Newton Primary

"HIGH HOPES"

H A N D B O O K

2012/2013

School Address
Newton Primary School
Russell Drive
Ayr
KA8 8JL

☎ 01292 262489
On behalf of the staff at Newton Primary School, welcome to our school! We are delighted to have you here and look forward to working with you.

In Newton Primary we have a highly motivated and caring staff who will do their best to meet the needs of your child. Newton Primary thrives on the success of its children and we take every opportunity we can to make the best of their achievements, both in class and in whole school assemblies. The school motto of 'High Hopes' sums up our expectations for every child at Newton. We want every child to know what success feels like on a regular basis.

In Newton Primary we recognise the crucial part, you our parents play, in the education of your child. We are here to give support and advice, listen to your thoughts and concerns, as well as celebrate your child's achievements. As a staff we see partnership with parents as the most effective way of ensuring that the school continually strives to provide education of the highest quality.

We encourage all our pupils to continue to be life long learners and we look for opportunities to develop a strong sense of responsibility and citizenship within and beyond the school.

Newton is a very happy school with a dedicated team of people who enjoy working here. They value each other's strengths and are positive role models for the children. We have very high standards of pupil behaviour. Children are guided to make positive choices within a supportive, whole school behaviour system, which we constantly monitor and review.

Newton Primary School is a school community where everyone is valued and respected and where we aim to develop relationships in an atmosphere of trust. Throughout the session we provide many opportunities for our parents to visit the school and look forward to meeting you at these events. We hope you find the information in this handbook helpful. The handbook is intended as a guide to all parents of new pupils in session 2010-2011.

Please do not hesitate to contact me if you have any problems or concerns.

Welcome to Newton Primary School.

MRS A. SHIRLEY
Head Teacher
2. Statement of School Aims and Values

OUR SCHOOL AIMS

At Newton Primary we provide curriculum opportunities which enable all our pupils to be-

SUCCESSFUL LEARNERS
We use literacy, communication and numeracy skills to promote and encourage our children to think both creatively and independently.

CONFIDENT INDIVIDUALS
We harness a sense of self respect and provide the children with the knowledge and skills to pursue a healthy and active lifestyle.

RESPONSIBLE CITIZENS
We work in partnership with our families and community to demonstrate and teach our children to have respect for one another, enabling all children to make informed choices and decisions.

EFFECTIVE CONTRIBUTORS
We encourage all our children to feel valued within our school community and promote enterprising attitudes, empowerment and ownership. Newton children are able to communicate effectively and confidently in different settings and for different purposes.

3. School Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Newton Primary</th>
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</thead>
<tbody>
<tr>
<td>Address</td>
<td>Russell Drive, Ayr, KA8 8JL</td>
</tr>
<tr>
<td>Telephone Number</td>
<td>01292 262489</td>
</tr>
<tr>
<td>Email address</td>
<td><a href="mailto:Newton.mail@south-ayrshire.gov.uk">Newton.mail@south-ayrshire.gov.uk</a></td>
</tr>
<tr>
<td>Denominational status</td>
<td>Co-educational and non-denominational</td>
</tr>
<tr>
<td>Accommodation and capacity</td>
<td>Planning capacity = 422 in 14 classes, Current working capacity = 390</td>
</tr>
</tbody>
</table>
House structure
- 8 classes (P1 - P7)
- Nursery Class

Nursery provision
- 17 morning / 17 afternoon places available

Catchment map and area
- 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 web site at www.south-ayrshire.gov.uk

4. School Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Designation</th>
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<tbody>
<tr>
<td>Mrs Ann Shirley</td>
<td>Head Teacher</td>
</tr>
<tr>
<td>Mrs J. Miller</td>
<td>Depute Head Teacher</td>
</tr>
<tr>
<td>Miss A. Cowie</td>
<td>Principal Teacher</td>
</tr>
<tr>
<td>Mrs M. Radwell</td>
<td>Class Teacher</td>
</tr>
<tr>
<td>Miss S. McCubbin</td>
<td>Class Teacher</td>
</tr>
<tr>
<td>Miss L. Callus</td>
<td>Class Teacher</td>
</tr>
<tr>
<td>Mrs N. Killick</td>
<td>Class Teacher</td>
</tr>
<tr>
<td>Mrs C. Stevenson</td>
<td>Class Teacher</td>
</tr>
<tr>
<td>Mrs H. Kerr</td>
<td>Class Teacher</td>
</tr>
<tr>
<td>Mrs D. Bell</td>
<td>Nursery Teacher (Temporary)</td>
</tr>
<tr>
<td>Mrs L. Ferguson</td>
<td>Cluster Pupil Support Teacher</td>
</tr>
<tr>
<td>Mrs S. Rowlands</td>
<td>Cluster Pupil Support Teacher</td>
</tr>
<tr>
<td>Mrs S Docherty</td>
<td>School Assistant</td>
</tr>
<tr>
<td>Mrs A Halliday</td>
<td>School Assistant</td>
</tr>
<tr>
<td>Mrs A Shankland</td>
<td>School Assistant</td>
</tr>
<tr>
<td>Mrs K Richmond</td>
<td>School Assistant</td>
</tr>
<tr>
<td>Mr M Bell</td>
<td>School Assistant</td>
</tr>
<tr>
<td>Mrs M Ramage</td>
<td>Nursery Nurse</td>
</tr>
<tr>
<td>Mrs H Tanner</td>
<td>Clerical Assistant</td>
</tr>
<tr>
<td>Mrs S Owens</td>
<td>Clerical Assistant</td>
</tr>
<tr>
<td>Mr G Anderson</td>
<td>Janitor</td>
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</tbody>
</table>

