



Clackmannanshire Council

Abercromby PS

School Handbook 2025-2026

Chief Education Officer's Foreword 2025/26

Clackmannanshire Council People Directorate

It is an exciting time in education across Scotland. Within the Clackmannanshire People Directorate we provide a wide range of services for children, young people, families and communities and we are committed to lifelong learning, giving children the best possible start in life as they progress from nursery to school and beyond.

Despite the recent and ongoing global challenges, our mission to educate, protect, support and promote the achievements, health and wellbeing of every child and young person has ensured our children continue to flourish. Much of our work is undertaken in partnership with other services, agencies, communities, children, young people and their families. Improvements and a relentless focus on wellbeing is delivered in collaboration across educational establishments, services and with other regional and national partners.



With the full support of our Headteachers, Elected Members, Chief Executive, our corporate colleagues and partners, we are committed to our values of Respect, Inclusion and Collaboration - raising attainment, tackling inequity and ensuring that high aspirations and positive outcomes are the expected norm for every child in Clackmannanshire. Health and wellbeing, safety of our pupils and staff and educational attainment continue to be at the forefront of our minds.

We are committed to ensuring that the views of our children, families, communities and partners are taken into account when planning and delivering our services. We are committed to UNCRC which has recently been incorporated into Scot's law. Shared ownership and awareness of the education values is key.

- Respect – we have due regard for the feelings, wishes and rights of others
- Inclusion – we make sure that everyone can enjoy the same experiences
- Collaboration – we work together to create and achieve

Parents and carers, who have always been the most important educators of their own children, assumed an even greater role during lockdown, supporting their children to continue learning in whatever way possible, whilst keeping them safe and well. I believe we now need to strengthen parental involvement in education and continue to provide flexible systems to enable parental engagement and representation.

I encourage you to get involved in whatever way you can, be that via Twitter, Class Dojo or other in school activities to help you support your child's learning. Read with your child every day! Ask them what they have learned that day and get them to show you! Look out for opportunities to learn together as a family!

We are all ambitious for our children and young people and together we can ensure the best possible future for all in Clackmannanshire.



Colin Bruce
Chief Education Officer
Clackmannanshire

Footnote: If you want a printed copy of this handbook, please ask the school.

It may be possible to offer some assistance in helping to translate all or part of this handbook to parents whose first language is not English. Enquiries should be directed to the school in the first instance.

Disclaimer

The information in this school handbook is considered to be correct at the time of publication (Dec 2025), however, it is possible that there may be some inaccuracy by the start of the school term in August 2026.

Curriculum for Excellence

Learning Entitlements

In addition to the entitlements of Curriculum for Excellence our education provision will reflect local needs and circumstances. Therefore, at different stages of their education, our learners will have opportunities to:

- Link aspects of their learning to the local environment and its heritage
- Participate on a residential experience where possible
- Participate in arts, sports and cultural events
- Participate in environmental projects
- Participate in a community project
- Participate in outdoor learning experiences
- Access appropriate technology
- Be consulted on and contribute to the decision making process in school
- Experience work based learning
- Develop collaborative, social, leadership and other life skills
- Access academic and vocational learning experiences
- Access learning experiences designed and / or delivered by relevant partners
- Reflect upon and be pro active in planning and making choices about their own learning
- Engage with learners in other countries and demonstrate knowledge of their culture.

How can you help?

By law, you must make sure your child receives education.

As a parent, you can help your child by:

- making sure your child goes to school regularly;
- encouraging and supporting your child with any homework given;
- showing that you are interested in how your child is getting on at school;
- encouraging your child to respect the school and the whole school community; and
- being involved in the school.

Throughout this handbook the term 'parent' has the meaning attributed in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carer or anyone else who has parental responsibility for the child.

Welcome from the Head Teacher

A very warm welcome to you and your child from everyone at Abercromby Primary School.

At Abercromby Primary School we pride ourselves on being a welcoming, vibrant and nurturing school, where staff, learners and families work in partnership and everyone is valued. Our school has developed and fosters strong school values which underpin our positive and inclusive ethos. A strong emphasis is put on celebrating success, raising attainment and on personal improvement and self-belief. Our vision 'Believe You Can Achieve' is at the heart of everything we do in Abercromby.

Our expectations are high and we aim to provide the best possible broad education for all of our learners in an active, innovative and stimulating environment, where every child is motivated and challenged to reach their full potential. Our dedicated staff team are committed to ensuring that learning is relevant, engaging and fun.

We want the very best for your child and firmly believe that education is most effective when there are strong partnerships between home and school. We invite our families to come into school to participate in Family Learning and other events throughout the year. We also encourage families and friends in the community to share their skills and expertise with our learners. We look forward to working in partnership with you to ensure that our school is at the heart of the community.

If you have any questions or concerns, the Senior Leadership Team will make every effort to be available to speak with you promptly. If you wish to meet with a class teacher, please contact them using Class Dojo. On occasion, you may have to contact the school office and an appointment can be made for you.

This handbook offers an introduction to our school and a general overview of the education your child will be getting at school. It is also designed to help your child settle into our school and to provide you with useful information about the school. I hope you will find it helpful though if you have any questions or would like any further information on any aspect of this handbook or the education of your child, please do not hesitate to contact me.

I look forward to working with you and your child during their learning journey at Abercromby Primary School.

Aileen Mellor
Headteacher

Practical Information about the School

Contact Details

Headteacher- Aileen Mellor

Address-

Abercromby Primary School

Tullibody South Campus, The Orchard, Tullibody, FK10 2SD

01259 452213

Website- <https://blogs.glowscotland.org.uk/cl/abercrombyprimaryandnursery/>

E-mail Address- abercromby@edu.clacks.gov.uk

About the school

Abercromby Primary School is a non-denominational school serving the catchment area to the south of Tullibody.

The school is located within Tullibody South Campus and is shared with St Bernadette's RC Primary, Tulach Early Learning Centre and a Community Library. Tullibody South Campus was officially opened in October 2019; however, the building has been occupied since August 2019.

The school is part of the Lornshill Cluster and most of our pupils transfer to Lornshill Academy at the end of Primary 7, although some pupils go on to other establishments as a matter of choice.

Abercromby currently has a roll of 319 pupils.

Our school currently has 14 classes from P1 – P7, all of which are single stage classes.

Organisation of the School Day

The School Day

Breakfast Club	8.30am – 8.55am
Morning Session	9.00am – 12.45pm
Morning break	11.00am – 11.15am
Lunch break	12.45pm – 1.30pm
Afternoon Session	1.30pm – 3.00pm

Primary 1 pupils attend school on a full-time basis after the first week.

PE days for pupils are communicated through Class Dojo at the start of term.

Assembly days are Friday afternoons and we rotate these with House Meetings and Fitness Fridays.

School Term Dates 2025/26



We operate a set pattern of school holidays.

Autumn term: Starts on the Monday of the second full week in August. (as the first 2 days are normally staff development days pupils will start on the Wednesday)

October holiday: Two weeks starting on the Monday of the second full week in October.

Christmas holiday: Two full weeks to include two public holidays on 1st and 2nd January.

Easter holiday: The first Monday in April, for two weeks, regardless of when Easter weekend falls.

Event	Date
Autumn term begins (Staff only - staff development days):	Monday & Tuesday 11 & 12 August 2025
Autumn term begins (Pupils):	Wednesday 13 August 2025
Autumn term ends:	Friday 10 October 2025
October holiday begins:	Monday 13 October 2025
October holiday ends:	Friday 24 October 2025
Winter term begins:	Monday 27 October 2025
Staff development day (pupils off)	Friday 28 November 2025

Event	Date
Winter term ends	Friday 19 December 2025
Christmas holiday begins:	Monday 22 December 2025
Christmas holiday ends:	Friday 2 January 2026
Spring term begins:	Monday 5 January 2026
Staff development days (pupils off)	Monday & Tuesday 9 & 10 February 2026
Spring half-term holiday begins:	Wednesday 11 February 2026
Spring half-term holiday ends:	Friday 13 February 2026
Spring term ends:	Thursday 2 April 2026
Spring holidays begin:	Friday 3 April 2026 (Good Friday)
Spring holidays end:	Friday 17 April 2026
Summer term begins:	Monday 20 April 2026
May public holiday:	Monday 4 May 2026
Summer term ends:	Friday 26 June 2026
Summer holidays begin:	Monday 29 June 2026
Summer holidays end:	Friday 7 August 2026

Staff Development Days

- Monday 11 August 2025
- Tuesday 12 August 2025
- Friday 28 November 2025
- Monday 9 February 2026
- Tuesday 10 February 2026

Registration and enrolment

For information on School Enrolment, please refer to the Clackmannanshire Council website - <https://www.clacks.gov.uk/learning/schoolenrolment/>

Attendance and absence

It is the responsibility of parents of a child of school age to make sure that their child is educated. Most do this by sending their child to school regularly.

