

**St. Cadoc's Primary
School Handbook
2019 - 2020**



Contents -	1-2
A Charter for Catholic Schools in Scotland -	3
Welcome from the Head Teacher -	4
Prayer to St. Cadoc -	4
Our Patron -	5
Section 1 – General School Information -	6
Contact Information -	7
School Admission Arrangements –	8
Placing Requests	8-9
School Uniform (Dressing for Excellence) -	9-10
Pupil Belongings and Valuables -	10
Supervision of Playground -	11
Indoor Intervals -	11
Parking -	11
School Transport -	11
Pick Up Points -	12
School Office -	12
Making Payments -	12
School Meals -	13
Emergency Closures and Adverse Weather -	13
Pupil Attendance and Absence -	14
Medical and Health Care -	15
Section 2 – Curriculum and Assessment -	16
School Ethos, Values and Aims -	17
Positive Behaviour Management -	18-19
Community Unity -	19
Community Involvement -	20
Celebrating Achievement -	20
Pupil Committees -	21
Curriculum for Excellence -	22-30

Extra-Curricular Activities –	30
Homework -	30
Assessment, Profiling and Reporting -	31 - 33
Section 3 – Parental Involvement, Pupil Welfare and Support -	34
Parental Involvement & Engagement -	35
The Parent Council and Parent and Staff Association-	36
Communication -	37
Transitions -	37-38
Child Protection -	39
Support for Pupils -	40-41
Concerns and Complaints -	42
Section 4 – School Improvement and Data Protection -	43
School Improvement Plan -	44
Standards and Quality Report -	45
Privacy Notice -	46-48
Equal Opportunities and Social Justice -	49
Section 5 – Annual Updates -	50
Staff List -	51-52
Class Size Maxima -	53-54
Annual Holiday Calendar 2019-20	55-57

A CHARTER for CATHOLIC SCHOOLS in SCOTLAND

The mission of the Catholic school is to develop as a community of faith through the promotion of Gospel values, through celebration and worship, and through service to the common good. All Catholic schools in Scotland, in honouring Jesus Christ as the Way, the Truth and the Life, will feature the following characteristics:

- a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children
- an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God
- a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents
- a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes
- the provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life
- a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church
- a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all
- a commitment to ecumenical action and the unity of Christians
- the promotion of respect for different beliefs and cultures and for inter-faith dialogue
- a commitment to support the continuing professional and spiritual development of staff

All staff appointed to a Catholic school are expected to support and promote the aims, mission, values and ethos of the school, as illustrated in this Charter.



Welcome to St. Cadoc's Primary

Dear Parents/Carers,

We warmly welcome you to our school and hope you find this handbook interesting and informative. Parental interest is always welcome so please do not hesitate to contact me should you wish to visit the school, enquire about your child's progress, or discuss any other matter.

In St. Cadoc's Primary, we aim to provide the highest quality of education for the young people in our care, so that they are encouraged to achieve their full potential while ensuring that the Gospel values of love, trust and concern for others are realised.

We look forward to working in partnership with you and your child in the years ahead and hope you enjoy being part of our flourishing school community.

Yours sincerely

Maria McBride
Head Teacher



Prayer to St. Cadoc

God Our Father.

**Please give us Your guidance in our daily lives,
So we can live a life more like Cadoc.**

Help us to follow his example;

To always try our best in all we do,

**To be kind, caring and thoughtful to others,
And always generous, respectful and loving.**

Guide us through our journey of faith,

So we can Shine Your Light in all we do.

This school is named in honour of Cadoc.

**We ask you Father, for the grace to be inspired
by his actions to work hard and love one another.**

Amen

Our Patron

St Cadoc lived from approximately 500 – 580 A.D. and began his missionary activity in Wales. He built a great Abbey at Llanancarvan near Cardiff in Glamorganshire and became its first Abbot.

Extending his missionary activity to Scotland, St Cadoc built a monastery at Cambuslang and spread the Word of God through Perthshire and Angus. He was martyred by the Saxons in 580 A.D.

His feast day is January 24th. On this special occasion, Mass is celebrated by the whole school and activities are organised to make this a memorable day.



Section 1

General School Information

Contact Information

School Name:	St. Cadoc's Primary School
Address:	Crookfur Road Newton Mearns Glasgow G77 6TT
Telephone Number:	0141 570 7340
Email:	headteacher@st-cadocs.e-renfrew.sch.uk
Website:	https://blogs.glowscotland.org.uk/er/StCadocs/
Head Teacher:	Maria McBride
Denominational Status:	Roman Catholic
Coeducational Status:	The school is co-educational
Cluster Secondary:	St. Ninian's High School
Stages Covered:	P1 to P7
Current Roll:	632

Parents should note that the working capacity of the school may vary dependant on the number of pupils at each stage and the way in which the classes are organised. When the Head Teacher deems it necessary to form composite classes, the parents will be informed.

Important Address

Mrs Mhairi Shaw
Director of Education
East Renfrewshire Council
211 Main Street
Barrhead
Glasgow
G78 1SY

Telephone: 0141 577 3000

School Website

The school website is updated regularly. Monthly newsletter and important reminders and information are posted on a regular basis. We also use text messaging and email as a means of communication with parents. If you would like further information about the school, please do not hesitate to contact us.

<https://blogs.glowscotland.org.uk/er/StCadocs/>

headteacher@st-cadocs.e-renfrew.sch.uk

School Admission Arrangements

In East Renfrewshire, 'Application for Education' takes place in January each year. Instructions are given in the press and advertised locally in nurseries, playgroups and church bulletins. Children resident in the catchment area, whose fifth birthday falls between the 1st March that year and the last day of February the following year, will be registered.

Before a child enrolls in St Cadoc's Primary School, the Education Department will seek documentary evidence to validate a child's entitlement to a catchment place at the school. If appropriate evidence is not submitted the Education Department will withdraw the offer of a place. Documentary evidence can be submitted to the Education Department via the school office. Further detail on required documentary evidence and change of circumstances is available in the Education Department's school admission policy which is accessible on the Council's website via the web address below:

<http://www.eastrenfrewshire.gov.uk/CHttpHandler.ashx?id=19102&p=0>

When a child who was enrolled in the school as a catchment pupil ceases to reside within the St Cadoc's Primary delineated catchment area and his/her parents wish the child to continue to attend the school, the parent must submit a placing request to remain. Where it is found that a child is no longer entitled to a catchment place in St Cadoc's Primary since they no longer reside in a property in the delineated catchment area associated with the school, and a placing request to remain has not been submitted and approved, the Council may seek to exclude that child from the school.

A child's parents(s)/carer(s) is/are responsible for providing the Education Department with full and correct information about their child(ren) and any changes to that information which may affect their status as a catchment child. In the event that parent(s)/carer(s) fail to do this, the Education Department will view this as a refusal to comply with the rules and regulations of the school; this lack of cooperation will result in the Council seeking to exclude the child(ren) from St Cadoc's Primary School.

If information that is submitted is found to be fraudulent the Council may pass the matter to the Procurator Fiscal's Office. The Council will use all means available to it in order to investigate suspicions or allegations of fraud, including but not limited to, surveillance in cases where it is necessary and proportionate to do so.

Placing Requests

Most school children attend their local primary or secondary school, but parents can choose to apply for a place for their son or daughter in another school. If you are interested in making a placing request for a school in East Renfrewshire and want to find out more, visit the council website for more information on how placing requests are decided.

If you are interested in finding out specific information about a school, you should contact the school directly or visit the East Renfrewshire Council website. If you want to make a placing request for your son or daughter for the school session beginning in August 2018 you must apply online via the ERC website before 31 January 2018.

East Renfrewshire Education Department does not provide transport for those children in receipt of a placing request other than in exceptional circumstances. In the case of under-age placing requests, if the child is offered a place in his/her catchment area school, transport will be provided in accordance with council policy.

School Uniform (Dressing for Excellence)

East Renfrewshire's Education Department expects and strongly encourages its schools to have a high standard of uniform in line with the 'Dressing for Excellence.' This policy was approved by the Education Committee and was formulated following discussions with Head Teachers and Parent Council Chairpersons.

It is recognised that having a high standard of uniform in schools can:

- contribute to school security and personal safety
- instil pride in the school and contribute to its values
- promote a positive and professional work ethic
- help children to see schools as places of learning
- support positive behaviour and discipline
- encourage identity with, and support for, school ethos
- promote equality of opportunity and social justice
- protect children from social pressures to dress in particular, fashionable or expensive way
- nurture cohesion and promote good relations between different groups of pupils
- foster a spirit of partnership among children and staff, between home and school, and between community and school

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

- fail to identify children as pupils of their school
- potentially cause faction (such as football colours)
- could cause offence (such as anti-religious symbolism or political slogans)
- could cause health and safety difficulties, such as earrings
- could cause damage to the fabric of the building e.g. flooring
- could be used to inflict damage on other children
- carry advertising, particularly for alcohol or tobacco
- present a security issue for the school if the item(s) is valuable

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

Blazers are encouraged to be worn always however, waterproof jackets may also be worn when required. When the weather is unpredictable or there is a light drizzle, your child may be outside so please make sure he/she is equipped with outdoor clothing.

