1. Welcome by Head Teacher

Dear Parents/Carers

We take this opportunity to introduce ourselves to you through the pages of our Handbook, which is intended to give you an insight into our school. We hope you and your children will always feel welcome here.

From today, when you enrolled your child at this school, you entered a partnership in the education of your child. We will do all we can to help you play a full and active role throughout your child’s primary schooling. Your child will flourish when he or she knows that we as a school and you as parents and carers share the same high expectations of effort and behaviour. If at any time you have any concerns we are always here to help.

The school has a supportive Parent Council which meets regularly throughout the year. Should you wish to consider becoming a part of the Council, elections are held at the Annual General Meeting in September of the new school session. In addition there is a very active Fundraising Group who organise wonderful events which are not only for the children but can be shared as a whole family to allow plenty of opportunities for you all to make new friends.

The school is staffed according to National Guidelines with 8.9 members of teaching staff. We have 8 class teachers, one being the Depute Head and one being the Principal Teacher. We are fortunate to have a violin instructor, a cello/double bass instructor and a brass instructor who visit weekly. We also have a specialist Music Teacher for one day a week and a Youth Voice Initiative teacher who tutors our Primary 5/6 children weekly.

On one day per week we have a teacher from the Cluster Pupil Support Team who plans co-operatively with our staff and delivers focussed lessons to children with additional support needs. We are also visited by a specialist teacher once a week for any child who has English as an additional language.

In our non-teaching staff we have a Janitor, two Clerical Assistants, one Classroom Assistant, one School Assistant, two members of Cleaning Direct and three members of Catering Direct.

Canon Archie Brown is our school chaplain, supporting us in the spiritual development of our school community.

All of us together help to make St. Patrick's very much a family school, committed to the spiritual, emotional and educational development of your child, enabling them to become successful learners, confident individuals, responsible citizens and effective contributors.

Sincere Regards,

Maeve Maltby, Head Teacher
A Letter of Welcome from Mr Antony Flynn, Head Teacher, Queen Margaret Academy.

As Head Teacher of Queen Margaret Academy, and on behalf of all teachers and staff, I wish to extend to you a very warm welcome. Your child is making the next step on the path of their education and formation of their faith.

St Patrick’s Primary is part of the Queen Margaret Academy school cluster and community. Our shared aim is to make sure that every child who joins our school cluster feels part of our loving and joyful community and that they feel safe and secure in their learning environment.

Together we deliver a curriculum which not only meets the requirements of Curriculum for Excellence but enhances it by presenting it from a Christian perspective. In addition to helping children attain high academic standards, we strive to build self-confidence and develop the ability to articulate feelings and ideas. We attach great importance to our children’s faith development and seek to enable them to build good relationships from their primary school years up into their secondary school life.

As a Catholic Academy we are very proud of St Patrick’s Primary, its Catholic ethos and its excellent reputation within the local community. We look forward to having your child with us in the years ahead.

Best wishes

Antony Flynn
Head Teacher
2. School Ethos, Aims and Values

Aims of St Patrick’s Primary

To deliver the National Priorities and Directorate Objectives, in conjunction with the principles of Curriculum for Excellence, St Patrick’s Primary will aim:

- To enable our children to become successful, lifelong learners through a challenging, relevant and enjoyable curriculum where pupils staff and parents work in partnership to ensure achievement and attainment for all through high quality learning and teaching experiences.

- To develop confident individuals who can communicate clearly and share ideas while acknowledging and respecting the views and opinions of others.

- To encourage children to be effective contributors who are actively involved in their own community and the wider community and where the Gospel values of equality, fairness, respect and inclusion are evident in all that they do.

- To create a culture of responsible citizenship where our children take ownership of their behaviour and attitudes and make good choices allowing them to develop healthy, active and positive lifestyles.

Our Vision

All staff in St. Patrick’s Primary share the vision of preparing our pupils for life-long learning within a caring, supportive and respectful community which is inclusive and reflects the Gospel values.

We will at all times strive to provide a curriculum which motivates our pupils through relevant, challenging and enjoyable experiences allowing them to develop as healthy, happy, enterprising and confident young people who are actively involved in the life of their school.

Within the wider community we will continue to engage with local businesses, Care Homes, local churches and other Community groups to ensure our children gain broad, relevant experiences which gives them skills for life and skills for work.

Through a continued culture and ethos of high achievement and attainment our children will be encouraged to aim high and be the best they can be.
### 3. School Information

<table>
<thead>
<tr>
<th>Name</th>
<th>St. Patrick’s Primary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>24 Academy Street</td>
</tr>
<tr>
<td></td>
<td>Troon</td>
</tr>
<tr>
<td></td>
<td>KA10 6HR</td>
</tr>
<tr>
<td>Telephone Number</td>
<td>01292 312072</td>
</tr>
<tr>
<td>Email Address</td>
<td><a href="mailto:STPatricks.mail@south-ayrshire.gov.uk">STPatricks.mail@south-ayrshire.gov.uk</a></td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.stpatricks.sayr.sch.uk">www.stpatricks.sayr.sch.uk</a></td>
</tr>
<tr>
<td>Head Teacher</td>
<td>Mrs Maeve Maltby Tel: 01292 690070</td>
</tr>
<tr>
<td>Denominational status</td>
<td>Roman Catholic</td>
</tr>
<tr>
<td>Accommodation and capacity</td>
<td>There is capacity for 231 pupils however, parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised</td>
</tr>
<tr>
<td>House structure</td>
<td>There are four houses within the school. They are Bentinck (Red), Fullarton (Yellow) Portland (Green) and Welbeck (Blue)</td>
</tr>
<tr>
<td>Nursery provision</td>
<td>There is no nursery provision within the school. Our Primary 1 pupils come from 4 South Ayrshire Nurseries and several private nurseries.</td>
</tr>
<tr>
<td>Catchment area</td>
<td>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 <a href="http://www.south-ayrshire.gov.uk">www.south-ayrshire.gov.uk</a> Catchment map and area (available from the School Management Section, Care, Learning and Wellbeing, County Buildings, Wellington Square, Ayr, KA7 1DR</td>
</tr>
</tbody>
</table>
Catchment area

Associated Secondary: Queen Margaret Academy
### 4. School Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs M Maltby</td>
<td>Head Teacher</td>
</tr>
<tr>
<td>Miss Gallagher</td>
<td>Primary 1/2</td>
</tr>
<tr>
<td>Mrs McGinley</td>
<td>Primary 2</td>
</tr>
<tr>
<td>Mrs M McNeill</td>
<td>Primary 3 -Principal Teacher</td>
</tr>
<tr>
<td></td>
<td>Miss Calder 0.2, P3 Teacher</td>
</tr>
<tr>
<td>Mrs L McGarva</td>
<td>Primary 4</td>
</tr>
<tr>
<td>Miss Moynagh</td>
<td>Primary 5</td>
</tr>
<tr>
<td>Mrs J Tonner</td>
<td>Primary 6</td>
</tr>
<tr>
<td>Mrs P McFadyen</td>
<td>Primary 7/Depute Head Teacher</td>
</tr>
<tr>
<td></td>
<td>Miss Calder 0.4, P7 Teacher</td>
</tr>
<tr>
<td>Mrs G Home</td>
<td>Pupil Support Teacher</td>
</tr>
<tr>
<td>Mr D O’Connell</td>
<td>Cello/Double Bass Instructor</td>
</tr>
<tr>
<td>Ms T Nelson</td>
<td>Youth Voice Teacher</td>
</tr>
<tr>
<td>Ms E McLeod</td>
<td>Violin Teacher</td>
</tr>
<tr>
<td>Mr D Moore</td>
<td>Music Specialist</td>
</tr>
<tr>
<td>Mr S Walker</td>
<td>Brass Instructor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Support Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs A Anderson</td>
<td>Clerical Assistant (Mon-Thurs)</td>
</tr>
<tr>
<td>Mrs K Littlejohn</td>
<td>Clerical Assistant (Tues-Fri)</td>
</tr>
<tr>
<td>Mrs E McDowall</td>
<td>Classroom Assistant</td>
</tr>
<tr>
<td>Mrs A Corti</td>
<td>School Assistant</td>
</tr>
<tr>
<td>Mrs C Munro</td>
<td>School Assistant</td>
</tr>
<tr>
<td>Mr M Stewart</td>
<td>Janitor</td>
</tr>
<tr>
<td>Canon A Brown</td>
<td>School Chaplain</td>
</tr>
</tbody>
</table>

### 5. Management Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs M Maltby</td>
<td>Head Teacher</td>
</tr>
<tr>
<td>Mrs P McFadyen</td>
<td>Depute Head Teacher</td>
</tr>
<tr>
<td>Mrs M McNeill</td>
<td>Principal Teacher</td>
</tr>
</tbody>
</table>
6. **The School Year and School Hours**

- Primary 1 to Primary 7: 9.00 a.m. - 3.00 p.m.
- From August 15th until the first Monday of September, Primary 1 will finish at 12.00 noon. After the first Monday of September, they will remain in school until normal dismissal at 3.00 p.m.
- Please note that transport is not provided to take Primary 1 pupils home at 12.00 p.m. in the first 2 weeks.
- Morning Interval 10.45 a.m. - 11.00 a.m.
- Lunch Break 12.30 p.m. - 1.15 p.m.

