

St Joseph's Primary Handbook 2021– 2022



Hope

Compassion

Justice

Love

St Joseph's School
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A Charter for Catholic Schools In Scotland

The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering formation 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 unity of Christians;
- ❖ the promotion of respect for different beliefs and cultures 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.



Published by the Scottish Catholic Education Service on behalf of the Bishops' Conference of Scotland

Welcome

Welcome to our school. The purpose of this handbook is to help you understand more about Saint Joseph's Primary. I hope you find it both interesting and informative.

Over the years, our school has developed an excellent reputation within the local community. We are very proud of our academic successes, the high standard of pastoral care we offer our young people and the wide range of activities on offer which we hope will help our young people develop into outstanding citizens.

In Saint Joseph's, we aim to create a learning culture which ensures that every child is valued and supported in achieving their full potential, so that the whole person is formed.

We expect our staff and pupils to have high aspirations so that our young people are stretched academically, spiritually, physically, personally, socially, emotionally and we expect every pupil to achieve their personal best in all that they do.

The aim of Catholic Education is to educate a child for life, developing the talents of the young person in the fullest possible way thereby transforming their life for the better. We appreciate that this task demands that we work in close partnership with others and the process of education starts long before children come to the school. The best prospectus for Saint Joseph's can be found in our pupils, our staff and our parents.

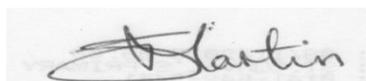
Throughout the session, various activities, events and meetings will be arranged in order to involve parents and the community in the life of the school. For us to be an excellent school, parental involvement in the life of the school and in the pupils' learning is crucial.

Should you wish to discuss your child's progress or have any other concerns, please do not hesitate to contact the school immediately. Our aim is to ensure that every child entrusted to our care is made welcome and that their time in Saint Joseph's is happy and successful.

If there is any matter you wish more information on, please do not hesitate to contact the school. I look forward to working with you and your family.

Kind regards

Suzanne Martin



Head Teacher.



School Ethos and Aims

The aim of Catholic Education is to educate a child for life, developing the talents of the young person in the fullest possible way thereby transforming their life for the better. Our staff are experienced and professional and are committed to providing a safe, caring, supportive, quality learning environment which stimulates and motivates all pupils.

In Saint Joseph's Primary School we are engaged in the pursuit of excellence. Our main aim is to provide a Catholic school education of high quality that will enable all young people to become:-

- Successful Learners
- Confident Individuals
- Effective Contributors and
- Responsible Citizens

We will use the indicators below to ensure we are 'Getting it Right for Every Child'

S Safe
H Healthy
A Achieving
N Nurtured
A Active
R Responsible
R Respected
I Included



These skills and attributes for life, learning, and work will prepare them for life beyond school.

This shared vision is supported by a number of strategies including the following:

1. Ensuring breadth and balance across the curriculum.
2. Raising attainment through self-evaluation and improvement.
3. Providing a quality learning environment which stimulates and motivates pupils.
4. Supporting pupils by providing personal and social development and active health.
5. Promoting the Gospel values such as love, compassion, truth, integrity and wisdom and seeking to build a community where all members are held in high regard and their dignity, worth and individually are respected.
6. Effective deployment of staff and resources as well as close “partnership working” between home, school, parish and the local community.
7. Ensuring the development of excellence by fostering high quality leadership at all levels.

We believe our ethos can be summed up in three words: **Compassion, Justice and Hope.**

Mission Statement for East Renfrewshire Education Department

The Department will aim to meet the Corporate Goals of the Council by seeking to:-

- Enable all individuals to achieve their potential
- Supply Suitable premises and resources
- Encourage access to education throughout life
- Foster genuine partnership in education
- Promote equal opportunity and social justice
- Support economic growth and prosperity
- Provide a full range of courses and services

School Information

Name: St Joseph's Primary Tel: 0141 570 7380
Address: Oliphant Crescent
Busby
G76 8PT
Website: <https://blogs.glowscotland.org.uk/er/StJosephs>
Email: Headteacher@st-josephs.e-renfrew.sch.uk
Parent Council: sjps.pc.sec@gmail.com

St Joseph's Primary School is a Roman Catholic state school for boys and girls of primary school age (5-11). The school serves the Busby, Clarkston, Eaglesham and Waterfoot districts of East Renfrewshire. The associated secondary school is St Ninian's High School and the cluster primary schools are St. Cadoc's, Our Lady of the Missions and St Clare's, with Glenwood Nursery as per associated pre 5 establishment.

St Joseph's Primary was established in 1878 in the local church, moving to its present location in 1964 where an extension was completed in 1995. The school building is a combination of traditional and open-plan design which includes 10 classrooms and 5 class bases.

The planning capacity of our school is 462 however this presumes 14 classes at the maximum of 33 pupils. At present these figures show the maximum number of pupils allowed at each stage:

Maximum number of pupils allowed in each class (primary)	
P1	25
P2 & P3	30
P4- 7	33
Composite classes	25

Parents should note that the working capacity of the school may vary dependent on the numbers of pupils at each stage and the way in which classes are organised. At the time of printing, our school roll is 405. Any family that does not live in our catchment area is required to make a Placing Request for their child to attend Saint Joseph's. Forms are also available from the School Office.

** The provisions are drawn from 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.

Absence

Pupil Absence or sickness

By 9.30am the Absence Monitoring registers are checked, absences and late-comings recorded and information sent to the office.

If there has been no phone call or message from parents/carers before 9.30am the absence is followed up by the office staff. More detail can be found on Page 13 under the section 'Attendance at School'.

Security

Your children are in our care and while parents and visitors are most welcome, in the interests of security everyone must report to the main door in the first instance. When taking your child out of school during school hours e.g. a doctor's appointment, we ask that you sign your child out also.

Staff:

Head Teacher:	Mrs Suzanne Martin
Depute Head Teacher:	Mrs Karen Wynne
Principal Teacher:	Mrs Clionagh Leddy
Principal Teacher:	Mrs Joanne Baker
Principal Teacher (PEF):	Miss Jennifer Lavery



Class Teachers:

Mrs Mairead Toland	Miss Angela Harvey
Mrs Victoria Williamson	Mrs Anne Convery
Mrs Anna-Marie Simpson	Mrs Maura Fry
Miss Ally Gruner	Miss Claudia Fusaro
Miss Ruth Palmer	Mrs Catriona Azhar(NQT)
Mrs Moira Redmond	Mrs Roseanne Gray
Mrs Catherine Stewart	Mrs Carla McLaughlin
Miss Rachel Brew	

Mrs Nicola Downs
 Mrs Mairi Clare Greene
 Mrs Susan McCardle
 Miss Laura McBride
 Mrs Hannah Addison