We ask children and parents to keep to the basic, agreed elements of our uniform:

Uniform
Black Blazer
Grey Trousers/Grey Skirt
White Shirt
School Tie
Grey V-Neck Jumper (<i>Optional red/white trim</i>)
Grey or Red Cardigan
Red Polo Shirt (<i>P1 – P3 only on PE days</i>)
Grey Sweatshirt (<i>P1 – P3 only on PE days</i>)
Black Waterproof Jacket
Black Shoes (Not trainers)
From P4-7 a white shirt and school tie should be worn every day. P1-3 may wear the red polo shirt on P.E. days only .
To reflect these standards of dress, we ask children to keep school shirts buttoned and tucked in, to wear ties knotted to the neck and to wear skirts of an acceptable, modest length.
P.E. KIT
Black shorts/joggers, red polo shirt and black gym shoes/plimsolls (Indoor)
Black joggers, red polo shirt, black hooded jumper and trainers (Outdoor)
Waterproof jackets, polo shirts, sweatshirts and outdoor P.E. kit can be purchased from the office at various times throughout the session.
PLEASE LABEL ALL ITEMS OF YOUR CHILD'S CLOTHING.

Pupil Belongings and Valuables

Parents are asked to assist in this area by ensuring that valuable items such as jewellery, mobile phones, iPods etc. are not brought into school. However, there are planned opportunities for children to bring their own digital device as part of their learning. This will be communicated by the teacher prior to the lesson and parental permission is required.

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

Supervision of Playground

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

There is adult supervision in the playground from 8.40 am, in the event of extreme weather this supervision is moved inside and children are allowed indoors. Please note that children are not allowed into the school until the supervision is in place.

Indoor Intervals

From time to time a decision is made for children to have their break indoors. As teachers, will also be having their break at the same time, supervision will be provided by support staff and the Senior Leadership Team. We therefore require, in the interests of safety, the highest standards of behaviour.

Parking

The school has limited parking space and encourages parents, where possible, to walk with their children to school. Community Safety Officers and police patrol the area at times to ensure there is no illegal parking or acts which can lead to safety risks for the children.

School Transport

The Education Authority has a policy of providing free transport to all primary pupils who live more than two miles from their local primary school by the recognised shortest walking route. Parents who consider that they are eligible should obtain an application form from the school or Education Department Offices, Main Street, Barrhead (0141 577 3258/3279). These forms should be completed and returned before the end of February for those children beginning school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year, but may be subject to delay while arrangements are made.

Where there are vacant seats on a dedicated school vehicle, these can be offered as privileged places to children not eligible for free transport. There is a charge for this and full details and an application form can be obtained from the Education Department Offices. These places are normally allocated in September, once it has been established if there any seats available. Should there be more applications than places available a ballot will take place.

In the interests of safety, parents are asked to inform the Class Teacher or School Office by phone or in writing if a child is **not** travelling home on the bus on a particular day. Please help us to keep your children safe.

Pick Up Points

Where free transport is provided, it may be necessary to walk a certain distance from home to the pick-up point and from the drop-off point to the school in any one direction. This distance will not exceed the authority's limits. It is a parent's responsibility to ensure their child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in your child losing the right to free transport. Children are normally transported to and from school to allow arrival before 08.55 and return after 15.30.

School Transport: www.eastrenfrewshire.gov.uk/index.aspx?articleid=1810

School Office

The school office is open daily from 08:30 to 16:00. The school building is fitted with a secured entry system. All visitors should press the buzzer for the school office at the main entrance, where you will be directed appropriately. Entrance to the school is restricted to the main front doors. No parent should enter the school via the side doors.

If you wish to speak to any member of staff you must:

- report to the school office
- sign in
- wear a visitor's pass at all times
- sign out before leaving

Making Payments



The introduction of 'ParentPay' means that the school does not accept any cash or cheques for clubs, trips or lunches. Only online payments are accepted via the school or Council website. For further information see the link below.

<https://www.parentpay.com/>

When making a purchase for lunch or tuck the child uses their 4 digit pin number to access the credit which their parent has preloaded through ParentPay.

School Meals

We provide a free meal to every P1-3 child. Copies of the P1 -P7 menu and Halal menus are available on our school website and ERC's website:

<https://www.eastrenfrewshire.gov.uk/article/8930/Primary-1-to-7-lunch-menu>

The choices available are:

Cold Lunch

- Soup
- Sandwiches or baguette
- Choice of dessert e.g. Fruit salad, ice cream, yoghurt and dessert of the day
- Drink (water, milk, fresh orange juice and fresh apple juice)

Hot Lunch

- Soup
- Choice of 2/3 main meals including daily vegetarian and halal option
- Drink (water, milk, fresh orange juice and fresh apple juice)
- Choice of dessert e.g. ice cream, yoghurt and dessert of the day
- All meals include salad (e.g. lettuce, tomato, cucumber, peppers and baby corn) on an 'as much as you like' basis
- Fruit platters are available daily (e.g. apples, oranges and pears)

Facilities are available for children who require special diets and for those who wish to have packed lunches.

Free Meals and Clothing Grants

You can apply if your child attends an East Renfrewshire Primary or Secondary school and you receive a qualifying benefit.

<http://www.eastrenfrewshire.gov.uk/freeschoolmeals>

Emergency Closures and Adverse Weather

We make every effort to maintain a full educational service, but on some occasions, circumstances arise which lead to disruption. Schools may be affected by severe weather, temporary interruptions to transport or power failures. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall provide information using school and authority websites, text messages, letters, Twitter, announcements in local churches, the press or on local radio. Further information on procedures for emergency closure of schools and establishments can be obtained from the following link:

<http://intranet.erc.insider/CHttpHandler.ashx?id=4193&p=0>

Pupil Attendance and Absence

East Renfrewshire has a clear policy on attendance which is detailed below:

Section 30 of the 1980 Education Act lays a duty on every parent of a child of school age to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon. Regulation 7 of the Education (School and Placing Information) (Scotland) Amendment etc. Regulations 1993 requires each child's absence to be recorded in the school register in four different ways:

- as authorised: i.e. approved by the Authority and this includes sickness, religious observance, bereavement etc.
- as extended leave with parental consent: i.e. when a family moves abroad for a short time
- as unauthorised: i.e. unexplained by the parent (truancy) or most family holidays during term time
- as temporarily excluded from school

Every effort should be made to avoid family holidays during term time. If you have a question about the categorisation of attendance or absence please contact the school office.

Parents are asked to inform the school by telephone, text (Groupcall) or e-mail if their child is absent, unless prior notification was given to their teacher for an absence known in advance. Please note the **07860051530 used when texting is not the school phone number.**

If by 09.15 we find that children have not turned up at school and there has been no prior communication from home, we will endeavour to phone parents or emergency contacts. In order that we do not have to telephone unnecessarily, please assist us by:

- ensuring that absences are reported to the school office before 09:00 a.m. on the first day of the absence
- indicating the estimated length of non-attendance
- making sure that children arrive at school on time
- informing us of changes in mobile phone numbers or land lines

Parents should still give their child a note on his/her return to school, confirming the reason for absence. Family holidays during term time disrupt the child's education and reduce learning time. Where this is unavoidable, parents should inform the school in writing before the absence. Holiday absence during term time will usually be categorised as unauthorised.

The school will monitor attendance on a monthly basis and if concerned about any individual will contact parents. For more information on East Renfrewshire Attendance at School Policy see link below:

<https://glowscotland.sharepoint.com/sites/EastRenfrewshireCouncil/StaffSection/standardcirculares/Standard%20Circulars/SC%205%20Revised.pdf>

Medical and Health Care

Minor Accidents

If a child has a minor accident, e.g. bumped head, bleeding nose, they will be treated by the school staff and a letter detailing the injury will be completed and sent home with the child. In the event of a child taking ill at school, the home/emergency named contact is informed so the child can be collected from school.

Serious Accidents or Illness

Parents or emergency contacts are notified immediately. The Importance of having an up to date emergency contact cannot be overemphasised. In the case of serious accidents requiring immediate medical attention the child will be transported to hospital while the parent is contacted and asked to meet the child and teacher there.

Health Appraisals

All Primary 1 children have a height and weight screening carried out by the school nurse. Primary 7 children have a vision acuity screening and a health interview. All screening takes place after signed consent from the parent or guardian.

Routine Dental Inspection

Each year Primary 1 children have a dental inspection. A letter is issued to parents prior to the examination for consent and parents are informed whether or not any further treatment is required.