---

**SOUTH AYRSHIRE COUNCIL**  
**Care, Learning and Wellbeing**  
**Approved School Holiday Arrangements - 2014/2015**

<table>
<thead>
<tr>
<th>Term Break</th>
<th>Dates of Attendance</th>
<th>Cumulative Holiday Total</th>
<th>Cumulative Working Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Mid Term</td>
<td>Teachers (Inservice) Fri 15 Aug 2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers (Inservice) Mon 18 Aug 2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pupils return Tues 19 Aug 2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>local holiday Fri 19 Sept 2014</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>local holiday Mon 22 Sept 2014</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Second Mid Term</td>
<td>Close Fri 10 Oct 2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers (Inservice) Mon 20 Oct 2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Re-open (Pupils) Tues 21 Oct 2014</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Close Tues 23 Dec 2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Re-open Tues 6 Jan 2015</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Close Thurs 5 Feb 2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>local holiday Fri 6 Feb 2015</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>local holiday Mon 9 Feb 2015</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Teachers (Inservice) Tues 10 Feb 2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Re-open (Pupils) Wed 11 Feb 2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Close Thurs 2 Apr 2015</td>
<td></td>
<td>145</td>
</tr>
<tr>
<td></td>
<td>Re-open Mon 20 Apr 2015</td>
<td></td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>Mon 4 May 2015</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Third May Day</td>
<td>Teachers (Inservice) Fri 22 May 2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>local holiday Mon 25 May 2015</td>
<td></td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>Close Fri 26 Jun 2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Session Teachers (Inservice) Mon 17 Aug 2015</td>
<td></td>
<td>66</td>
</tr>
<tr>
<td></td>
<td>Teachers (Inservice) Tues 18 Aug 2015</td>
<td></td>
<td>195</td>
</tr>
<tr>
<td></td>
<td>Pupils return Wed 19 Aug 2015</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NB**  
Good Friday: 3rd April 2015  
Pupil’s attendance will be 190 days after deducting 5 in-service days.
**7. Enrolment**

**Enrolment**

Children due to be enrolled will normally be those whose fifth birthday falls on or before the last day of February following the beginning of the session. South Ayrshire Council designates a date each year on which those children beginning formal education should enrol. This date is usually in January and is published in the local press and local nurseries and displayed in the school foyer and in church. Enrolment normally takes place in the school and parents are asked to bring Birth, where applicable Baptism Certificates and a utility bill as proof of residence with them. Parents wishing to enrol a child at any other time or to visit prior to enrolment should telephone the Head Teacher, and arrangements will be made for you to visit the school.

**Placing Requests**

Parents are always welcome to discuss placing requests from out-with the school’s catchment area. Please see “Transport section” for further details.
SECTION B – Teaching and Learning

1. Curriculum for Excellence

Curriculum for Excellence is now being implemented across Scotland for all 3-18 year olds - wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together. Glow, Scotland's unique, world-leading, online network supports learners and teachers in this and plans are already in place for parents across the country to have access to Glow.

Teachers and practitioners will share information to plan a child’s 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills.

Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for literacy and numeracy – the language and numbers skills that unlock other subjects and are vital to everyday life.

It develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

There will be new ways of assessing progress and ensuring children achieve their potential. There will be new qualifications for literacy and numeracy from 2012/13 and new National 4 and 5 qualifications from 2013/14. Our well regarded Access, Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.

There is personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed. There will be a new emphasis by all staff on looking after our children's health and wellbeing - to ensure that the school is a place where children feel safe and secure.
Ultimately, Curriculum for Excellence aims is to improve our children’s life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland’s reputation for great education.

2. The Core Curriculum

The Curriculum - Curriculum for Excellence
Literacy and English

Language is at the centre of our pupils’ learning. It is through language that they gain much of their knowledge and skills. High priority is given to developing pupils’ ability to use English Language effectively. Literacy and English is structured through three organisers - Listening and Talking, Reading and Writing.

Pupils will develop and extend their literacy skills through opportunities to:
- communicate, collaborate and build relationships
- reflect on and explain literacy and thinking skills, using feedback to help improve and sensitively provide useful feedback for others
- engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT
- develop an understanding of what is special, vibrant and valuable about their own and other cultures and their languages
- explore the richness and diversity of language, how it can affect them, and the wide range of ways in which they and others can be creative
- extend and enrich their vocabulary through listening, talking, watching and reading.

Pupils will develop English language skills through opportunities to:
- engage with a wide range of texts and develop an appreciation of the richness and breadth of Scotland’s literary and linguistic heritage
- enjoy exploring and discussing word patterns and text structures.

Listening and Talking

Our aim is to teach our pupils to communicate confidently and fluently. There are a variety of spoken language activities across the curriculum allowing for the development of self-expression and appreciation of form and structure. The aim in listening is to teach children to listen carefully and effectively by giving practice in hearing, interpreting and responding to the spoken word. Interactive activities, poetry and drama are used and children are also trained in effective discussion. As confidence increases with
successful role-play, dialogue and mime, pupils realise how emotion, emphasis, and above all, clarity of expression can be used to great effect.

**Reading**

We aim to teach our pupils to develop their comprehension skills and so help them to read with understanding and enthusiasm. The technique of reading is a continuous process from the linking of printed symbols through objects, pictures, writing and the pupils' environment.

The core Reading resource used in Primaries 1, 2 and 3 is 'Storyworlds' which follows a carefully planned programme, using synthetic phonics skills. It develops skills in decoding, prediction and word recognition and the use of phonic and contextual clues. Pupils in Primaries 4, 5, 6 and 7 build upon and develop these skills through programmes in Literacy World, Bug Club, and Literacy Circles where novels are used to extend skills and experiences, not only in Reading but also in Talking, Listening and Writing within co-operative learning experiences.

Aspects that are taught throughout the primary are mechanical skills, comprehension and reference and study skills. Reading, of course, like the other skills in this section, is not regarded as an isolated subject as it is involved in most activities. Practice is given in carrying out different strategies such as scanning, skimming and interrogating texts.

The school and class libraries offer pupils access to a wide range of non-fiction books as well as fiction. There are also regular visits to the local library to encourage reading for enjoyment not only in school but also at home.

**Writing**

Writing is a major part of the curriculum and along with reading, listening and talking, makes a significant contribution to the development of children as thinkers and learners. It involves a set of complex skills which we will teach our pupils to develop through structured teaching and practice. Our writing scheme is 'Write to the Top' which is based on child centred, interactive learning with a focus on four core targets of Vocabulary, Connectives, Openers and Punctuation (VCOP).

We have high expectations for every pupil. It is important that your child learns to present written work in a way which is legible, paying attention to punctuation, grammar, handwriting and spelling.
Resources used in P1 - P3 include:

Reading: Storyworlds Reading
Phonics: Jolly Phonics, Bug Phonics, co-operative learning activities
Spelling: Jolly Grammar P2-3 Curriculum Visions P4-7
Handwriting: Nelson Handwriting
Language: Jolly Grammar, Literacy Evolve & Big Books, which deliver a variety of literacy experiences.

Resources used in P4 - P7 include:

Reading: Literacy World, Bug Club, Literacy Circle novels,
Handwriting: Nelson Handwriting
Language: Literacy Evolve, Big Books
Spelling: Curriculum Visions

MODERN LANGUAGE

Learning a new language encourages pupils to broaden their horizons as they explore the language and its associated culture. Through the learning of a new language, pupils:

- Gain a deeper understanding of their first language and appreciate the richness and interconnected nature of languages
- Enhance their understanding and enjoyment of other cultures and of their own and gain insights into other ways of thinking and other views of the world
- Develop skills that they can use and enjoy in work and leisure throughout their life.

French is taught weekly in Primary 6 and Primary 7. Teachers follow a detailed programme of study which incorporates Curriculum for Excellence outcomes and recommendations. The use of modern technology, e.g. ACTIV Boards and variety of software programs, enables teachers to deliver interactive lessons which assist pupils with their knowledge and understanding of this second language. The aim of the programme is to create an enthusiasm and desire in the children to communicate in a foreign language, with enjoyment and fun being the main factors through games, songs and interactive experiences.

MATHEMATICS/ NUMERACY

Within Maths as with all other subjects there is a clear understanding of the need to address the many different abilities and learning styles of our pupils to ensure depth, progression, breadth, choice, coherence, relevance and not least, challenge and enjoyment. Our primary maths resource in St
Patrick’s is Heinemann Active Maths supplemented by a variety of interactive resources. At Early, First and Second level Brainbusters and Problem Solving in Action are used as a primary resource for Problem Solving.