For more information on attendance and punctuality at school, please refer to the Clackmannanshire Council website - <https://www.clacks.gov.uk/learning/attendanceandpunctuality/>

School Uniform

Parents are asked to co-operate with the school in encouraging their child to follow the school's dress code.

Our Uniform consists of:

- Black or Grey sweatshirts with the school badge
- Black or White polo shirt with or without the school badge

You can also wear a shirt and Abercromby tie if you wish

You should wear black or grey trousers or skirt.

Some pupils wear a school blazer as a matter of choice.

Pupils can order polo shirts in the colour of their house with their house badge. These are normally worn for PE, School Sports Day, Fitness Fridays or other house events.

Physical Education Uniform and Footwear

For health and safety reasons, pupils should come to school wearing their PE uniform on their PE days.

1. T-shirt (house colour)
2. Shorts/tracksuit (not branded)
3. Gym shoes or trainers
4. School jumper

All items of clothing should be clearly marked with the child's name. Every attempt is made to reunite any misplaced items of clothing. At the end of each term unclaimed items of clothing are recycled.

There may be occasions when your child may need to wear additional items of clothing for certain sporting activities. The pupils will be advised of this by the PE teacher or their class teacher.

In the interests of health and safety, pupils should not wear hooped earrings or excessive jewellery in school at any time. No jewellery may be worn during PE lessons. If children have just had their ears pierced and have to wear stud earrings, then they must be covered in Elastoplast.

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

School Meals

All pupils in P1 to P5 receive a free school meal as well as those families on qualifying benefits.

Where a pupil is in P1 to P5 and parents meet the eligibility criteria, the parent should apply for free school meals in order to receive free breakfast club, holiday food payments and the Family Bridging Payments. Those that are eligible will also receive a clothing grant payment.

Children in Clackmannanshire can access food during the school day:

- At breakfast
- At morning break
- At lunchtime

A breakfast club is available at Abercromby.

The service is available free of charge to those children registered for free school meals. All other children can have a breakfast for £1.50.

The service starts at 8.30am.

The primary school breakfast comprises:

- Choice of 3 cereals with semi skimmed milk
- Toast, jam and spread
- Fresh fruit
- A glass of milk or water

Full details of lunches served in our primary schools can be found in the Council's website <https://www.clacks.gov.uk/learning/freeschoolmeals/>

The current price of a school lunch meal is £2.45.

Our school meals are served within the shared campus dining room between 12.45pm and 1.30pm. Due to the size of the school, we are required to have two sittings at lunch though the children all order their lunch through ParentPay in the morning so will always get what they ordered. Those on first sitting will eat first and play afterwards and vice versa for those on the second sitting.

Lots of learners bring a packed lunch and we would always encourage a health choices. Fizzy drinks/cans and energy drinks are not part of our healthy eating approach and therefore should not be brought into school.

All payments for lunches and breakfast club are made through ParentPay.

Medically Prescribed Diets

Parents with a child/ren on a medically prescribed diet should contact the Headteacher. We will then engage with Class Cuisine.

Free School Meals and Clothing Grants

Some families may be eligible to apply to Clackmannanshire Council for free school meals and / or a payment towards the cost of footwear and clothing. For more information on clothing grants, please refer to the Clackmannanshire Council website - <https://www.clacks.gov.uk/learning/schoolclothinggrants/>

Application Forms for Clothing Grant and Free School Meals including eligibility criteria are available from Clackmannanshire Hubs or can be downloaded from the Clackmannanshire Council website – <https://www.clacks.gov.uk/learning/schoolclothinggrants/> and <https://www.clacks.gov.uk/learning/freeschoolmeals/> .

The forms have to be completed by the parent and evidence of income received may have to be provided. Please note that an application has to be made for each school year.

More information or help with completion of the form can be obtained from Education Service on 01259 450000.

Travel to and from School

Parents should remind their child(ren) that, in the interests of safety, good behaviour is expected from all pupils travelling on school transport.

Children should be reminded by parents that, wherever possible, they should only cross the road where there is a crossing patrol and should exercise care on walking to and from school.

Parents are requested, when dropping off/collecting children from school, that they do not park near the pedestrian exit or in any location which causes an obstruction and they take care not to restrict the view of the school crossing patrol. The car parks on campus are for staff use only. We encourage the park and stride car parks at St. Bernadette's RC Church and at the Civic Centre. There are a limited number of accessible spaces at the front of the campus for Blue Badge holders only.

Transport for Primary and Secondary School Children (Excluding Placing Requests)

Free school transport is provided to and from your home address to your child's catchment school if they are distance entitled. For more information on school transport, please refer to the Clackmannanshire Council website - <https://www.clacks.gov.uk/learning/hometoschooltransport/>

General Supervision

Before school begins, supervision is very limited, therefore pupils should not arrive at school until as near to the school start time as possible.

Accessibility Strategy

All Local Authorities must have an Education Accessibility Strategy, with a three year plan of what they are going to do to make schools and Early Learning Centres accessible for children and young people with disabilities and their families. The link to the strategy can be found here <https://local.clacks.gov.uk/learning/accessibilitystrat/>

During intervals school helpers supervise the children. In addition, the Headteacher and Janitor are on call to cope with any difficulties which may arise. There is always access to the building and the children are made aware of this.

School security

Clackmannanshire Council has introduced procedures to ensure the safety and security of pupils and staff when attending or working in a school. We use a number of security measures including a visitors' book, badges and escorts, while visitors are within the school building. Normally, anyone calling at a school for any reason, will be asked to report to the school office. The school staff then can make the necessary arrangements for the visit.

Wet Weather Arrangements

In wet weather, pupils are allowed into school during breaks and at lunchtime. However, as supervision during these periods is limited, it is especially important that they exercise good behaviour. Children having school lunches may remain in school during wet weather but, again, supervision is limited.

Parents Meetings

All of our schools offer opportunities for parents to discuss their child's progress with teachers through arranged meetings. Arrangements vary from school to school but all parents will be advised of when these meetings will take place. In addition to these set dates, parents are able to contact the school at any time to ask for information or for a meeting.

Communication with Home

From time to time your child will bring home important and routine communications from the school. Parents are encouraged to check their child's schoolbag for these communications. Enquiries of any kind should be addressed to the Head Teacher in the first instance. The majority of our communications such as newsletters are shared on ClassDojo as a digital newsletter for easier access.

Unexpected Closures

Most closures will be notified to you in advance, but there are occasions when the children may be dismissed early without warning, e.g. as a result of power cuts or severe weather. In the event of an early school closure please ensure that your child knows where to go if you are not usually at home during the day. To help us keep you informed it is important that you make sure we have the most up to date emergency contact information for your family. We will keep in touch using text messaging, via the Clackmannanshire Council website, social media or via information broadcast on Central FM.

Mobile devices

Education establishments develop their own mobile device policies in consultation with pupils, parents and staff. For more information on this topic, please contact your child's school.

Equality

The council is required to work towards advancing equality of opportunity for all people and to foster good relations between people. The council is committed to eliminating discrimination on the grounds of race, sex, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status, pregnancy/maternity or poverty.

Compliments, Enquiries and Complaints Procedure

Clackmannanshire Council Education Service would like you to be completely satisfied with your child's education. We encourage feedback on our services from parents, pupils and members of the public. We are interested in feedback of all kinds, whether it be compliments, enquiries or complaints.

Sometimes, customers may feel that the services provided are not what they wished for and they may wish to complain. If you, or your child has a complaint about the service provided by the school, please let us know.

How do I complain?

Complaints can be made to schools in writing, by email, on the telephone, in person or by using the Clackmannanshire Council online complaints form on the website.

Who do I complain to?

Parents must first consult the school regarding their complaint – unless there are exceptional circumstances. Clackmannanshire Council is implementing a Child Friendly Complaints process. If parents are complaining on behalf of their child, if the child can understand the issue and express their views, the child will be asked their opinion and/or asked to give informed consent if they want their parent to proceed with the complaint on their behalf.

What else do I need to know?

Please note that schools can only respond to complaints about a service that they or Clackmannanshire Council provides or a service we have contracted from a third party.

The Council's complaints handling procedure sets a time limit for making a complaint of six months from when the customer first knew of the problem

You can find out more about the Council's Complaint Procedure from the Clackmannanshire Council website -

<https://www.clacks.gov.uk/council/commentsandcomplaints/>

Other School Policies

Education establishments develop their own Learning and Teaching. For more information, please contact your child's school.