Reducing the Risk of Transmission of Infection

Children who have an infectious disease should not be at school or nursery. They should only return after the risk of spreading infection to others has passed. It should be noted that certain infections, if caught by a pregnant member of staff or parent, can pose a danger to her unborn baby. You are therefore asked to notify the school office if your child has one of the following infections:

- German Measles (Rubella)
- Chickenpox
- Slapped Cheek (Parvovirus)
- Measles
- Shingles

Section 2

Curriculum and Assessment

Positive Behaviour Management

It is important that we create a community in the school where you know that your child will be safe and happy. School discipline is necessary to ensure a calm and orderly environment where effective learning and teaching can take place.

The relationship between children and teachers is similar to that between a child and their parents, requiring mutual trust, respect and consideration. Most cases of indiscipline can be rectified by a quiet word from the class teacher or a member of the Senior Leadership Team.

We have a positive approach to discipline by encouraging and rewarding good behaviour. As part of our nurturing school ethos; we promote a restorative and solution orientated approach. This involves the children identifying what went wrong and how to move forward from the incident. In particular, they take into consideration how the other person is feeling.

If there are concerns about a child's behaviour, school staff will discuss the matter with parents so that together we can decide what steps to take in order to work out a solution, this usually proves effective. Children who persistently misbehave may lose some privileges until their behaviour improves. If appropriate, a child may receive a daily behaviour chart to be signed by parent and teacher.

Further unacceptable behaviour, despite parental co-operation, or very serious misdemeanours, may result in an exclusion from school. This will only be done in consultation with parents who would then be asked for written assurance that their child will improve their behaviour on his/her return.

For more information, please see our Promoting Positive Behaviour Parent and Carer Leaflet which can be accessed via the link below:

<https://blogs.glowscotland.org.uk/er/StCadocs/information/policies-and-parental-leaflets/>

School Rules

The positive ethos of our school is maintained by all members of our school community by following our school rules:

- We are ready to learn and to try our best
- We look after our school and keep it clean and tidy
- We are caring and think of others feelings
- We use kind hands and kind words
- We are polite and helpful
- We listen to each other
- We take responsibility for our actions
- We always tell the truth
- We 'Dress for Excellence'
- We walk through our school in a safe and silent way

Cadoc's Wood House System

The house system is called Cadoc's Wood after the forest area next to the school.

There are five houses:

- **Otter**
- **Fox**
- **Squirrel**
- **Dipper**
- **Heron**



The house system helps us to celebrate success and improve behaviour in our school.

We ask **Saint Cadoc**, our patron saint, to provide us with guidance in our daily lives and through our journey of faith, so we can 'Shine God's Light' in all we do.

Points can be earned based on the Gospel Values and the principles of the United Nations Convention of the Rights of the child, as outlined in our vision, values and aims (school rules).



The House with the highest number of points is awarded the House Cup which will be displayed in the school foyer and a 'treat' will be provided.

Anti-Bullying

Schools have a responsibility to act effectively and promptly when dealing with bullying behaviour. Here in St. Cadoc's, we have an anti-bullying behaviour policy. A parent and carer leaflet can be accessed from the school website via the link below:

<https://blogs.glowscotland.org.uk/er/StCadocs/information/policies-and-parental-leaflets/>

Community Unity

The aim of our Community Unity project is to create opportunities for the children, staff and parents of St. Cadoc's, Isobel Mair and Crookfur schools to work together. Through this project, we hope to bring all our children closer through strengthening friendships. Staff from each of the establishments meet every year and plan an annual programme of workshops and events. During these experiences, the children are given time to learn and work together. Overall, we aim to promote an ethos of equality, diversity and inclusion in our schools and our community.

Community Involvement

Children participate in a variety of activities in East Renfrewshire and beyond. These include:

- fund raising for various charities throughout the year
- educational visits to museums, historical sites etc.
- visits from the Campus Cop who raises awareness of a variety of topics through our assembly programme
- visits from community members such as traffic wardens and dentists who present to the children
- visits from parents who present to classes throughout the school during our annual World of Work Week
- primary 7 debates at Council Chambers
- primary 7 residential visit to an outdoor centre
- participation in Mass at St. Cadoc's Church
- community unity events
- working in partnership with the local Baptist Church
- library visits
- visits to the local shops

Celebrating Achievement

Gaining recognition for achievements can increase a child's confidence, raise their aspirations, improve their motivation for learning and keep them engaged in education.

We are committed to recognising and celebrating achievement. This can include being a member of a club, volunteering to help with a charity or receiving a certificate or medal. Children are encouraged to share their achievements which will feature at weekly assemblies through Head Teacher awards, class achievement awards and good news stories. We also recognise achievement through class blogs and twitter.

Class teachers record children's achievements as part of our tracking programme.

Parents and carers receive regular information about their children's strengths, progress and achievements through, E-portfolios, achievement bricks, parents' evenings and homework diaries.



Pupil Parliament

We encourage our children to be effective global citizens who recognise their responsibilities towards each other and the wider world. Our aim is that our children will be able to take their place in the world and contribute to it confidently, successfully and effectively. To achieve this, we encourage children to share their opinions and take on leadership opportunities within the school. Each year the children can apply to sit on one of the many committees who meet regularly throughout the year.

Children in St. Cadoc's have a say in school decision making through their Pupil Parliament. Representatives meet regularly with a teacher to discuss issues raised by their classmates and express ideas and opinions. Each meeting has an agenda and minutes are taken. Pupil Parliament representatives are responsible for reporting back to classmates after each meeting. Representatives from the Pupil Parliament meet bi-annually with the Director of Education to discuss progress.

There are established sub-committees within the Pupil Parliament. These include:

Eco Committee

The Eco Committee meets regularly to discuss environmental matters and ways to improve the school, its grounds and our energy consumption. Throughout the last few years, the Eco Committee has been very successful in tackling environmental issues in learning and around the school building itself. Thus, our green flag status was renewed in August 2018.

Fair Trade Committee

As a Fair-Trade school, we believe that learning about Fair Trade is an extremely powerful way for children to find out about what goes on in the world. Through learning about Fair Trade, the children can contribute to making the world a fairer place and be a part of something that's happening all over the country and around the world. We achieved 'Fairachiever' status in August 2018.

Pastoral Committee

In St Cadoc's Primary, we are keen to find out more about other cultures around the world and seek opportunities to help those less fortunate than ourselves. The Pastoral Committee choose to support several charities throughout the year and organise awareness campaigns and fundraising events.

Curriculum for Excellence

In St. Cadoc's, we embrace *Curriculum for Excellence* and focus on children's experiences to ensure they receive the best possible educational outcomes. A rigorous system of monitoring and evaluation is in place to make sure that our programmes of study and resources are appropriate and that effective learning is taking place. Our curriculum is supported by clear planning, active methodology and continuous professional development for staff. We strive to ensure that the education we provide is deep, challenging and relevant and that there is an element of choice and responsibility for learners. To ensure continuity, we aim to make transitions as seamless as possible from Nursery to Primary, between stages in school and at the Primary/Secondary interface.

As well as improving the quality of learning, attainment and achievement for children, there is a focus on ensuring that they experience success in all areas relevant to growing, living and working in the modern world. Within St Cadoc's, we emphasise children's achievement as well as attainment. Through *Curriculum for Excellence*, children enjoy greater choice and opportunity to help them realise their potential.

Learning and Teaching in Primary 1

"P1 children should not dive into formal literacy but learn through play and creativity e.g. stories, song, rhymes, music, visual arts, role play, all of which develop the speaking and listening skills upon which literacy is based. We are of the opinion that teachers should deliver a curriculum that meets the needs of their children providing appropriate support and challenge as required. We should hold dear the sorts of practice that we know work well, and that are appropriate for children's individual needs and the importance of children learning through play."

Graeme Logan - Interim HM Chief Inspector of Education in Scotland

Our approaches across the school, particularly in Primary 1, have changed over the last few years. These changes are based on national and international research on how children learn best and are replicated in the best schools across Scotland. All Primary 1 teachers in East Renfrewshire have or are currently attending training in association with Strathclyde University to ensure the changes we have made are supported by specialists in early learning.

"In play, no one gives boundaries to the learning, so children explore at the very edges of their own experience, reasoning and imagination." Julie Fisher 2010

How will my child learn in primary 1?

Our learning and teaching can be split into three main approaches: ***teacher led***, ***teacher initiated*** and ***child led***.

During ***teacher led*** learning children will:

- be directly and constantly engaged in learning experiences with the teacher

- begin to form natural ability groupings where children will be engaged in learning experiences with the teacher at their own level
- at times be taught altogether as a whole class by the teacher

During ***teacher initiated*** learning children will:

- be involved in learning experiences set up by the teacher with a specific focus
- participate in experiences independently with the teacher or another adult observing learning and tracking progress when appropriate
- actively engage in open-ended, flexible experiences
- take part in tasks and experiences that will develop as their ability progresses

During ***child led*** learning children will:

- select resources and materials which interest them
- be involved in experiences to develop their natural curiosity, knowledge and understanding

Why does a Primary 1 class look more like a nursery?