5. Management Team

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Mrs Ann Shirley</td>
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<td>Miss A. Cowie</td>
<td>Principal Teacher</td>
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</tbody>
</table>
### School Holiday Arrangements: 2012/2013

<table>
<thead>
<tr>
<th>Term</th>
<th>Break</th>
<th>Dates of Attendance</th>
<th>Cumulative Holiday Total</th>
<th>Cumulative Working Days</th>
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<tbody>
<tr>
<td></td>
<td>First Mid Term</td>
<td>Teachers (Inservice)</td>
<td>Thurs 16 Aug 2012</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Teachers (Inservice)</td>
<td>Fri 17 Aug 2012</td>
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<tr>
<td></td>
<td></td>
<td>Pupils return</td>
<td>Mon 20 Aug 2012</td>
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<tr>
<td></td>
<td></td>
<td>local holiday</td>
<td>Fri 21 Sept 2012</td>
<td>2</td>
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<td></td>
<td></td>
<td>local holiday</td>
<td>Mon 24 Sept 2012</td>
<td>3</td>
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<td></td>
<td></td>
<td>Close</td>
<td>Fri 12 Oct 2012</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Teachers (Inservice)</td>
<td>Mon 22 Oct 2012</td>
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<td></td>
<td></td>
<td>Re-open (Pupils)</td>
<td>Tues 23 Oct 2012</td>
<td>8</td>
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<tr>
<td></td>
<td></td>
<td>Close</td>
<td>Fri 23 Dec 2011</td>
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<tr>
<td></td>
<td>Second Mid Term</td>
<td>Re-open</td>
<td>Mon 7 Jan 2013</td>
<td>18</td>
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<td></td>
<td></td>
<td>Close</td>
<td>Thurs 7 Feb 2013</td>
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<tr>
<td></td>
<td></td>
<td>Teachers (Inservice)</td>
<td>Fri 8 Feb 2013</td>
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<td></td>
<td></td>
<td>local holiday</td>
<td>Mon 11 Feb 2013</td>
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<td></td>
<td></td>
<td>local holiday</td>
<td>Tues 12 Feb 2013</td>
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<tr>
<td></td>
<td></td>
<td>Re-open (Pupils)</td>
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<td></td>
<td>Close</td>
<td>Thurs 28 Mar 2013</td>
<td>146</td>
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<tr>
<td></td>
<td>Third</td>
<td>Re-open</td>
<td>Mon 15 Apr 2013</td>
<td>30</td>
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<tr>
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<td>Holiday</td>
<td>Mon 6 May 2013</td>
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<td></td>
<td></td>
<td>local holiday</td>
<td>Fri 24 May 2013</td>
<td>32</td>
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<td></td>
<td></td>
<td>local holiday</td>
<td>Mon 27 May 2013</td>
<td>33</td>
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<td></td>
<td></td>
<td>Teachers (Inservice)</td>
<td>Tues 28 May 2013</td>
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<tr>
<td></td>
<td></td>
<td>Close</td>
<td>Wed 27 Jun 2012</td>
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<td>Session 2012/13</td>
<td>Teachers (Inservice)</td>
<td>Thurs 15 Aug 2013</td>
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<tr>
<td></td>
<td></td>
<td>Teachers (Inservice)</td>
<td>Fri 16 Aug 2013</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Pupils return*</td>
<td>Mon 19 Aug 2013</td>
<td></td>
</tr>
</tbody>
</table>

**NB** Good Friday: 29 March 2013

*Pupil’s attendance will be 190 days after deducting 5 in-service days.*

* Primary 1 is dismissed at 12:30pm each day during August (approx 2 weeks).
  From September dismissal for Primary 1 pupils is 3:00pm.
Nursery Classes times are as follows:

9.00am-12.00pm
12.30pm-3.30pm

School Opening times are as follows:

**OPEN** 9:00am
**INTERVAL** 10:45am - 11:00am
**LUNCH** 12:30pm - 1:15pm
**CLOSE** 3:00pm (Primaries 1 - 7)

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**7. Enrolment**

Children due to register and enroll for school will normally be those whose 5th birthday falls on or before the last day of February following the beginning of the session. The Education Authority announces a registration date in January each year and the local newspaper will also carry details. Newton Primary will also put details in the local community shops and in our partner nurseries to inform parents of this important date. Birth certificates are required at enrolment.

Parents of a child who will not be aged five by the last day of February may, if they wish their child to start school in August, make a special under-age placing request. Details of how to make this request may be obtained from the Head Teacher.

Where a parent wishes more information on the actual boundaries of the catchment area for the local school, this information will be available at the school.

Parents wishing to enroll children other than beginners should call at or telephone the school to arrange a meeting with the Head Teacher, who will be pleased to supply any information required and to make the necessary arrangements. Newton welcomes and supports new pupils.

If you intend to move from the catchment area of one school to that of another, you should consult the Head Teacher of the school your child attends for information regarding transfer arrangements.

Placing requests can be made and may be granted to children wishing to transfer from the local school to another school. Forms are available from the Head Teacher.

An exciting programme of pre-school visits is arranged throughout the session prior to starting school. This programme ensures that all our new Primary 1 children have a smooth transition from Nursery into Primary School. This year we have timetabled opportunities for our Nursery and P1 children to work together at different times throughout the week. This is to further support the transition period. A sample induction programme is given on the next page. The Primary 1 teacher also liaises closely with our associated nurseries to discuss your child’s smooth transition into Primary 1.
Registration for new Primary 1 children will be held on-

Tuesday 17 January 9.30am-11.00am
Wednesday 18 January 1.30pm-2.30pm

Please bring along proof of residency (council tax bill or utility bill) and a birth certificate.