**Learning in numeracy and mathematics enables pupils to:**

- develop essential numeracy skills which will allow them to participate fully in society
- develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work
- engage with more abstract mathematical concepts and develop important new kinds of thinking
- understand the application of mathematics, its impact on our society past and present, and its potential for the future
- develop essential numeracy skills which will allow them to participate fully in society
- establish firm foundations for further specialist learning
- understand that successful independent living requires financial awareness, effective money management, using schedules and other related skills
- interpret numerical information appropriately and use it to draw conclusions, assess risk, and make reasoned evaluations and informed decisions
- apply skills and understanding creatively and logically to solve problems, within a variety of contexts
- appreciate how the imaginative and effective use of technologies can enhance the development of skills and concepts.

**Maths is divided into four main components:**

- **Number, Money, Measurement**, in which pupils learn to add, subtract, multiply and divide. They also learn to use money, work with Time and investigate and calculate Length, Weight, Area and Volume.
- **Shape, Position and Movement** activities allow the children to explore the properties of geometric shapes and work with Symmetry, Angles and Compass Directions
- **Information Handling** activities allow the children to gather information from a variety of sources, display them in a variety of pictorial and numerical charts, tables and graphs and interpret the information on display.
- **Problem Solving and Enquiry** skills develop systematic tools using learned strategies to find solutions within a range of problems- e.g. Look for a pattern, work backwards, reason logically, make a model or draw a diagram, guess and check.

Mathematical activities e.g. interactive maths and problem solving techniques are important elements of our Maths programmes and these enable the children to use and extend their knowledge and skills. It is vital that pupils are able to
articulate how they arrived at the answer/solution. Computer software is also used to consolidate mathematical skills. Teachers use a variety of Learning and Teaching approaches, including Active Learning and interactive boards, to engage all pupils in their development of mathematical skills. Strong emphasis is put on numeracy and number bonds are taught thoroughly in the early years. Curriculum for Excellence levels are now being incorporated into framework for assessment:

Early - Nursery to P1 - achieved by most but earlier by some.
First - P2 to P4 - achieved by most but earlier by some.
Second - P5 to P7 - achieved by most but earlier by some.

Resources used include:
Heinemann Active - Early Level, First Level - Second Level
Scottish Heinemann - P1 & P2
TJ Maths - Second Level
TJ Mental Mathematics
Brainbusters Problem Solving
Peter Patilla – Interactive Mental Maths and Daily Starters
Interactive Problem Solving
Problem Solving In Action
A wide variety of Active Maths resources - games, floor puzzles.

Social Studies, Sciences and Technologies

Learning in the social studies will enable pupils to:

- develop understanding of the history, heritage and culture of Scotland, and an appreciation of local and national heritage within the world
- broaden understanding of the world by learning about human activities and achievements in the past and present
- develop understanding of values, beliefs and cultures and those of others
- develop understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that stimulate enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers.
During the seven primary school years we try to provide a balance in topics studied to ensure appropriate aspects of history, geography and science are all covered. These topics provide opportunities for the development of skills and concepts suitable to primary children. Opportunities also exist for outdoor work in the local area. The harbour, the seashore, the town centre and parks offer a rich environment for our children to carry out local studies.

Topics reflect current events and pupils’ interests. A strong focus will be placed on studying Scotland and our place in the world with a comparative study of another country.

The approach to history and geography is made mainly through interdisciplinary topics where pupils collect, select, arrange and record material and study societies at different times and in different places. Classrooms contain a varied collection of appropriate books to the levels of interest and ability of the children.

The sciences framework provides a range of different contexts for learning which draw on important aspects of everyday life and work.

Learning in the sciences will enable pupils to:

- develop curiosity and understanding of the environment and their place in the living, material and physical world
- demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- develop skills for learning, life and work
- develop the skills of scientific inquiry and investigation using practical techniques
- develop skills in the accurate use of scientific language, formulae and equations
- apply safety measures and take necessary actions to control risk and hazards
- recognise the impact the sciences make on our life, the lives of others, the environment and on society
- recognise the role of creativity and inventiveness in the development of the sciences
- develop an understanding of the Earth’s resources and the need for responsible use of them
- express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding
- develop as a scientifically-literate citizen with a lifelong interest in the sciences
- establish the foundation for more advanced learning and future careers in the sciences and the technologies.
Pupils will be involved in investigations and will develop skills, knowledge and understanding of Planet Earth, Forces, Electricity and Waves, Biological Systems, and Materials. Where appropriate, the use of modern technology and interactive software is encouraged to enhance the teaching of all these subject areas.

The technologies framework provides a range of different contexts for learning that draw on important aspects of everyday life and work. It includes creative, practical and work-related experiences and outcomes in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies.

Learning in the technologies enables pupils to:

- develop an understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible, ethical actions to improve their life, the lives of others and the environment
- gain the confidence and skills to embrace and use technologies now and in the future, at home, at work and in the wider community
- become an informed consumer and producer who has an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, sustainable development and ethical, economic and cultural issues
- broaden understanding of the role that information and communications technology (ICT) has in Scotland and in the global community
- broaden awareness of how ideas in mathematics and science are used in engineering and the technologies
- experience work-related learning, and establish firm foundations for lifelong learning, and specialised study and careers.

It is important to remember that as children and young people play and learn they will develop an interest, confidence and enjoyment in ICT skills that can be transferred and applied in different learning contexts.

Pupils will use desktop computers, laptops, digital projectors and whiteboards and digital audio-visual equipment, Wiis and DSs. Each class has access to approximately 20 laptops on a timetabled basis. All classrooms have an Interactive Whiteboard and all are connected to the internet which allows limited and protected site access. This technology gives the teachers and pupils the opportunity to access a wide variety of resources through the internet and GLOW.

Pupils also learn about the impact of technology in everyday life and are encouraged to use their own skills and offer solutions. Technology skills are taught via topics which link into other curricular areas.
These technologies and active resources are used to enhance the teaching and learning across the curriculum following Curriculum for Excellence outcomes and recommendations.

**EXPRESSIVE ARTS**

Experiences in the expressive arts involve creating and presenting and are practical and experiential. Evaluating and appreciating are used to enhance enjoyment and develop knowledge and understanding. Learning in, through and about the expressive arts:

- enables pupils to experience the inspiration and power of the arts
- recognises and nurtures creative and aesthetic talents
- allows pupils to develop skills and techniques that are relevant to specific art forms and across the four capacities
- provides opportunities for pupils to deepen their understanding of culture in Scotland and the wider world

is enhanced and enriched through partnerships with professional arts companies, creative adults and cultural organisations.

**Art and Design**

Work in Art and Design covers a variety of skills. Lessons are often linked with other areas of the curriculum and are implemented through interdisciplinary approaches. Children are encouraged to use observation skills to learn to draw and use different media and techniques when painting or applying colour. All pupils have a large art folder which contains examples of their work and this is passed on each year.

**Drama**

Work in Drama covers a variety of skills and children are encouraged to be creative, imaginative and to express their own ideas. Staff have programmes of study to follow for this subject and also address Curriculum for Excellence outcomes through interdisciplinary planning. We also have visits from theatre groups at least once per session. The children have the opportunity to showcase their dramatic skills through assemblies, concerts and shows held at least twice per year.

**Music**

Music is taught through a fully structured programme in line with Curriculum for Excellence outcomes and experiences developing skills progressively from P1 - 7. This session we have a Specialist Music Teacher and a Youth Voice Initiative Teacher visiting a day per week. The school has both a Senior and Junior choir and engage in many
community events for example The Ayrshire Music Festival, Church events, charity events and visits to Nursing Homes. Visiting teachers also provide tuition in Cello, Brass, Double Bass and Violin.

**Health and Wellbeing**

Physical Education includes a wide range of activities such as gymnastics, team games, dance, rugby, football, tennis, netball, swimming and a wide variety of outdoor activities. In Primary 5 pupils will be given the opportunity to learn to swim or to develop their existing skills in swimming. In P.E. the aim is to give enjoyment and a sense of achievement. We offer opportunities to develop co-ordination, increase strength and maintain stamina. This session we have a visiting P.E. specialist one half day a week.

We make great use of our Active Schools Co-ordinator's expertise in offering health promoting opportunities for all of our children. In addition we address both physical and emotional wellbeing with a continuous focus on healthy lifestyle.

Our feeder secondary school, Queen Margaret Academy, also arranges various sporting transition events throughout the year.

Our upper school children in Primaries 6 and 7 have information sessions on Personal and Social Development including puberty. These are delivered through a specialist programme, supported by our school nurse. An information meeting for parents of children involved is held before the sessions. In addition we liaise with the police and other agencies for awareness-raising relating to drugs and alcohol.

**3. Opportunities for Wider Achievement**

**Extra Curricular Activities**

At present St. Patrick's has a football team who play in many competitions and a netball team who also play in a local league and with other schools. Both teams, selected from the upper school, are coached by our enthusiastic, dedicated parents and past parents and have enjoyed a good deal of success. Pupils participate in many other sporting activities. We actively promote sports and outdoor activities. Senior pupils in Primaries 6 and 7 traditionally each have a residential experience at an outdoor centre. Our school choir visits within the community and takes part in various festivals. We also have a supervised playground games programme at
lunchtimes run by P6 and P7 children who have undertaken The Young Leader Programme.