School Health Service

The School Nursing Service within NHS Forth Valley consists of School Nurses, Trainee School Nurses and School Nursing Family Support Workers who work across three localities: Falkirk, Stirling and Clackmannanshire.

School Nurses are experienced registered nurses who have completed an additional Post Graduate Qualification in Public Health.

School Nursing is a transforming role which focuses on prevention, early intervention and support for school aged Children and Young People aged 5-19.

School Nurses concentrate primarily on ten priority areas under the overall headings of vulnerable children and families, mental health and wellbeing, and risk-taking behaviour.

- Emotional Health and Wellbeing
- Substance Misuse
- Child Protection

- Domestic Abuse
- Looked after children
- Homelessness
- Youth Justice
- Young Carers
- Sexual Health
- Transitions

Children and Young People and their parents/carers seeking support can complete the request for contact form on the website.

Operating hours are Monday to Friday, 8:30 am to 4:30 pm, including school holidays but excluding public holidays.

As part of the child health programme there is a routine health review offered to all primary 1 children.

Flu Vaccine

All primary and secondary school pupils are eligible for the flu vaccine, which is given in schools as a painless nasal spray. Consent packs containing a letter, leaflet and consent form will be sent home to parents and carers of school children on return to school in August. Secondary pupils can self-consent, though they are encouraged to speak to a parent or carer first.

Primary and secondary school pupils are vaccinated by NHS Forth Valley's Immunisation staff in their school. The school flu vaccination programme runs from September – December.

Young People Vaccinations

From January to the end of February, the Td/IPV vaccine and the meningitis ACWY vaccine is delivered in schools and is offered to all young people who are in S3 (around 14 years of age).

From the end of February to the end of March the Human Papillomavirus (HPV) vaccine is delivered in schools and offered to every S1 pupil (first dose) and S2 (second dose).

Oral Health Improvement

Oral Health Improvement in Forth Valley is delivered collaboratively by the Health Improvement Service, Public Dental Service, Oral Health Improvement (OHI) team and Public Health Nutrition (AHP Dietetics).

Childsmile is a national programme which aims to improve the dental health of children in Scotland.

For more information on the main elements of the programme, visit the Childsmile website, or contact the Childsmile Team at fv.childsmileforthvalley@nhs.scot.

Infectious Diseases

Colds, flu and gastroenteritis are the most common infections affecting children of school age. It is important that you keep your child off school in the early stages of flu and while they still have diarrhoea.

It is also important that your child understands how to prevent picking up and spreading such infections. You will be able to get further advice about good health from staff in your Health Centre or GP Practice.

For advice about early detection and treatment for other infectious diseases e.g. chickenpox and mumps, please consult your GP or Nurse.

Head Lice

Head lice are spread through head to head contact at home, while playing or in school.

Regular wet combing of your child's hair using a head lice detection comb is the best way to catch this possible problem at an early stage.

The only way to be sure that your child has head lice is to find a live louse. If you find live lice, get the correct lotion from your doctor, health visitor or pharmacist. Shampoos and other treatments are not effective.

One treatment is two applications of the treatment lotion, seven days apart. If this is not followed then re-infection is likely.

Advise family members and close friends that your child has head lice and that they should check their own hair. Only treat if live lice are found. Don't be shy about advising others of this possible problem because you would likely tell family and friends about other infections which might affect them.

Regular wet combing of your child's hair with the head lice detector comb is the best protection as it allows you to detect the condition and treat it speedily.

Further advice can be accessed online
[Head lice and nits - NHS \(www.nhs.uk\)](http://www.nhs.uk)

Clinics

From time to time some children are asked to attend clinics (eye clinics, dentist, doctor, etc). Please inform the school of these visits and arrange for your child to be collected if he/she must leave school to attend the clinic.

No child will be allowed away from school during school hours unless accompanied by a responsible adult or unless written permission to do so has been given by the parent.

Medicine administration

The administration of medicines prescribed by a doctor is undertaken at the discretion of the Headteacher but schools are generally happy to co-operate with parents in doing so. In order to safeguard the health and safety of children,

procedures are drawn up by Clackmannanshire Council Education Services.

When a child is prescribed medication by a doctor or a dentist and parents require the school to administer this, the relevant request Form should be completed.

Prescribed medication should be clearly marked with your child's name, the date prescribed, how often it has to be taken and for how long.

Clackmannanshire Council liability insurance does not provide indemnity to employees for administering non-prescribed medicines.

For medical appointments during school hours, please notify the school by letter and collect your child from the school.

Insurance Cover for School Children

Public Liability

Personal Injury

Clackmannanshire Council has in force a Public Liability policy which operates in respect of claims for injury to any school child whilst in the control of the Council or employees, but the onus is on the claimant to prove that the Council have been negligent.

Pupil's Property

Each session, unfortunately but inevitably, pupil's property is lost, damaged or stolen from school. Parents are therefore discouraged from allowing their children to carry expensive items of personal belongings to the school and are reminded that a standard household policy can be extended to provide a degree of cover for personal items taken away from the home.

Any claim made for loss or damage to the property left in the care of the school will have to be submitted, in the first instance to Education Service, and the claim will only be settled if it is shown that the Council can be held legally liable for the loss.

Personal Accident Cover/Travel Insurance

The Council has in force Personal Accident Cover and Travel Insurance for all school trips within the UK and Abroad which has been organised by the school. The Insurance Section, Kilncraigs, Alloa should be advised of all school trips by the school detailing number of pupils, number of teachers, number of nights, itinerary and trip destination.

Parents Welcome

All Clackmannanshire Council schools welcome parental involvement and engagement. Research has shown that when parents are involved children do better in school.

At Abercromby, we pride ourselves on our relationships with our families. We engage with our families in a number of ways, simply being visible before and after school but also in more formal ways too. For more information, see below.

At any time, a parent who wishes to consult with a class teacher can phone the school office to request an appointment. We welcome an opportunity to discuss any queries or concerns you may have regarding your child's learning.

At times, you may need to speak to one of the school Leadership Team. Please phone the office to request an appointment with the relevant person-

- **Primary 1, 2 and 3:** Emma Craig, PT
- **Primary 4 and 5:** Deborah Hamill, PT
- **Primary 6 and 7:** Linzi Stark, PT
- **All Stage 3 and 4 learners:** Matthew Ramsey, DHT
- **All Care Experienced or Child Protection learners:** Aileen Mellor, HT
- **Whole School Responsibility:** Aileen Mellor, HT

Parental Involvement and Engagement

We value parents as partners and welcome them into our school at every opportunity. We are keen to work with you to help give your child the best education we can provide. We offer a variety of opportunities throughout the year for parents to be involved in their child's learning and the life and work of the school:

- P1 Induction Meeting
- Visit my Classroom Event
- Curriculum Afternoons
- Sharing Learning Events
- Family Learning Events
- Special sessions organised by individual class teachers to involve parents in their child's learning
- Parents supporting learning by sharing their expertise
- Family Challenges and home learning
- Class Assemblies
- Supporting the life of the school – parents are actively encouraged to help at events
- Learning Conversations twice a year
- Staged Intervention meetings throughout the year
- School Improvement Planning meetings

We offer two dates for Learning Conversations, in November and March. All sessions take place from 3.30pm until 6.30pm. The class teacher will advise parents of dates and times.

End of Year Reports are also issued to parents/carers in June of each year. This report outlines the progress a child has made during the academic session. We issued a revised report which had been agreed upon in consultation with staff, pupils and parents.

Parents welcome the opportunity to come along to our evening Family Learning Events. These regular events have been extremely successful and very well attended. Some of our Family Learning Events have included, STEM, Scots Supper and Story, Clubbercise (exercise fun for all the family), Family Sports Event Health supported by Active Schools, Family Quiz Night and Family Picnic.

The Link at Abercromby (Family Room) was established in August 2018. Our Values are: Family – Safe – Respect – Trust – Community. We aim to provide our families with a calm and supportive environment where they can come and spend 1:1 time together within a friendly, welcoming and inclusive group.

Our family groups run once a week, where invited parents can join the team for tea and toast for a blether and catch up before children come along and join the group. The groups are designed to be fun and active, giving children the opportunity to spend some quality time with their families in school.

We have welcomed a range of partners along to support parent only sessions. We have also had the opportunity to run Foodie Families where families engage in cooking sessions in the school.

The Link Team are Miss Emma Craig, PT and Mrs Lindsay Patterson, Family Support Worker.