Induction Programme Events will include for new children -

Pupil Classroom Visit
Parent Meeting (Evening)
Parent and Child Dinner Hall Visit
Invitation to an Infant Assembly
Class Teacher visit to your child’s Nursery
Opportunities for individual appointments with Mrs Shirley (HT)
The Scottish Curriculum is currently undergoing major change. The "Curriculum for Excellence" will ensure that learning is more enjoyable, relevant and meaningful to all the children. The emphasis is on a continuous, coherent, flexible and enriched educational experience for all children age 3-18. It provides greater opportunities to meet the needs of individual children more effectively and is designed around seven principles -

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

We are increasingly providing greater opportunities for personal achievement and interdisciplinary projects and studies. Enterprise, Citizenship, Health, Creativity, Sustainable development and problem solving are all integral aspects of this approach. The staff at Newton are working hard to embrace A Curriculum for Excellence.

A Curriculum for Excellence focuses on key areas -

- Health & Well being
- Literacy and English
- Mathematics and Numeracy
- Science
- Social Subjects
- Expressive arts (Dance, Drama and Music)
- Technologies
- Religious and Moral Education
A Curriculum for Excellence: Developing Four Capacities

Successful learners

with

- enthusiasm & motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

and able to

- use literacy, communication & numeracy skills
- use technology for learning
- think creatively & independently
- learn independently and as part of a group
- make reasoned evaluations
- link & apply different kinds of learning in new situations

Confident individuals

with

- self-respect
- a sense of physical, mental and emotional wellbeing
- secure values and beliefs
- ambition

and able to

- relate to others and manage themselves
- pursue a healthy and active lifestyle
- be self aware
- develop and communicate their own beliefs and view of the world
- live as independently as they can
- assess risk and take informed decisions
- achieve success in different areas of activity

To enable all young people to become

Responsible citizens

with

- respect for others
- commitment to participate responsibly in political, economic, social and cultural life

and able to

- develop knowledge and understanding of the world and Scotland’s place in it
- understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed, ethical views of complex issues

Effective contributors

with

- an enterprising attitude
- resilience
- self-reliance

and able to

- communicate in different ways and in different settings
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking in new contexts
- create and develop
- solve problems
We continue to use the 5-14 Scottish Guidelines at this moment in time, however we are aware that as the Curriculum for Excellence grows, this may be reviewed to reflect new guidance.

The School Improvement Plan describes planned developments and is reviewed annually. Our improvement agenda is driven by quality self evaluation of learning and teaching. All staff have a responsibility to engage in self evaluation at a classroom, departmental and whole school level, in order to continuously review and improve the quality of learning experiences provided and to ensure that we are very effectively meeting the needs of all our pupils.

In session 2011-2012 we will be continuing to raise attainment and achievement in language and mathematics. We will also be focussing on involving parents more in their child's learning, promoting leadership in children through Pupil Voice, developing themed approaches to learning to make it more relevant and develop Health and Wellbeing from Nursery to P7.

**ENGLISH LANGUAGE**

**READING**

We constantly review the teaching of reading at Newton Primary. Early reading skills begin in the nursery, with the celebration and sharing of books, talking and listening activities and rhyme games. Phonemic and phonological awareness is developed in both the nursery and early years and workshops are made available to parents to learn more about how the children learn.

Many different reading strategies are used to support children in developing reading skills, including the development of phonological awareness, sounding, "look and say" and "have a go!" The main reading resource in early years is Cambridge Reading. Big Books are used to promote shared reading and writing development in Primary 1-3.

In the middle years, children move to 'Literacy World' and a wide range of reading resources, with increasing emphasis on fluency, expression, understanding and appreciation of the material read, whether it is fiction or non-fiction. Children are actively encouraged to take a home reader to enjoy. We are currently developing our library and trying to make it more accessible to all children.

As children progress through the school and their vocabulary and language skills improve, we encourage them to enjoy as wide a range of reading material as possible. Children are encouraged to read for information, using dictionaries, thesauruses, atlases, newspapers and other reference sources.

We encourage children to read for pleasure and to make use of class libraries and the main school library, which is currently being reviewed. The children visit the Carnegie Library during school time to take advantage of the excellent reading resources available. The school has a positive relationship with the local library and the librarians also visit Newton to support the children and staff in promoting positive reading habits. Reading is further celebrated at Newton Primary through World Book Day and also through special book events.

There are various home/school projects that parents and children are invited to participate in, to develop reading skills and to promote the love of books. Projects include Story Sacks and Torchlight Share a Book.

Every child at some point in his or her school life may require a little additional support in the reading process. The school has carefully chosen reading materials in which the pace and content are adjusted to support easier access. In this way children can be continually motivated to continue their development in
Any move from the main reading scheme programme will be discussed with the parent.

**WRITING**

Children learn to express themselves in different written formats and for different purposes. They are given the opportunity to express their own ideas and opinions or for a more practical purpose, to learn the skills for letter writing, completing forms etc.

In the infants P1-3 we use the South Lanarkshire Council Big Books as stimuli for different types of writing. This is a highly visual and shared approach to the teaching of emergent reading and writing. This programme motivates the children to enjoy the writing process and with the support of the class teacher, children begin independent writing at the earliest opportunity in Primary 1. The programme provides a balance of writing skills, genres and opportunities within a context appropriate to the needs of the children. The infant staff also provide opportunities for the children to write in response to the children's interests. This is very important for younger children and helps to promote a sense of purpose in the writing process. E.g. Writing a Santa letter or special shopping list for a class party!

In the middle and upper stages of the school children learn a variety of writing skills - diary keeping, reporting, story telling, letter writing and descriptions as these are the skills necessary for the development of creative work. We encourage opportunities across the curriculum to develop writing skills e.g. through the writing of a science experiment, through a technology report or perhaps a historical diary or event from the past.