Study Support

Study support is a learning activity outside normal lessons in which young people voluntarily take part. Its purpose is to improve young people’s motivation, build their self esteem and help them to become more effective contributors, confident individuals, successful learners and responsible citizens, thus raising achievement.

Various opportunities for extra-curricular sessions are available throughout the year e.g. Arts & Crafts, French, Senior/Junior Choir and a wide range of sporting activities.

4. Homework Policy

Homework

Homework is given 4 nights in each week, generally within a planned programme on a Monday to allow pupils to learn to time-manage and organise their tasks. A pupil may be asked to complete a piece of work begun in class, practise a new process or learn a new spelling rule. They may also research facts to develop their topic knowledge to present to their peers. Within each programme of work there is an element of personalisation and choice.

In any event, the task should normally take no longer than 30-40 minutes for a primary 7 pupil and proportionally less for younger children.

Parents may be asked to sign homework. This provides an opportunity to see, discuss and approve your child’s work and may also highlight problems or potential difficulties. Parents are asked to read to and with their children frequently, especially during the Infant stages.

Currently Homework diaries are issued to all pupils. They can be used to record homework given and can also be used as an informal means of communication between home and school.
5. Assessment and Reporting

Assessment

Children’s work is continuously assessed by class teachers and monitored by all staff including Senior Management. Assessments may be ongoing or be an activity after the completion of a particular phase of work. These assessments are designed to measure the child’s understanding of new concepts or skills and to enable the teacher to identify possible sources of difficulty. They also allow for effective preparation for the next stage in a child’s learning with a focus on the secure development of skills and knowledge and the application of learning in different and unfamiliar contexts.

Assessments are also used to monitor and track a child’s learning and provide information to those outside school on a learner’s progress and achievements. Children will receive quality feedback on their learning and will be encouraged to self and peer assess as a means of reflecting on their progress.

Generally, within Primary education pupils work within Early, First and Second levels:

<table>
<thead>
<tr>
<th>Level</th>
<th>Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early</td>
<td>The pre-school years and P1, or later for some.</td>
</tr>
<tr>
<td>First</td>
<td>To the end of P4, but earlier or later for some.</td>
</tr>
<tr>
<td>Second</td>
<td>To the end of P7, but earlier or later for some.</td>
</tr>
</tbody>
</table>

Within these levels pupils’ progress in learning is recorded as: Developing, Consolidating, Secure:

**DEVELOPING(D)**
Pupil has:
- started to engage in the work of a new level building on prior learning;
- begun to make progress in an increasing number of outcomes across the breadth of the experiences and outcomes for the level.
- begun to apply what he/she has learned in familiar contexts; and
- begun to extend their learning through appropriately challenging activities within familiar contexts.

**CONSOLIDATING(C)**
Pupil has:
- achieved a breadth of learning across many of the experiences and outcomes for the level
- applied what he/she has learned in familiar contexts; and
- begun to undertake more challenging learning in unfamiliar contexts.
**SECURE(S)**

Pupil has:
- achieved a breadth of learning across the experiences and outcomes for an aspect of the curriculum.
- responded consistently well to the level of challenge set out in these experiences and outcomes
- moved forward to more challenging learning in some aspects; and
- has applied what he/she has learned in new and unfamiliar contexts.

This session schools will formally record progress over 8 curricular areas- Literacy, Numeracy, Health & Wellbeing, Religious Education in Roman Catholic schools, Science, Technologies, Social Subjects and Expressive Arts

Levels are recorded once per year to track learning and progress being made. Final levels of attainment for children for each session will be included in the written report received by parents in April/May.

Schools are developing a robust programme of moderation across curricular areas to ensure appropriate progress and development is made within the levels of Curriculum for Excellence.

Parents will have the opportunity to meet with their child’s teacher some time before Christmas and discuss their child’s progress. In April/May they will receive a written report on their child’s progress followed by another meeting with their child’s teacher.

Should there be any concerns about progress during the year, the school will contact parents and ask them to come in to discuss these concerns and the possible support to be put in place. Parents are also welcome to make an individual appointment at any time during the year to address any concerns or queries and speak individually with their child’s teacher.

Parents of children with additional support needs will have the opportunity to meet several times in the year to plan a programme of activities in conjunction with school staff to support their child.

In addition, South Ayrshire Council has introduced Assessments for Excellence-AFE- administered in P1, P3, P5, & P7. These assessments are professional diagnostic tools which teachers incorporate into the classroom as part of the assessment programme. The assessments, from the University of Durham’s Centre of Evaluation and Monitoring-CEM- provide detailed information for class teachers about the strengths of individual pupils in reading and mathematics. In Primary 1 the assessments are carried out within the first six weeks of entry to school and a follow up assessment is carried out again in May.

All children in P3, P5, and P7 undertake AFE assessments in October.

To access South Ayrshire Council’s Assessment Policy, March 2012, please go to our website on:

[http://www.stpatricks.sayr.sch.uk/images/Assessment_Policy.pdf](http://www.stpatricks.sayr.sch.uk/images/Assessment_Policy.pdf)

Alternatively policy can also be accessed in the main school office.
6. School Improvement

Everyone involved in a young person's development should be aiming for them to realise their full potential in order to 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.

The priority for schools now is to have DtS embedded within CfE ensuring all 4 strands are addressed. The strands are:

- Enterprising Learning and Teaching
- Entrepreneurial Learning
- Work Based Learning
- Careers Education

In St Patrick's Primary all pupils participate in enterprising topics and are encouraged to think creatively and innovatively within a relevant context. They engage in fundraising activities for numerous charities and through our Pupil Voice Committees plan and develop a wide range of enterprising initiatives to enhance learning within our school community.

Each year, all schools in South Ayrshire complete a School Improvement Plan which details progress made towards identified priorities from the previous session and outlines new priorities for the coming year. Included also are statements of progress as a school within CfE levels and also statements outlining attainment within AFE assessments in P1, P3, P5, & P7.

For detailed information on more general activities and wider achievements within St Patrick's Primary the school also completes a Standards & Quality Report annually at the end of each session. Both of these reports along with many other items of information are available to view on our website:

www.stpatricks.sayr.sch.uk

Hard copies are also available to access in our main school office.
Support for Pupils – Additional Support Needs

Additional Support for Learning

South Ayrshire Council has duties outlined in the Standards in Scotland’s School Act, and the Education (Additional Support for Learning) (Scotland) Act 2004 (As amended). These include the production of a policy for additional support needs, authority arrangements for identification and assessment of additional support needs, preparation of plans, including a CSP where appropriate, maintain and review additional support needs on an ongoing basis. South Ayrshire Council is committed to a care policy of inclusion to carry out these duties of support. The authority is also committed to maintain a range of specialist establishments and services to support the whole continuum of needs.

What are additional support needs?

Some children and young people need extra help in school to make progress. It is the duty of the education authority to give some extra help in schools to all children and young people with additional support needs. Children and young people may need this help with their reading or writing, to make sure they can get into and around the school or to support their learning through difficult family circumstances. Additional support needs can last for only a short time or could last for much longer. For instance, additional support may be needed for a child or young person who:

- is gifted
- has behavioural or learning difficulties
- is bereaved
- is deaf or blind
- is being bullied
- is not attending school regularly

These are just some examples.

How do we make sure we can meet the additional support needs of pupils in South Ayrshire?

All children and young people may need additional support at some point to help them make the most of school education. The main support is the class teacher who is able to meet the needs of most pupils without extra help. With good teaching and learning, and the right materials, most children and young people won’t need anything more than this.
Establishments have policies outlining resources and approaches which will be used to address additional support needs for your child. The Head of Establishment will always try to support your child’s additional support needs, which have been identified following assessment.

If a pupil needs more help than the class teacher can give in school, then a process of providing the right support begins. We call this staged intervention. Staged intervention is our way of recognising additional support needs and then giving extra help for a child or young person. This can be broken down into three main stages in school:

**Stage 1 - In class support**

At this stage the teacher notices children or young people who need more help than other children or young people in the class. For most pupils the help they need can be given by the class teacher without anyone else being involved. The teacher may change the way she teaches, change the materials the pupil is using or reorganise her classroom. Even after this, some children still need help and the class teacher will talk to the pupil support co-ordinator or principal teacher in the school for advice and help.

**Stage 2 - In school support**

If the child or young person continues to experience difficulties and not making expected progress, the teacher will access help from other people in the school such as pupil support staff. The school should talk to parents as soon as possible to make sure they know about the help being given to their child.

**Stage 3 - Interagency support**

Sometimes the help at stage 2 is not enough and the school will arrange a meeting to allow everyone who might be able to help the child to learn meet to discuss and agree a plan to support the child or young person. This might be social workers, health workers or voluntary workers who might be asked for information, advice or help. The meeting will also involve the educational psychologist. The teacher and the school gather the information, advice and services from all personnel and then use this information to help the child or young person make the most of all the school has to offer.