It is important for children to learn in an environment which meets their needs. Across the school we have looked at learning spaces within and beyond classrooms to ensure we are meeting the needs of all learners. Our classrooms and learning spaces are flexible to accommodate the children's changing interests, needs and abilities with a strong focus on literacy and numeracy.

A typical Primary 1 classroom can include:

- specific areas such as a writing table and library
- a dedicated teaching table for ***teacher led*** experiences with groups or individuals
- areas for ***teacher initiated*** learning where children practice, consolidate and extend their learning
- areas such as construction, home corner, sand/water, small world to support ***child led*** learning
- use of outdoor spaces

What is Active Learning?

We often talk about *Active Learning* approaches across the school. Active learning is learning which engages and challenges children's thinking using real life and imaginary situations. It can include:

- planned, purposeful play
- investigation and exploration
- events and real life experiences
- focussed learning and teaching

Below we have provided information on the eight individual areas of the curriculum for pupils from Primary 1 – Primary 7.

Numeracy and Mathematics

Mathematics is important in our everyday life, allowing us to make sense of the world around us. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risks and make informed decisions.

Teachers use a variety of methodologies to develop sound mathematical knowledge and skills. The development of mental maths skills is a priority. We provide a carefully structured and balanced maths programme which includes:

- Number
- Money
- Measurement
- Shape, position and movement
- Information Handling
- Problem solving and enquiry

The emphasis is on practical work and active learning provides an opportunity for children to use their mathematical skills in everyday situations.

We are committed to ensuring that children develop high levels of numeracy skills through their learning across the curriculum. Being numerate helps us to function responsibly in everyday life and contribute effectively to society. It increases our opportunities within the world of work and establishes foundations which can be built upon through lifelong learning.

Religious Education

The Religious Education programme for Catholic schools in Scotland is based on 'This is Our Faith.' The main aim of Religious Education in our school is to teach the Catholic Faith to the children in a way that is appropriate to their age and circumstances. Through this teaching we aim to help the children:

- develop their knowledge and deepen their understanding of the Catholic faith
- investigate and understand the relevance of the Catholic faith to questions about truth and the meaning of life
- highlight, develop and foster the values, attitudes and practices which are compatible with a positive response to the invitation to faith
- develop the skills of reflection, discernment, critical thinking, and deciding how to act in accordance with an informed conscience when making moral decisions
- nurture their prayer life as an individual and as part of the school community
- understand and appreciate significant aspects of other Christian traditions and major world religions

- make a positive difference to themselves and the world by putting their beliefs and values into action.

The staff nurture prayer life as part of the life of the entire school community. It is a privilege and duty of the school to promote the religious education of its members since our Religion is essentially a way of life and not merely a subject to be studied.

The celebration of Mass is a very important part of our religious programme. During the school session, Euan Paton supports our children on their faith journey by the regular celebration of Mass in the school and in St. Cadoc's Church.

Primary 4 children receive the Sacraments of Reconciliation and Eucharist and children in Primary 7 receive the Sacrament of Confirmation. Preparation for these Sacraments takes place in partnership with parents and the parish.

Each year retreats are arranged for Primary 4 and Primary 7 where the children can reflect on their Sacramental experiences through prayer and relaxation.

Other World Religions are taught from Primary 3 in line with *This is our Faith*. From Primary 1 we recognise other religious festivals and celebrations, these are highlighted through our citizenship programme.

Parents from ethnic minority and religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements can be considered and the pupil will be noted as an authorised absentee in the register.

God's Loving Plan connects learning in Religious Education to aspects of Health and Wellbeing taught from Primary 1 to Primary 7. Learning is organised under four themes. Dealing with God as the source of all life who is delighted when we use our unique talents (including our bodies) for good, who calls us to be loving people and who guides us to make responsible choices.

Catholicity

SCOTTISH CATHOLIC EDUCATION SERVICE RELIGIOUS OBSERVANCE IN THE CATHOLIC SCHOOL

The Education (Scotland) Act 1980 imposes a statutory duty on local authorities to provide "Religious Observance" in Scottish schools. This is defined in a national R.O. Review Group report published in 2004 as comprising: "community acts which aim to promote the spiritual development of all members of the school's community and express and celebrate the shared values of the school community".

In a letter of guidance issued by the Scottish Government in February 2011, it is acknowledged that Catholic schools take a distinctive approach to the provision of Religious Observance:

Scottish Government Ministers welcome the tradition that, in Roman Catholic denominational schools, Catholic Liturgy will largely shape the nature and frequency of religious observance activities in the classroom and in the wider school community. So, at times, children and young people will be invited to participate in, and sometimes to lead, prayer and reflection in classrooms and at assemblies. At other times, to honour particular occasions or feasts, chaplains will lead school communities in the celebration of Mass and other forms of liturgical celebration. ¹

Catholic schools follow the customs and practices of the Church in order to nourish the spirituality and faith of children and staff. Our Catholic tradition is enriched by ancient rites, prayers and devotions which help young people to become aware of, and show reverence to, the sacred presence of the living God, Father, Son and Holy Spirit. Guided by this tradition, we celebrate various seasons and special feast days to honour God, Mary his Mother and the Saints.

Children are invited to pray with their teachers at times in classrooms and assemblies, as well as in liturgical services. Usually a classroom will display a Crucifix on the wall; in some classrooms and other areas of the school, a sacred space will feature a copy of the Bible and will be decorated with signs and symbols that reflect the changing seasons of the Church Calendar Year i.e., Advent, Christmas, Lent, Easter and Pentecost.

This regular practice of prayer is completed by religious services conducted, sometimes as part of an assembly, to mark special occasions – e.g. the distribution of Ashes on Ash Wednesday, the seasons of Advent or Lent. To mark special Feast Days and Holy Days of Obligation, Holy Mass will be celebrated by the school chaplain, with the school community, in school buildings or in local parishes. Some children, at certain stages, may be able to participate in retreats and pilgrimages to places of special significance within the Catholic tradition.

While Religious Education is governed by a separate Church guidance, it is complemented by Religious Observance practices and, together, these experiences help children to develop their understanding of the Catholic faith, to experience opportunities for spiritual growth and to commit to beliefs, values and actions in a positive response to God's invitation to faith.

In terms of pupil participation in R.O. Scottish Government guidance makes it clear that it makes an important contribution to pupils' development and that it promotes the ethos of a school by bringing the pupils together and creating a sense of community. However, it also makes clear that the parents have the right to withdraw children from participation in religious observance and that this right should always be made known to parents and their wishes respected. The Scottish Government also recognises that:

Where a parent chooses a denominational school for their child's education, they choose to opt in to the school's ethos and practice which is imbued with religious faith and religious observance. In denominational schools, it is therefore more difficult to extricate a

pupil from all experiences which are influenced by the school's faith character.

¹ Curriculum for Excellence – Provision of Religious Observance in Schools, Scottish Government, 17 February 2011

Social Studies

Through Social Studies, children develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. They also develop their understanding of their environment and of how it has been shaped. As they mature, children's experiences will be broadened using Scottish, British, European and wider contexts for learning.

Children will participate in activities incorporating the 3 main organisers:

- people, past events and societies
- people, place and environment
- people in society, economy and business

Social Studies may be approached individually or integrated into carefully managed programmes of topic studies by making connections across and between subject boundaries. Films, books, television, radio, computer programmes, visiting speakers and educational visits can all be used to consolidate the skills and content of this curricular area.

Educational Field Trips and Visits

Field trips and Educational Visits provide children with an opportunity to develop their learning outside the classroom. Each year we organise school outings to enhance learning in a variety of curricular areas. All parents are asked to complete a local area consent form at the start of each year, for trips further afield or trips involving sporting activities, consent forms are issued prior to the trip. Primary 7 children participate in a week long residential trip to an East Renfrewshire approved outdoor centre.

Literacy and English

Using innovative and engaging teaching strategies, we endeavour to develop in each pupil competence, confidence and enjoyment in listening, talking, reading and writing.

Reading is a very complex process involving many skills. Children are taught phonics or 'sounds' and blend these to make words, they are also introduced to common words. Our school develops all of these skills through a number of structured reading schemes including Storyworld and Literacy World. Reciprocal Reading strategies are used to develop higher order thinking and reading skills and provide opportunities for the children to discuss, analyse and evaluate a range of texts. In addition, a variety of resources are used to further develop language skills. Children are encouraged to read a variety of texts for enjoyment which they can access through our school libraries.

In writing, children write for different purposes and for different audiences. Ros Wilson Writing approaches are used to teach imaginative, personal and functional writing skills.

As Listening and Talking permeates the curriculum, there are excellent opportunities for the children to focus on developing these skills. This includes delivering presentations to their class, whole school, visitors and parents.

Literacy is fundamental to all areas of learning as it unlocks access to the wider curriculum. Competence and confidence in Literacy, including competence in grammar, spelling and the spoken word, are essential for progress in all areas of the curriculum. Because of this, teachers provide opportunities across the curriculum for children to explain their thinking, debate their ideas and read and write at a level which will help them to develop their language skills further.

