

# St Francis' Primary & Nursery Class



**School Handbook 24-25**



## Contents

A Charter for Catholic Schools in Scotland	page 2
Welcome from the Head Teacher	page 3
Prayer to St Francis' Our Patron Saint	page 4
<b>Section 1 – General School Information</b>	
Contact Information	page 6
School Admission Arrangements	page 6
Placing Requests	page 7
School Uniform (Dressing for Excellence)	page 7
Pupil Belongings and Valuables	page 8
Supervision of Playground	page 8
Indoor Intervals	page 8
Parking	page 8
Transport	page 8
Pick up points	page 9
School Office	page 9
Making Payments	page 10
Parentsportal	page 10
School Meals including special diets	page 10
Free Meals and Clothing Grant	page 10
Emergency Closures and Adverse Weather	page 10
Pupil Attendance and Absence	page 11
Medical and Health Care	page 11-12
<b>Section 2 – Curriculum and Assessment</b>	
School Ethos, Values and Aims	page 14
Positive Behaviour Management	page 14
Community Involvement	page 15
Celebrating Achievement	page 15
Curriculum for Excellence	page 16-20
Homework	page 21
Assessment, Profiling and Reporting	page 21-22
<b>Section 3 – Parental Involvement, Pupil Welfare and Support</b>	
Parental Involvement & Engagement	page 24
The Parent Council	page 25
Transitions	page 25
Child Protection	page 26
Support for Pupils	page 26
Concerns and Complaints	page 27
<b>Section 4 – School Improvement and Data Protection</b>	
School Improvement Plan	page 29
Standards and Quality Report	page 29
Equal Opportunities and Social Justice	page 29
Freedom of Information	page 30
<b>Section 5 Annual Updates</b>	
Staff List	page 32
Annual Holiday Calendar	page 33

## A CHARTER for CATHOLIC SCHOOLS in SCOTLAND

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

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



Dear Parent / Carer

On behalf of all in St Francis' Primary may I welcome you and your child to our school. This handbook contains a range of information about the school itself and about various aspects of primary education. I hope that you will find it useful and informative.

In our Catholic School Community, we strive to create a caring Christian environment where children are nurtured and given opportunities to develop their full potential as well as the necessary knowledge and skills for life. We place great importance on our home, school, church partnerships and work together to help children to celebrate and live the Catholic faith. In partnership with parents, stakeholders and the local community we strive towards continuous improvement for the benefit of all our children.

We assure you that we will all do our best to make sure that you and your child will enjoy being part of our school community in the years to come and look forward to working in close partnership with you to enable your child to be all they can be.

If you have not already visited the school, please contact us and we will be delighted to show you round.

Yours sincerely,

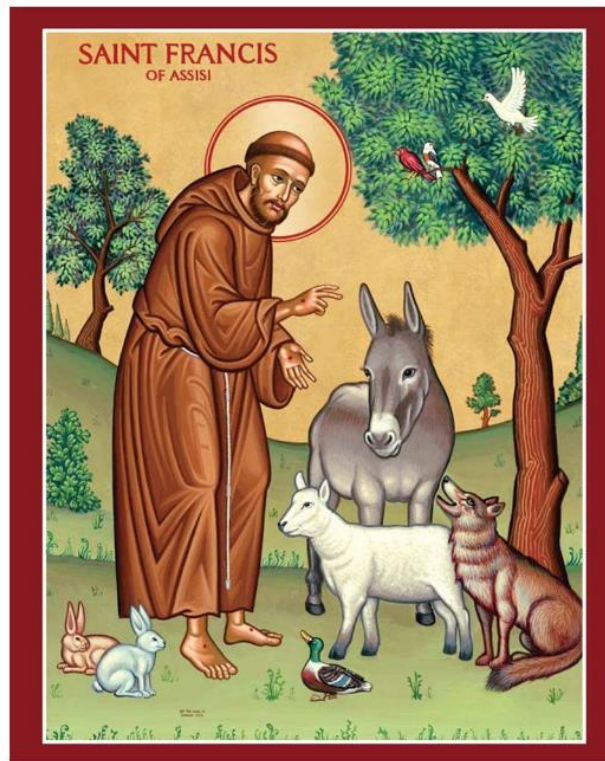
Joanne Martin  
Head Teacher



## A Prayer to St. Francis' of Assisi

Lord, make me an instrument of your peace.