For more information, please use this link for the National Improvement Hub:
<https://education.gov.scot/improvement/practice-exemplars/engaging-parents-and-families-in-their-children-s-learning-through-family-fun-groups>

Gathering views

We are keen to gather views throughout the year. We do this in a number of ways including questionnaires, online surveys, feedback walls at events and we encourage everyone to participate.

Parent Councils

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 the school.

All parents / carers are automatically members of the Parent Forum at this 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.

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

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

The main aims of the Parent Council are:

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



Team Abercromby (formerly the Parent Council), is an active group of parents who are very much involved in the life and the work of the school. Team Abercromby work in partnership with the school and are always looking for new members and new ideas. Everyone is welcome, Team Abercromby would encourage parents and carers to come along and get more involved in the life of the school.

Our co-chairs are Heather Morrison and Lauren Kenny. Their contact email is teamabercromby@gmail.com

Parentzone Scotland

[Parentzone Scotland](#) is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science. Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education.

Parentzone Scotland also has details about schools, including performance data for school leavers from S4-S6 and links to the national, local authority and school level data on the achievement of Curriculum for Excellence levels.

Children's Rights - United Nations Convention on the Rights of the Child (UNCRC)

The UNCRC (Incorporation) (Scotland) Act 2024 was made law on the 16th of July 2024. This means that all services provided by Councils, including schools and ELCs, must take account of children's rights in any decisions, plans or complaints. A child is anyone under the age of 18.

All children have a right to -

- Have their voice heard and their opinion considered in any matter that affects them
- Freedom from violence, abuse and neglect
- Privacy and confidentiality
- Access to primary and secondary education
- All adults must act in the child's best interests - this is a top priority

Most schools and ELCs in Clackmannanshire are working towards their Rights Respecting Schools (RRS) award which puts children's rights at the heart of everything they do. Children and adults learn about children's rights which enables children to reach their full potential. If you want to know more about RRS, please ask any staff member.

More information about our Children's Rights work will follow during the session as the UNCRC Act is implemented. You can find out more about UNCRC in this leaflet for parents -[Parent Club UNCRC - Your guide to children's rights.pdf](#)

At Abercromby, we are delighted to be recognised with the Rights Respecting Schools Silver Award.



Pupil Council

We have a whole school Pupil Council who are led by the Junior Leadership Team Pupil Council representatives. There is one representative from each class. They meet regularly and focus on using How Good is OUR School? document to evaluate the school and gather feedback from the learners.

School Ethos

Abercromby Primary School has a strong, positive and inclusive ethos, which promotes good behaviour, courtesy and effort. These qualities are regularly rewarded by the presentation of certificates, badges and other awards. Strong emphasis is put on celebrating success, recognising wider achievement, raising attainment and on personal improvement and self-belief. We encourage our learners to aim high, set standards for themselves and be ambitious about their future. Individual teachers run a variety of incentive or merit schemes in their classes in which children can gain rewards.

Pupil and staff achievements are regularly celebrated at our weekly assemblies, recognising them as #abercrombyallstars and at our special 'Above and Beyond' assemblies throughout the year. We encourage our families to share any out of school achievements with us. Celebration of our learning and achievement is shared regularly on Twitter and through School Story or the class pages on Class Dojo. We pride ourselves on being a welcoming and nurturing school, where staff, pupils and parents work in partnership together and everyone is valued.

We have developed a culture where a collective vision for development and improvement is shared and understood by all members of the school community, and where there are opportunities for leadership at all levels. Individual, team and Improvement Groups (IP) groups have driven forward initiatives and developments which have had a positive impact on learners' progress and achievement.

Pupils are given many opportunities to contribute effectively to the life of the school and the wider community in a variety of ways. There are increasing opportunities for learners to take on leadership roles and to be innovative and creative. Our learners have opportunities to take on responsibilities such as Pupil Council, Prefects, House Captains, Sports Leaders, School Bank Team, Buddies to younger children, Literacy Leads, Numeracy Champions, WoW Ambassadors and the Rights Respecting Ambassadors team.

The positive ethos and learning culture we have created have a positive impact on pupils' overall achievement.

Our links with St Serf's Church is developed through visits throughout the year.

Development of Pupils' Spiritual, Moral, Cultural and Social Values

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

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

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

Pupil Conduct

A partnership between the school and parents is necessary in order to ensure the best possible standards of pupil conduct.

Pupils are expected to set themselves high standards in appearance and behaviour. School rules are devised to encourage the maximum amount of self-discipline. The rules make clear what is expected of pupils, and how they are required to behave. The general aim is to produce an atmosphere of friendly co-operation, encouraging respect and consideration for other persons and for property.

Our agreed School Rules are SAFE – RESPECTFUL – READY.

Restorative Approach to Bullying Behaviour

Whilst many believe that children who display bullying behaviour should be punished, it is widely accepted that this type of response can at times be ineffective, and make the situation worse.

The adoption of restorative approaches is a more effective response than traditional punishments. Pupils are given the opportunity to accept responsibility for their actions, recognise the harm done and are supported to find restorative responses to the harm they have caused.

There are times sanctions are appropriate; exclusion is seen as a last resort and carried out when incidents fall within the legislation criteria.

Clackmannanshire Council has a responsibility to provide an education for all pupils and to challenge and address bullying behaviour. Whilst appropriate action will be taken by the school, it is also important that all parents involved, work with the school to resolve any issues in the best interests of their child or young person.

Promoting Positive Relationships and Behaviour

A strong emphasis is placed on good relationships and positive behaviour. We recognise the link between positive relationships and behaviour and the provision of high-quality learning and teaching. We understand that children bring with them to school different abilities, experiences and home circumstances, and that creating a safe, nurturing, inclusive environment and positive ethos will foster good relationships and behaviour within our school. The restorative approach is something we value as an effective way of moving forward and restorative conversations take place as a matter of course.

Following a review and consultation with staff, pupils and parents we have implemented our Promoting Positive Relationships and Behaviour Policy. Our agreed School Rules are SAFE – RESPECTFUL – READY.

All staff and pupils have a clear understanding of the policy which will ensure a more consistent approach to positive behaviour management throughout the school.

Pupils from St Bernadette's RC Primary and Abercromby Primary agreed campus rules prior to moving to the new school, RESPECTFUL – SAFE.

Bullying behaviour will not be tolerated in Abercromby Primary. All pupils are entitled to work and play in a learning environment where they feel valued, respected, safe, and are free from all forms of abuse, bullying and discrimination. Pupils can tell any member of staff if they are unhappy in the way they are being treated by others. They will be listened to and any reported incidents of bullying are dealt with immediately.

The use of scripted language and Restorative Conversations are embedded through our focus on Emotion Works. All children in school learn about the emotion 'cogs' to help them share how they are feeling.

Nurturing Approaches

We believe that all children benefit from being educated in a climate that supports the nurturing principles.

These principles are as follows:

- Children's learning is understood developmentally.
- Nurture is important for the development of self-esteem.
- Language is understood as a vital means for communication.
- All behaviour is communication.
- The classroom offers a safe base.
- Transitions are significant in the lives of children.

All staff have undertaken nurture training and R4L (Readiness for Learning). This approach is having a positive impact on children's learning and achievement.

Curriculum for Excellence

Bringing **learning to life** and **life to learning**

Curriculum for Excellence is a framework for learning and teaching used 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 was fully implemented in 2016.

Glow, Scotland's unique, world leading, online network supports learners and teachers and plans are already in place for parents across the country to have access to Glow. Parents should ask the school how to arrange access to Glow and a user name and password will be issued.

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

Curriculum for Excellence balances the importance of **knowledge** and **skills**. Every child is entitled to a **broad and deep** general education, whatever their level and ability. Every single teacher and practitioner is responsible for the development of **literacy and numeracy and health and wellbeing** from Early Level through to Senior Phase.

It develops **skills** for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links **knowledge** in one subject area to another helping make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

Assessing progress is carried out in a range of ways to meet children's needs, ensuring children achieve their potential.

There is an entitlement to personal **support** to help young people fulfil their potential and make the most of their opportunities with **additional support** wherever that's needed. There is emphasis on looking after our children's **health and wellbeing**; ensuring that school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture **successful** learners, **confident** individuals, **effective** contributors, and **responsible** citizens, building on Scotland's reputation for great education.

Languages

Literacy and English

Literacy permeates every area of the curriculum. The Literacy and English framework promote the development of critical and creative thinking as well as competence in listening and talking, reading, writing and personal, interpersonal and team-working skills. We have strategies to support children and raise attainment in

reading. We have 'literacy rich environments' in classrooms and class libraries are stocked with a wide range of books to suit all tastes. We have also introduced banded books. Time is set aside for the enjoyment of books and reading. There are many opportunities for pupils from different stages to share reading with each other. Engaging in a variety of reading activities including using online technologies has had a positive impact on attainment in reading across the school.