Establishments will have in place a range of support plans, which will systematically record and monitor the learning outcomes and the progress of children and young people with additional support needs.

Before the plan can be drawn up everyone will have to share information about the child or young person's additional support needs. Then
everyone should agree what they can do to support the child or young person. They will all have to agree some targets and when to meet again to make sure the targets are being met.

For most pupils this will be written down in an Individualised Educational Programme (IEP). For a small number this might mean a Co-ordinated Support Plan (CSP) has to be prepared. An IEP sets short and long term targets for the child or young person. A CSP also sets targets for the child or young person. However, in a CSP the child or young person needs the support of people outside education such as health workers, in order to help them achieve their full potential. Pupils at stage 3 should also have a meeting to discuss their plan at least once a year.

South Ayrshire has developed a range of enhanced services to help meet the identified needs of children and young people. These services assist establishments in responding to the additional supports not normally available to them. These supports include:

- Psychological Services
- Peripatetic Services e.g. Visual Impairment and Hearing Impairment
- Home Link Service
- Looked After and Accommodated Service
- Intensive Support
- Care and Learning
- School Support Assistants
- Cluster Support Teachers
- Home Tutoring
- Outreach services from Specialist Centres

Education would in an integrated framework with Social Work and Health, address a range of concerns. Where necessary, establishments can access advice and direct support from e.g. Speech and Language Therapy, Occupational Therapy and Physiotherapy.

How can parents help to support children and young people with additional support needs?

As parents/carers, you will be fully involved in both the assessment of your child’s needs and the plan of any outcomes detailed on your child’s support plan. Opportunities are also given by South Ayrshire Council to parents/carers to contribute to policy and procedure development.

Parents should know about and be involved in the plans to support their children right from the start. Parents can bring supporters or advocates to any meeting at school to discuss their child’s additional support needs.

The school or education authority can give you more information if you want it. If a CSP is being prepared for a child or young person, the Authority must take account of the views of parents.
This should be when deciding to prepare a CSP and when reviewing the CSP. In addition the views of parents on any aspects of the CSP should be written into the plan.

**What role do children and young people play?**

All children and young people will have the opportunity to make their views known about decisions that affect them. They will be encouraged to take part in any meeting where people are discussing their additional support needs. They will help to set their own targets and to review these. They will also help with the plans to move to another school or to life after school when the time is right.

If a CSP is being prepared or the authority is trying to establish if one is needed, children and young people will have opportunities to let people know what their views are. They will also be asked for their views when a CSP is being reviewed. These views will be written down in the plan.

**How can parents make requests for assessment?**

Assessment means gathering and making sense of information about a child or young person and his or her particular circumstances. Its purpose is to identify children and young people who have additional support needs and to make sure they get the support they need. It takes account of their strengths as well as identifying their needs.

Assessment is something that happens all the time and a great deal of information will be available in schools. This means that specific, individual assessments might not be necessary. However, the Act makes sure that parents or young people can ask an education authority to arrange for an assessment or examination to take place. The request can be for an educational, psychological or medical assessment or examination or any other assessment or examination that is requested, including more than one of these.

All establishments recognise that you as a parent or carer, are an essential part of the assessment process.

Requests for assessment must be in writing or some other permanent form which can be referred to in the future. The request should contain the reasons for the request and the education authority must meet this request unless it is unreasonable.

As a parent or carer you will be fully consulted and kept informed at all stages of the assessment process by the head of establishment or educational psychologist.
Parents can expect a response to such requests within four weeks and will be notified of the person in the authority who is dealing with the request. These requests should be sent to the education authority.

**What can parents do if they don't agree with the authority?**

Separate information has been published giving details of the process involved in resolving differences which might arise between the authority and a parent. This might involve discussing things with your child's head teacher or with an officer from the authority or it might involve voluntary mediation, which a parent can ask for and can be requested at any time. It might mean the formal process of dispute resolution and appeals tribunals. This information will be available in schools and also from the education authority.

**Where can parents get support and information relating to additional support needs?**

The first point of contact for more information should be the school your child attends. The Head of Establishment will be able to provide information on your child's learning and teaching and will hopefully be able to answer any questions, issues or reassure you about any concerns you may have. For more information you can contact the following officers:

**Manager (Additional Support Needs)**  
Jim McCaffrey  
Burns House  
Burns Statue Square  
Ayr  
KA7 1UT  
Tel: 01292 616443

**Principal Psychologist**  
Jacqui Ward  
Queen Margaret Academy  
Dalmellington Road  
Ayr  
KA7 3TL  
Tel: 01292 292652

**Co-ordinator (Pupil Support)**  
Janey Smith  
Burns House  
Burns Statue Square  
Ayr  
KA7 1UT  
Tel: 01292 612085/612784

**Enquire**  
Scottish Enquire helpline: 0845 123 2303  
Textphone: 0131 22 22 439  
Email: info@enquire.org.uk
Enquire, the Scottish advice service for Additional Support for Learning provides free, independent and impartial advice through its helpline.

**Scottish Child Law Centre**
54 East Cross Causeway
Edinburgh
Midlothian
EH8 9HD
Tel: 0131 667 6333
Email: enquiries@sclc.org.uk

The Scottish Child Law Centre provides free legal advice and information for and about children and young people.

**Resolve**
Children in Scotland
5 Shandwick Place
Edinburgh
EH2 4RG
Tel: 0131 222 2456

**Advocacy Service**
John Pollock Centre
Mainholm Road
Ayr
KA8 0QD, Tel: 01292 294309

---

8. **Psychological Services**

Educational Psychologists work with lots of different people to help improve the educational outcomes for children and young people. A lot of their work involves consulting with and working through others, especially those who see the child/young person on a regular basis such as school staff and parents/carers. An educational psychologist can also work with school staff and parents/carers to assess a child's strengths and difficulties as well as work directly with a child/young person to provide support. In addition a school can work with their psychologist to develop policies and supports that will benefit all of the children in a school such as behaviour policies, playground supports, etc.

If a school wish to consult or chat to the educational psychologist regarding a child, school staff will always ask parental permission first. Once this is provided, the school or psychologist will keep the parent or carer up to date with discussions and it is very likely that the parent will be involved in these discussions.

Educational Psychologists maintain consultation notes for children who have been discussed but will only open a Psychological Services case file if there is to be
direct work with a child or family. Again parental permission is always sought prior to opening a Psychological Services case file.

Each educational establishment in South Ayrshire has an allocated educational psychologist and the details of this can be found on their website: www.eps.south-ayrshire.gov.uk as can other information on South Ayrshire’s Psychological Service.

9. **Getting it Right for Every Child (GIRFEC)**

St Patrick’s Primary implements the GIRFEC approach for children with additional support needs who require support from agencies out-with Education. The GIRFEC approach builds on multi-agency joint working using the Well-being Indicators to record observations and concerns in order to put together an individual plan for a child. The approach supports the recording of information in a consistent way to provide a shared understanding of the needs of the child or young person.

*Getting it right for every child aims to have in place a network of support to promote wellbeing so that children and young people get the right help at the right time. This network will always include family and/or carers, school and the universal health services as appropriate.*

10. **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, including internet 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.

Every school has a Child Protection Co-ordinator. In St Patrick’s Primary Mrs Maeve Maltby, HT, has this responsibility. She 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’, talk
11. 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.

Head teachers take into account a number of considerations when organising their class structures. In allocating children to composite classes, head teachers bear in mind the progress children have made in their learning. For example, a group of children of similar ability, or working at broadly the same pace - particularly in mathematics/numeracy and/or language/literacy - may be allocated to the same class. Parents should be reassured that, by using information about how pupils are progressing to inform groupings for composite classes, no child is being disadvantaged by being "kept back" or "pushed on".

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.

12. Religious and Moral Education

Religious Education
St. Patrick's is a Roman Catholic School. In 'The Catholic School' the Holy See reminds us of the essential qualities we are trying to foster. It states 'The Catholic School is committed to the development of the whole man since; in Christ all human values find their fulfilment and unity. Its task is fundamentally a synthesis of Faith and Life. It must be a community whose aim is the transmission of values for the living through contact with people whose daily life bears witness to it.'

The spiritual dimensions of education in a Catholic School aim to continue and encourage a way of life established for the child, in pre-school years, by the parents. It is, therefore, more than a curriculum subject: it is the underlying ethos of the curriculum and it creates and maintains the expected standards and values.

As with all Catholic schools, the religious education curriculum is determined by the Church authorities. The formal instruction is presented at each stage through This is our Faith programme. This programme, approved by the Bishops of Scotland for use in Catholic schools, is carefully structured to take account of the child's age and stage of development and ensure a sense of unity and coherence from Primary 1 to the end of their secondary education. In presenting Christianity the programme uses Scripture, Doctrine, Tradition, Liturgy and the Witness of Christian Living as its main source.