St Joseph's Primary @StJosephsERC · Sep 22
 Orla and Hamish did a fantastic job today representing the school at the online Pupil Council meeting with the Director, Mr Ratter. Very proud of you both! ❤️
[#confidentindividuals](#)
[#effectivecontributors](#)
[@MarkRatter](#)



Senior Educational Psychologist:	Mrs Gillian Thorburn
Janitor:	Mr David McArthur
Catering Manager:	Ms Laura Runciman
Active Schools Co-ordinator:	Mrs Kerry Comerford

Visiting music specialists:	
Mr McNaughton	Strings

Mr Derrett	Woodwind
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Chair of the Parent Council	Ms Sharon Constable
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School Hours

Opening: <i>Informal entry from</i>	8.50 supervised by Pupil Support Assistants <i>(There will be an adult presence in the upper playground from approx. 8:40am)</i>
Interval:	10.40 – 10.55am (staggered 10.20 – 10.55am during COVID19)
Lunch:	12.35 – 1.25pm (staggered 12.10 – 1.30pm during COVID19)
Close:	3.05pm

Complaints Procedures

We trust that you are always satisfied by the service we provide in St Joseph's however if you have the need to make a complaint you should in the first instance, contact the School Office (0141 570 7380) or email the Head Teacher at headteacher@st-josephs.e-renfrew.sch.uk and make an appointment with the most appropriate person for example the class teacher, or if it is of a serious nature, a member of the Senior Management Team or Head Teacher. You can also find complaint forms at the school office. For further guidance on how to best make a complaint please follow the link in our website: <https://blogs.glowscotland.org.uk/er/StJosephs> under the tab 'Information'. For more information go to: [East Renfrewshire complaints procedure](#)

School Admission Arrangements

Before a child enrolls in St Joseph's Primary School, the Education Department will seek documentary evidence to validate a child's entitlement to a catchment place at this 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:

<https://www.eastrenfrewshire.gov.uk/school-admissions>

When a child who was enrolled in the school as a catchment pupil ceases to reside within the St Joseph'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 Joseph'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 Joseph'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.

Parental Involvement

Parental interest and involvement is extremely important.

If you have a concern regarding your child's progress, behaviour or another school matter you should initially speak to their class teacher. This can usually be done by speaking to the teacher at the end of the day or by making an appointment through the School Office.

For matters of a more serious or sensitive nature, you should contact the member of the Senior Leadership Team for the department that your child is in:

Mrs Leddy, P1-3

Mrs Baker, P4-5

Mrs Wynne, P6-7

For concerns of an extremely serious or confidential nature you should arrange to speak to the Head Teacher, **Mrs Martin** who can be contacted through the School Office.

What is a non-resident parent entitled to?

Family relationships can be complex. Appropriate arrangements are put in place to accommodate and reflect the diversity of families.

Formal parent/teachers evenings are arranged twice a year and non –resident parents will receive their own notification so that they too can have an appointment to discuss their child's progress.

Parents are encouraged to work together in the interests of their child however if either parent wishes their own individual appointment with the teacher this will be accommodated to the best of our ability.

Throughout the session, parents are most welcome to have their child's programme of work explained to them or have informal discussions regarding their progress. Parental workshops on the curriculum and other matters take place throughout the year and termly newsletters are written for specific stages.

Non-resident parents should expect to receive their own copy of correspondence such as the child's report, absence / attendance reports and any welfare /disciplinary issues. For day to day correspondence and information all parents should refer to the school website

(<https://blogs.glowscotland.org.uk/er/StJosephs>) where the most recent newsletters, letters etc. are posted.

New entrants are invited to pre-school induction visits in May and June. At these visits the children can sample the delights of P1 whilst parents explore the curriculum and other matters of interest.

Personal websites are used by the pupils in P6 and P7 to help identify and record the targets they will be working on. Along with Class Blogs for P1-5 these are recorded via GLOW so can be accessed at home, enabling parents to work with their child on their targets and to find out what the class has been doing recently.

Other methods are frequently used to inform parents of targets, successes and areas for improvement, these include: sending home jotters for parents to comment on, a daily home/school diary, learning showcases where the children demonstrate their knowledge and understanding, Twitter and an information board which is frequently displayed outside the infant, middle and upper school entrances detailing up to the minute information and how parents can become involved in the life of the school.

Meetings are held with the Parish Priest to discuss the reception of the Sacraments e.g. First Confession, First Communion and Confirmation at the appropriate stages.

Parents are invited to school highlights such as services, concerts, etc. A calendar of events is sent out to all parents at the start of each year.

We are always keen for parents to join our Parent Council or its sub-group of a Social Committee. The Parent Council meets on average, every 6-8 weeks and normally on a Tuesday evening in St Ninian's High School. The Social Committee tends to meet more often but dates of all meetings are given on our school website and through the Parent Council Newsletter which is sent out periodically. From time to time we also ask parents to come into classes to talk to the children about their own life experiences or expertise. If you feel that you would like to help in this way please contact your child's teacher who will be happy to assist you.

In a busy school such as ours, we are always looking for parents to act as supervisors when we take the children on school trips and other ventures. These volunteers must be vetted through the Disclosure Scotland Procedures however once again, our Parent Council would be happy to advise on how a parent should apply for disclosure.

Parent Council Contact Details

Position	Name	Contact Details
Chair	Mrs S Constable	sjps.pc.sec@gmail.com
Vice Chair	Mrs S MacConnell	
Secretary	Vacancy	sjps.pc.sec@gmail.com
Vice Secretary	Vacancy	
Treasurer	Mrs J McKendry	
Vice Treasurer	Mr I Anderson	
Social Convenor	Mrs S Hogg	stjosephspcsocial@gmail.com
Vice Social Convenor	Mrs L Johnstone	
Uniforms	Mrs Katrina Adams	
Church Reps		
Parental Involvement Coordinator	Clionagh Leddy	schoolmail@st-josephs.e-renfrew.sch.uk

Attendance at School

East Renfrewshire has a clear policy on attendance, which is listed 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 1983 requires each child absence from school to be recorded in the school register in four different ways:

- As authorised i.e. approved by authority: this includes sickness, religious observance, bereavement, etc.
- As extended leave with parental consent i.e. when the 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 exclusion 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. Teachers are responsible for registering children in the morning and also checking after internal/lunchtime for any children who have not returned to class. The school office must be notified of this immediately.

Parents are advised through newsletters, induction meetings, etc. that all pupil absence must be reported by phone on the first day as all absences and late comings are closely monitored.

Appointments

If children are removed from school to keep medical or dental appointments, they should be signed out at the school office. On their return, a return time will be recorded. Parents are constantly reminded of the importance of all contact numbers being kept up-to-date. The office holds administration information files on all children with 2 parents/carers contact numbers and 2 emergency contact numbers. Administration sheets are sent out for updating each year.