Writing is the ability to effectively communicate ideas, information and opinions through the written word in a range of contexts. Writing is most effective when there is something relevant to write about and there is a definite purpose or audience for the writing. As a school, we have been working hard to develop our approaches to the teaching of writing and engaging the children in a range of genres through Talk4Writing and being part of the National Improving Writing Programme at key stages across the school and we are beginning to see the impact of this on our attainment across the school.

Modern Languages

At Abercromby Primary we recognise the importance and value of giving pupils the opportunity to learn another language. As part of the 'Language Learning in Scotland 1+2 approach', children begin their first additional language, L2 (French) from P1. This enables our children to learn about and foster an interest in, another language and culture, other than their own. We believe that learning another language stimulates children's creativity and enables them to develop personal qualities, skills, knowledge and understanding.

A good number of our staff are proficient in a modern language with most having attended professional learning. We are currently using Language Angels as a learning and teaching resource.

Our framework, which is motivating, relevant, coherent and active, sits in line with Curriculum for Excellence and recommendations in the Scottish Government, Language Learning in Scotland. Pupils from P1 – P7 enjoy and participate enthusiastically in a variety of French activities in an active learning environment. Pupils learn and extend their knowledge of the French language through listening, responding, talking, singing, and in some classes, reading. Other languages that are explored include Spanish and Scots.

Numeracy/Mathematics

Our Numeracy and Maths programme sits in line with the Curriculum for Excellence. Although textbooks are still used, pupils also learn mathematical concepts through active learning. Pupils are encouraged to explore and apply mathematical concepts to understand and solve problems, explaining their thinking and presenting their solutions in a variety of ways. Pupils are encouraged to work collaboratively, with a partner or in teams. Maths is also taught through a context which makes it more relevant and meaningful for pupils as it models real life situations (inside and outside the classroom). The Interactive Whiteboard is an excellent resource for the teaching of numeracy and mathematics. We recognise the value of outdoor learning and teachers regularly use the outdoors to support and enhance the numeracy and mathematics curriculum.

Learning Assistants provide small group targeted support with a particular focus on closing the equity gap and raising attainment in numeracy. Attainment data from assessments show that children in these groups are making progress. Our numeracy and mathematics curriculum is very well resourced.

Health and Wellbeing

Health and Wellbeing permeates the curriculum. Learning in Health and Wellbeing ensures that children develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing. The development lines are mental, emotional, social and physical wellbeing, planning for choices and changes, physical education, physical activity and sport, food and health, substance misuse, relationships and sexual health. Careful planning ensures that pupils will be active, respected, responsible, included, nurtured, safe, healthy and achieving.

We use Emotion Works to support emotional wellbeing across the school. These programmes familiarise children with everyday situations that may occur, develops their awareness of who can help them and helps them become emotionally literate so they understand why they feel a certain way and can share this.

We have introduced Fitness Friday which takes place monthly and we have a whole school health focus in the summer term, this is widely supported by parents and other partners and usually culminates in a large event.

Sporting achievement is a strength in the school. Pupils across the school regularly participate in sporting events and achieve success. We have previously been awarded the **sportscotland Gold School Sport Award** in recognition of our Sporting Success.

Social Studies

Our 'Contexts for Learning' Programme is an interdisciplinary approach to learning, (IDL). This incorporates the principles of curriculum design and supports staff and pupils in planning innovative, engaging and enjoyable learning experiences. This method of learning in context provides a meaningful and motivating experience for pupils. Pupils are actively involved in making decisions about how and what they learn, by asking 'Big Questions' and sharing learning with their peers and parents. Wherever possible pupils will take their learning outside, in the playground, local area and further afield. We also involve partners and parents to share their expertise and support learning. This greatly enhances the learning experience for children.

Sciences

Through learning in sciences, pupils develop their interest in and understanding of, the living, material and physical world. Through the science experiences and outcomes, pupils develop skills of scientific enquiry and investigation using practical techniques in the classroom, playground and wider environment. There is a strong focus on STEM subjects across the school.

Technologies

ICT is a term used to include a wide range of technologies involved in information handling and processing. ICT is embedded across all curricular areas. All children have access to a safe environment within the internet. There is an interactive whiteboard in each classroom. We have invested in new technology, including iPads and are developing digital literacy. We want our children to be digitally aware and confident in using digital technology. We also use Google Classroom to aid learning both in and out of school. All children across P4-7 have access to a Google Chromebook to support their learning both in and out of school and our P3 learners have access to an iPad each to enhance their learning experiences.

Expressive Arts

The development lines are: Art and Design, Dance, Drama and Music. Our Expressive Arts Programme is supported by the PE Specialists and Music Tutors. There are often opportunities for classes to be involved in music projects, supported by partners. Previously, children in P4 and P5 have been involved in a Scots Song and Language Music Project supported through the Scottish Attainment Challenge. We have also worked with ABC Music and the Kodaly Music Project. Children across the school have frequent opportunities to perform to a wider audience through presenting class assemblies, the nativity and other performances.

Religious and Moral Education

The development lines are Christianity, Other World Religions and the Development of Beliefs and Values. Throughout their time at Abercromby Primary, pupils will learn about the beliefs, values, practices and traditions of different world religions. School Assemblies are held on a fortnightly basis and usually led by members of staff and pupils. At times, the school chaplain and other visitors attend assemblies. Each class presents their own class assembly at some time during the session to share their learning with the rest of the school. At Christmas and Summer, pupils, staff and parents join together for a service in St Serf's Church. Pupils generally lead services, supported by the Minister.

Developing Young Workforce

Our aspiration at Abercromby Primary School is to prepare and support each young person for a stretching and rewarding career pathway, by nurturing and building on their skills for learning, life and work from an early stage. Our Skills Academy provides a structure for these exciting and confidence-building learning opportunities for all pupils. It also offers children the opportunity to use their knowledge and skills in a variety of relevant, real-life contexts. This will prepare them for transferring skills to high school and then further education. Currently all stages across the school participate in our Skills Academy.

Our DYW Curriculum has been recognised as very good practice by the Royal Society of Edinburgh in January 2019, with our approaches being showcased at an Interdisciplinary Learning: Creative Thinking for a Complex World National Conference held at the Royal Society of Edinburgh. We were finalists in the Scottish Education Awards 2019 in the Employability & Creativity Skills Across Learning Award. This was a major achievement for our school. We were also nominated for a

Clackmannanshire Education Service Towards Excellence Award for DYW
Developing Young Workforce in June 2019.

Our drive for DYW continues and we are currently focusing on a Skills Progression and as a result, we have introduced meta skills across the school and these are becoming embedded as part of our effective learning and teaching approaches.

Learning and Teaching

Learning and teaching within Abercromby Primary follows National and Local Guidance and Policy to ensure we provide our learners with the skills, knowledge and understanding and attributes, which will provide the foundation on which they can build a successful future for themselves, and make a positive contribution to society. We aim to achieve this by providing the highest quality learning and teaching within a nurturing, supportive, motivating and challenging learning environment, to ensure our pupils become:

- Successful learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

We are committed to achieving excellence and equity- raising attainment, tackling inequity and ensuring that high aspirations and positive outcomes are the expected norm for all learners.

Pupils take responsibility for their own learning, lead learning and make decisions about what they want to learn and how their learning will develop. Teachers enhance learning experiences by creating opportunities to take learning outside as much as possible, in the local environment and further afield.

Tasks and activities should reflect the design principles of a Curriculum for Excellence. The design principles are; challenge and enjoyment, personalisation and choice, progression, depth, breadth, relevance and coherence. Staff plan carefully to make tasks and activities motivating and stimulating for all children.

There are a variety of learning and teaching approaches used throughout the school. These include direct class teaching, direct group teaching, discussion, team and individual challenges, activity based learning to name a few. Teachers are skilled at offering a variety of learning opportunities to meet the needs of the varying learning styles within their classroom. Tasks are differentiated to meet the needs of the learner's ability within a classroom setting. Learners with additional needs are included in this. Assessment is used to plan progress.

Parents can find more information on this through accessing the Parentzone website: <https://education.gov.scot/parentzone>



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

Read, Write, Count with the First Minister

Read, Write, Count with the First Minister is a programme that aims to support parental engagement in literacy and numeracy through the gifting of books and supporting materials to families. Gift bags are distributed annually to all children from birth to and P3 pupils in Scotland by Scottish Book Trust. Bookbug bags are gifted to Primary 1 children and Read, Write, Count bags are gifted to Primary 2 and 3. The bags contain literacy and numeracy materials to support children's learning, as well as advice and support to parents. Schools build excitement and enthusiasm about the books before children take them home to their families.