Pelican Big Books and Literacy World readers are used as a key stimuli for writing in P4-7. Sue Palmer skeleton books are also used to support the teaching process in writing. Many writing opportunities also emerge from enterprise opportunities initiated by the children.

Children are also involved in the study of the writer's craft. This is to encourage the children to look at how an author writes; his style, the characters, his use of language, etc. Following class discussion of a piece of text, children identify important features of the piece of writing and then continue the piece of text in the appropriate style. In this way children are exposed to many different styles of writing.

Regular handwriting practice based on the Nelson Handwriting scheme is carried out throughout the school and teachers continue to emphasise the need for a high standard of presentation. The children are actively encouraged to take a pride in the presentation of their work.

A number of methods are used to improve sentence structure, punctuation and use of vocabulary. These are not taught in isolation, but are part of an integrated approach.

**SPELLING**

The teaching of initial sounds and blending begins in Primary 1 with 'Jolly Phonics' introducing children to sounds in a fun and active way. Jolly Phonics leads on to the use of Oxford Reading Tree Rhyme and Analogy Big Books which are used in both Primary 1, Primary 2 and for some children in Primary 3. Onset and rhyme also helps our children with reading and writing.

Prim Ed Spelling Programme is used in Primary 3-7. The children are involved in many active pair and small group activities to introduce and reinforce key spelling patterns.

Rules of spelling are thoroughly taught. The children engage in a variety of multi sensory activities to embed spelling skills.

The children area also encouraged to keep their own spelling lists, and to use class word banks and other resources. Successful spelling is encouraged by using the same method throughout the school. Teachers
assess pupils’ spelling ability and progress on a weekly basis and children have opportunities to also self and peer assess in this area.

LISTENING AND TALKING
In the classroom children are taught to be active listeners. A variety of activities are used, such as tapes, games, stories, music and the “Hearsay” programme of study. Listening skills are developed through every aspect of the curriculum. Self-confidence is developed by encouraging children to take part in group and class discussions, in class talks and at the later stages, in debates where they have to express opinions and listen to the views of others. Children have the opportunity to contribute to assemblies, concerts, class forums and the School Pupil Council.

MEETING THE NEEDS OF ALL PUPILS
A pupil support system is able to identify and support any difficulties experienced by children. The integration of specific strategies are then carefully planned to meet the needs of the individual. Parents will be consulted prior to the start of such a programme and may be asked to endorse a referral to the educational psychologist. The pupil support system will access additional specialist teaching input, which may be on an individual or small-group basis.

Many children may experience a challenge in an aspect of the curriculum during their school time. At Newton Primary communication with parents is highly valued and if we have concerns about an aspect of your child’s learning or emotional wellbeing we will be in touch with you at the earliest opportunity. We appreciate that every child may need support at any time during their school career. This could be short or long term and due to fostering, adoption, separation, divorce and many other reasons. Please contact the school if you feel your child needs additional support at any time.

MODERN LANGUAGES
Pupils in Primary 6 and Primary 7 receive 1 - 1.5 hrs./week foreign language teaching delivered by specially trained members of staff. The language on offer at Newton is French and the school has three trained and experienced teacher providers. The emphasis is on listening, talking, reading and writing of French.

NUMERACY AND MATHS
For young children maths is embedded in play and everyday situations. In Newton Primary we build on and extend on these experiences. Mathematics is highly experiential in the early years and this strategy is currently being implemented throughout the school and is a key area of our improvement plan.

P1-3 use Scottish Heinemann Mathematics. P4-7 are currently using Heinemann Mathematics - a well-structured programme that extends through Primary Classes. Another key resource is TJay Mathematics.

Children learn about mathematics through varied activity and involvement. Active learning comes from the use of board games, computer games, work cards, use of practical materials and mental mathematic tools. Practical work in shape and measurement is followed by a variety of recorded activities. Children learn to solve problems, to use calculators and timetables and to be quick and accurate in mental calculations.

The emphasis is on activity, discovery, and understanding and on developing an awareness of mathematics all around us. By learning mathematical skills in this way the subject can be seen as more meaningful and fun to the children.

We use East Renfrewshire Problem Solving Programme which allows the children to develop a variety of problem solving strategies and skills.
The use of ICT to enhance learning and teaching in mathematics is promoted and Education City is often used to reinforce and introduce new mathematical concepts. Interactive Whiteboards and mathematical software are used to motivate the children to engage further in mathematics activity. All staff make use of a recently developed catalogue of mathematics websites to introduce, reinforce or review key mathematical concepts.

**USING INFORMATION AND COMMUNICATION TECHNOLOGY**

The computer is a valuable resource to enhance teaching and learning. A computer suite with 17 new PCs and an interactive whiteboard is timetabled for all classes (Nursery to P7) to use to develop their ICT skills as well as using ICT to enhance other areas of the curriculum. ICT is developed through the progression of IT skills presented in the South Lanarkshire Council Programme of Study. Other commercially produced materials such as Folens “IT Works” and “Granada Toolkit” are also used.

The school currently has 5 interactive whiteboards and it is hoped that further boards will be purchased in the future. This tool is highly interactive and motivating for the children. We are able to access the internet with ease and project this onto the interactive whiteboards for teaching purposes.

We are also in the early stages of developing our School Website. The Parent Council are presently working on this and hope to develop it further. We look forward to sharing our progress with parents and enhancing communication through this media in the future.

This session we will also be using games based learning using Nintendo DS and Wii console.

**Interdisciplinary Learning**

There are a wealth of opportunities to stimulate the natural curiosity, enthusiasm and imagination of all young learners. Children have to interact with the environment all of their lives and will be able to cope better if they have an understanding of it.