From Primary 1 through to Primary 7 the children are taught French. We use East Renfrewshire materials and 'Linguascope' as our core resources. There is also emphasis placed on using classroom games and interactive methodology to enhance the development of language skills.

Children from P5-7 also have the opportunity to learn about Mandarin language and culture.

Sciences

Science is an important part of our heritage and we use its applications every day in our lives at work, at leisure and in the home. Science and the application of science are central to our economic future and to our health and wellbeing as individuals and as a society.

Through learning in the Sciences, children develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy. Children participate in activities incorporating the key concepts identified:

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science

Technologies

The technologies curriculum relates particularly to contexts that provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work-related activities. These include studying technological development in society to enhance creative and organisational

skills, problem solving and planning. Information Communication Technology (ICT) is an integral part of this curriculum area.

Computers are an important aid to learning and teaching and are used extensively at all stages. We use laptops and also a well-resourced computer suite, where our progressive skills programme is taught. All classes have interactive whiteboards installed. Children have access to classroom computers and a wide range of software is used to introduce and consolidate skills across the curriculum.

ICT is used to deepen learning and share learning experiences in a variety of ways such as E-portfolios, Glow meets and Homework. Children may use flip cams, storyphones, iPods, Nintendo DS devices, cameras, alphasmarts and educational software to facilitate learning.

Safe use of ICT is essential. Children are asked to sign a responsible user agreement to show that they will act in a responsible way when using ICT.

Health and Wellbeing

Curriculum for Excellence has an important role to play in promoting the health and wellbeing of children. It ensures they develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing.

The Health and Wellbeing curriculum encompasses three areas:

- Physical Health - Looking After Myself
- Emotional Health - Relationships
- Social Health - Health & Safety In The Environment

Sexual health within the Catholic school is taught through the God's Loving Plan programme within Religious Education.

As a Health Promoting School we are committed to finding new initiatives and ways to reinforce the importance of active and healthy living. We strive continually to:

- improve the health and well-being of all children, staff and members of the wider community, working in partnership with children, parents, staff and key agencies
- promote fairness and respect for self, others, the community and the environment
- provide children with an appropriate health curriculum and personal and social development programme
- ensure our school is a safe and supportive learning environment for all

Our children participate in two hours of well-planned P.E. each week with a clear focus on rebound games, striking and fielding, gymnastics and possession games. P5-7 children benefit from attending a 6-8 weeks swimming block at Eastwood High School.

Extra-Curricular Activities

There are a variety of extra-curricular activities which take place during lunch times and after school. These are organised by members of staff, senior pupils and our Active Schools Co-ordinator.

Should any parent wish to devote their time to help run an activity or indeed start up a new activity please contact a member of the senior leadership team.

Homework

Our homework policy directs teachers to set work which children can undertake at home in order to encourage good habits and positive attitudes. Homework will generally be provided four nights per week Monday to Thursday, and include aspects of reading, language, mathematics, research in relation to Social Studies and Religious Education. Parents of young children will often be asked to hear reading or help to reinforce and practise new skills recently learned. Homework provides a link with home and school, allows parents to experience the tasks being tackled by the children and instils self-discipline.

We request your support to ensure a high standard of work. Some simple strategies are suggested below:

- try to establish a regular pattern, location and time, away from distractions such as television
- be available to work with your child
- be supportive, praise your child's efforts
- sign homework jotters

Please contact the school if work is causing concern or if, for any reason, your child cannot complete the allocated tasks within a reasonable time frame. Our children work hard in school so the time spent on homework should not be too onerous.

For additional information on the curriculum, please follow the link below:

[https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/What%20is%20Curriculum%20for%20Excellence](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence)

Assessment, Profiling and Reporting

The use of a range of information to monitor and track learners' progress and achievement is a key aspect of raising attainment and achievement.

In St Cadoc's, we strive to ensure that assessment is integral to the teaching and learning process. *Curriculum for Excellence* is based on a model of sustained change which sees schools as co-creators of the curriculum, and whilst we enjoy the flexibility and ownership this offers, we continue to recognise our responsibility in Getting It Right for Every Child (GIRFEC). We have a range of approaches in place to ensure we discuss and monitor pupil progress in order to build a clear picture of the whole child.

We operate a policy of continuous assessment from Primary 1 to Primary 7. This enables teachers to plan high quality learning experiences and evaluate the impact and effectiveness of teaching methods and resources. Teachers use a range of assessment approaches to gather information which will inform their professional judgement of each child's progress.

St. Cadoc's makes excellent use of data and information about prior attainment to guide and inform classroom practice. This includes:

- Class assessments to help assess a child's progress and identify if further support is required.
- East Renfrewshire Council's Baseline Assessment in language and maths at the beginning of Primary 1 and Developmental Milestones assessments. The results are analysed and next steps identified
- Primary 2 Screening to identify children who may require some support. Further diagnostic assessment takes place, when appropriate, to identify specific areas of need.
- East Renfrewshire Council's Standardised Tests in reading and maths at Primary 3, Primary 5 and Primary 7.
- Teachers meet termly with a member of the Senior Leadership Team to track pupil attainment and progress. Assessment information helps teachers to plan work appropriate to the age, stage and development

Scottish National Standardised Assessments

In August 2017 the Scottish Government introduced the Scottish National Standardised Assessments (SNSA) as part of the National Improvement Framework.

The SNSA will be undertaken by all children in P1, P4, P7 and S3 and assess aspects of reading, writing and numeracy. As set out in the national guidance the main purpose of the assessments is to provide information for teachers on how well children are doing in literacy and numeracy and to help guide learning and teaching.

Further information for parents is available on the SNSA website through the link below:

<https://standardisedassessment.gov.scot/parents-and-carers/>

When planning learning, teachers consider the desired outcomes for children and plan assessment tasks and activities that will enable them to demonstrate their learning.

Children are consistently encouraged to reflect on their learning; celebrate success and identify next steps. They use classroom blogs and E-portfolios in P4-7 to assist with this process. Parents are informed of their child's progress at our bi-annual Parents' Evenings and through a formal written report which is sent home in June.

If at any time during the year you have any concerns regarding your child's progress or welfare, please contact the school to speak to the class teacher. If necessary, an appointment can be made to speak to a member of the Senior Leadership Team, i.e. a Principal Teacher, Depute Head Teacher or Head Teacher.

Each year we publish our attainment data in our Standards and Quality Report.

Curriculum for Excellence Levels of Attainment

LEVEL	STAGE
Early	The pre-school year and P1 or later for some
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third & Fourth	S1 to S3 but earlier for some. Fourth level broadly equates to SCQF level 4
Senior Phase	S4-S6 and college or other means of study.

Standardised Test Scores

Standardised Test scores for this session are summarised in the table below. The authority average score is 100. This information is used to assist us in identifying next steps to meet pupils' needs.

Overall Standardised Test Score	2017-2018	2018-2019
Maths (P3,5,7)	102	105
English (P3,5,7)	102	104

The Development Milestones and Baseline results for Primary 1 are recorded in the table below.

Overall Primary 1 Baseline Score	2017-2018	2018-2019
Literacy	106	102
Numeracy	106	101
Overall Primary 1 Milestones	2017-2018	2018-2019
	91%	91%

Curriculum for Excellence (CfE) Judgements

The school is set three year targets for pupils achieving Curriculum for Excellence levels (early, first and second) in Mathematics, Reading and Writing at Primary 1, Primary 4 and Primary 7 The targets set (**2019-21**) are Reading: 92%, Writing: 90%, Mathematics: 93% and Listening & Talking: 94.5%

The table below shows the percentage of learners in P1, P4 and P7 achieving the early, first and second levels.

CfE Focus	2017-2018	2018-2019	Target 2019-2021
Reading	93%	93%	92%
Writing	92%	91%	90%
Maths	94%	93%	93%
Listening and Talking	95%	95%	94.5%

Section 3
**Parental Involvement, Pupil Welfare
and Support**

Parental Involvement and Engagement

Effective education is a genuine partnership between home and school. In St Cadoc's, we encourage parents to become involved in the education of their children. There are many ways of fostering participation and we are always ready to listen to new suggestions. At present, parental involvement and engagement includes our:



- school open door policy
- regular newsletters, school website and Twitter giving up to date information about school events, diary dates and pupil achievements;
- bi-annual parents' meetings
- reports to inform each parent of their child's progress
- induction days for new Primary 1 children and parents
- meetings to discuss Sacramental Programmes
- activities to seek parental views
- workshops to inform parents of curricular developments and how to support their child's learning
- information leaflets
- World of Work Week
- class performances
- religious observance activities
- parent helpers
- accompanying classes on educational visits
- Parent Council which supports school developments and initiatives
- Parent Staff Association (PSA) which organises social and fundraising events.