The Curriculum

The purpose of our curriculum is to improve the learning, attainment and achievement of children and seeks to ensure that they achieve on a broad front. They will enjoy greater choice and opportunity to help them realise their individual talents.

Curriculum for Excellence has created a unified set of purposes and principles for the whole curriculum in Scotland, throughout the early years, primary school and secondary school. Purposes of the curriculum 3 – 18 to develop the 4 Capacities within pupils as:

- Successful learners
- Confidential individuals
- Responsible citizens
- Effective contributors



Our curriculum is designed on the basis of the following set of key principles:

Challenge and Enjoyment

Children and young people should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambition for all.

Breadth

All children and young people should have opportunities for a broad, suitably weighted range of experiences. The curriculum should be organised so that they learn and develop, through a variety of contexts within the classroom and in other aspects of school life.

Progression

Children and young people should experience continuous progression in their learning from 3 to 18 within a single curriculum framework. Each stage should build upon earlier knowledge and achievements.

Depth

There should be opportunities for children to develop their full capacity for different types of thinking and learning. As they progress, they should develop and apply increasing intellectual rigour, drawing different strands of learning together.

Personalisation and Choice

The curriculum should respond to individual needs and support particular aptitudes and talents. It should give each child and young person increasing opportunities for exercising responsible personal choice as they move through their school career.

Coherence

Taken as a whole, children and young people's learning activities should combine to form a coherent experience. There should be clear links between the different aspects of children and young people's learning.

Relevance

Children and young people should understand the purposes of their activities. They should see the value of what they are learning and its relevance to their lives, present and future.

In general, in enrolling a child at this school a parent accepts that the child will receive the curriculum offered, which meets the national guidelines. This means that, with very limited exception, pupils cannot be withdrawn from particular subjects/parts of the curriculum or specific activities forming part of the curriculum at the school. The limited exceptions, when a pupil may be withdrawn by parental request, exist in relation to (i) religious observance and instruction and (ii) sex education programmes.

For further information go to:

<https://education.gov.scot/scottish-education-system/Broad%20general%20education>

<http://www.scotland.gov.uk/Topics/Education/Schools/curriculum/ACE/cfeinaction>

Numeracy and Mathematics



A carefully structured and balanced maths programme is followed by each child. This involves number, money and measurement, shape, position and movement, information handling and problem-solving and enquiry. Teachers adopt a balance between 'traditional' teaching, interactive maths and practical work with children taking an active role in their own learning.

A wide range of resources are used so that mathematical skills and concepts can be developed. We use mathematical games, calculators, computer software and mathematical equipment to introduce and reinforce ideas and concepts. The children's learning is regularly assessed through formative and summative assessments.

We use a wide variety of resource material to support learning in maths e.g. Heinemann, Maths in Action and Tee Jay materials.

At present, the teacher who acts as our Maths Champion is **Mrs Jennifer Wright**.

English Language

This includes four elements; talking, listening, reading and writing. Since language permeates the whole curriculum, it is impossible to view it in isolation. At all times, teachers are active in developing listening skills with children through; taking part in discussions, reporting back on experiences in oral and in written form and of course the teaching and reinforcement of reading skills.

Our resources for teaching English Language skills are extensive thus ensuring that each aspect is adequately covered.

National Guidelines are followed to ensure balance and progression for each individual child and pupils' learning is regularly assessed through formative and summative assessments.



We have excellent language schemes; Story Worlds and Dandelion Launchers from P1-3 and Literacy World from P4 to P7 which cover all four elements.

To help introduce reading to our youngest pupils we also use a resource called Jolly Phonics and Jolly Grammar. The Jolly programme is used throughout the school from P1-P7 to ensure progression and depth to the development of spelling and grammar skills. From P3-7 a variety of pedagogical approaches are used to engage our children in the development of their higher order reading skills such as clarifying, summarising and predicting.

Another key resource that is used to deliver English Language lessons is Nelson Thornes Comprehension. This is a software programme used by our middle and senior pupils to further develop their comprehension skills.

There is a well-stocked library which children have access to and books are borrowed on a regular basis.

Social Studies

The Social Studies programme is essentially concerned with "the study of how people live and adapt to their environments in different places and at different times". A further aim is to assist in acquiring knowledge and skills which will help children to make sense of their own and other environments. This approach to learning and teaching is achieved through active learning, problem solving, finding and recording and reporting information and may be approached individually, in a series of lessons, or form the basis of a theme or topic which can vary in duration.

At the early stages, children might learn more about themselves or their surroundings, building on their previous experiences and by Primary 7 the focus will have moved to global issues researching other cultures and developing an understanding of the principles of democracy and citizenship. Learning within social studies will also enable children to develop their understanding of the history, heritage and culture of Scotland and an appreciation of their local and national heritage within the world. Many resources are used to deliver this area of the curriculum including computer programmes, reference

books, film, packs from the local library and the Educational Resource Services, as well as our own school resources.

We often invite visitors to our school to help us in this area of the curriculum e.g. members of the Police, Road Safety Officers and members of the local community and of course, we also go on field trips, e.g. the local area, museums and exhibitions.

These activities are invaluable in enhancing the skills of enquiry and investigation.

National Guidelines are reinforced by advice from East Renfrewshire Authority to ensure that each child develops knowledge and awareness of his/her environment, locally and globally.

Sciences and Technologies

Within our science programme of study children follow structured investigations in Energy & Forces; Earth and Space; Living Things and the Process of Life. They are presented with a range of different contexts for learning which draw on important aspects of everyday life and work.

Children are encouraged to develop curiosity and understanding of the environment and their place in the living, material and physical world.

Through practical, interesting and fun investigations children are made more aware of the impact the sciences make on their lives, the environment and on society. At present the school's Science Champion is **Miss Fusaro** who as well as teaching P7 works with staff and pupils to ensure our science experiences are challenging, enjoyable and most of all interesting.

The study of technologies includes creative, practice experiences and outcomes in business, computing science, food, textiles, craft, design, engineering and graphics. Children will gain confidence and skills to embrace and use technologies now and in the future, at home, at work and in the wider community.

It is important to remember that as children and young people play and learn about technologies, they will also develop an interest, confidence and enjoyment in ICT skills that can be transferred and applied in different learning contexts. In so doing, they will develop an understanding of the role and impact of technologies in changing and influencing the society of the future.

Safe Use of ICT

We work closely with the Design and Technology department in St Ninian's. Children work on projects which develop skills in design and help them later gain the skills and confidence to embrace and use technologies now and in the future, at home, at work and in the wider community.

At present the teacher who acts as our ICT coordinator is **Mrs Jennifer Wright**.

Health and Wellbeing

We follow the Health and Wellbeing experiences and outcomes as defined by Curriculum for Excellence. In this area of the curriculum we cover mental, emotional, social and physical wellbeing.

Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of health living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and will
- help to promote the health and wellbeing of the next generation of Scottish children.

All children are engaged in a minimum of 2 hours of P.E. each week as well as extra-curricular opportunities which include netball, cross country running and many others.

At present the teacher who acts as our PE Champion is **Mrs Suzanne Martin** and our Active Schools coordinator is **Mrs Kerry Comerford**.



Health and wellbeing is also an area of the curriculum which cuts across other areas and children will revisit some of these experiences in other lessons. Other curricular areas which fall into the category of 'cross cutting' learning are literacy and numeracy.

Expressive Arts

Expressive Arts include Art and Design, Dance, Drama and Music. Through the study of these subjects we aim to recognise and nurture creative talent and allow children to develop skills and techniques that are relevant to specific art forms.

Experiences in the expressive arts involve creating and presenting and are mainly practical in nature. Many resources are used to develop the necessary skills in this important area of the curriculum. Visits from travelling theatre groups, musicians, etc are encouraged and our children regularly perform in and out of school. Selected pupils receive weekly instruction in brass, string and percussion instruments from our visiting music instructors. From Primary 4 onwards, children have the opportunity to receive instrumental tuition in music provided by the Local Authority Music Service both during the day and on Saturday morning in Williamwood High School.



Primary Modern Languages

The teaching of French is an integral part of the curriculum and takes place throughout the school. A French teaching assistant visits the school regularly. At present, children in P5-7 receive taster lessons in Mandarin as St Ninian's High School is part of the Confucius Hub initiative in Scotland. Learning a new language encourages children and young people to broaden their horizons as they explore the language and its associated culture. It also enhances their understanding and enjoyment of other cultures, gaining insights into other ways of thinking and other views of the world.

Playful Pedagogy

Learning and Teaching in Primary 1,2 and 3

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?

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

Religious and Moral Education



As a Catholic school, Religious Education and observance play an essential part in the education of Roman Catholic children. We have a close relationship with the clergy from St Joseph's Clarkston and St Bridget's Eaglesham parishes. Canon Stephen Baillie from St Joseph's Parish is our School Chaplain and is a regular and most welcome visitor to our school.

Masses and religious services are celebrated regularly and if possible, we walk to St Joseph's Church to join with others of the parish to celebrate the Liturgy. The school is seen as playing an important role in the wider life of the Parish.

Through Religious Education, we seek to develop an understanding and love of our own faith, knowledge of Christianity and other World Faiths and a better understanding and tolerance of ourselves and others. Learning through Religious Education enables children to develop their knowledge and deepen their understanding of the Catholic faith.



The area of moral and sexual relationships is taught through the programme; **God's Loving Plan**. This programme helps children to develop healthy and respectful attitudes to their bodies and to relationships with families and friends. This important resource connects children's learning about who they are and how they relate to others, to their learning about God and their relationship in faith. It helps children to understand how love can be at the heart of their lives. In using this resource, we work closely with parents and carers to ensure that young people are supported as they grow, particularly when coming to deal with the physical and emotional impact of puberty. Good communication between home and school is encouraged to ensure that the more intimate aspects of children's growth are dealt with sensitively and skilfully by parents and teachers working together.

God's Loving Plan connects learning in Religious Education (RCRE) to aspects of Health & Wellbeing (H&WB) 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 choices that are good and responsible.



The staff in our school will nurture prayer life as part of the life of the entire school community. Children will come to understand and appreciate significant aspects of other Christian traditions and major world religions while making a positive difference to the world by putting their beliefs and values into action. It is the 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.

Catholicity

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 Religious Observance 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 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”.

Our school follows the customs and practices of the Church in order to nourish the spirituality and faith of pupils 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.

Pupils 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 complemented 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, such as the Feast of St Joseph and Holy Days of Obligation, Holy Mass will be celebrated by the school chaplain, with the social community, in school buildings or in local parishes. Some pupils, at certain stages, may be able to participate in retreats and pilgrimages to places of special significance within the Catholic tradition.



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

While Religious Education is governed by separate Church guidance, it is complemented by Religious Observance practices and, together, these experiences help pupils 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 Religious Observance, 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 pupils together and creating a sense of community. However, it also makes clear that 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.

Parents wishing to withdraw their children from Religious Education and Observance (Section 8, Education Act 1980) should call the Head Teacher to discuss the matter.

Parents of children of other ethnic background may request that their children be permitted to attend other recognised religious events during school hours. Such requests will be granted on up to three occasions in any one school session and the pupil marked present on the register.

The whole ethos of our school is built upon the fundamental issues of peace, justice and tolerance with which this major area of the curriculum is concerned. We aim to develop a caring, Christian attitude in all our pupils, relevant to the demands of a changing society and yet which continue to uphold the values and moral standards of our Christian beliefs. We aim to help children to discover and personally deepen their faith and their understanding of their membership of the Church and the Sacraments.

With the cooperation of family members, the children in Primary 4 are prepared to receive the Sacraments of Reconciliation and Holy Communion. Confirmation is once again conferred on pupils in Primary 7. 'This is our Faith' Religious Education Programme is used throughout the school. It stresses the importance of being inclusive to all learners and details the distinctive purpose of religious education in the Catholic school and invites schools to provide for children and young people structured opportunities to encounter Jesus' presence.

Homework

"Research recognises the importance of a positive and consistent attitude to homework as an important indicator of a quality educational experience. We consider homework to be an important element of home-learning as it not only helps to establish pupil's learning and good working habits at the various stages of primary school life but also throughout their lives.

Pupils' interest and motivation are maintained by home learning which is varied, interesting, challenging and linked to previous class learning but within their range of achievement. It should also be purposeful, relevant and complementary to classroom practice."

(Extract from schools homework policy).

Parents of young children will often be asked to hear reading or help with new words. They may also be asked to help reinforce new skills recently learned. This provides the children with extra practice and starts to build the homework habit. Parental approval gives great encouragement to young readers and provides an early link between home and school. It gives parents an insight into the curriculum and allows parents to experience the tasks being tackled by children.

From P1-7, appropriate homework will be given regularly, in areas, which the teacher considers beneficial. Generally speaking homework will be given on four nights, Monday to Thursday, although

some teachers may set it for the week and allow children to complete it whenever it is most convenient to them. Teachers will ask for specific types of homework such as reading fiction, or Research work in relation to Environmental Studies as well as practice and consolidation in basic skills e.g. mental arithmetic, punctuation and grammar.

In P1 and P2 we would expect homework to take approximately 15 minutes per night, building gradually to 30-35 minutes in P6 and P7.

Please help by trying to establish a regular place and time – not near the TV. Homework diaries assist communication between home and school. Please be supportive and sign all homework. If homework becomes a “battleground”, there’s something wrong, please contact the school immediately.