We feel that HOW the children learn is as important as WHAT they learn. Children are encouraged to learn by being involved and the key words are activity and enquiry.

Doing, discussing, creating, and solving problems are activities which are built into interesting class projects to allow children opportunities to achieve success and increase knowledge and skills.

The local area and community provide excellent starting points through which understanding can grow to encompass other places and other times, thus pointing children to Scottish, British, European and world dimensions.

Educational visits to explore the local environment are carefully planned and emphasis placed on taking all reasonable measures to ensure the safety of pupils. Each out-of-school visit will require parents to complete a consent form to allow participation.

Every year the senior pupils have the opportunity to attend an active outdoor activity week at Dolphin House, Culzean Castle. This is a wonderful experience for the children.
EXPERSSIVE ARTS

This includes Art, Drama, Music and Physical Education.

MUSIC
The main priority in the teaching of music is enjoyment and appreciation. The children are given experiences of rhythm, pitch and melody and are given the chance to sing, listen to music and to create music of their own. Many types of classical music are included in listening sections. Sounds of Music programme forms the basis of our teaching in music. We currently have a School choir, who sing at events out of school and perform at assemblies, concerts etc. There are also opportunities for string tuition, keyboard instruction and brass instruction.

ART
Art is taught using 5-14 guidelines and incorporating Borders Council Art Programme. This is a systematic and progressive programme of study. The children are encouraged to enter various art competitions and to be involved in any community or cluster projects linked to the arts. Art appreciation is an important feature of our art teaching. Children's art work is celebrated in display throughout the school.

PHYSICAL EDUCATION
Class teachers provide regular weekly lessons for all aspects of Physical Education using detailed programmes from Borders Council. Primary 5 pupils may also have the opportunity to attend swimming lessons. A new outdoor sports facility has now been completed and the children now have access to this wonderful provision to play football, netball and other sports. This facility is used by the Community outside school hours.
Newton shares an Active School’s Coordinator with the Ayr Cluster Primary Schools (Annbank, Coylton, Dalmilling) who is involved in various projects to promote physical activity e.g. positive play in the playground, healthy fit kids club and lots more.

DRAMA
The aims of drama are to develop imagination, expression, understanding and cooperation. This is carried out through group activities, role-play, mime and improvisation. The school has based P1-7 developments on South Ayrshire’s 5-14 Drama Programme.
M and M Productions visit Newton regularly to perform to the children. There are also many opportunities throughout the year for children to explore issues such as drug awareness or vandalism through interactive drama presentations such as Vamoose to Vandalism, Bible World and many more.

2. Extra Curricular Activities

SPORTS/GAMES/EXTRA CURRICULAR ACTIVITIES

Pupils take part in inter-school football matches and five-a-side competitions. Parental assistance with this activity is gratefully acknowledged. Football training for senior pupils is on a weekly basis.

Participation in mini-netball is open to pupils in Primary 4-7 and inter-school tournaments take place annually. These activities are only available due to the willingness and interest of individual staff members and continue only with their support. A Dance club, as well as a Badminton club starts in January.
We have Choir who meet weekly. The children sing in the local community and visit partner establishments such as Wallacetown Nursery.
There are a variety of other after school activities throughout the session; Teeny Fit Club, Cheer Leading, Line dancing, New image rugby, Martial Arts. etc.

The Scripture Union Club meets on a Wednesday lunchtime for Senior pupils. This is hosted by Stuart Forsythe, Youth Worker from the Newton on Ayr Church.

Newton prides itself in the variety of activities which it provides for the children and we are always looking for new ideas and opportunities to enhance the children's experiences.

Established annual events include special celebratory services such as Harvest Thanksgiving, a Burns Supper, Sports Day, Christmas and Halloween parties and discos, a pantomime visit, visits to Whitletts Sports Centre and a Fun Day organised by the children.

Educational outings take place throughout the school year for many of our classes.

### 3. Homework Policy

It is hoped that parents will be involved in their children's education and give them every encouragement. A small amount of homework is given regularly, Monday to Thursday, in every class. The work involved is mainly reading, spelling and number.

We would ask that parents check their child’s homework and take the time to discuss, celebrate and share in success. Homework also allows the parent to see what kind of work is being done and the progress being made. Time spent on homework should not exceed 30 minutes per evening.

Homework is not normally given over weekends or holidays, except following consultation with parents.

We currently have a draft policy in place for homework and we would be happy to let you see it at any time.

### 4. Assessment and Reporting

Teachers are continually monitoring children’s progress as they go about their day-to-day work. Parents will be given a written report annually, usually in May, to inform them of their child’s progress. Prior to the issue of the report, there will be a Parents' Evening when discussion can take place between parents and class teachers.

Parents should not always wait for these meetings to discuss their children and are welcome to call the school at any time. It is advisable however, to arrange this by telephone first to ensure that the teacher is available.

Throughout the school year teachers use assessments to chart each child’s progress as pupils move through the levels as outlined in the 5-14 curriculum programme.

Teachers assess a child’s work in a number of ways, including observation and discussion.

Teachers also keep records of pupils’ work, achievements, strengths and development needs. Each child will be helped to keep a personal folio of work so that teachers, pupils and parents can see the child’s present educational attainments, and what needs require to be met to allow progress to continue.
Small tests are often set by class teachers to check how well a particular piece of new work has gone. Other tests may be used by the pupil support staff to give more detailed information to enable us to provide the education most suited to each child.

National Tests in reading, writing, and mathematics will be used to confirm teacher judgement of a child's attainment and progress. This information is shared and celebrated with the parents to ensure that they are kept fully aware of their child's progress. Teachers will decide when a child is ready to sit a National Assessment at a particular level from A to E.

