all matters that will make the school not only more attractive to pupils but also a place in which active learning can take place.

9. Public Private Partnership (PPP) Programme

The school is not involved in the Private Public Partnership process and all information with regard to PPP may be obtained from the Director of Education Culture and Lifelong Learning.

Further information may also be had on the Council's website – '*The Wire*'.

10. Parental Complaints Procedures

The parental complaints procedure is quite straightforward in that parents may raise a complaint by contacting the Head Teacher at any time. The Head Teacher will always take parental complaints seriously and will fully investigate any matters that are brought to him.

The outcome of any investigation will be communicated to the parent who raised the complaint.

Parents may be sure that all complaints will be dealt with in an open and transparent manner.

Should parents be dissatisfied with the efforts of the Head Teacher to resolve matters then they are free to set the matter before the Director of Education Culture and Lifelong Learning.

SECTION D – Care and Welfare

1. Child Protection

The school adheres strictly to the Council's policy on Child Protection enshrined in Management Circular A24.

The school takes the matter of Child Protection very seriously and cooperates at all levels with those who may be involved in the investigation of Child Protection matters.

Within the spirit and word of Circular A24 the rights of pupils and parents are protected at all times.

2. Playground Supervision

An adult presence is provided in playgrounds at break times in terms of the schools (Safety and Supervision of Pupils) (Scotland) Regulations, 1990.

No child having a school meal or packed lunch is allowed outwith the school gates at lunchtime.

3. School Meals and Free School Meal Information

Midday meals are provided daily in the school dining hall. These are cooked and served cafeteria fashion. There is a wide choice of main courses and snack meals, including soup, filled rolls and fruit.

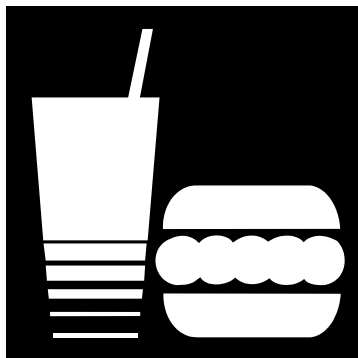
By arrangement with the School Medical Officer children on special diets can be accommodated. An area of the dining hall is allocated to children who bring a packed lunch to eat in school.

Children of parents receiving Income Support, Job Seekers Allowance (Income Based) and Child Tax Credit only (where income is less than **£15575***) are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools and from the Education Culture and Lifelong Learning, County Buildings, Wellington Square, Ayr KA7 1DR, telephone 01292 612268.

Pupils of parents or guardians in receipt of Housing Benefit and/or Council Tax Benefit and/or Child Tax Credit and Working Tax Credit may be entitled to the Clothing Grant only.

Information and application forms may be obtained from schools, Area Offices and from Education Culture and Lifelong Learning, County Buildings, Ayr.

No pupil is allowed out of school without permission during school hours; this includes "packed lunch" as well as "school meals" pupils, who must remain in school during the entire lunch break.



4. Footwear and Clothing Grant Information

Pupils whose parents or guardians are in receipt of either Income Support/Income Based Pension Credit, Income based Jobseekers Allowance, Child Tax Credit only or Support under part VI of the immigration and asylum Act 1999 may be entitled to a Footwear and Clothing Grant and a Free School Meal.

Pupils whose parents or guardians are in receipt of Housing Benefit and/or Council Tax Benefit and/or Child Tax Credit and Working Tax Credit may be entitled to the Clothing Grant only.

Information and application forms may be obtained from schools, Area Offices and from Education Culture and Lifelong Learning, County Buildings, Wellington Square, Ayr KA7 1DR.

5. Transport Guide to Parents

In law it is the parents' responsibility to ensure that the children attend school and make suitable travel arrangements for them. However where children attend and live more than a specified walking distance from their catchment school the Council will assist with school travel by making available free school transport for all or part of the journey.

South Ayrshire Council has a policy of providing free transport to all primary pupils who live more than two miles from their local school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or Education, Culture and Lifelong Learning, County Buildings, Wellington Square, Ayr KA7 1DR. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. The appropriate officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

The authority has an Exceptional Circumstance policy relating to e.g. Homelessness, parental disability etc. Details are available from the school. There is also a procedure to request transport on medical grounds. The school can advise on procedures.

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick up point. Walking distance in total including the distance from home to the pick-up point and from the drop-off point to the school in any one direction will not exceed the authority's limit (see above paragraph). It is the parent's responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicles. Misbehaviour could result in your child losing the right to free transport.