Where there is hatred, let me sow love; where there is injury, pardon; where there is doubt, faith; where there is despair, hope; where there is darkness, light; and where there is sadness, joy. Divine Master, grant that I may not so much seek to be consoled as to console; to be understood as to understand; to be loved as to love. For it is in giving that we receive; it is in pardoning that we are pardoned; and it is in dying that we are born to eternal life.



## **Section 1**

### **General School Information**

## **Contact Information**

School Name: St. Francis' Primary School and Nursery Class

Address: 430 Old Rutherglen Road, Gorbals, Glasgow G5 0PA

Telephone Number: 0141 429 3687

Email: [headteacher@st-francis-pri.glasgow.sch.uk](mailto:headteacher@st-francis-pri.glasgow.sch.uk)

School Website: [www.st-francis-pri.glasgow.sch.uk](http://www.st-francis-pri.glasgow.sch.uk)

School X Account: @St Francis\_PS

Parent Council contact email: [stfrancisprimaryparentcouncil@gmail.com](mailto:stfrancisprimaryparentcouncil@gmail.com)

Head Teacher: Joanne Martin

School Denominational Status: Roman Catholic

Stages Covered: Nursery to Primary 7

Current School Roll: 466

Current Nursery Roll: 43

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

## **Learning Community**

St Francis' Primary School and Nursery Class is part of the Holyrood Learning Community. We work in close partnership with the Learning Community which consists of 8 partner primary schools, 1 partner nursery school and Holyrood Secondary School, to raise achievement and attainment.

## **School and Nursery Website The website is updated regularly.**

Termly newsletters and regular 'St Francis' highlights' information updates are posted on a regular basis. We use text messaging and email as a means of communication with parents. If you would like further information about the school, please do not hesitate to contact us.

## **Admissions and Enrolments**

P1 enrolments take place in November and are advertised widely in the local press. When pre-school children enrol for education for the first time, parents are invited to visit the school and meet the Head Teacher. Posters with the date and time of this meeting are displayed in local churches and nursery schools. Parents wishing to enrol their child in the school should complete the online enrolment form.

<https://www.glasgow.gov.uk/index.aspx?articleid=18007>



Later in the session, around April/May the head teacher will contact parents to invite them to visit the school with their child to take part in the pre-school induction programme for parents and children. This is an opportunity for parents to learn more about the school and for the children to become familiar with their new learning environment meet future classmates and if possible, meet their class teacher for the coming session. As appropriate, children who have additional support for learning needs will experience an enhanced transition programme to support them.

### **Placing Requests**

Where the child does not live within the catchment area, the parent should contact their local school, where placing request application forms are available and can also be completed on line. Further information on placing requests is available from [www.glasgow.gov.uk/index.aspx?articleid=8629](http://www.glasgow.gov.uk/index.aspx?articleid=8629). Parents who wish to seek a place in the school for their children other than at Primary One can visit the school by appointment, talk with the Head Teacher and see the facilities.

### **School Uniform**

Given that there is substantial parental / carer and public approval of a dress code, schools in this authority are encouraged to develop a school dress code. In encouraging a dress code account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender.

Any proposals will be the subject of widespread consultation with parents/ carers and young people. Against this background it should be noted that it is the policy of the Education and Social Work Services Committee to encourage schools to develop an appropriate dress code policy.

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

- **Potentially, encourage faction (such as football colours)**
- **Could cause offence (such as anti-religious symbolism or political slogans)**
- **Could cause health and safety difficulties, such as loose-fitting clothing, dangling earrings**
- **Are made from flammable material for example shell suits in practical classes**
- **Could cause damage to flooring**
- **Carry advertising, particularly for alcohol or tobacco**
- **Could be used to inflict damage on other pupils or be used by others to do so.**

Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing clothing conforming to the school's dress code policy. It is a long-standing tradition that the children of St Francis' wear the school uniform. This tradition is still very popular with today's parents. It gives the children a sense of identity and prevents competition in fashion dressing.

**St Francis' school uniform is as follows:**

**GIRLS** Brown skirt / trousers, a white shirt and school tie or yellow polo shirt, brown jumper or cardigan, brown sweatshirt, black/brown socks or tights and black shoes. Brown blazer / school jacket.

**BOYS** Brown trousers, a white shirt and school tie or yellow polo shirt, brown jumper, brown sweatshirt, black/brown socks and black shoes. Brown blazer / school jacket.