During the school year other standardised tests may be used to monitor class or whole school progress in curricular areas such as reading, spelling and maths. This is helpful in terms of monitoring school performance and making comparisons with national performance.

Some children may require an Individual Educational Plan (IEP) to support them in aspects of learning. Parents and children are fully consulted in this process and will receive both a copy of this IEP and an opportunity to discuss and contribute to the plan. Children with an IEP will have regular reviews where parents and other necessary agencies will come together to plan for the child in a supportive manner.

All pupil records are available to parents on request.

5. Determined to Succeed

Everyone involved in a young persons 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.

Giving children the opportunity to realise their full potential, so that they leave school with relevant skills, well motivated and with high self-esteem, equips them for adult life. The government has committed itself to a long-term strategy of raising standards of achievement in schools.

Newton encourages all the children to be innovative, creative and enterprising. Many excellent successful examples have involved the children initiating, planning and evaluating their project. E.g. Primary 7 Christmas Gift Enterprise, Gardening Club Refurbishment of the School Garden, Primary 4/5 Fun Day, P5 organising P4-7 Sponsored Jog for Health Promoting School etc.
Additional Support Needs

Legislation, concerning the provision for children with additional support needs came into effect in Scotland on 14th November 2005. The term ‘special educational needs’ no longer exists and has been replaced with ‘additional support needs’ which refers to any child or young person who experiences a barrier to learning, however temporary in nature.

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. Staff are involved in high quality training to ensure skills and knowledge are appropriate in meeting the needs of the children.

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.

We wish to ensure that all children receive an appropriate and balanced education. By means of careful monitoring, record keeping, and assessment, difficulties are quickly identified and supportive action taken. The class teacher will ensure that resources and strategies are in place to meet these needs.

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.

Additional support may be required for some pupils. This is provided by additional learning support personnel within the school, working with the class teacher. Learning support staff operate a range of strategies in the course of their work:

(i) Children experiencing acute difficulties are helped in small groups, away from the pressure of large classes.

(ii) Help for pupils with temporary challenges in reading, writing or number skills is given in the normal class setting, where class teachers and learning support staff work together to implement alternative strategies to facilitate successful learning.

(iii) Children with specific problems relating to disability, illness, hearing, perception etc are given extra help by visiting specialist staff to support them in coping with class work.

(iv) Learning support staff operate a popular staff consultancy service to assist other staff to present class work to pupils in a stimulating straightforward way - difficult language can often be simplified, and new concepts introduced when pupils are at the
right stage of maturity.

In cases of long-term or serious difficulty referrals may be made to external agencies such as Psychological Services, Speech /Language Therapists, Medical Services. Parents are always involved in the referral procedures and are consulted at every stage of decision-making process.

We aim to assist all pupils to reach their full potential, both academically and socially. Partnership with parents and external agencies is integral to this process and is highly valued by Newton Primary.

**Accessibility Strategy**

The school has a duty to ensure that all 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 or sensory impairment. 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. Please do not hesitate to contact the school if you require further advice or support.

### 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.
8. Religious and Moral Education

The Religious and Moral Education 5 - 14 document is the basis for the school's policy with regard to spiritual, social, moral and cultural values.

We aim

- To help pupils to develop a knowledge and understanding of Christianity and other world religions.
- To appreciate moral values such as honesty, liberty, justice, fairness and concern for others.
- To investigate and help children understand what religion has to offer.
- To develop their own beliefs, attitudes, moral values and practices through personal search.

Religious Education is seen as an integral part of the general school education and not as a separate, different activity. The programme gives a prominent 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.

Religious education is concerned with the spiritual growth of pupils. It should encourage them to respect the views of others; to develop a set of values and positive attitudes that will let them grow into fine, decent adults.

The guiding principle in the school’s philosophy is the desire to encourage attitudes, which foster self-esteem and personal growth.

Newton Primary School is fortunate to have the support of various chaplains, the Rev. Birse of Newton-on-Ayr Church and Mr Symonds/Mr Gall of Riverside. They also contribute to and conduct services for the school at Easter, Christmas and at the end of the Summer term. We also benefit from an evening monthly Church Youth Club at Newton. A Youth Worker from Newton-on-Ayr Church is also visiting the school weekly to take our Scripture Union Club.

A structured Religious Education programme using materials produced by the former SRC is used throughout the school, and is successful in providing interesting activities to stimulate staff and pupils.

Parents have the right to withdraw children from religious education. Anyone who wishes to do so should contact the Head Teacher.

School and Council policies based on national advice set out in SOED Circular 6/91 and the Education (Scotland) Act 1980 are followed by teachers who encourage pupils to see religion as being an important part of life; to think about the beliefs and practices of religious traditions within our community and beyond and to come to some understanding of what life is all about.

Provision can be made for children of non-Christian faiths to follow their own religious observances.
Parents from 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.

The main religious festivals are observed in school at special assemblies.

There are weekly infant assemblies and senior assemblies, which target specific areas such as bullying, anti-litter strategies, respect, individuality, racism and many other important themes. Our assembly themes strongly promote the 4 capacities from a Curriculum for Excellence as stated in our aims and values. Religious observance is often integral to the themes and supported by bible stories and prayer.

Assemblies are to be seen as extended family gatherings where pupils, and the community can come together to share experiences. Through this coming-together, pupils can celebrate important occasions in the life of the school and can be involved in activities, which increase their ability to make a spiritual response to the world in which they live. Parents are regularly invited to attend assemblies to celebrate achievement.