For more information on parental involvement in East Renfrewshire, see the link below:

<https://blogs.glowscotland.org.uk/er/StCadocs/>

<https://twitter.com/stcadocsprimary>

Helping Children Learn. Involving non-resident parents in their children's education – a practical guide for all those working within a learning environment

A practical guide has been developed by Children in Scotland (CiS) and Families Need Fathers Scotland (FNF Scotland). Both organisations have been involved for many years in promoting the wellbeing of children through the active support and involvement of both parents, even when they do not live together. Though a non-resident parent may be either a mother or a father, fathers are in the considerable majority. The link to this document can be found below:

http://static1.1.sqspcdn.com/static/f/861186/27002509/1462100732080/NRPR_eportMAR16+1.pdf?token=oAH4lw6eFKZS9VkpLIRGgds493w%3D

The Parent Council

The Parent Council Act makes provision for all parents to be members of the Parent Forum at a school, and to have their views represented to the school, education authority and others, through a representative Parent Council for the school.

The intention behind the legislation is to support parental involvement in a much wider sense than before. It aims to help all parents to be:

- involved with their child's education and learning
- welcomed as active participants in the life of the school
- encouraged to express their views on school education generally and work in partnership with the school

The Parent Council also has a role in the appointment of Head Teachers and Depute Head Teachers.

In St. Cadoc's, we have a very active Parent Council who meet at least three times per year and are actively involved in moving the school forward. Their contribution to the development of the curriculum and school plans is invaluable. The Parent Council can be contacted at:

StCadocsPC@gmail.com

Chair	Leonie O'Connor
Vice-Chair	Ed Rooney

The Head Teacher and local councillors may attend all meetings as advisors to the Parent Council and have the right to speak although, not being members of the Parent Council, no right to vote.

Further useful Information can be found at The ParentZone website:

<https://education.gov.scot/parentzone>

The Parent Staff Association

We have an excellent Parent Staff Association whose members work hard for the benefit of the children.

Each year, the PSA organises a full programme of events to which the whole school community is invited. These can include raffles, discos, Christmas Fayre and Ladies' Nights. All funds raised help to buy additional equipment and materials which benefit our children.

For further information on the work of the PSA, please telephone Mrs Leonie O'Connor on 07753622304.

The Scottish Parent Teacher Council is the national organisation for PSAs and PCs in Scotland and runs an independent helpline service for all parents. You can contact them by phone/fax on 0131 226 4378, by e-mail on sptc@sol.co.uk or write to SPTC, 53 George Street, Edinburgh, EH2 2HT.

Communication

We communicate with parents/carers in a range of ways including:

- monthly newsletters
- school website
- twitter
- announcements made in the church and the local press
- homework diaries
- letters, text and email messages to inform of events and provide relevant information

As part of the informal entry systems, members of the senior leadership team stand in the playground at 8.45a.m. each morning and welcome the children to school. Parents/carers are welcome to speak informally to a member of the leadership team at this time. For matters of a more serious or sensitive nature, you should contact the Principal Teacher /Depute Head Teacher for the department your child is in, or the Head Teacher:

Nursery Class

- Mrs MacKinnon (Acting Principal Teacher)
- Miss McKenzie (Depute Head Teacher)

Primary 1- 4

- Miss Flaherty (Principal Teacher)
- Miss McKenzie (Depute Head Teacher)

Primary 5-7

- Mr Fogg (Principal Teacher)
- Mrs Rogers (Depute Head Teacher)

Transitions

Pre-5/Primary

We have a very structured transition programme in place within the school. The application process takes place each year in January. St Cadoc's Primary staff visit the local pre-5 establishments to discuss children's needs in the term prior to school entry.

St Cadoc's Nursery Class was opened in August 2019 and will result in some children making the transition from the nursery class to primary 1.

Information about school is shared with parents as part of the Induction Programme. Generally children settle quickly in Primary 1 following these visits to school.

A 'meet the teacher' is delivered to parents early in September and provides opportunities to speak with school staff regarding a range of resources and teaching strategies used in Primary 1.

Stage to Stage

When children move from stage to stage within the school, where possible, the current teacher meets with the new teacher. This provides an opportunity for the teacher to pass on all relevant information relating to the children's social, emotional and academic development. We also arrange, where possible, for the children to meet their teacher before beginning the new session.

Primary/Secondary Liaison

St Ninian's is our associated High School and there is a carefully constructed programme to ensure a smooth transition. Children are visited by the Head Teacher and staff early in the second term and there are a series of visits so children can experience aspects of the secondary curriculum. Representatives of schools within the St Ninian's cluster meet regularly to discuss matters affecting both primary and secondary education.

Primary/Secondary Transfer

Children normally transfer to secondary school to continue their education at the end of their Primary seven year. Normally this will be between the ages of 11¹/₂ and 12¹/₂.

The Executive Committee on Education made changes to the transfer arrangements in December 2016. Children living within the catchment of St. Joseph's, Our Lady of the Missions, St. Cadoc's and St. Clare's are entitled to apply for a place to St. Ninian's High School. A placing request can be made to attend any other school. Children living outwith these catchments will be expected to return to their local catchment secondary school. A placing request must be made if you want your son or daughter to attend any other high school. Parents will be advised of the transfer arrangements in December of the pupil's Primary 7 year.

Secondary School:	St Ninian's High School Rouken Glen Road Giffnock Telephone: 0141-577-2000 Fax: 0141-577-2037
Head Teacher:	Mr John Docherty

Admission at Other Stages

Should you wish to apply for a place in St Cadoc's Primary you are most welcome to visit the school and discuss the education provided. Please phone the school office to arrange a visit.

School Delineated Areas

The Education (School and Placing Information) (Scotland) Regulations 2012 has clarified that the school catchment (delineated area) must be shown as an area bounded by a line on a map. Please contact the school office if you wish to view the delineated area for St. Cadoc's Primary.

Child Protection Policy and Procedures

Our child protection policy and procedure sets out what we will do if we have reason to believe a child is being abused or is at risk of abuse, either within the home, school or the community.



In St. Cadoc's Primary School we take the care, welfare and protection of our children seriously. We believe all children have a right to feel safe and we strive to provide a safe, secure and nurturing environment which promotes inclusion and achievement.

Where possible, consent to share information should be sought from the child and their parent or carer. The exception to this is where there is potential of harm to the child or young person or where the child or young person has already been identified as being at risk through child protection procedures. In such circumstances the need for consent is overridden and information may be shared with appropriate agencies. Children and young people will be advised that there are no guarantees to confidentiality where the school assesses them to be at risk.

Every staff member undergoes a minimum of one child protection training activity every session. Many of our staff are more extensively trained in specific areas of child protection to support and identify potential child protection concerns.

We work closely with our partners in Social Work, Health and the Police. The school operates a multiagency Joint Support Team to ensure that the best possible supports are available to children when they need them.

All children and young people have a right to be listened to and to have matters treated in confidence. Involving children and young people and upholding their rights is good practice and builds trust with children, young people and their families. Where there is no risk to a child's well-being, school staff should respect their right to confidentiality.

Children and young people should be advised that there are no guarantees to confidentiality, where the school assesses them to be at risk.

If you are worried, or know of a child who could be at risk of abuse or neglect, please speak to the Child protection Co-ordinator (Head Teacher) or the Depute Head Teacher. Alternatively you could contact a member of staff at one of the following numbers;

Barrhead Social Work Office: 0141 577 8300

Clarkston Social Work Office: 0141 577 4000

Strathclyde Police Family Unit: 0141 532 4900

Standby Social Work (Out of Hours): 0800 811 505

For more information see the link below:

www.eastrenfrewshire.gov.uk/index.aspx?articleid=1923

Support for Pupils

The Additional Support for Learning Act has introduced a framework for supporting children and young people in education and their families. This applies to all children who, for whatever reason, require additional support in the long or short term.

Additional Support Needs

Additional support for learning is essentially the responsibility of the class teacher who will ensure that a suitably differentiated curriculum is planned and delivered.

Group and class teaching methods ensure that strengths and areas for development are highlighted quickly. Additional support for learning is applicable at some time to most children, particularly those who experience difficulty or are very able. Members of our additional support for learning team provide general advice and guidance for teachers to ensure that an appropriate curriculum is devised and that the most effective resources and methods are employed. Senior staff co-ordinate this support within the school.

Child's Wellbeing Plan

When it is identified that a pupil requires additional support, the class teacher will inform the Additional Support for Learning Co-ordinator (Mrs Tracey Rogers, DHT) and parents will be contacted. The Additional Support for Learning Co-ordinator will discuss the support required and the strategies being implemented by the class teacher. This will be recorded on the Child's Wellbeing Plan and feedback will be sought from the pupil and parents. The parents will receive a copy of the wellbeing plan. Strategies detailed on the plan will be evaluated throughout the year.

If further support is required, parents will be contacted again to discuss this. It may be decided that advice or help is required from other agencies. If this is necessary, then parents will be asked for permission for the school to undertake this. If permission is granted, the child will be referred to the Joint Support Team (JST).