The education authority does not provide transport for those pupils in receipt of a placing request other than in individual exceptional circumstances where appropriate legislation applies.

Privileged Seats

Pupils who are not entitled to free school transport may on occasion apply for a privileged seat. A privileged seat is where there is a vacant seat on a dedicated school contract. Parents can make an application for a privileged seat by submitting a letter to South Ayrshire Council, Department of Education, Culture and Lifelong Learning, County Buildings, Ayr KA7 1DR at any time during the year. Parents should note that privileged seats are not available on local service contracts and are allocated during October. Privileged seats can be withdrawn if an entitled pupil requires transport and cease at the end of each school session.

BEHAVIOUR

Good behaviour of pupils on school contracts is expected at all times. Misbehaviour may result in the entitlement for free school transport being withdrawn temporarily or permanently. In such cases the parent/guardian will be responsible for ensuring that the children get to and from school.

6. Insurance

South Ayrshire Council hold Public Liability, Employers' Liability and Officials Indemnity Insurance. In addition, South Ayrshire Council has an on-site and off-site activities insurance policy. Further information regarding insurance and an appropriate claim form can be obtained from the school or Education Culture and Lifelong Learning, County Buildings, Wellington Square, Ayr KA7 1DR, telephone 01292 612264.

7. Valuable Items

Pupils should not bring valuable items to school. There is always the danger that such items may be lost.

We do not have in school secure areas where pupils may store valuable items.

The school cannot be held responsible for valuable items that are brought to school by pupils.

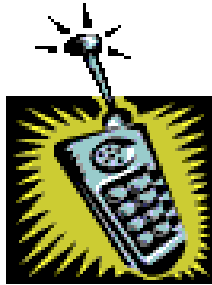
The Council is concerned at the level of claims being received regarding the loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessary expensive items of clothing are not brought to school. Parents should note that the Council does not carry insurance to cover loss of such items and any claims submitted are likely to be met only where the Council can be shown to have been negligent.

8. Use of Mobile Phones

The use of Mobile Phones by pupils is discouraged for the reasons outlined above under 'Valuable Items'.

Should your child require to carry a mobile phone **it must be switched off during class time!**

The school cannot be held responsible for the loss of mobile phones that are brought to school by pupils.



9. *Health and Medical Information*

Full medical examinations are carried out by the school Medical Officer at Primary 1 and Primary 7 stages, when parents are invited to be present.

The various inoculations are administered at the appropriate times and parents are kept fully informed about these and their permission sought.

A constant check is kept on eyesight and hearing as the child progresses through the school.

It is imperative that parents keep the school fully informed about any medical condition affecting their children, and of any arrangements that need to be made in such cases.

Anyone can get headlice -children and adults alike. Headlice are very small insects that like to live on clean healthy hair. They can only move if a warm clean head is close by. They cannot jump, fly or hop and are not spread by hats or combs.

Should you suspect your child has headlice please tell the school as well as treating the infestation with insecticide that can be bought in any chemist shop. Any parent approaching the school may do so knowing the matter will be attended to with total confidentiality.

If any parents want further information on the subject please contact the school office in the first instance.

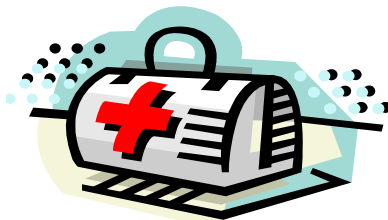
If a child should become ill during the school day and requires to be sent home, then the parents will be contacted.

It is thus necessary that the school has on record information as to where parents - or any other emergency contact - can be located at all times of the school day.

In cases of injury to a child where hospital attention may be necessary the child may have to be taken there without delay.

This would be done under the care of the school staff and parents contacted as soon as possible.

The school dentist will visit regularly when all children will be examined. Thereafter parents will have the choice of treatment in school for their children or of visiting their own dentist. No treatment will be carried out without parental permission.



Health Promotion and Nutrition

In March 2007, the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 was passed by the Scottish Government. There are two main components to the Act. Firstly, it requires local authorities and schools to ensure that any food and drink provided within the school setting complies with the nutritional requirements specified by Scottish ministers in regulations; and secondly, the Act places health promotion at the centre of a school's activities, thus supporting the ethos of Curriculum for Excellence.

It is important that the nutritional guidance set out in the Regulations is read as a whole. Individual nutrient or food and drink standards should not be taken out of the context of the whole package or of the duty under the Act for all schools to be health promoting schools.