St Patrick's School is held in great affection by the parish community and we regularly attend mass at Our Lady of the Assumption & St Meddan both as a whole school and on an individual class basis. Canon Archie Brown is a frequent visitor to school and is very much part of our staff. Twice yearly, at Christmas and Easter, he conducts a penitential service in school for all children in P4-7. This is a quiet, reflective time in which to share a feeling of community and fellowship.

For children in the Sacramental years, P3 and P4, parents are invited to attend three preparatory meetings during December-March as part of their own and their children's journey of Faith. Primary 3 children receive the Sacrament of Reconciliation during Lent this year the service will take place on Saturday 22nd March in church at 10.00am. Children in Primary 4 will receive the Sacraments of Confirmation and Eucharist in May this year the date is Saturday 17th May at 11.00am in church.

Where a parent chooses a denominational school for their child's education, they choose to opt in to the school's ethos and practice which is imbued with religious faith and religious observance. In denominational schools, it is therefore more difficult to extricate a pupil from all experiences which are influenced by the school's faith character however
parents do have the right to withdraw their children from Religious Education and Observance. Parents who wish to exercise this right of withdrawal should inform the Headteacher in writing to that effect so that alternative arrangements can be made.

We also have a programme for the study of Other World Religions (normally Judaism and Islam) taking place from Primary 3 onwards.

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.

### 13. Sensitive Aspects of Learning

All children will undertake learning opportunities in Health & Wellbeing throughout their school life. These will cover a range of sensitive issues such as awareness-raising of particular additional support needs of children in our school, substance misuse and keeping safe both physically and emotionally.

God's Loving Plan is the newly created resource for denominational schools. This resource delivers a carefully planned programme of experiences through Early, First and Second level of our primary curriculum incorporating all aspects of emotional, social and moral wellbeing in line with the teachings of our Catholic faith.

In addition, children in Primary 6 and 7 receive specific information on puberty delivered by the school nurse- usually in Term 3 of each session.

Parents are invited to attend an explanatory meeting before the programme is delivered to ensure they are prepared for any questions which may arise from the sessions.

### 14. Equal Opportunities and Inclusion

**School And Community/Citizenship And Equality**

Pupils at St. Patrick's Primary are encouraged to be active and responsible citizens. By raising awareness of citizenship issues, pupils have the opportunity to participate in decision making across all areas of the curriculum. Teachers help pupils to become responsible citizens by developing their ability to make informed choices and decisions, learning the importance of taking action, individually and as part of a group. All children from P4-P7 are involved in a Pupil Voice Committee.

We are keen to develop caring and considerate pupils in our school and regularly raise money to help local, national and international causes. We support The Wayside Club for the homeless, S.C.I.A.F., Lepra, The Badagry Clinic,
Nigeria, Canto Grande, Huancapi in Peru and Mthunzi Youth. Through our Fundraising Group, links have been forged with some local businesses which sponsor our school calendar on an annual basis.

Members of the choir visit Nursing Homes and participate in community singing events with other schools both within Troon and in other locations.


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

The children in St Patrick’s should feel happy, safe respected and included in the school environment and all staff in the school are pro-active in promoting positive behaviour in the classroom, playground and the wider school community.

In St. Patrick’s we work together to promote self-discipline in our children by having a shared, fair and consistent approach to matters of discipline in order to establish a safe, orderly and positive environment to support teaching and learning.

This means that each session we spend time establishing, explaining, teaching and reinforcing the rules of the school. All children are involved in this process with rules being agreed, not imposed - giving ownership of the rules to the whole school community.

Our approach consists of three parts:

- **Expectation** that the rules will be followed by the whole school community

- **Positive Recognition** that pupils receive for following the rules

- **Consequences** that result when rules are not followed

Opportunities within the curriculum, Circle Time, Assemblies where Children have regular updates on our Anti-bullying policy, Religious Education activities, Social Studies etc. are all used as vehicles to discuss, promote and encourage a responsible attitude to personal and collective behaviour and develop the values of citizenship of our pupils.

To view our Promoting Positive Behaviour Policy please access the relevant page on our website: [www.stpatricks.sayr.sch.uk](http://www.stpatricks.sayr.sch.uk)
Alternatively a hard copy of this policy can be accessed in the main school office.

**Health and Wellbeing**

In St Patrick’s Primary there is great emphasis on being part of a supportive community. Our Primary 1 children are buddied by Primary 7 children, supported through lunch sessions and take part in paired activities with the older children.

Assembly each week celebrates St Patrick’s Stars with awards for a wide range of behaviours. Our “Wall of Fame” celebrates achievements both in and out-with school. Parents are encouraged to be involved in activities and regularly act as Parent helpers both in school with activities and also as supporters during school outings both within and out-with the local community.

**16. Pupil Council**

Consultation with pupils about their views on their school environment and their learning is important and valuable in our school. Giving young people a “voice” as partners in the process of school improvement leads to more effective learning organisations.

A Pupil Council is one means of ensuring that young people develop positive attitudes and an opportunity to take part in “real life” decision making within their own school setting.

Our school has 13 Pupil Council members made up of pupils from P4-7 who represent all classes. The Pupil Council also has a representative from the teaching staff. The Pupil Council’s work is interesting and varied and provides the opportunity for pupils to have direct input in the running of the school. All children are regularly consulted on matters which affect them. Children who have ideas to share or who have issues to raise are encouraged to pass these issues to a Pupil Council member. The Pupil Council ensures that school improvements are made every year. The Council has a budget which it uses to improve the environment or resources of the school after consultation with their peers.

**Eco Committee**

Eco Schools Programme

Eco Schools is designed to encourage whole-school action for the environment. Schools worldwide are becoming involved, making a commitment to continuously improve
their environmental performance. Eco schools can help everyone make a difference.

The programme promotes environmental awareness throughout the whole school. This is achieved through work in areas such as, citizenship, environmental discovery, health, decision making and personal, social development. It is also an accredited award scheme – Bronze level, Silver level, Green flag – that will raise the profile of the school in the wider community.

The Eco Schools process is holistic. It works by involving the whole school community together with members of the local community and other agencies/businesses. It encourages team work and helps to create a shared understanding of what it takes to have a school that respects and enhances the environment. It is full of challenges but very exciting at the same time.

The Eco Schools process involves following four stages:

1. Registering interest in the programme.
2. Implementing the seven elements of the programme. These are:
   - Setting up an Eco Committee
   - Carrying out an environmental review of the school
   - Drawing up an action plan
   - Monitoring action and evaluating progress
   - Linking what we are doing to the curriculum
   - Involving the whole school and wider community
   - Drawing up an Eco Code for the school
3. Applying for one of the three Eco Schools awards, depending on how much you have achieved: a bronze certificate, a silver certificate or a Green Flag.

St. Patrick’s Primary runs a very successful Eco Committee which comprises of pupils from P4-P7 and adult helpers. Regular meetings take place to develop Eco initiatives throughout the school. Currently we have achieved the Silver Award. Our next goal is to achieve the Green Flag which we will be able to fly proudly above our school!
1. Parental Involvement and Home School Links

Many parents and grandparents are former pupils of our school in Academy Street. As a result the school has a long established tradition of close links and support between home, school and parish and this is important to the ethos of our school and the education and pastoral care of our children.

This session we have once again an able band of parent helpers who have given their time and energy to help with resourcing and educational visits.

Our Fundraising Group Notice Board in the school entrance foyer is regularly updated with information and we aim at all times to involve parents in their child’s learning and build effective relationships which:

- **Promote learning at home** Each term a curriculum overview is sent home so parents are knowledgeable and receive information about what their children will be learning and how they can support this work at home.
  Weekly homework planners are sent home to include a personal learning choice element. The weekly plan allows children and families the opportunity to timetable the learning activities to suit the busy after-school lives of their children.

- **Improve home/school partnership** A Curriculum for Excellence Welcome Meeting with workshops happens early in the new session. This is an excellent opportunity to meet informally, view some of the resources that the children use in their learning and take part in workshops covering a range of curricular topics with the emphasis on fun learning through co-operative activities.
  We operate an open door policy in St Patrick’s. While there are two formal parental meetings with their child’s teacher during the school session, parents can at all times phone to make an individual appointment to speak with a member of staff should there be cause for concern or a need to highlight a particular problem.

  Our school website and text messaging service is a new development this session to keep all parents fully informed of school life and alert them to any unforeseen changes to previous arrangements or to send a quick reminder of current diary plans.

- **Increase parental representation** All parents are invited and encouraged to get involved and participate in the wide variety of social and educational events in the school calendar. Our active Parent Council and
Fundraising Group are welcoming to all and new members are enthusiastically received.

2. **Parents as Partners**

*Parent Council and Parent Forum*

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

- involved with their child’s education and learning;
- be active participants in the life of the school; and
- express their views on school education generally and work in partnership with their children’s schools.