The JST meetings take place regularly in St. Cadoc's and in every school in East Renfrewshire. These meetings are an integral part of school life and may be attended by a member of the senior leadership team, class teacher, the support for learning teacher, additional support for learning co-ordinator and the Educational Psychologist. There may also be representatives from other agencies e.g. Speech and Language Therapy and Social Work. At these meetings there is an opportunity to share advice and expertise in order to support children in the best way possible. Parents' and children's views are

expressed at these meetings. Strategies and any support suggested will be conveyed to parents. Parents may decide that they do not wish their child to be discussed at any JST and their wishes will be respected.

A small number of children who have additional support needs arising from complex or multiple factors which require a high level of input and where the input is long term, may require a Co-ordinated Support Plan. This is called a Child's Multi-Agency Plan (CMAP).

Some children may have high ability and will be identified as early as possible. These children generally cope well with the work of the class but it is important, as with all, that they find their work stimulating and challenging. Suitable learning materials are available to extend particular areas of the curriculum including language and mathematics.

If you feel that your child may require some additional support please in the first instance speak to their class teacher, thereafter with Miss Moore our Additional Support Teacher or Miss Lynch/Miss McKenzie our Additional Support Co-ordinators.

Additional support is also provided when required by staff from the English as an Additional Language Unit (E.A.L.), teachers of the partially sighted, speech and language and occupational therapists and bi-lingual staff.

Pupil Support Assistants have an extremely important role in our school in raising attainment and supporting children and teachers.

Specific Learning Difficulties (Dyslexia)

Dyslexia is a specific learning difficulty. We use the term when a child is struggling with aspects of reading and writing and there is a clear difference between these and the way they perform in other areas of school work.

If you think your son or daughter may be dyslexic, your first step is to approach the school.

Strategies are put in place to help deal with any problems which teachers or parents have identified. Assessments may be carried out to establish the nature and severity of the problem your son or daughter is facing. This may involve specialist help and advice from an Educational Psychologist. The school policy is to keep you and your child fully informed of the results of these assessments.

Forest Schools

The Forest School's Programme and The Muddy Mover Programme promotes effective use of the outdoor area to provide support for identified children across the stages. These opportunities have allowed our children to express their emotions more openly, increase their self-confidence, learn to work as a team and develop leadership skills.

Useful Contacts

For more advice and information from the Education Department contact:

Nick Smiley
Principal Education Psychologist
East Renfrewshire Council
Psychological Services
Tel: 0141 577 8510

Mediation: <http://www.ea.e-renfrew.sch.uk/parents/asn/mediation.htm>

Children in Scotland: www.childreninscotland.org.uk

Enquire: www.enquire.org.uk

Outside contact for advice and information:
East Renfrewshire Dyslexia Parents' Support Group
Contact through Dyslexia Scotland

Helpline 0844 800 84 84

Concerns and Complaints

We trust you are always satisfied by the service provided in St. Cadoc's however if you have the need to make a complaint you may telephone, write or visit the school and we guarantee your concerns will be listened to in a sensitive manner. You will receive prompt feedback as to any action taken.

If you have a concern, the quickest and easiest way to deal with this is to contact the school directly and speak to your child's class teacher.

If you feel the issue is of a more serious nature, you should arrange to meet with a member of the Senior Leadership Team or Head Teacher. In some instances, office staff may be able to assist you or will let the appropriate member of staff know.

Primary 1-4

- Miss Flaherty (Principal Teacher)
- Miss McKenzie (Depute Head Teacher)

Primary 5-7

- Mr Fogg (Principal Teacher)
- Mrs Rogers (Depute Head Teacher)

School Office telephone number: 0141 570 7340

headteacher@st-cadocs.e-renfrew.sch.uk

The authority's Policy on 'Complaints Procedures' can be accessed this link:

<http://www.eastrenfrewshire.gov.uk/index.aspx?articleid=1573>

Section 4

School Improvement and Data Protection

School Improvement Plan

All schools in Scotland are required to devise an improvement plan as a means of managing change and planning for major development initiatives. Following audit, including consultation with parents, pupil, staff and other agencies, and taking into consideration national and local targets, priorities are set and a plan is devised.

The targets included within the 2018/2019 School Improvement include:

Leadership and Management Targets
<ul style="list-style-type: none">• Career Long professional learning (CLPL), professional inquiry, school leadership and Masters Learning• Pupil participation and achievement
Learning Provision Targets
<ul style="list-style-type: none">• Literacy and English• Numeracy & Mathematics• Science, Technology, Engineering and Mathematics (STEM)• Playful Pedagogy• RERC• Family Learning Approaches
Successes and Achievements Targets
<ul style="list-style-type: none">• Ensuring Well-Being, Equality and Inclusion• Rights Respecting School• Developing Young Workforce• Digital Literacy

A summary leaflet of the School Improvement Plan can be accessed via the school website using the link below.

<https://blogs.glowscotland.org.uk/er/StCadocs/information/school-improvement-plan/>

School Policies and Practical Information

Many of our school policies, procedures and advice sheets can be found on our school website:

<https://blogs.glowscotland.org.uk/er/StCadocs/information/policies-and-parental-leaflets/>

Our policies link entirely with the advice given locally from East Renfrewshire Council or with the Scottish Government and links to their sites are:

<http://home.scotland.gov.uk/home>

Standards and Quality Report

Every June, the school produces a Standards and Quality Report which highlights the many achievements of St Cadoc's Primary School and the progress made in the implementation of our School Improvement Plan. The School Improvement Plan is evaluated and plans for future improvement are identified.

A summary leaflet of the Standards and Quality Report can be accessed via the school website using the link below.

<https://blogs.glowscotland.org.uk/er/StCadocs/information/school-improvement-plan/standards-and-quality/>

Privacy notice – Education

Who will process your information?

The personal information you give to us through any of our forms relating to Education and any other pupil administrative information we hold about you in this context will be processed by East Renfrewshire Council, Eastwood Park Giffnock, G46 6UG for the administration of Education and any additional support you or your child may require.

Why do we process your information?

Your information is processed to help us administer education provision and related functions within East Renfrewshire. Your information may be shared with other departments within the council and other organisations for the same purposes and also to check the information we have is accurate; prevent and/or detect crime; and protect public funds. Other organisations may include bodies responsible for auditing or administering public funds, other councils, public sector agencies, government departments, exam bodies and other private companies or partners we use to process information and distribution services for the issue of correspondence.

What is the legal basis for us to process your information?

The council processes your information in order to perform a task carried out in the public interest and also to fulfil its legal obligations to ensure proper administration of the council's financial affairs in terms of the Local Government (Scotland) Act 1973.

The law gives certain types of information special significance because of its sensitivity eg health information. If we process this type of information about you in relation to Education we do so on the basis that it is necessary for reasons of substantial public interest.

Do you have to provide your information?

Education needs your information to allow us to carry out public tasks in the public interest that is set out in law such as teaching in primary and secondary schools. It allows us to organise and administer classes, lunches, exams etc.

How do we collect information about you?

Most of the information the council holds about you will come from you as an individual and it provided at your first encounter with education whether it is applying for a place in an early learning and childcare establishment, support in the early years or applying for a place in one of our schools.

Such information includes:-

Child's Forename

Child's Surname

Child's gender

School Stage

Details of child's medical condition

Any other name child is known by

Child's date of birth
Address including postcode
Mother's/Carer's Name
Father's/Carer's Name
Mother's/Carer's address including postcode
Father's/Carer's address including postcode
Mother's/Carer's telephone number
Father's/Carer's telephone number
Mother's/Carer's email address
Father's/Carer's email address
Single Parent/Carer family
Name of Brother/Sister
Date of Birth of Brother/Sister
School stage of Brother/Sister
Additional Information Support Application
School applying for
Preferred Alternative School
Early Learning and Childcare place applied for
Council Tax Evidence
Mortgage Statement
Rental Agreement
Rental Agreement End Date
Landlord Registration Number
Birth Certificate
Baptism Certificate
Date of Baptism
Name of Church venue
Child Benefit Statement
Utility Statements
Other Catchment Evidence

How long will we keep your information?

The council will hold your information from when your child first has contact with one of our services through to five year beyond them leaving school.

Who is your information shared with?

Your information will be accessed by council staff who need to do so to administer education and the many services that run alongside it. If such administration is provided on the council's behalf by an external agency, that agency will also have access to your information. The information will be shared with SEEMiS, CRB, ParentPay, the Diocese of Paisley (in Roman Catholic schools), Scottish Government including their Analytical Services, Education Scotland, Glow (Scotland's national education network), SQA, 2Cqr, BAM FM (Carlibar Primary, Barrhead Mearns Castle, Williamwood, Woodfarm High Schools), Bellrock FM (Mearns Primary and St Ninian's High), Skills Development Scotland, Scholar (Heriot Watt University) and East Renfrewshire Culture and Leisure Trust.

The council also needs to ensure proper administration of its funds so details will be checked internally for fraud prevention and verification purposes.