Attainment

Attainment in St Joseph’s remains a key strength, with children consistently reaching or excelling national and local benchmarks. The school makes very good use of data and information about prior attainment to guide and inform classroom practice e.g.

- Analysis of Developmental Milestones, Baseline results for P1
- Standardised Testing at P3, 5 & 7
- Screening at the beginning and end of P2 and P3
- Scottish National Standardised Assessments at P1, 4 and 7
- Regular Target Setting Meetings to discuss pupil Curriculum for Excellence progress and pace of learning.

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

Teacher Curriculum for Excellence judgements:

CfE attainment	2019 - 20	2020 - 21	Target 2019-2021
Reading	90%	94%	92%
Writing	88%	91%	91%
Maths	93%	91%	93%
Talking and Listening	97%	98%	94.5%

Assessment and Reporting

We operate a policy of continuous assessment from Primary 1 to Primary 7 in order to build a clear picture of each child’s progress and to promote high quality learning and teaching approaches. Assessment also enables teachers to plan programmes of work and to check on the effectiveness of teaching methods and resources.

We adopt a wide range of assessment strategies to promote learning and so endeavour to meet the needs of all pupils. Assessment of children’s progress and achievement during their broad general education to the end of S3 will be based on teachers’ assessment of their knowledge and understanding, skills, attributes and capabilities.

Children will progress through the following levels from pre-school to secondary education.

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.

East Renfrewshire Standardised Testing in language and mathematics will be carried out in Primaries 3, 5 and 7 as part of the target setting activities which take place in the school. Baseline Assessment takes place in primary 1 as do Developmental Milestones Assessments.

Formative Assessment techniques are also employed in order to fully involve children in their own learning and to challenge and motivate them as masters of their own learning.

Research shows that children learn best when they:

- Understand clearly what they are trying to learn
- Know what is expected of them
- Are given advice, are given feedback about the quality of their work
- About how to improve their work
- Are involved in deciding what needs to be done next
- Know who can help them if they need it.

The teacher will regularly discuss your child's progress and next steps with them. Your child will be supported to create their own profile on GLOW which will be regularly updated to show their achievements, progress and next steps in their learning.

Each child's progress will be regularly assessed in order to diagnose difficulties and to discover their capabilities.

At the end of each academic year you will receive a copy of your child's report. Parents' evening are held in November and May and give an update on your child's progress including strengths and development needs. Parents can make an appointment at any time to discuss a child's progress. In addition, curriculum evenings, open afternoons, regular homework activities are used to share and report on pupil progress and achievement. If at any time 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 Management Team, i.e. The Head Teacher, Depute Head or a Principal Teacher.

In August 2017 the Scottish Government introduced the Scottish National Standardised Assessments (SNSA) as part of the National Improvement Framework. The assessments have been designed to provide teachers with information about children's progress, as such, they should help inform professional judgements. The [SNSA](#) will be undertaken by all children in P1, P4, P7 and S3 and assess aspects of reading, writing and numeracy.

Transitions

Moving to Primary School

Curriculum for Excellence provides a valuable opportunity to enhance the transitions between nursery and primary. The Early Level spans pre-school to the end of primary one (for most children) and naturally promotes collaborative working between the primary and nursery sector.

In school we ensure that an effective liaison programme is established with our associated nursery establishments in East Renfrewshire.

This includes:

- Primary staff visiting associated nurseries
- Associated nursery staff visiting school
- Transfer of information through summative reports and Pupil Profiles
- Pupil Induction Afternoons
- Parent Information Meetings
- Meet the Teacher Afternoon for Parents in August/ September

The curriculum in primary schools will build on what your child has learned before starting school.

Play will still be important in Primary 1, but some approaches to learning will gradually change – for example, your child will begin to read and write more independently. The nursery will pass on a copy of your child’s summative report, so that the teacher in Primary 1 can plan the next stages in your child’s learning. Pupils normally transfer to primary school between the ages of four and a half and five and a half years. If your child is born in January or February, you can have automatic right of deferral. Information on registration/enrolment procedures for primary school will be given in the local press early in the calendar year and can also be found in our local parishes and in the school front entrance.

Moving to Secondary School

Staff members from our associated primaries and St Ninian’s High School convene Cluster Standing Committees to discuss shared issues.

We ensure that there is a common methodology within the main curricular areas.

As part of cluster working, Primary 7 pupils visit St Ninian’s High School for an extended programme of work in various departments. We have a Cluster Ceilidh in January to allow children from all the associated primaries to meet together informally.

Mr Docherty and members of the Senior Management Team of St Ninian’s High School visit our primary seven pupils to discuss issues and convey information prior to transition. It is always a pleasure to meet former pupils who come along and give an insight into high school from their perspective.

Pastoral Care and Support for Learning teacher visit to share information. Children who require additional support in certain areas may have extended transition which begins with a transition review meeting involving parents and school staff from both schools.

An information evening is held in the high school for parents and pupils in the final term.

Pupils normally transfer to secondary school at the end of their primary 7 year.

Pupils living within the catchment of St Joseph’s, transfer to St Ninian’s High School, however a placing request can be made to attend any other school.

Pupils living out with the catchment area will be expected to return to their local catchment secondary school: therefore a placing request must be made if you wish your child to attend any other school, including St Ninian’s High School.

A placing request will be needed in order to move a pupil attending a denominational school to a non-denominational school (or vice versa).

Parents will be advised of the transfer arrangements in the pupil’s Primary 7 year.

St Ninian’s High School,
Eastwood Park,
Rouken Glen Road,
Giffnock,
East Renfrewshire G46 6UG Telephone: 0141 577 2000

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

St Joseph’s Primary @StJosephsERC · 14 Nov
Primary 7 loved finishing off their pull along toys at their third cluster visit to @stniniashigh



St Joseph’s Primary @StJosephsERC · 14 Nov
P7 loved engaging in science experiments at St Ninian’s. We mixed Methylene Blue and Indigo Carmine with a Sodium Hydroxide solution and were amazed at the different colours that they created.



Additional Support for Learning

Our teaching methods ensure that any difficulties are quickly identified and catered for. In the first instance, teachers express any concerns (either for a more or less able child) to the Support for Learning Coordinator who then informs the Head Teacher. The nature of the difficulty is discussed and if necessary, assessed.

Structured support would initially be established by the class teacher however if any extra input is deemed necessary, parents are informed. Children receiving additional support are recorded on our support plan records (ASN profile or Wellbeing plan), these records are regularly reviewed and updated. Parents of children who have a wellbeing plan which is a more detailed plan, due to the nature and level of support required, are invited to comment on the targets recorded on the Wellbeing Plan. Those children with a Wellbeing Plan will be discussed in more detail at Case Review Meetings.

If you feel that your child may require some additional support please in the first instance speak to their class teacher, thereafter with **Mrs Wynne our DHT**, who is also our Support for Learning Coordinator, will be pleased to advise you on the next steps.