9. Equal Opportunities and Inclusion

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

To promote equal opportunities and social justice, 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.
4. Avoid the use of any language, or texts, by staff or pupils, which could be looked upon as racist or sexist.
5. Encourage attitudes, which promote the self esteem of all individuals.

Positive action will include the encouragement of male participation in the shared and paired reading programme in the early stages of the school, awareness raising of the dangers of stereotyping and the careful selection of library resources.

Staff development issues will be addressed by the Staff Development Coordinator. Senior promoted staff will monitor school practices to ensure they reflect school policy.

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

Children are encouraged to value themselves, to be aware of others and their needs, and are taught how to keep healthy in mind and body. It is easy to see the connections between this
curriculum area and that of Health Education. Interesting and stimulating activities are provided through Circle Time. South Ayrshire guidelines for Health and PSE are in place.

In Newton Primary we try to create a community which provides a warm, caring and supportive atmosphere by treating children as individuals, valuing their uniqueness, offering equal opportunities to all, stressing positive achievements and encouraging strong links between parents, children and school. There are many opportunities for children to exercise these qualities through special duties such as "positive play leaders," "bully busters," "tooth brushing monitors," School Council representatives" and the "Tesco Voucher Team." Our children take pride in their varied responsibilities and carry out their duties admirably. These duties enrich the opportunities for the children to be successful learners, confident individuals, effective contributors and responsible citizens.

SCHOOL DISCIPLINE POLICY

At Newton Primary we have high expectations of pupil behaviour. Teachers, parents and children work in a partnership of mutual respect and consideration for one another. Discipline is seen to be the joint responsibility of all staff. Our agreed whole school system for promoting positive behaviour ensures a consistent and fair approach by all staff.

Children are encouraged at all times to make responsible choices in their behaviour.

If we have any concerns about your child's behaviour in school we will contact you at the earliest opportunity. Similarly the school will always support parents who have concerns and we can offer advice and ideas to parents who may be struggling with discipline issues at home. Parents and teachers work in partnership with one another at Newton Primary School for the benefit of all the children and families in our community.

Children are praised when they are seen to be working hard and behaving well. A range of other rewards are also used; Every week each teacher nominates 3 children for special pupil of the week awards in effort, citizenship and behaviour. The winners of these awards receive a certificate and these are presented at the weekly assemblies. A serious breach of discipline may lead to exclusion from school and may be referred to the Education Authority.
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.

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. Statistical Information

Statistical information for parents is on the national priorities website and should be downloaded by schools. The website address is www.nationalpriorities.org.uk and individual school data can be accessed via the authorities data section by logging-in under South Ayrshire.

- Attendance
- School running costs
- 5-14 performance data (primary) provided by County Buildings

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 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.

**Want more information?**


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.

If parents wish to purchase school uniform for their children, the school colours are

- **Blazer:** royal blue
- **Trousers:** grey / navy
- **Skirt:** grey / navy
- **Tie:** royal blue and silver

The uniform is available from: **Bridget's, Tam's Brig, Ayr**

**Sweatshirts, polo shirts and fleeces** with the school logo can be ordered from the school office.

For health and safety reasons, **suitable footwear is required for PE**. It would be helpful if children could leave a pair of shorts and a top in school to allow for impromptu visits to the gym.

Under no circumstances will pupils be deprived any educational benefit as a result of not wearing uniform and, in particular, pupils will not be denied access to examinations as a result of not wearing school uniform.

Parents of children receiving family income support, family credit, housing benefit, or council tax rebates 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 Educational Services. Information and applications forms may be obtained from schools and the Educational Services Headquarters.

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 unnecessarily expensive items of clothing are not brought to school. Parents should note that the council does not carry insurance to cover the loss of such items, and any claims submitted are likely to be met only where
the council can be shown to have been negligent.

Please make sure that all articles brought to school are clearly marked with the child's name.

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 to avoid a waiting time if a member of the management team is not available.

At Newton Primary School we enjoy a positive relationship with parents.

Parents will be notified by letter of school events and invitations to attend special assemblies and end-of-term concerts are extended regularly. Parents of children starting school for the first time are invited to programme of events where questions on school policy and routine can be discussed and relationships with staff established.

Opportunities for parents to discuss the progress of their children with class teachers are offered on several occasions during the school year.

**Parent workshops** are organised regularly to enable parents to become involved in aspects of the curriculum. Shared and paired reading in the early stages of school allows parents to become actively involved in their children's learning.

**Regular newsletters** keep parents informed of school activities. Coffee mornings, bring n buy sales and charity appeals are always well supported by parents.

We would like to encourage you, as parents, to take an active interest in the school. It is now necessary for all parents to complete a Disclosure Scotland Form before working as a helper in the school. This is a straightforward process and the office staff will provide guidance and support if required. Please speak to a member of the office staff if you would like to become a parent helper.

A parents' notice board outside the main door keeps parents well informed of school / community events.

5. **Choosing a school**

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 the Council Offices at Wellington Square, Ayr, 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.

6. **Transfer to Secondary School**

Pupils are normally transferred between the ages of 11 $\frac{1}{2}$ and 12 $\frac{1}{2}$ 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 Newton Primary are zoned to transfer to:

Ayr Academy  
7 Fort Street  
Ayr  
KA7 1HX  
Tel. No. 01292 262302

While parents have the right to enrol their children at a secondary school of their choice within the regulation governing placing requests, it should be borne in mind that close liaison arrangements exist between Newton Primary and Ayr Academy.

These arrangements ensure as smooth a transition as possible for the children and that their education will be a continuous process from primary into secondary.

7. **Parent Forum and 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

Chairperson Mrs Angela McWhinnie c/o Newton Primary School
8. Pupil Council

Consultation with pupils about their views on their school environment and their learning is increasingly accepted in our school. Giving young people a "voice" as partners in the process of school improvement, leads to more effective learning organisations. It also fosters a sense of ownership and belonging.