Parents/Carers receiving Income Support, Job Seekers Allowance (Income Based), Working Tax Credit (with a total annual income of less than £15,860\*), Housing Benefit, Council Tax Benefit or Universal Credit (where the total income is less than £7320) will normally be entitled to monetary grants for footwear and clothing for their children. Information and application forms may be obtained from schools and at

<https://www.glasgow.gov.uk/index.aspx?articleid=17885>

### **Pupil belongings and Valuables**

Glasgow City Council is concerned at the level of claims being received regarding the loss of children and young peoples' clothing and/or personal belongings. Parents / Carers are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school. Parents / Carers 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 where the authority can be shown to have been negligent.

### **Supervision in the playground**

The playground can be the place where relationships break down. An adult presence is provided in playgrounds from 8.50am and at break times. In terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations, 1990. In St Francis Primary the Support for Learning Assistants and Janitor supervise the playground. When the weather is too inclement to be outside, these adults supervise the children within the gym hall, assembly hall and classrooms.

**In the interest of the security of the children in the school, all adults are requested not to enter the school playground when leaving or collecting children at the school gates at the beginning and end of the day.**



### **Intervals**

The school encourages the children to be outside in all weathers and to come prepared with waterproofs. However, in inclement weather, children may have to have their break indoors. As teachers will also be having their break at the same time, supervision will be provided by support staff and the Senior Leadership Team. We therefore require, in the interests of safety, the highest standards of behaviour.

### **Parking**

The school has limited parking space and encourages parents/carers, where possible, to walk with their children to school. Community Safety Officers and police patrol the area at times to ensure there is no illegal parking or acts which can lead to safety risks for the children. The school asks that parents/carers are mindful of local residents and in particular that they do not park in front of driveways. The school car park is only to be used by staff.

## Transport

The Education Authority has a policy of providing free transport to all primary children who live out with a certain radius from their local school by the recognised shortest walking route. This policy is more generous than the law requires. Parents/carers who consider they are eligible should obtain an application form from the education services. <https://www.glasgow.gov.uk/index.aspx?articleid=17882>

These forms should be completed and returned before the end of February for those children and young people beginning school in August to enable the appropriate arrangements to be made.

Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. The appropriate officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

The authority has an exceptional circumstances policy relating to e.g. homelessness, parental disability etc. Details are available from the school. There is also a procedure to request transport on medical grounds. The school can advise on procedures.

## Pick Up Points

Where free transport is provided it may be necessary for children and young people to walk a certain distance to the vehicle pick-up point. Walking distance in total including the distance from home to the pick-up point and from the drop-off point to the school in any one direction will not exceed the authority's limits (see above paragraph). It is the parent's/carer's responsibility to ensure their child arrives at the pick-up point on time. It is also the parent / carer's responsibility to ensure the 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.



## Office

The school office is open daily from 08:30 to 16:00.

The school building is fitted with a secured entry system. All visitors should press the buzzer for the school office at the main entrance, where you will be directed appropriately. Entrance to the school is restricted to the main front doors. No parent should enter the school via the side doors. If you wish to speak to any member of staff you must:

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

## Making Payments

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

## Parentsportal

Parentsportal is an app which can be downloaded to a phone. The purpose of this system is to reduce paperwork between school and home, such as the annual data check and consent forms.

## The Breakfast Club



Glasgow's Big Breakfast is available in all Glasgow primary schools every week day morning. Children can enjoy a nutritional breakfast of fruit juice, cereal and milk, toast and fresh fruit prior to the start of the school day. Children have the opportunity to socialise with their friends in a supervised and safe environment. Breakfast is available from 8.00am until 8.45am at a cost of £2 per day for the

eldest child, £1 per day for all other siblings and free of charge to children who are entitled to free school meals

## Lunch

The Fuel Zone serves healthy food in a bright and informal environment where children can enjoy lunch. The menu is shared with parents and rotates on a fortnightly basis giving children more variety at lunchtime. Three meal choices are available daily: main meal, vegetarian or snack meal. Children can select from fruit and vegetables, yoghurt and milk to accompany their meal. A halal menu is also available if required.