Our teachers and members of the management team work together in order to provide materials to assist with individuals or groups and advise on appropriate programmes of work.

Before a pupil is referred to the Educational Psychologist, the team gives consideration to the grounds for referral. Families are notified in advance that the discussion is going to take place, and the outcome is reported to them. If it is agreed that there is a role for the Educational Psychologist, a consultation meeting is arranged for parents.

Specific Learning Difficulties (Dyslexia)

Dyslexia is a specific learning difficulty in its own right. We use the term when a child is having difficulties with aspects of reading and writing when there is a clear difference between these and the way they perform in other areas of school work. If you think child may be Dyslexia, your first step is to approach the school. Online advice and information about Dyslexia and how to support children with literacy difficulties can be found here: <http://www.addressingdyslexia.org/>

At present, the school's Dyslexia Adviser is **Mrs Wynne (Depute Head Teacher)**.

Core Communication Needs

If a pupil has core communication needs that are having a significant impact on their ability to access the curriculum and their social inclusion within school, advice will be sought from the school's Autism Adviser who currently is Mrs Karen Wynne. It may be the case that the child will join one of our Social Skills Groups or be recommended for further assessments to be carried out so that a referral can be made to a specialist team. Parents, will of course, be informed of any such recommendations.

The school employs various strategies to help children with identified issues however if it is deemed necessary, 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 the Educational Psychologist. As stated previously, the school policy is to keep you and your child fully informed of the results of these assessments. For more advice and information from the authority's Psychological Service go to:

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

ASL Act: Information and Advice for Parents

The Education authority has renewed duties under the 2009 ASL Act to provide support and advice for parents of children with additional support needs. The website for parents,

<https://blogs.glowscotland.org.uk/er/PsychologicalService/> provides important advice for parents as well as up-to-date information on parent forums.

Enable: Scotland

ENABLE Scotland is a charity run by its members. They campaign for a better life for children and adults with learning disabilities. They support people who have learning disabilities and their families to live, work and take part in their communities.

More information can be found at <http://www.enable.org.uk>

Enquire – the Scottish Advice Service for Additional Support for Learning

Operated by Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning through: *The Parents' Guide to Additional Support for Learning*. To order hard copies of the parents' guide or any other publications please telephone 0845 123 2303 or visit: <https://enquire.org.uk/>

Seasons for Growth

It may be the case that your child will experience loss or bereavement during their time in St Joseph's. We currently have a teacher trained in a programme called 'Seasons for Growth' which supports children to understand and manage the issues they may experience due to the loss of a parent or significant other through death, separation or divorce within their life. During the programme children will have the opportunity to:-

- Learn about the effects of significant change in their lives
 - Examine how a significant change can be accompanied by a sense of loss
 - Understand it is normal to experience a range of emotions because of loss.
 - Develop new skills in coping with their feelings.
 - Appreciate and nurture their strengths and gifts.
 - Participate in an enjoyable, creative, safe learning experience with a caring adult and peers.
- If you feel your child would benefit from joining this programme please either contact their class teacher, Mrs Wynne or Mrs Martin

<http://www.seasonsforgrowth.org.uk/>

Pupil Voice

St Joseph's Primary School values the views of all its members. Learning at St Joseph's Primary School is enhanced by exploring the thoughts and feelings of pupils within the school. Pupil Voice is embedded in all aspects of school life. We provide children with opportunities to contribute to school improvement because we believe listening to learners is fundamental to their wellbeing. Our school aspires to enhance each child's self-esteem; providing a safe and secure environment in which they feel confident to take risks and strive to reach their full potential. Through recognising and celebrating achievement, we encourage every child to view themselves as a successful individual. We believe that engaging our children in 'learning about learning' enables them to develop a deeper understanding of themselves as learners and therefore equips them with a greater capacity to learn. Our school ethos and the positive relationships established within our school community promote the value of learning and create a desire for children to become Lifelong Learners. St Joseph's Primary School believes:

- Every child has an entitlement to personal, social and intellectual development and must be given an opportunity to achieve his/her potential in learning.
- Every child is unique in terms of characteristics, interest, abilities, motivation and learning needs.
- Education systems should be designed to take into account these wide diversities.
- Those with exceptional learning needs and/or disabilities should have access to high quality and appropriate education.

As a Rights respecting school we ensure our children's rights are fully upheld by adhering to the UNCRC articles.

- the right of children to express the views that they have and for their views to be listened to in anything that affects them (UN Convention on the Rights of the Child; Article 12) (Children Scotland Act 1995)
- the School is firmly committed to ensuring consultation with young people in order to meet the articles in the UN Convention on Rights of the Child (1989), Children Scotland Act (1995), Human Rights (1948) and sections detailed within this document from the Standards in Scotland's Schools etc Act (2000)
- the right to freedom of expression, to hold views and to impart information and ideas (Human Rights Act, Article 10)



Our children have many and varied opportunities to develop their school through evaluating our current practice using 'How Good Is Our School' evaluation tool for children from the Scottish Government. Every child is part of one of our 21 committees that meet each month to address the areas for improvement identified through the use of HGIOURS.

<https://education.gov.scot/improvement/Documents/HGIOURS-Part2.pdf>

In addition, children regularly engage in dialogue with their class teacher and Senior Leadership Team to help shape the curriculum.

Through the use of suggestion boxes, Pupil Council and House Captains the views of the children are regularly sought.

School Improvement

What is our capacity for improvement?

The school, through its self-evaluation processes, has identified a continuous programme of review and development which will ensure that the school moves forward with a clear vision.

The aims of the school set out clearly our intention to provide the highest quality of learning and teaching experiences for our pupils that shall be achieved through strong leadership and the commitment and dedication of all staff.

The views of all stakeholders will be taken into consideration in order to achieve our aims and objectives.

The targets included in this year's School Improvement Plan include:

- Maintaining high levels of attainment in literacy and numeracy.
- Developing the tracking and recording of the full range of children's achievements in and out of school and build robust partnerships with parents and other agencies which lead to better meeting the needs of pupils in their development of skills for life, learning and work
- Numeracy - Mental agility and Problem Solving
- Literacy - Reading Recovery, Creating a reading culture, approaches to writing, Gourdie Handwriting
- Digital Learning - Increased use of Google classroom, continued development of profiling, VR Headsets, use of technology to engage learner
- Health and Wellbeing - Neuro Linguistic Programming for parents, development of anti-bullying policy in line with East Renfrewshire's revised policy.

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/StJosephs>.

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

<https://www.eastrenfrewshire.gov.uk/search?q=policies&x=0&y=0>
<https://www.gov.scot/education/>

Parent Zone (Scotland) is also a very good organisation to gain useful tips and knowledge: <https://education.gov.scot/parentzone>

School and Community

At St Joseph's Primary School we work extremely hard to ensure that your child reaches their potential in every way. This includes developing as an active citizen who understands both their rights and responsibilities and who wants to make a valuable contribution to the life of the community.