All parents / carers are automatically members of the Parent Forum at their child’s school. As a member of the Parent Forum all parents can expect to:

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;
- be invited to be involved in ways and times that suit you;
- identify issues you want the parent council, to work on with the school;
- be asked your opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible.

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. Parents are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

The main aims of the Parent Council are to:

- support the school in its work with pupils
- represent the views of parents
- promote contact between the school, parents, pupils, providers of nursery education and the community
- report to the Parent Forum
- be involved in the appointment of senior promoted staff.
- raise funds for the school for the benefit of pupils (in some schools the PTA or Fundraising Group fulfils this role).
Parent Council 2013-2014

Elin Needham Chairperson
Kris McCulloch Secretary/Clerk
Lyndsay Young Treasurer
Maeve Malby Head Teacher
Morag McNeill Principal Teacher
Susan Bomphray Parent Representative
Denise Caldwell Parent Representative
Claudia De Cesare Parent Representative
Fiona Ferguson Parent Representative
Linda Gilligan Parent Representative
Louise Slider Parent Representative
Patricia Lee Community Member
Canon Archie Brown Church Representative

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at www.parentzonescotland.gov.uk.

St Patrick's Primary is very fortunate to have a highly active, motivated Fundraising Group who organise many events for children and families within our school community.
As with the Parent Council, elections of office bearers are held at our AGM, usually in September however any parent is most welcome to join the group at any time.
Contact list for St Patrick's Fundraising Group is listed below and can also be found on the school website at www.stpatricks.sayr.sch.uk and

Fundraising Committee 2012-2013

Avril McColgan Chairperson
Nicola McNicol Vice Chair
Donna Hillis Secretary/Clerk
Lee-Ona Long Treasurer
Patricia McFadyen Depute Head Teacher
Fiona Hogg Parent Representative
Diane Biesty Parent Representative
Margaret Maciver Parent Representative
Louise Moules Parent Representative
Kathleen Hutchison Parent Representative
Michelle Kelly Parent Representative
The Scottish Parent Teacher Council is the national organisation for PTAs and PAs in Scotland. Parent Councils can join too, and it runs an independent helpline service for all parents. They can be contacted by phone on 0131 226 4378, fax 0870 706 5814 or email on sptc@sptc.info or write to SPTC, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB.

**National Parent Forum of Scotland - enquiry@parentforumscotland.org**

The National Parent Forum of Scotland has been set up to give Parent Councils and parents an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level.

### 3. Choosing a school

Under the placing request arrangements parents have the right to choose a school other than the catchment denominational or non-denominational school for their area. This is known as a placing request and application forms can be obtained from the school office or Care, Learning and Wellbeing, 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.

### 4. 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 (eg. 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.

The safety and wellbeing of your child is of paramount importance. In St Patrick’s Primary parents are expected to inform the school of their child’s absence as early as possible in the school day. If no contact has been made by 9.45, the school will phone home to ascertain the cause of absence.
5. Routine and Expected Visits Outwith School

St Patrick’s Primary recognises the need for young people to be regularly involved in outdoor activities and learning which will involve visits outwith the school. These visits will be routine and are expected part of the Curriculum for Excellence. Routine and expected visits will be to local venues, involve easily managed activities, happen on a regular basis and be completed within regular school times.

Parents/carers will be advised about the general plans for routine and expected visits. However, you will not necessarily be informed every time your child goes outwith the school. Parental consent for these visits is given via the annual parental consent which is issued to parents at the beginning of each new session.

6. Transferring Educational Data About Pupils

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

Why do we need your data?

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

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

Data policy

Information about pupils’ education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

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

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

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

Concerns
If you have any concerns about the ScotXed data collections you can email the
national statistics office at statistics.enquiries@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/ScotXed%20Website%20FAQ/ScotXed%20Website
%20FAQ.aspx

7. 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 South Ayrshire Council 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.

In St Patrick's Primary children are proud to wear their uniform and do so consistently.

Uniform Consists of:

Boys:  
Black or grey shorts or long trousers.  
Green sweatshirt, jumper or cardigan with green, white polo-shirt or school shirt with school tie.  
Green blazer (optional)

Girls:  
School Kilt, grey skirt or pinafore.  
Green sweatshirt, jumper or cardigan with green, white polo-shirt or school shirt with school tie.  
Green blazer (optional)

8. Transfer to Secondary School

Pupils are normally transferred between the ages of 11 ½ and 12 ½ to ensure 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. St Patrick's Primary is part of the Queen Margaret Academy Cluster and most, if not all of our children transfer to Queen Margaret Academy to continue their education through third level and beyond.

9. Parental Complaints Procedure

If you have any comments or complaints please approach the Head Teacher in the first instance. If the Head Teacher does not resolve the issue to your satisfaction, you should

• Visit one of South Ayrshire Council's Customer Service Centres, or any local office.
• Phone South Ayrshire Council Customer Services Team on 0300 123 0900
• E-mail: listeningtoyou@south-ayrshire.gov.uk
In writing to: Customer Services, South Ayrshire Council, Freepost
NAT 7733, Ayr, KA7 1DR
Anyone can make a complaint to us, including the representative of
someone who is dissatisfied with our service.

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
**SECTION D – CARE AND WELFARE**

1. *Playground Supervision*

In St Patrick's Primary we operate a child only policy in the playground from 8.45-9.00am with the exception of our new Primary 1 children whose parents are welcome to join them in the playground in the morning until 31st October of the new session.

At least one adult presence is provided in playgrounds at break-times in terms of the *Schools (Safety and Supervision of Pupils) (Scotland) Regulations, 1990.*

2. *School Meals and Free School Meal Information*

The mid-day meal is prepared in our own, modern kitchen by Catering Direct. The school operates a cash cafeteria system and children may select a hot, traditional meal, or from a selection of rolls, fruit, yoghurt etc.

Children may opt to take a school meal one day and a packed lunch the next day. Each child is responsible for his/her own lunch money and parents are asked to place any money in a purse or envelope and stress to their child the need to look after cash carefully.

Each term a new rota is printed to allow each class to have the opportunity to have “early” lunchtimes. Pupils who bring a packed lunch from home eat alongside children who are purchasing food from the cafeteria. Mealtimes are supervised. Primary 7 children act as helpers to the new entrants.

Pupils are not allowed to leave the school grounds at any time without prior permission.

Children who require a special diet on medical grounds can be catered for. The Head Teacher should be contacted if such a facility is required.

Menus are available to view on the South Ayrshire Council Website: [www.south-ayrshire.gov.uk/schools/menus.aspx](http://www.south-ayrshire.gov.uk/schools/menus.aspx)

Children of parents receiving Income Support, Job Seekers Allowance (Income Based) Child Tax Credit only (where income is less than £15910*) and child tax credit and working tax credit (where income is less than £6420*) are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools and from Care, Learning and Wellbeing, County Buildings, Wellington Square, Ayr KA7 1DR, Telephone 01292 612465.

*The eligibility criteria for free school meals will change in April 2014 due to welfare reforms and applications forms for August 2014 will contain the new criteria.*
Lunch At Home

Our children in St. Patrick’s almost always remain on the premises during lunchtime however, on special occasions parents may at times take their child out of school for lunch.

3. 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 and from Care, Learning and Wellbeing, County Buildings, Wellington Square, Ayr KA7 1DR

*The eligibility criteria for footwear and clothing grants will change in April 2014 due to welfare reforms and applications forms for August 2014 will contain the new criteria.

4. Transport Guide to Parents

In law it is the parents’ responsibility to ensure that children attend school and make suitable travel arrangements for them. However where children 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, safe 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 for free school transport should obtain an application form from the school or Care, Learning and Wellbeing, County Buildings, Wellington Square, Ayr KA7 1DR Tel - 01292 612284. 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.

Please click on the link below to check the distance from your home to St Patrick’s School. http://gis.south-ayrshire.gov.uk/mapsSimple/mapRoutes.htm

Strathclyde Partnership for Transport (SPT) organise mainstream school transport on behalf of South Ayrshire Council. If you have any concerns or complaints relating to the service provided you should in the first instance
contact the school who will forward your complaint to SPT alternatively you can e-mail SPT at school.transport@SPT.co.uk.

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.

Children who have Additional Support Needs and/or particular medical conditions may also be entitled to free school transport. The school can advise you on how to access this support.

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.

**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 Care, Learning and Wellbeing, 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.

Any information on transport appropriate to the school should also be included.

**5. Insurance**

South Ayrshire Council holds 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 Care, Learning and Wellbeing, County Buildings, Wellington Square, Ayr KA7 1DR, telephone 01292 612264.
6. **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.

7. **Use of Mobile Phones**

Parents/Carers are encouraged to ask their children to leave mobile phones at home. However, if pupils do bring mobile phones to school with the approval of their parent/guardian, then the mobile phones are the responsibility of the owner at all times in terms of security and safekeeping.

In St Patrick's Primary children are encouraged to bring their mobile phones into class to be stored by their teacher until the end of the school day.

As a basic premise, mobile phones should be switched off at all times within the school buildings and existing school systems should be used, if the need arises.