## Special Diets

If your child has a special medical diet requirement please obtain a letter detailing information about this from your dietician/doctor. Please then contact the Head Teacher who will deal with your request. Medical diets for children can be provided. Further information can be found here:

[http://www.fuelzoneprimary.co.uk/UserFiles/files/Medical\\_Diet\\_Leaflet%20-%20June%202017%20WEB.pdf](http://www.fuelzoneprimary.co.uk/UserFiles/files/Medical_Diet_Leaflet%20-%20June%202017%20WEB.pdf)

## Free Meals and Clothing Grants

You can apply if your child attends a Glasgow City Council Primary or Secondary school and you receive a qualifying benefit <https://www.glasgow.gov.uk/index.aspx?articleid=17885>

## Emergency Closures and Adverse Weather

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

## Pupil attendance and absence

Parental co-operation is vital with regard to attendance and time keeping. Good attendance and prompt arrival in school leads to success with schoolwork and generally a child who is happy and well behaved. Section 30 of the 1980 Education Act lays a duty on every parent/carer of a child or young person of 'school age' to ensure that their child attends school regularly.

Attendance must be recorded twice a day, morning and afternoon. Therefore, **if your child is going to be absent from school please phone the Absence Reporting Line Service 0141 - 287 - 0039 before 9. 30am.**

This should be done on the first day of absence. The school uses daily text messaging to inform parents of their child's absence if no contact is made.

All unexplained absence is investigated by the school and appropriate action taken. Please give your child a note on his/her return to school, confirming the reason for their absence. Children arriving late for school are asked to sign in at the school office for fire safety reasons.

Parents / carers do not have an automatic right to take their child out of school without permission during term time. The Head of Establishment can only authorise time off during term time in **exceptional circumstances.**

Exceptional Circumstances include:

- Short-term parental/carer placement abroad
- Family returning to its country of origin for family reasons
- The period immediately after an illness or accident
- **A period of serious or critical illness of a close relative**
- A domestic crisis which causes serious disruption to the family home causing temporary relocation

Time off during term-time for the following reasons is **not** acceptable and will be recorded as **unauthorised absence:**

- Availability of cheap holidays or desired accommodation
- Holidays which overlap the beginning or end of term

Clearly with no explanation from the parent or carer the absence is unauthorised.

The school education liaison officer will investigate regular unexplained absences.

The authority has the power to write to, interview or prosecute parents/ carers, or to refer pupils to the reporter of the children's hearings, if necessary. The school encourages attendance by its ethos, by reward systems and by the co-operation of parents/carers.

## Attendance and Absence Data

Absence rates are calculated as a percentage of the total number of possible attendances for all children of the school in the stage shown, each morning and afternoon of each school day being a separate possible attendance. The authority and Scotland's figures include all education authority and grant-aided primary schools, but exclude all ASL schools.

## Health and Dental Care

Health assessments are the responsibility of local health services.



The school has a named School Nurse who is the key professional and will make occasional visits to the school to do checks such as vision. She will also be involved in good health promotion and, when time is available, offers an input to programmes of study about health matters. She is fully involved in our primary /secondary health transition programme.

The Community Dentist and Dental Hygienist also visit occasionally to selected age groups. This is to encourage children to form good dental habits.

It is extremely important that parents provide the school with the name address and telephone number of a responsible adult as a contact person in the case of illness or emergency. If a child becomes ill in school the parent or emergency contact will be notified. A similar procedure will be carried out in the case of an accident. If no contact can be made and it is deemed necessary the child will be escorted to hospital by a competent adult from the school. In case of a serious accident the child will be taken immediately to hospital and the parent alerted to go there. If a child requires particular medication or suffers from an illness, it is imperative that the school is notified and in the case of administering medicine, appropriate forms, available at the school office, must be completed by the parent.

### **Serious Accidents or Illness**

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

### **Reducing the Risk of Transmission of Infection**

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

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

**Section 2**  
**Curriculum and Assessment**

## **Vision**

In St Francis' Primary School we strive to create a dynamic, inclusive and welcoming community where every child is valued and challenged to develop holistically. Our vision is for the St Francis Family to have excellent attainment and achievement and experience love and happiness; a vision that will be realised through a Curriculum for Excellence and our strong Catholic values. At the heart of our shared vision will be our nurturing, loving and inclusive ethos, high quality learning experiences, the promotion of health and wellbeing and effective partnership working with our families and community.