Citizenship

We ensure that our young people also learn about values and citizenship as part of their school experience from primary through to the end of secondary school.

Children are encouraged to become involved in their own communities, valuing people of other cultures, and even playing a part in local decision-making.

We teach and encourage pupils to think about and form opinions on:

- Religious, moral and social issues
- Political issues
- Environmental issues
- Respect for others
- Caring for their fellow pupils and their school
- Issues relating to the developing world

We believe it is important for children to master life skills which will be useful in later life. We run very successful Masterclasses, committees and clubs which endeavour to teach the children these crucial skills

As well as every child taking part in a committee and a Masterclass, we have also had the privilege of working with JP Morgan and have set up a Code Club where children work with a STEM (Science, Technology, Engineering and Maths) Ambassador and learn how to create animations, games, websites and much more. The children build up their programming skills as they move through the projects, and challenges provide opportunities to demonstrate and apply what has been learned.



Extra-Curricular Activities

We have access to an all-weather multi-use games area in addition to our playground and through our Active Schools Co-ordinator many children have the opportunity to take part in sport clubs. The school choir often to play at local events such as 'I Love Clarkson', Age Concern in Eaglesham and at a local residential care home: Bonnyton House.

Primary 7 pupils have the opportunity to take part in a residential trip to Lockerbie Manor and pupils of other stages make educational visits to places of interest e.g. The Museum of Rural Life, New Lanark, Kelvingrove Art Galleries, etc.

Please click onto our school website for up to date information on trips, clubs, extra-curricular activities and achievements: <https://blogs.glowscotland/org.uk/er/StJosephs>

Supervision of Playground

An adult presence is provided in the playground at break time in terms of Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990. The janitor, pupil support assistants and Senior Leadership Team supervise the playground during intervals and lunchtimes.

Indoor Intervals

When the weather is poor (e.g. heavy rain) the children will be kept inside to play in their classrooms. Obviously their teachers will be having their break so supervision will depend on the availability of support staff and the Senior Management Team. We therefore require in the interests of safety, the highest standards of behaviour.

Meals

We operate a Cashless Catering system in St Joseph's. Your child has been allocated an identification number (pin) and you will also need to know your child's Scottish Candidate Number (SCN). These numbers are given in August, however the school office staff are always happy to help if these numbers are lost or forgotten.

How to make a payment for school meals, trips and events.

Our preferred method of making a payment is by using the Parent Pay on-line system.

When your child starts school you will be given an activation letter giving instruction on how to set up an account. You should then use this account to pay for school meals, trips and special events.

If you do not have access to a computer to make online payments you will be given a letter by the school office allowing you to pay by cash at designated pay point shops.

We provide a free meal to every P1-3 pupil. Copies of the menu are available through ERC's website: [Menus](#)

A special diet is available for children who require it (e.g. diabetic children).

There is accommodation in the dining area for children who bring a packed lunch. Lunch boxes should be labelled with your child's name.

Free meals and Clothing Grants – online application form at: [Meal and Clothing Grants](#)

You can apply if your child attend an East Renfrewshire primary or secondary school and you receive a qualifying benefit.

Clothing and Uniform (Dressing for Excellence)

In East Renfrewshire we strive to achieve our vision of "Inclusion, Achievement, Ambition and Progress for All" in all that we do. Supporting schools to robustly implement school uniform/dress codes is an important way of reinforcing this drive for excellence.

East Renfrewshire's Education Department expects and strongly encourages its schools to have a high standard of uniform as it 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 pupils 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 and young people from social pressures to dress in a particular, fashionable or expensive way;
- ✓ nurture cohesion and promote good relations between different groups of pupils; and
- ✓ foster a spirit of partnership among pupils and staff, between home and school, and between community and school.

Dressing for Excellence is a policy approved by East Renfrewshire's Education Committee and was formulated following discussions with Head Teachers and Parent Council Chairpersons. We have listened to parents complain about tensions which can arise in homes when children and young people show disregard for their school's uniform/dress code or, indeed when they pressurise their parents to buy them expensive items of clothing to wear to school in order to keep up with or show off to their peers. Having a partnership approach between home and school can help youngsters to resist such pressures and develop their understanding of school as a place for learning and work, rather than a place to impress friends and socialise. School uniforms are an economic and practical solution to take away the debate about what to wear to school.

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

Outdoor Learning –

Please remember that although your child may be brought to and collected from school by car, they will always be outdoors at interval and during lunchtime unless we have particularly adverse weather. Please ensure your child has a jacket to protect them from showers. In our part of the country it sometimes seems like we have several seasons in one day and pupils must be appropriately dressed for all curricular outdoor learning opportunities.

Gym days –

Primary 1 and 2 can wear polo shirt/sweat shirt rather than shirt and tie on gym days to avoid having to change. Some of the gym periods are held outside hence the need for joggers and warm sweatshirt/cagoule.

Track suits –

Don't buy expensive sports gear – it might get lost and blue or black supermarket joggers/ tops are absolutely fine.

Skirts –

Skirts should be a grey, traditional, plain style and around knee length.

School tie –

Should be worn to a decent length and knotted neatly.

Shirts –

It can be helpful to have at least one long sleeved shirt for school photos/representing the school.

Footwear –

Black, sensible school shoes (not trainers) should be worn. Footwear should not damage flooring. Smart, dark leather (or similar) boots can be worn in winter though not Ugg type or other loose fitting / welly boots for day to day wear. In extreme weather wellies/snow boots may be necessary – in those cases, you may want to give your child a change of shoes for the classroom. No high heels are permitted.

Jewellery / make up –

No jewellery (other than plain studs for children with pierced ears), make-up or nail polish should be worn at school. These can cause health / hygiene issues. Watches are permitted.

Label everything –

And replace labels when they fall off. It is astonishing how much expensive, unlabelled clothing ends up in lost property. Sew-on labels are harder work but last longer. There are many shops / websites selling labels – one set will usually last for the duration of your child's time at school. Unclaimed school items go to good causes!

Valuables –

Don't send your children in wearing expensive clothing or valuables. East Renfrewshire Council is not insured for this and is unlikely to meet claims for losses.

Use common sense –

Some things that might be worn elsewhere are unacceptable in school, for example, anything that could:

- Encourage factions e.g. football colours;
- Cause offence (e.g. anti-religious symbolism or political content slogans) or carry advertising (particularly for alcohol or tobacco);
- Cause health and safety issues (e.g. flammable materials/loose clothing/dangly ear-rings);or
- Could be used to hurt others

What can parents do?