Studies show a direct link between a strong family learning environment and progress in reading, writing and counting. In addition to the activity booklet included in the bags the Scottish Book Trust offers a range of hints, tips and advice to help parents engage in their child's learning on the [website](#).

Active Learning

Curriculum for Excellence emphasises the value of an active learning approach. Active learning is engagement of the brain whilst in the early years, children will have a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges children's thinking using real life and imaginary situations. As children progress through school they continue to be involved in active learning experiences which give them ownership of their own learning, encourage co-operative working and utilise skills required for learning, life and work.

Planning Children's and Young People's Learning

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

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

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

As mentioned above in the Curriculum and Learning and Teaching sections, at Abercromby our learners are encouraged to lead their learning and do this by choosing what they want to learn, how they want to learn and how they can share their learning with home.

Home Learning

The school has a clearly defined policy on home learning, a copy of which can be obtained from the Head Teacher.

Pupils are given home learning to support their learning and to encourage them to become more organised and self-supporting in their learning. Home learning can arise from all curricular areas, and may include written, oral or practical activities. The tasks should be interesting, worthwhile and challenging for the child.

Parents are encouraged to help pupils with their home learning as a means of keeping them up to date with the work of the class and the child's progress and to promote partnership between the school and parents. Home learning provides an opportunity to consolidate what has been learned in class, and makes you aware of what your child is learning. Home learning is also an integral part of school work. Parental interest and co-operation in ensuring home learning is undertaken is appreciated. The school encourages parents to sign each task.

Following an extensive consultation all classes have Home Learning grids. These grids are updated termly and shared with pupils and parents. These have a variety of learning activities focusing on literacy- reading and spelling, numeracy and context (topic). We also use Class Dojo for sharing home learning tasks. Home Learning jotters are available from the class teacher should you request this.

<https://flipclacks.org/> also has links to online learning opportunities for all stages.

Care of Books / Materials

To enable us to provide the best possible education for your child, every care should be taken to look after the school's resources and facilities. Parents are asked to remind their child(ren) that all school equipment and fittings should be used with care.

Sensitive Aspects of Learning

Health and Wellbeing permeates the curriculum. Learning in Health and Wellbeing ensures that children develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing.

The development lines are mental, emotional, social and physical wellbeing, planning for choices and changes, physical education, physical activity and sport, food and health, substance misuse, relationships and sexual health.

Careful planning ensures that pupils will be active, respected, responsible, included, nurtured, safe, healthy and achieving.

Every term we share a Curriculum Newsletter and this details the plans for learning in each class. As part of this, we always include information about our Health and Wellbeing learning particularly substance misuse, relationships, sexual health and parenthood. For more information, please check this website- <https://rshp.scot/about-the-resource/#parentsandcarers>

Religious Instruction and Observance

Religious Instruction

Schools have a statutory duty to provide opportunities for Religious Instruction in the timetable. This aims to promote a knowledge of the Christian and other faiths and encourage children and young people to develop enquiring minds through investigating spiritual, moral and philosophical issues.

Ultimately, pupils in the upper secondary school can gain a qualification through the study of Religious, Moral and Philosophical Studies at Higher and Advanced Higher Levels. These courses further develop young people's skills in logical thinking, methodical enquiry and ways of expressing ideas effectively.

Religious Observance/Time for Reflection

Religious Observance, which may take the form of a Time for Reflection, is held at least six times a year, in addition to traditional celebrations central to the life of the school community. Religious Observance will often (but not necessarily) take the form of an assembly.

Withdrawal from Religious Instruction and Religious Observance/Time for Reflection

Parents who wish to exercise their right to withdraw their child from religious instruction and/or observance are encouraged to initially discuss their intention with the Headteacher prior to making their decision known to the school in writing.

Facilities for Physical Education and Outdoor Activities

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

All of our classes have 2 hours of PE every week. The learning can take place in the small gym hall or the large gym hall and at times outside in the MUGA (multi use games area). The children come to school dressed in their PE uniform on their PE days. We communicate PE days at the beginning of the session via Class Dojo.

Active Schools

The fundamental aim of Active Schools is to give school-aged children the tools, motivation and the opportunities to be more active throughout their school years and into adulthood. These opportunities are available before, during and after school, as well as in the wider community. For further information contact the Active Schools Team on 01259 450000 or visit our website <https://www.clacks.gov.uk/learning/activeschools/>

Assessment and Reporting

As pupils progress through school, teachers use a range of assessment strategies. Pupils are also involved in assessing their own progress and developing their next steps.

We recognise that pupils do not develop and progress at the same rate and adapt teaching approaches for each child accordingly. Please contact the school as soon as possible if you have any concerns about your child's progress.

Parents have the opportunity to find out about their child's learning through a range of means –

- Parent Information Evenings
- Ongoing discussion with teachers and managers
- Open evenings and/or afternoons meet the teacher events
- Folios of work
- Online information such as Class Dojo or Twitter

Parents are welcome to contact the school at any time to ask for information or for an appointment to consult with the Head Teacher or class teacher.

Reporting

We offer two dates for Learning Conversations, in November and March. All sessions take place from 3.30pm until 6.30pm. Families are given the opportunity to request a suitable time and the class teacher will arrange the appointments. All families are encouraged to share any areas they wish to discuss prior to meeting so that the time together is productive.

End of Year Reports are issued to parents/carers in June of each year. This report outlines the progress a child has made during the academic session, focusing on Literacy, Numeracy and other Curricular Areas. There is a section for learner voice too and we always request feedback from our families too.

At any time, a parent who wishes to consult with a class teacher can phone the school to make an appointment. We welcome an opportunity to discuss any queries or concerns you may have regarding your child's learning.

Getting It Right For Every Child (GIRFEC)

Taking care of our children's well-being and making sure they are alright - even before they are born - helps us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society.

Getting it Right for Every Children (GIRFEC) is the Scottish Government's approach to improve children's services. The wellbeing of all children and young people is at the heart of GIRFEC. Services must work together with children, young people and their families to provide quick and effective support when it is needed

The Children and Young People Act (Scotland) 2014 will mean key parts of GIRFEC become law.

Wellbeing

The Getting it Right approach looks at eight areas of 'well-being'. These are recognised as areas in which children and young people need to progress in order to do well now and in the future. They allow those responsible for the care and support of children - including members of their own families - to look at a situation in a structured way that will help them identify any needs and concerns and plan with the child and family any action they need to take. The eight well-being indicators are:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Responsible
- Respected
- Included

The approach gives them a common language and a way to gather information about a child's world, making sure the child is growing and developing, and has everything they need from the people who look after them both at home and in the wider community. It also encourages practitioners to think about who else might need to be involved (for example a teacher might need to contact other professionals to make sure that an education improvement plan with the child and family was meeting all the child's needs).

Children, young people and their parents may require additional support at different times in their life e.g. following a bereavement, illness, transition, when experiencing anxiety, behaviour issues, during or after changes in family circumstances. Support should be tailored to meet the individual needs of children & families, when they need it and as locally as possible.

Individual or group work can be delivered in school, home or in the community.

A request for support can be made through a member of school staff (named person) who will be able to talk with you, gather information & your family's views. This helps identify the most appropriate service.

Family Support services work in partnership with families, schools and other agencies to support young people's wellbeing.

Protecting Children and Young People

All children have a right to be protected from harm, abuse and neglect. The vision of the Forth Valley Child Protection Committee is that "It's everyone's job to make sure that children in the Forth Valley are safe."

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

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

Social Work Services will make a decision on whether or not an investigation is necessary and will advise accordingly. In every situation, the welfare of the child overrides other considerations.

National Missing Persons Framework for Scotland

The Scottish Government National Missing Persons Framework for Scotland describes a missing person as anyone whose whereabouts are unknown and:

- where the circumstances are out of character
- the context suggests the person may be subject to crime
- the person is at risk of harm to themselves or another

The Framework sets out the following four objectives;

- To introduce preventative measures to reduce the number of episodes of people going missing.
- To respond consistently and appropriately to missing person episodes.
- To provide the best possible support to missing people and their families.
- To protect vulnerable people to reduce the risk of harm.

All partner agencies, including Education, have a part to play in meeting these four objectives and schools refer to the Policy and Procedures to Support Attendance in Clackmannanshire Educational Establishments.

Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Education (Additional Support for Learning) Scotland Act (2004) as amended 2009 and its accompanying Additional Support for Learning: Statutory Guidance 2017. Further details of the policies and procedures can be found on the Clackmannanshire Council website: <https://www.clacks.gov.uk/learning/asl/> These procedures have been strengthened through the Children and Young People (Scotland) Act (2014).

Schools and Early Learning Centres (ELC) work closely with children/young people parents/carers and other agencies and professionals such as Social Work Services, Educational Psychology Service and the National Health Service to ensure that decisions are made jointly with parents, children and young people with regards to the best possible education to meet the needs of the child within the resources available.

Support for Pupils

Pupils' additional support needs will be identified and addressed through the Getting It Right For Every Child (GIRFEC) processes. This involves close collaboration between the child/young person, the parent or carer, and the staff in school – they are the core part of the Team Around the Child (TAC). Others involved in your child's education and well-being will also be part of the TAC, and will help to complete a holistic assessment where appropriate. The TAC will also identify targets for an education plan and review as appropriate. If you believe your child may have an unidentified additional support need, your first point of contact should be the child's class teacher or Pupil Support Teacher.

The school makes provision for pupils with additional support needs throughout their education:

- each teacher differentiates the curriculum within their class to provide educational targets and objectives suited to their age and stage of development
- the school has an experienced Support for Learning Teacher to co-ordinate and organise support for children
- the school can call on the time of a Support for Learning Assistant for exceptional cases
- The school can also make referrals to other services to request support for children and young people.

Disputes and Resolution in Additional Support Needs

Schools and Early Years facilities do their best to support and be responsive to the needs of children and young people and their families. Nevertheless, problems may arise, and it is important to deal with these as soon as possible.

In the first instant it is most appropriate to contact the school or ELC directly, and if the matter cannot be satisfactorily resolved, you may wish to discuss with the Quality

Improvement Officer Additional Support for Learning (ASL) or the Senior Manger Inclusion and Communities. If this cannot be resolved at this level, Children's Services also commission independent mediation through Children in Scotland. Their services, called Resolve, may be arranged by the Additional Support for Learning Support Officer, or accessed directly by parents on 0131 222 2456 or <https://resolvemediation.org.uk/>

Parents, carers and children with additional support needs can also seek independent advice and support through:

- Enquire – the Scottish advice and information Service for additional support for learning: www.enquire.org.uk, 0345 123 2303
- Take Note: National Advocacy Service for Additional Support Needs (Barnardo's in association with the Scottish Child Law Centre) www.sclc.org.uk, 01316676633.
- Let's Talk ASN, c/o Govan Law Centre, letstalkasn@edlaw-org.uk, 0141-445-1955

Educational Psychology Service

A new Directory of Support for Mental Health and Wellbeing is now available.

Who we are?

We are a small team of Educational Psychologists, managed by a Principal Educational Psychologist. We provide an educational psychology service to all schools and Early Learning and Childcare Centres (ELCs) within Clackmannanshire.

What we do?

Educational Psychologists (EPs) work together with families, and ELCs and other professionals, to help meet children and young people's educational needs. We want to make sure that our children and young people are safe, healthy, achieving, nurtured, responsible, respected and included in line with GIRFEC wellbeing indicators.

How to involve an Educational Psychologist

In most cases, referrals to the Educational Psychology Service (EPS) come through the Staged Intervention process in schools/ELCs. Your child's school/ELC will seek your permission to consult with us about your child. A lot of the time we can provide advice and support through a one-off consultation but, where appropriate, we may become part of Team Around the Child (TAC) meetings if we need more information. When we attend a meeting in school or ELC we can use the information gathered at this meeting/consultation to help us to assess what kind of support may help your child or young person meet their potential at school/ELC.

Sometimes we need to gather more information because all of our questions were not able to be answered during the TAC meeting or phone consultation.

In these cases, following a TAC or phone consultation, we may come into school or ELC

- to observe your child or young person
- hand out questionnaires to those who know them well
- talk to your child's teacher
- ask other services who are working with your child for information
- to meet with your child to do more assessment

These steps are agreed together with you and the team around your child.

The school then arranges another TAC so that we can all work together to create the best plan of support in line with the information gathered.

Once we have finished an assessment, we will usually discharge your child or young person from our service. However, we can be invited back in for consultation or further assessment at any time.

We work within the Staged Intervention process to ensure that your child/ young person is getting the right sort of help at the right time.

Education initiatives

As well as providing a service to children and families, we also work with the local authority on, for example, policies and whole authority initiatives such as Readiness for Learning.

More information

- Refer to our information leaflets
- Flip Clacks contains more detailed information about ways you can support your child at home
- Directory of Support for Mental Health and Wellbeing in Clackmannanshire

Contact us

You can contact us in writing, by telephone, email or online form. Details are available below.

Please note if someone wishes to consult about a child or young person, they must have consent from the person who has parental rights and responsibilities.

Important: If you are emailing **psychological@clacks.gov.uk** then please don't send us detailed, personal or sensitive information. This is to protect your confidentiality. We will contact you if we need more details.

Our Privacy Notice is available to refer to.

Related Pages

- Getting it Right for Every Child (GIRFEC)
- Reporting Child Protection Concerns
- The Scottish Attainment Challenge
- Working with Children & Families

Related Publications & Documents

- Leaflets produced by the Educational Psychology Service on specific topics

External Links

- Children in Scotland
- Directory of Support for Mental Health and Wellbeing in Clackmannanshire
- Education Scotland
- Enquire
- Kooth
- ParentZone

For Further Information Contact
Educational Psychology Service
Kilncraigs, Greenside Street, Alloa, FK10 1EB
Tel: 01259 226000 / 450000
Email: psychological@clacks.gov.uk
Or use the on-line contact form

Pastoral Support

With a view of making sure that each child in our care reaches their full potential, Getting It Right for Every Child (GIRFEC) is firmly embedded in our practice. Staff consider all aspects of children's wellbeing and development and are familiar with thinking about their pupils in terms of the wellbeing indicators, (safe, healthy, achieving, nurtured, active, respected, responsible, included).

These indicators help us in our identification of learners' needs in the widest possible sense and from this we focus on specific outcomes for children with a view to improving outcomes for all pupils in our care.

Pastoral / Pupil Support Co-ordinator for your child's stage:

- **Primary 1, 2 and 3:** Emma Craig, PT
- **Primary 4 and 5:** Deborah Hamill, PT
- **Primary 6 and 7:** Linzi Stark, PT
- **All Stage 3 and 4 learners:** Matthew Ramsey, DHT
- **All Care Experienced or Child Protection learners:** Aileen Mellor, HT
- **Whole School Responsibility:** Aileen Mellor, HT

Transitions

Transitions are the moves children and young people make from home to an early learning and childcare (ELC) setting, from there to primary, from stage to stage, from primary to secondary to further education and beyond. Transitions and changes are part of everyone's life. The vast majority of children look forward to moving on. However, transitions can be challenging and support from staff and parents can help transitions go more smoothly.

There may be times when a pupil may benefit from an 'enhanced transition'. This is when a special plan is put in place in consultation with the child and parent/carer for additional visits to the new class or school. This often alleviates any anxieties a child may have.

We have procedures in school in place to support children's transition from nursery to primary one, stage to stage and from primary seven to high school. At each stage we involve and inform parents. You will be kept informed of transition arrangements and what you can do to support your child. Where children have additional support needs we work closely with families and professionals to support the transition.

It helps children and young people at all transitions if parents:

- Talk with them about what is going to happen
- Encourage them to ask questions
- Encourage them to talk about any concerns they may have
- Listen carefully to their concerns and consider sharing them with other relevant people
- Help them to become familiar with the new school or setting and what will be expected of them

Nursery Class Provision

For more information about Early Learning and Childcare (Nursery) provision, please refer to the Clackmannanshire Council website at <https://www.clacks.gov.uk/learning/nurseryenrolment/>

Transition from Nursery to Primary

Before leaving nursery, a transition plan will be agreed between nursery and school for all children. This ensures a smooth transition and continuity of education for the child transferring to primary. Nurseries and primary schools have a variety of systems in place which support the transition process for children.

Primary School Admissions

For further information on Primary School Admissions and Enrolment, please refer to the Clackmannanshire Council website at <https://www.clacks.gov.uk/learning/schoolenrolment/>

Primary to Secondary Transfer

Visits to secondary schools are organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers as well as to experience some learning in the secondary school setting. Most secondary schools have an open evening where parents can find out information about which subjects will be taught in S1, uniform policy, lunchtime arrangements, school clubs, etc.

If you wish your child to attend a secondary school other than the catchment secondary school for your home address, you will be required to make a Placement Request as detailed in the Placement Request section of the website - <https://www.clacks.gov.uk/learning/placementrequests/>.