## **Our shared values are:**

- Trust
- Honesty
- Integrity
- Justice
- Compassion
- Courage
- Humility
- Kindness

## **Aims**

In St Francis' School our aims are:

- To strive to support our school community to recover, reconnect and develop resilience
- To provide high quality learning experiences in a safe, healthy and nurturing environment
- To promote pupil voice and inspire a love of learning
- To promote creativity and personal growth for all children
- To promote inclusion and equality for all children and their families and to value and celebrate diversity
- To work in partnership with parents, parishes and others in the community to encourage children to become active and responsible citizens
- To encourage the personal growth of children and staff as lifelong learners and effective contributors.
- To further develop the skills of all teachers in order to meet the needs of our children.
- To encourage our pupils to take part in the decision-making processes which influence the future vision of the school
- To become Stewards of the Earth; realizing Pope Francis' urgent call in "*Laudato Si*" to tackle the current ecological crisis by making a paradigm shift that will allow all human beings to live sustainably in dignity.

## **Positive Behaviour Management**

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

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

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



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

If appropriate, a child may receive a daily behaviour chart to be signed by parent and teacher. Further unacceptable behaviour, despite parental co-operation, or very serious misdemeanours, may result in an exclusion from school. This will only be done in consultation with parents who would then be asked for written assurance that their child will improve their behaviour on his/her return.

### **St Francis' Primary House System**

There are five houses:

- ✓ Kingfishers
- ✓ Goldfinches
- ✓ Woodpecker
- ✓ Robin

The house system helps us to celebrate success and improve behaviour in our school. We ask St Francis', our patron saint, to provide us with guidance in our daily lives and through our journey of faith, so we can 'Shine God's Light' in all we do. Points can be earned based on the Gospel Values and the principles of the United Nations Convention of the Rights of the child, as outlined in our vision, values and aims (school rules). The House with the highest number of points is awarded a 'treat' which will be provided.

### **Anti - Bullying Policy**

The school has a clear policy on anti-bullying. A full copy of this is available from the Head Teacher but the general principle is to deal swiftly with any instance by supporting the victims and helping the perpetrator to change behaviour patterns.

Bullying behaviour cannot be tolerated and action taken against such will be immediate and effective. The rationale of our policy states that we wish to adopt a preventative approach to bullying behaviour, and by promoting positive behaviour ensure an anti-bullying climate in our school.

### **School /Community**

The school should play an important role in the local community. The facilities in St. Francis' Primary are used by community groups in line with letting policy. School activities attract local people from time to time and our children also go out to venues in the community to support their learning, entertain others or assist with events.

The school has very positive working relationships with local businesses and community organisations, all of which support and enhance the learning experiences of the children.

### **Celebrating Achievement**

Gaining recognition for achievements can increase a child's confidence, raise their aspirations, improve their motivation for learning and keep them engaged in education. We are committed to recognising and celebrating achievement. This can include being a member of a club, volunteering to help with a charity or receiving a certificate or medal.

Children are encouraged to share their achievements which will feature at weekly assemblies through Head Teacher awards, class achievement awards and good news stories. We also recognise achievement through class blogs and twitter.

Class teachers record children's achievements as part of our tracking programme. Parents and carers receive regular information about their children's strengths, progress and achievements through, class blogs, achievement certificates, parents' evenings, twitter and report cards.

## **Curriculum for Excellence**

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

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

## **What is Active Learning?**

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

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

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

## **Numeracy and Mathematics**

Mathematics is important in our everyday life, allowing us to make sense of the world around us. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risks and make informed decisions. Teachers use a variety of methodologies to develop sound mathematical knowledge and skills.

The development of mental maths skills is a priority. We provide a carefully structured and balanced maths programme which includes:

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

The emphasis is on practical work and active learning provides an opportunity for children to use their mathematical skills in everyday situations. We are committed to ensuring that children develop high levels of numeracy skills through their learning across the curriculum. Being numerate helps us to function responsibly in everyday life and contribute effectively to society. It increases our opportunities within the world of work and establishes foundations which can be built upon through lifelong learning.

## **Religious Education**

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

Through this teaching we aim to help the children:

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

The staff nurture prayer life as part of the life of the entire school community. It is a privilege and duty of the school to promote the religious education of its members since our Religion is essentially a way of life and not merely a subject to be studied. The celebration of Mass is a very important part of our religious programme. During the school session, Fr Eddie supports our children on their faith journey by the regular celebration of Mass in the school.

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

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

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

## **Catholicity**

SCOTTISH CATHOLIC EDUCATION SERVICE RELIGIOUS OBSERVANCE IN THE CATHOLIC SCHOOL  
The Education (Scotland) Act 1980 imposes a statutory duty on local authorities to provide "Religious Observance" in Scottish schools. This is defined in a national R.O. Review Group report published in 2004 as comprising: "community acts which aim to promote the

spiritual development of all members of the school's community and express and celebrate the shared values of the school community".