- ✓ Participate fully in consultation in your child's school to agree the list of approved items for its uniform / dress code.
- ✓ Make sure you are aware of the benefits of wearing school uniform and discuss these with your child.
- ✓ Stay committed to it – sometimes the road may be rocky, but it is worth showing your commitment.
- ✓ Keep in contact with the school and other parents; a united approach will reinforce the messages to children and young people.
- ✓ If you are contacted by the school to inform you that your child has not worn any or part of the approved uniform, discuss it with him/her; set out your expectations and revisit the benefits.
- ✓ Praise your child for wearing the full school uniform. Tell your child how smart he/she looks.

Parents are asked to assist by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school. Parents should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only when the authority can be shown to have been negligent.

Blazers are encouraged to be worn at all times however school waterproof jackets are also available from the agreed list which has been determined in conjunction with the Parent Council. I would ask that any blazers which could be recycled should be handed into school.

In St Joseph's, the school uniform is as follows:

- Blue shirt
- School tie
- Grey skirt
- Grey trousers
- Grey V-neck jumper or cardigan
- Blazers
- Appropriate footwear
- Grey socks or tights

For PE, children are asked to wear a pale blue tee-shirt, dark blue shorts and gym shoes.

Uniforms can be ordered through the Parent Council at our Parents Nights in November and March or at the P1 Induction days in May/June. Parents may also purchase uniforms online at Gilmour Uniforms:

[School Wear Made Easy](#)

Qualifying Benefits

Parents of receiving family income support, family credit, housing benefit, or council tax rebate will normally be entitled to monetary grants for footwear and clothing for their children. Please click on the link below to access the information from East Renfrewshire Council on free school meal and clothing grants.

[School Meal and Clothing Grants](#)

Transport

The Education Authority has a policy of providing free transport to all primary pupils who live more than two miles from their local school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of transport could be revised at any time. Parents who consider that they are eligible should obtain an application form from the school or council offices. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year, but may be subject to delay while arrangements are made. Where there are vacant seats on a dedicated school vehicle these can be offered as privileged places to pupils not eligible for free school transport. There is a charge for this and full details and an application form can be obtained from the Education Department Offices, Main Street, Barrhead (0141 577 3528/3279).

These places are normally allocated in September once it has been established if there are any seats available. Should there be more applications than places available a ballot will take place.

<https://www.eastrenfrewshire.gov.uk/free-school-transport>

Pick Up Points

Where free transport is provided, it may be necessary to walk to a certain distance from home to the pick-up point and from the drop-off point to the school if any one direction. This distance will not exceed the authority's limits (see paragraph 1 above). 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 8.50am and return at approximately 3.25pm.

Transport for Placing Requests

East Renfrewshire's Education Department does not provide transport for those pupils 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 catchment area, school transport will be provided in accordance with the regional council policy stated above.

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

Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstance arise which lead to disruption. School may be affected by, for example, severe weather, and temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you in touch by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio. We may also text, email or Twitter.

Emergency Closure of Schools and Establishments – Severe Weather Conditions:

Health and Medical Care

During your child's school life a number of checks are available. They may be carried out by the School Nurse, School Nurse Assistant or Community Paediatrician (School Doctor).

Eyesight -	P7 and at other times if there is a concern
Hearing -	If required
Height -	P1 and at other times if required
Weight -	P1 and at other times if required
Health Interview -	P7 and at other times if required

Immunisation

Immunisation is carried out in the case of children who have not previously had their immunisation booster. Parents/Guardians receive a consent form before the test is carried out. Hygiene – routine inspections are no longer carried out. Information leaflets are available.

Dental Inspection

Primary 1 children are examined by a school dentist. A form is sent to parents if treatment is required. This treatment may be carried out privately or at Govanhill Health Centre.

Emergency (Medical)

If a child is unwell during school hours every effort will be made to contact the parent, should it be considered necessary. In a case of an accident, should urgent medical aid be required and a parent is not immediately accessible, the child will be taken to the Queen Elizabeth University Children's hospital. Every effort will be made to contact the parents. Parents are requested to inform the school of any particular medical requirement relating to their children.

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 Cheeked Syndrome (Parvovirus), Measles, Shingles

Transferring Educational Data About Pupils

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

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.

Use of Photography in Schools



<https://www.eastrenfrewshire.gov.uk/education-privacy-notice>

Child Protection



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 wellbeing, school staff should respect their right to confidentiality.

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 people or where the child or young people has already been identified as being at risk through child protection procedures. In such circumstances the need for consent is overridden and information should be shared with appropriate agencies.

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

At St Joseph's Primary School we take the care, welfare and protection of our children very seriously. We believe all children have a right to feel safe within the school, home and community.

Within our school we strive to provide a safe, secure and nurturing environment for our pupils which promotes inclusion and achievement.

All staff members in Education have a statutory and professional responsibility to take action if we have reason to believe a child is suffering, or is at risk of abuse.

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 or the community. These policies are designed to ensure that children get the help they need when they need it.

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

All schools in East Renfrewshire have comprehensive Pupil Support systems in place and we work closely with our partners in Social Work, Health and the Police. The school operates a multi-agency Joint Support Team to ensure that the best possible supports are available to pupils when they need them.

The Child Protection Co-ordinator for the school is **Suzanne Martin (HT)**. If you wish any further information or a copy of the school policy, please contact the school office. If you wish to discuss this important matter further, please make an appointment to see **Suzanne Martin**.

If you are worried or know a child who could be at risk of abuse or neglect please speak to the Child Protection Coordinator or to a member of staff at one of the following numbers:

Barrhead Social Work Office:	0141 577 8300	Strathclyde Police Family Protection Unit:	0141 532 4900
Clarkston Social Work Office:	0141 577 4000	Standby Social Work Out of Hours	0800 811 505

For more information go <https://www.eastrenfrewshire.gov.uk/health-and-care>

Important Addresses

Director of Education -

Mark Ratter
Director of Education
East Renfrewshire Council
211 Main Street
Barrhead G78 1XB Telephone 0141 577 3404

Community Education Officer -

Community Facilities Section

East Renfrewshire Council Eastwood Park
Giffnock G46 6UG Telephone 0141 577 3099

Clothing Grants/Free Meals -

Customer First

Telephone 0141 577 3001

Located at -

East Renfrewshire Council Eastwood Park
Giffnock G46 6UG Telephone 0141 577 3000

For general enquiries:

East Renfrewshire Council web address:

<https://www.eastrenfrewshire.gov.uk/>

Psychological Services:

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

School Holidays

<https://www.eastrenfrewshire.gov.uk/school-holidays>

Scotxed: <https://www2.gov.scot/Topics/Statistics/ScotXed/ProcXed>

Twitter – East Renfrewshire: <http://www.twitter.com/EastRenCouncil>

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

- (a) Before commencement or during the course of the year in question.
- (b) In relation to subsequent school years.