A Pupil Council is one method of ensuring that young people develop positive attitudes and an opportunity to take part in "real life" decision-making within their own school setting. The Pupil Council at Newton have recently made improvements to the front entrance of the school and were instrumental in planning the improvements to the playtime Newton.

The Council is democratically elected by the children on an annual basis. School Council members have the responsibility to feedback to their class members on Board matters and to act as the "voice" for their class during School Council meetings. The School Council have their own budget and this is a fantastic opportunity for them to be responsible and innovative.

9. Public Private Partnership (PPP) Programme

Not Applicable

10. Parental Complaints Procedures

If you have any comments or complaints please approach the Head Teacher, Mrs Ann Shirley in the first instance. If the Acting Head Teacher does not resolve the issue to your satisfaction, you should write to Director of Children & Community, County Buildings, Wellington Square, AYR, KA7 1DR

If you have a concern and wish to complain to the Care Commission directly, please write to:

Care Commission Office
Sovereign Road, Suite 3
Academy Road
Irvine, Ayrshire
KA12 8RL

We are always anxious to maintain and improve our service. If you have any suggestions to make about the service, please contact the head of establishment in the first instance. If you feel your complaint has not been satisfactorily resolved with the Acting Head Teacher, please contact Director of Children & Community, County Buildings, Wellington Square, AYR, KA7 1DR
1. Child Protection

School staff provide support to children and young people in their daily work and have a vital role to help protect them from harm. School staff help keep children and young people safe and well by:

- Helping them learn about their personal safety
- Being a trusted adult who children and young people may turn to for help, and who will take them seriously
- Identifying when children and young people may need help
- Understanding the steps that must be taken when there are concerns for children's and young people's safety and well-being

The school has a Child Protection Co-ordinator who will co-ordinate the school’s response to concerns for children and young people’s safety and wellbeing. The Authority has a designated officer for Child Protection who will ensure schools work effectively to keep children safe and well. If you have any concerns about the safety and wellbeing of a child or young person, including a 'gut feeling', please talk about this with the school’s Child Protection Co-ordinator or another member of staff. Newton’s Child Protection Coordinator is the Head Teacher Mrs Ann Shirley.

Every child has the right to feel safe and protected.

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 out with the school gates at lunchtime.

In addition to the statutory requirement, additional supervision is provided by Classroom Assistants and Pupil Support Assistants.

3. School Meals and Free School Meal Information

Lunches are provided daily by the School Meals Service in our dining hall. A rota system ensures that each class has the opportunity to enjoy first choice of the day’s menu. 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 Children & Community, County Buildings, Wellington Square, Ayr KA7 1DR, telephone 01292 612268.

**Special Diet**

Pupils with a specific health problem (e.g. diabetes) may be provided with special meals by arrangement with the Cook. Speak to the head teacher if you have a special requirement of this kind.

**Packed Lunches**

Pupils who bring packed lunches may take these in the dining hall. Newton is a Health Promoting School and therefore fizzy drinks and sweets should be discouraged. The school can provide helpful information on healthy packed lunch boxes on request.

Only those children whose parents are receiving support will be entitled to free milk. Milk may however be available for purchase in the school during the lunch period.

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### 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 Children & Community, County Buildings, Wellington Square, Ayr KA7 1DR.

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### 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 one mile 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 Children & Community, County Buildings, Wellington Square, Ayr. 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 Children & Community, 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.

6. Insurance

South Ayrshire Council holds Public Liability, Employer Liability and Officials Indemnity Insurance. In addition, the school will provide information on School Excursion Insurance when necessary. Further information regarding insurance and an appropriate claim form can be obtained from the school or County Buildings, Wellington Square, Ayr, telephone 01292 612264.
7. **Valuable Items**

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**

Parents are asked to assist in this area by ensuring that mobile phones are not brought to school. Any child who brings a mobile phone to school will be asked to take this to the office for safe keeping until home time. Remember that we will not hesitate to contact parents if there is a concern or if your child is ill!

Parents should note that the Council does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the Council can be shown to have been negligent.

9. **Health and Medical Information**

**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 outwith the school lunch.

Further guidance can be found at:

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 toothbrushing 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 toothbrushing 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

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Address</th>
<th>Telephone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Ayrshire Council</td>
<td>Director of Children &amp; Community South Ayrshire Council County Buildings Wellington Square Ayr, KA7 1DR</td>
<td>01292 612000 <a href="http://www.south-ayrshire.gov.uk">www.south-ayrshire.gov.uk</a></td>
</tr>
<tr>
<td>Area Office</td>
<td>South Ayrshire Council 43 Sandgate Ayr, KA7 1JW</td>
<td>01292 284988</td>
</tr>
<tr>
<td>Community Education Service</td>
<td>South Ayrshire Council 25 Wellington Square Ayr, KA7 1DR</td>
<td>01292 267278</td>
</tr>
<tr>
<td>Councillor</td>
<td>Cllr. Ian Cavana South Ayrshire Council County Buildings Wellington Square Ayr, KA7 1DR</td>
<td></td>
</tr>
</tbody>
</table>
| Councillor | Cllr. Douglas Campbell  
South Ayrshire Council  
County Buildings  
Wellington Square  
Ayr, KA7 1DR |
|---|---|
| Councillor | Cllr. Douglas Hampton  
South Ayrshire Council  
County Buildings  
Wellington Square  
Ayr, KA7 1DR |
| Councillor | Cllr. Tom Slider  
South Ayrshire Council  
County Buildings  
Wellington Square  
Ayr, KA7 1DR |

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