Parents of children who are planning to change from denominational to non-denominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.

Catchment Secondary School

As part of their Transition Programme, P7 pupils will attend Lornshill and meet the children from the other schools in the cluster and start to form relationships.

At the end of P7 pupils normally transfer to:
Lornshill Academy
Tullibody Road
Alloa
FK10 2ES
01259 452333

Placement Requests

As a parent, you have the right to make a Placement Request for your child(ren) to be educated in a school other than the local school.

For further details of Placement Requests - see Clackmannanshire Council website - <https://www.clacks.gov.uk/learning/placementrequests/>

Mid Session Transfers

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

Transport for Placement Requests

If a Placing Request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.

Raising Attainment

Monitoring performance and using the resulting information to secure improvement is an important part of the work of head teachers, school staff and officers within Education Services. Head Teachers regularly track pupils' progress and achievements ensuring progress is maintained and identifying effective supports as required.

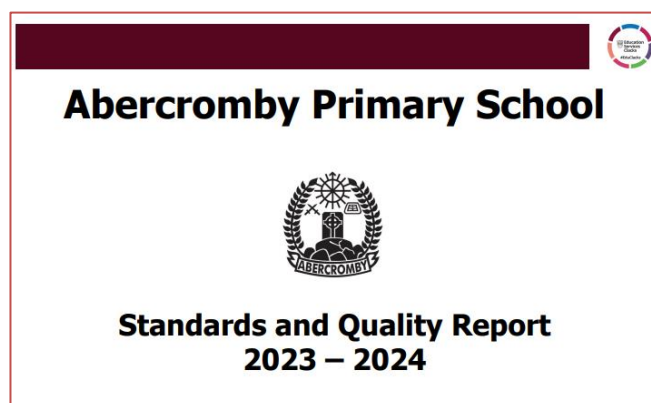
Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's major achievements.

For more information, please check our website-

<https://blogs.glowscotland.org.uk/cl/abercrombyprimaryandnursery/our-school/>

<https://blogs.glowscotland.org.uk/cl/public/abercrombyprimaryandnursery/uploads/sites/3239/2024/09/02115900/Abercromby-PS-Standards-Quality-Report-2023-2024-FINAL.pdf>



School Improvement Plan

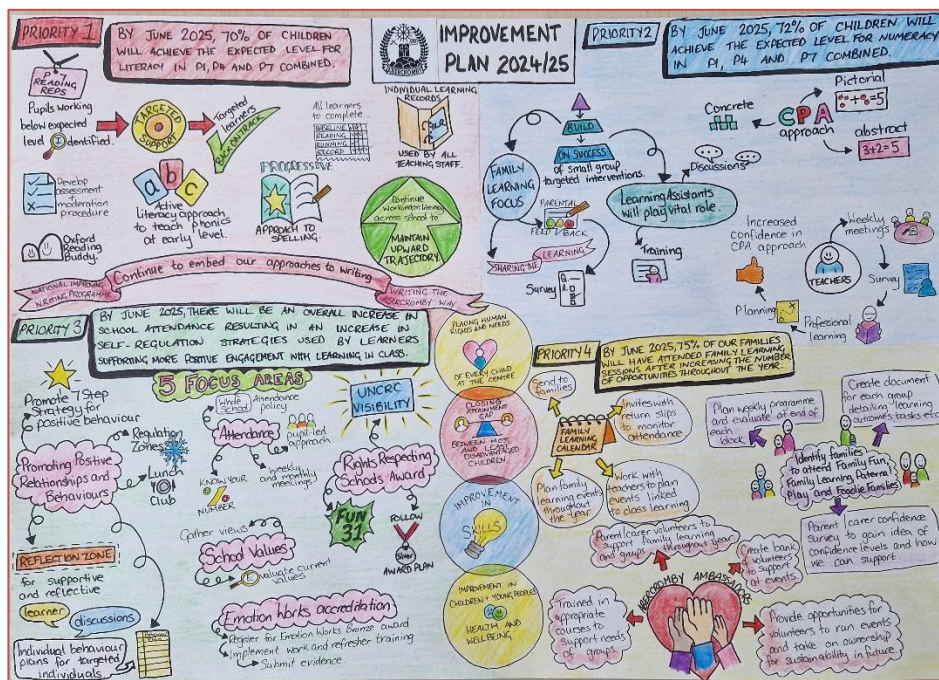
Every school has an Improvement Plan, (IP) which sets out their priorities and targets for the year. Each year the IP is audited against set performance criteria to check that targets have been met and to determine the way forward for the school.

The school promotes a collective vision for development, and improvement is shared and understood by all members of the school community. We use a variety of methods to collect information about our school and use this to inform our actions and next steps in our Improvement Plan.

A copy is available on the school website.

<https://blogs.glowscotland.org.uk/cl/public/abercrombyprimaryandnursery/uploads/sites/3239/2024/09/02115913/Abercromby-PS-Improvement-Plan-2024-2025-Shortened-version.pdf>

We also have developed an infographic of our plans (see below) and we hope to do this every year with our changing priorities.



Pupil Equity Fund (PEF) Plans

Pupil Equity Funding is allocated directly to schools to close the poverty related attainment gap. Schools in Scotland have been allocated funding for pupils in P1-S3 known to be eligible for free school meals.

This funding is to be spent at the discretion of Headteachers working in partnership with each other and their local authority. Pupil Equity Funding is being provided as part of the Attainment Scotland Fund which will be invested over the current Parliamentary term to tackle the poverty related attainment gap.

Abercromby Primary School has been allocated PEF Funding. Details of how we spend this money can be found on our PEF plan on our website-

<https://blogs.glowscotland.org.uk/cl/public/abercrombyprimaryandnursery/uploads/sites/3239/2024/09/02115926/Abercromby-PS-Pupil-Equity-Fund-2024-2025.pdf>

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

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

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

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 about pupils in schools collected by Scottish Government through statistical surveys is used only for the statistical and research purposes for which it is collected.

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 (<http://www.gov.scot/Topics/Statistics/ScotXed>). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also to academic institutions and organisations to carry out additional research and statistical analysis which helps inform policy development and contributes to improving outcomes for Scotland's people. In order to carry out this research to support better decisions, policy making and practice, data may be linked to information from other sources.

Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with our data policy and the National Data Linkage Guiding Principles. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at mick.wilson@scotland.gsi.gov.uk or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.

Websites

You may find the following websites useful.

- <http://www.parentzonescotland.gov.uk> - parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.
- Parent Club Scotland: The Scottish Government's advice and support service to parents, carers and families. Wide range of advice, hints and tips on social distancing, health information as well as learning at home. www.parentclub.scot/
- Parenting Across Scotland: General parenting advice and support on a range of issues, [https:// www.parentingacrossscotland.org/](https://www.parentingacrossscotland.org/)
- www.hmie.gov.uk - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <http://www.scottishschoolsonline.gov.uk> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.
- <https://www.clacks.gov.uk/learning/> Clackmannanshire Council's website – education pages
- <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <http://www.respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- Scotland Learns: Education Scotland has set up a new website with ideas, hints and tips for parents and carers to support learning at home - <https://education.gov.scot/improvement/scotland-learns/> - a parent newsletter will be issued every week with new ideas.
- National Parent Forum of Scotland (NPFS) Educational Resources: A list of resources updated regularly for ideas and activities for learning at home. <https://www.npfs.org.uk/2020/03/19/schoolclosures-educational-resources-for-parents-and-families/>
- UNCRC: The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights. <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/#:~:text=The%20UN%20Convention%20on>

Glossary –

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLD – Community Learning and Development

DHT - Depute Headteacher

EMA – Education Maintenance Allowance

ELC - Early Learning and Childcare

SMT- Senior Management Team

FOI – Freedom of Information

FVNHS - Forth Valley National Health Service

GIRFEC – Getting it Right for Every Child

Glow - Scottish Schools National Intranet (Glow doesn't stand for anything)

HT - Headteacher

LIPs - Local Improvement Priorities

NIF - National Improvement Framework (for Education)

NPFS - National Parent Forum of Scotland

PC - Parent Council

PEF - Pupil Equity Funding

PLPs - Personal Learning Plans (personal learning planning)

PT - Principal Teacher

PTA/PA - Parent/Teacher Association/Parents Association

SEEMiS - Management Information Systems (SEEMiS is the pupil database)

SIP - School Improvement Plan

SPTC - Scottish Parent Teacher Council (now called Connect)

SQA – Scottish Qualifications Authority

UNCRC – United Nations Convention on Rights of a Child