The nutritional guidance considers food that is provided as part of the school lunch (or any other meal that is provided by the school) and also food and drinks that are provided out with the school lunch.

Further guidance can be found at:

<http://www.scotland.gov.uk/Resource/Doc/222395/0059811.pdf>

NHS Ayrshire & Arran Oral Health Promotion Initiatives in Nursery and Primary Schools

NHS Ayrshire & Arran is implementing two oral health programmes - *Childsmile* and the *National Dental Inspection Programme* (NDIP) in local schools.

Childsmile:

The Childsmile programme's aim is to improve the dental health of children in Scotland and it is funded by the Scottish Government. It will be rolled out to all schools in Scotland during the next few years. *Childsmile* has 3 main elements:

1. A core tooth brushing programme – free oral health packs containing a toothbrush and fluoride toothpaste are given out to children at nursery school and in primary 1 on entry to primary school. In Ayrshire & Arran, daily supervised tooth brushing takes place in all nursery schools and many primary schools. During their first year of life, all babies are given an oral health pack and a drinking cup to encourage healthy weaning by swapping bottle for cup as soon as baby is able to drink from a cup. Water and milk are recommended as safe drinks for teeth for all children.
2. *An infant programme* - this promotes oral health from birth. Parents of newborn children may be referred to the programme by their Health Visitor. Dental Health Support Workers visit parents in their home to give information, oral health advice and to arrange regular visits to the local *Childsmile* Dental Practice.
3. *A nursery and school programme* - this provides preventive oral health programmes for children aged 3 years and upwards. This programme started in 2007 and initially only involved a small number of schools. Each year more schools are being included in the programme. It targets children in nursery and primary schools, who will benefit from additional preventive care. This

care will involve the application of fluoride varnish to children's teeth by *Childsmile* Clinical Teams in the nursery and primary schools. The *Childsmile* Teams will also deliver oral health promotion messages and be supported by Dental Health Support Workers who will be attached to nursery and primary schools and be the main contact point for parents, teachers, other school staff and School Nurses.

The National Dental Inspection Programme:

Each year at school, all primary 1 and all primary 7 pupils will be offered a dental inspection in school, by a dentist. It is important that each child's dental health is assessed so that the child and their parents can maintain dental health and take the necessary steps to remedy any problems that may have arisen. There is also a need to monitor children's dental health at national and regional or local levels so that reliable dental health information is available for planning and evaluating initiatives directed towards improvements. The *National Dental Inspection Programme* fulfils both these functions by providing an essential source of information for keeping track of any changes in the dental health of Scottish children.

10. Data Protection Act

Information on pupils and parents may be used for teaching, registration and assessment and other administrative duties. This information may be shared with the Health Board for statistical, operational and analysis purposes. The information is protected by the Data Protection Act 1998 (as amended) and may only be disclosed in accordance with the Code of Practice. For further information, please contact the school.

11. Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act 2002 enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities; Scottish Executive and its agencies; Scottish Parliament; Local Authorities; NHS Scotland; Universities and further education colleges; and the Police.

Public Authorities have to allow access to the following information:

- The provision, cost and standard of its service;
- Factual information or decision-making;
- The reason for decisions made by it.

The legal right to access includes all types of 'records' information of any data held by the Scottish public authorities. From 1st January 2005, any person who makes a request for information must be provided with it, subject to certain conditions.

12. Helpful Addresses and Websites

Organisation	Address	Telephone Number
EDUCATION, CULTURE & LIFELONG LEARNING	County Buildings Ayr KA71DR	612000
REGISTRATION OFFICE	Ayr & Prestwick Ayr Town Hall 5-9 High Street Ayr KA71LU	617617
COUNCILLORS FOR AYR NORTH	Douglas Campbell (Lab) Tom Slider (SNP) Ian Cavana (Lab) John Hampton (Con)	612000
SOCIAL WORK	Area Office 211 Whitletts Road Ayr	267675
COMMUNITY POLICE	PC Dougie Davis Ayr Police Station King Street Ayr	664038
SCHOOL NURSE	Dawn Gilmour	885554

<http://www.ltscotland.org.uk/parentzone>

<http://www.hmie.gov.uk>

Although this information is correct at time of printing, there could be changes affecting any of the matters dealt with in the document:-

- a) before the commencement or during the course of the school year in question:
- b) in relation to subsequent school years.