8. **Health and Medical Information**

Our named School Nurse is Jillian Dowds and our named School Doctor is Dr Holland.

All pupils in Primary 1 will be offered a vision check either by the Orthoptist or the School Nurse. (Orthoptist if the child has not had a preschool vision check). All pupils in Primary 1 will also be offered a hearing check by an audiometrician.

Parental permission slips will be issued to parents before these tests and results of tests will also be issued. Height and weight checks will also be carried out by the school nurse.

Selected Primary 1 pupils will be examined by the School Doctor at a school medical. These selections are made by the School Nurse and referred to the School Doctor from information details regarding the child on parents' questionnaire and consent forms. A parent or responsible adult must attend the medical.

At various stages in the primary school your child will bring home parental consent forms for screening procedures e.g. vision, hearing, height and weight which are offered currently in Primaries 1, 3 and 7.
Should the need arise, immunisation forms will be issued for consent at a time of campaigns.

We also have regular visits from the School Nurse for Health Promotion in the school. The School Nurse will be happy to discuss any problem concerning your child by phone, at school or as part of a home visit.

Each year the School Dental Service spends some time in attendance at St. Patrick’s. Forms are issued via school for information and examination - no treatment will take place.

When a child is sick at school, or is involved in a minor accident, we contact the parent or their nominated emergency contact. All children who are sent for examination by one of our first aiders have concern and action taken, logged in the school medical log. In the case of a serious accident an ambulance would be called and the child would be taken to the nearest hospital. Parents are informed in advance - if this is possible.

Parents are asked to ensure that the school has the name, address and telephone number of a relation, friend or neighbour who can be contacted in an emergency if the parent is not available.

Head Lice

From time to time head lice affect a small number of children in a school. A regular check each week when the hair is being washed will quickly detect any problem. Any information given to the school will be treated confidentially.

Health Promotion and Nutrition

Children and young people need the right balance of food and nutrients to develop and grow. Healthy Eating is about getting that balance right and all our menus are nutritionally analysed to meet the Scottish Government Schools (Health & Nutrition) (Scotland) Act 2007 and promote key messages to improve diet to positively influence current and future health.

The Schools (Health Promotion and Nutrition) (Scotland) Act 2007 and the Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2008 build on the achievements of Hungry for Success by establishing standards for all food and drink in schools.

The focus is on getting the balance right and helping pupils make informed choices. A wide range of appealing healthy food and drinks are promoted through marketing, education and active encouragement.

We educate and encourage children and young people to opt for healthier choices, not only in school but also outside school.

For further information go to:-

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.

9. **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, Scottish Government and CRB Solution for statistical, operational and analysis purposes. The information is protected by The Data Protection Act 1998 (as amended) and may only be disclosed where it is legal to do so. For further information, please contact the school.

10. **The 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 Government 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.
# 11. Helpful addresses and websites

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Address</th>
<th>Telephone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Care, Learning and Wellbeing</td>
<td>County Buildings, Wellington Square, Ayr KA7 1DR.</td>
<td>0300 123 0900</td>
</tr>
<tr>
<td>Area Officer Community Education Office</td>
<td>25 Wellington Square, Ayr KA7 1EZ.</td>
<td>01292 266171</td>
</tr>
<tr>
<td>School Nurse Jillian Dowds</td>
<td>Miller Road Clinic, Ayr or Queen Margaret Academy, Ayr</td>
<td>01292 885526</td>
</tr>
<tr>
<td>Canon Archie Brown, School Chaplain and Parish Priest</td>
<td>The Presbytery, 4 Cessnock Road, Troon KA10 6NJ.</td>
<td>Church 01292 313541</td>
</tr>
<tr>
<td>Councillor P Convery Conservative</td>
<td>County Buildings Ayr KA7 1DR</td>
<td>01292 612375</td>
</tr>
<tr>
<td>Councillor N McFarlane Leader of the SNP Group</td>
<td>County Buildings Ayr KA7 1DR</td>
<td>01292 612364</td>
</tr>
<tr>
<td>Councillor W McIntosh Conservative</td>
<td>County Buildings Ayr KA7 1DR</td>
<td>01292 612174</td>
</tr>
<tr>
<td>Councillor P Saxton Labour</td>
<td>County Buildings Ayr KA7 1DR</td>
<td>01292 612177</td>
</tr>
</tbody>
</table>

www.south-ayrshire.gov.uk
www.ltscotland.org.uk/parentzone
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.
Appendix A

This appendix provides links that schools may find helpful when developing a School Handbook. The list is not intended to be exhaustive and schools may wish to consider additional sources of school, local and national information, material and resources.

SCHOOL POLICIES AND PRACTICAL INFORMATION

Schools and should consider the most relevant school, local and national policies and include details or links for parents to sources of further information.

National policies, information and guidance can be accessed through the following sites:

http://www.scotland.gov.uk/Topics/Education
http://www.scotland.gov.uk/Topics/Health
http://www.scotland.gov.uk/Topics/People/Young-People

Children (Scotland) Act 1995


Standards in Scotland's Schools (Scotland) Act 2000


Education Scotland’s Communication Toolkit for engaging with parents


The Scottish Government guide Principles of Inclusive Communications provides information on communications and a self-assessment tool for public authorities

http://www.scotland.gov.uk/Publications/2011/09/14082209/0

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system -

http://www.scotland.gov.uk/Publications/2010/11/10093528/0

A guide for parents about school attendance explains parental responsibilities with regard to children’s attendance at school -

http://www.scotland.gov.uk/Publications/2009/12/04134640/0
PARENTAL INVOLVEMENT

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others -

http://www.scotland.gov.uk/Publications/2006/09/08094112/0

Parentzone provide information and resource for parents and Parent Councils

http://www.educationscotland.gov.uk/parentzone/index.asp

SCHOOL ETHOS

Supporting Learners - guidance on the identification, planning and provision of support

http://www.educationscotland.gov.uk/supportinglearners/

Journey to Excellence - provides guidance and advice about culture and ethos

http://www.journeytoexcellence.org.uk/cultureandethos/index.asp

Health and wellbeing guidance on healthy living for local authorities and schools

http://www.scotland.gov.uk/Topics/Education/Schools/HLivi

Building Curriculum for Excellence Through Positive Behaviour and Relationships outlines the Scottish Government’s priority actions around positive behaviour in schools and is also a source of support

http://www.scotland.gov.uk/Publications/2010/06/25112828/0

Scottish Catholic Education Service’s resource ‘This is Our Faith’ which supports the teaching and learning of Catholic religious education

http://www.sces.uk.com/this-is-our-faith.html

CURRICULUM

Information about how the curriculum is structured and curriculum planning

http://www.educationscotland.gov.uk/thecurriculum/

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas
Advice, practice and resources to support the experiences and outcomes on literary, numeracy and health and wellbeing

Broad General Education in the Secondary School – A Guide for Parents and Carers

Information on the Senior Phase

Information on Skills for learning, life and work

Information around the Scottish Government's 'Opportunities for All' programme

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning

ASSESSMENT AND REPORTING

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework

Information about Curriculum for Excellence levels and how progress is assessed


Curriculum for Excellence factfile - Assessment and qualifications

http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp

Information on recognising achievement, reporting and profiling


TRANSITIONS

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond

http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice and guidance strategy

http://www.scotland.gov.uk/Publications/2011/03/11110615/0

Choices and changes provides information about choices made at various stages of learning

http://www.educationscotland.gov.uk/supportinglearners/choicesandchanges/index.asp

The Additional support for learning page provides links to relevant legislation and guidance including the arrangements that should be in place to support pupils with additional support needs

http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL
Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition

http://www.scotland.gov.uk/Publications/2011/04/04090720/21

Enquire is the Scottish advice service for additional support for learning
http://enquire.org.uk/

Parenting Across Scotland offers support to children and families in Scotland
http://www.parentingacrossscotland.org/

**SUPPORT FOR PUPILS**

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs

http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL

Information about the universal entitlement to support that underpins Curriculum for Excellence

http://www.educationscotland.gov.uk/supportinglearners/whatissupport/universalsupport/roleofkeyadult.asp

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended

http://www.scotland.gov.uk/Publications/2011/04/04090720/21

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers

http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright

**SCHOOL IMPROVEMENT**

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, inspection reports

http://www.educationscotland.gov.uk/scottishschoolsonline/
Education Scotland’s Inspection and review page provides information on the inspection process

http://www.educationscotland.gov.uk/inspectionandreview/index.asp

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy

http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN

Scottish Credit and Qualifications Framework (SCQF)

http://www.scqf.org.uk/

Scottish Qualifications Authority provides information for teachers, parents, employers and young people on qualifications

http://www.sqa.org.uk/

Amazing Things - information about youth awards in Scotland

http://www.awardsnetwork.org/index.php

Information on how to access statistics relating to School Education

http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education
Do you know anyone who is registered blind or has a visual impairment?
If you do and you think that they would like a larger print version or an audio cassette version of the text contact Council staff on:
0300 123 0900