Information is also analysed internally in order to provide management information and inform future service delivery. Your information may also be shared with other departments within the Council. The council also generally complies with requests for specific information from other regulatory and law enforcement bodies where this is necessary and appropriate.

Do we transfer your information outside the UK?

In general we do not transfer personal information outside the UK but on the rare occasions we do we will inform you. We will only transfer information outside the UK when we are satisfied that the party that will handle the data and the country it is being processed in have adequate safeguards for personal privacy comparable to those which are in place in the UK.

Profiling and automated decision-making

The Education Department does not use profiling or automated decision-making for administration.

Your rights

You have the right to be informed of the council's use of your information. This notice is intended to give you relevant information to meet this right.

Access personal data held about you

You have the right to access personal information the council holds about you by making what is known as a subject access request. You can receive a copy of your personal data held by the council, details on why it is being held, who it has been or will be shared with, how long it will be held for, the source of the information and if the council uses computer systems to profile or take decisions about you.

1. Request rectification of your personal data

You have the right to request that the council corrects any personal data held about you that is inaccurate.

2. Request that the council restricts processing of your personal data

You have the right to request that the council restricts processing your personal data if you think the personal data is inaccurate, the processing is unlawful, the council no longer need the personal data but you may need it for a legal purpose or you object to the council processing for the performance of a public interest task.

3. To object to the processing of your data

You have the right to object to the council's use of your personal data. The council will have to demonstrate why it is appropriate to continue to use your data.

Complaints

If you have an issue with the way the council handles your information or wish to exercise any of the above rights in respect of your information you can contact the council's data protection officer by post at:

The Data Protection Officer
East Renfrewshire Council
Council headquarters
Eastwood Park
Giffnock, G46 6UG
or by email at DPO@eastrenfrewshire.gov.uk

You have the right to complain directly to the Information Commissioner's office (ICO).

The address of their head office is:
Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5EF
Telephone: 0303 123 1113

Alternatively, you can report a concern via their website at www.ico.org.uk
The ICO also have a regional office at:
45 Melville Street, Edinburgh EH3 7HI
Telephone: 0303 123 1115 e-mail: scotland@ico.org.uk

While you can go directly to the ICO, the council would welcome an opportunity to address any issues you have in the first instance.

Equal Opportunities and Social Justice

The Education Department now has a specific duty to gather information on the effect of policies and practices on the education opportunities available to disabled pupils and on their achievements. It also has this duty in relation to race and gender. For this reason, pupils and their parents and carers may be asked to respond to questions, which require them to share information that may be considered personal and sensitive.

East Renfrewshire Council Education Department is committed to ensuring equality and fairness for all. In accordance with the requirements set out by the Equalities and Human Rights Commission, we seek to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2012
- advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

St. Cadoc's Primary has clear guidelines and procedures for dealing with incidents of inequality, as advised by the Education Department.

Pupil Records

A confidential file accompanies each pupil from Primary 1 to Primary 7 and is transferred to Secondary School. This contains a copy of each child's annual progress report and any other relevant information.

Section 5

Annual Updates

St Cadoc's Staff

Head Teacher
Depute Head Teacher
Depute Head Teacher
Principal Teacher
Principal Teacher
Acting Principal Teacher

Mrs McBride
Mrs Rogers
Miss McKenzie
Miss Flaherty
Mr Fogg
Mrs MacKinnon

Class Teachers:

Primary 1

Mrs Sanders
Miss Dickson
Miss McCrorie

Primary 2

Mrs Anderson
Miss McCann
Miss Lyons

Primary 3

Miss MacKay
Mrs Bovaird

Primary 4

Miss Stephen
Miss Mears
Miss Stevenson
Miss O'Hara

Primary 5

Mrs Costello
Mrs Finnigan
Miss Harvey
Mr Stockwell

Primary 6

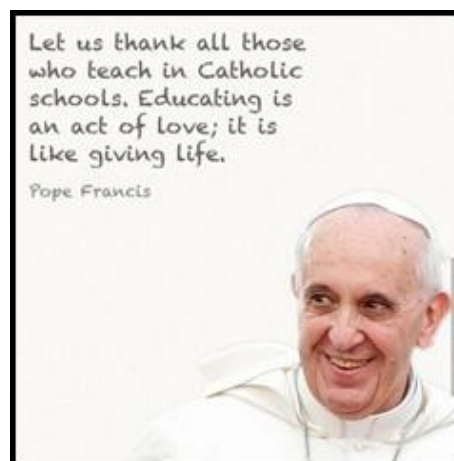
Miss MacDonald
Mrs Queen
Mr Fogg
Mr Venditozzi

Primary 7

Miss Hillhouse
Mr Burns
Mr McLaughlin

Specialists Teachers/Support

Mrs Moore (0.2)
Mrs Sinha (0.5)
Miss Nisanci (1.0)
Mrs Rakhra (0.4)
Mrs Knack (0.6)
Mrs Conway (0.2)
Mrs Reid (1.0)
Miss McLaren (1.0)
Miss Gray (1.0)



Administration

Office Manager Mrs Rogerson
Business Support Assistants Mrs Chisholm, Mrs Meldrum, Mrs MacPherson,
Mrs Hillhouse

Pupil Support Assistants Mrs Cuthbertson, Mrs Cameron, Mrs
Sorensen, Mrs Livingstone

Bi-lingual support Mrs Ayaz

Active Schools Mrs Comerford

Janitors Mr Campbell, Mrs McGrattan

Catering Manager Mrs Gibson

School Cleaning Mrs McGrattan, Mrs Hughes,
Mrs McCandlish, Mrs Reid, Ms Pigiell,
Mrs Di Paola

Work Experience and Students

Throughout the school year we accommodate a number of university students and secondary school pupils on work experience. Their contribution to school life is very valuable and our children benefit greatly from their input.

Class Size Maxima

Primary	Number of pupils
P1	25*
P2	30**
P3	30**
P4	33
P5	33
P6	33
P7	33
Composite classes	25

Notes:

* The provisions are drawn from the The Education (Lower Primary Class Sizes) (Scotland) Amendment Regulations 2010

**The provisions set out are drawn from the Education (Lower Primary Class Sizes) (Scotland) Regulations 1999.

The Schedule to Regulation 4, Excepted Pupils, and the 'Explanatory Note' to the Regulations are provided in Annex A to this Appendix. Annex A sets out the circumstances in which class sizes may exceed the stated maximum.

Secondary	Number of Pupils
S1	33
S2	33
S3	30
S4	30
S5	30
S6	30
Practical classes	20

Practical Classes

Practical classes are those in which the following subjects are taught:

Administration, Art and Design, Biology, Chemistry, Craft and Design, Engineering, General Science, Graphic Communication, Home Economics, Land and Environment, Managing Environmental Resources, Physics, Practical Craft Skills, Product Design and Technological Studies.

Class Sizes for Special

Additional Support Needs arising from:	Number of pupils
Moderate learning difficulties	10
Profound learning difficulties	10 **
Severe physical impairment	8
Severe learning difficulties	8
Significant hearing impairment	6
Significant visual impairment	6
Language and communication difficulties	6
Social, emotional and behavioural difficulties	6

Note: ** This figure applies where teachers are complemented by support staff and councils are recommended to apply an adult/pupil ratio of 1:2.5.

School Holidays – 2019-2020

First term - 2019

Teachers return	Thursday 15 August 2019
In-service	Thursday 15 August 2019
In-service	Friday 16 August 2019
Pupils return	Monday 19 August 2019
Last day of school	Thursday 26 September 2019
September Weekend	Friday 27 September 2019
September Weekend	Monday 30 September 2019
Re-open	Tuesday 1 October 2019
Last day of school	Friday 11 October 2019
In-service	Monday 21 October 2019
Re-open	Tuesday 22 October 2019
Last day of school	Friday 20 December 2019

Second Term 2020

Re-open	Monday 6 January 2020
Last day of school	Thursday 6 February 2020
In-service	Friday 7 February 2020
Mid term	Monday 10 February 2020
Mid term	Tuesday 11 February 2020
In-service	Wednesday 12 February 2020
Re-open	Thursday 13 February 2020
Last day of school	Friday 3 April 2020

Third Term 2020

Re-open	Monday 20 April 2020
Last day of school	Wednesday 6 May 2020
In-service	Thursday 7 May 2020
May Day Holiday	Friday 8 May 2020
Re-open	Monday 11 May 2020
Last day of school	Thursday 21 May 2020
May Weekend	Friday 22 May 2020
May Weekend	Monday 25 May 2020

In-service	Tuesday 26 May 2020
Re-open	Wednesday 27 May 2020
Last day of school	Friday 26 June 2020

Easter

- Good Friday: 10 April 2020
- Easter Monday: 13 April 2020

Further information

Find out school holiday dates for 2020-2021

<https://www.eastrenfrewshire.gov.uk/article/10375/School-holiday-dates-2020-to-2021>