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

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

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

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

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

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

In terms of pupil participation in R.O. Scottish Government guidance makes it clear that it makes an important contribution to pupils' development and that it promotes the ethos of a school by bringing the pupils together and creating a sense of community. However, it also makes clear that the parents have the right to withdraw children from participation in religious observance and that this right should always be made known to parents and their wishes respected. The Scottish Government also recognises that: Where a parent chooses a denominational school for their child's education, they choose to opt in to the school's ethos and practice which is imbued with religious faith and religious observance. In denominational schools, it is therefore more difficult to extricate a pupil from all experiences which are influenced by the school's faith character. 1 Curriculum for Excellence – Provision of Religious Observance in Schools, Scottish Government, 17 February 2011

## **Social Studies**

Through Social Studies, children develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. They also

develop their understanding of their environment and of how it has been shaped. As they mature, children's experiences will be broadened using Scottish, British, European and wider contexts for learning.

Children will participate in activities incorporating the 3 main organisers:

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

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

### **Educational Field Trips and Visits**

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

### **Literacy and English**

Using innovative and engaging teaching strategies, we endeavour to develop in each pupil competence, confidence and enjoyment in listening, talking, reading and writing. Reading is a very complex process involving many skills. Children are taught phonics or 'sounds' and blend these to make words, they are also introduced to common words. Our school develops all of these skills through our reading scheme Bug Club.

Reading strategies are used to develop higher order thinking and reading skills and provide opportunities for the children to discuss, analyse and evaluate a range of texts. In addition, a variety of resources are used to further develop language skills. Children are encouraged to read a variety of texts for enjoyment.

In writing, children write for different purposes and for different audiences. Our Writing approaches are used to teach imaginative, personal and functional writing skills. As Listening and Talking permeates the curriculum, there are excellent opportunities for the children to focus on developing these skills. This includes delivering presentations to their class, whole school, visitors and parents. Literacy is fundamental to all areas of learning as it unlocks access to the wider curriculum. Competence and confidence in Literacy, including competence in grammar, spelling and the spoken word, are essential for progress in all areas of the curriculum. Because of this, teachers provide opportunities across the curriculum for children to explain their thinking, debate their ideas and read and write at a level which will help them to develop their language skills further.

From Primary 1 through to Primary 7 the children are taught French. There is also emphasis placed on using classroom games and interactive methodology to enhance the development of language skills. Children from P5-7 also have the opportunity to learn about Spanish language and culture.

### **Sciences**

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

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

Children participate in activities incorporating the key concepts identified:

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

## **Technologies**

The technologies curriculum relates particularly to contexts that provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work-related activities. These include studying technological development in society to enhance creative and organisational skills, problem solving and planning. Information Communication Technology (ICT) is an integral part of this curriculum area.

iPads are an important aid to learning and teaching and are used extensively at all stages. All classes have interactive whiteboards installed. Children have access to classroom computers and a wide range of software is used to introduce and consolidate skills across the curriculum.

ICT is used to deepen learning and share learning experiences in a variety of ways such as immersive reader, Clips and Showbie for homework.

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

## **Health and Wellbeing**

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

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

Sexual health within the Catholic school is taught through the God's Loving Plan programme within Religious Education. As a Health Promoting School we are committed to finding new initiatives and ways to reinforce the importance of active and healthy living. We strive continually to:

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

Our children participate in two hours of well-planned P.E. each week with a clear focus on rebound games, striking and fielding, gymnastics and possession games.

## Homework

Our homework policy directs teachers to set work which children can undertake at home in order to encourage good habits and positive attitudes. Homework will generally be provided four nights per week Monday to Thursday, and include aspects of reading, language, mathematics and research in relation to Social Studies.

The length of time for home learning will depend on the age and ability of the child:

- P1 & P2 10 - 15 minutes
- P3 & P4 15 - 20 minutes
- P5 – P7 20 - 30 minutes

Parents of young children will often be asked to hear reading or help to reinforce and practise new skills recently learned. Homework provides a link with home and school, allows parents to experience the tasks being tackled by the children and instils self-discipline.

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

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

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

## Assessment and Reporting

Assessment of learning is planned as part of the daily routine in each class and is generally a continuous formative process throughout the year. A variety of approaches to assessment are used to confirm staff's professional judgement of children's progress across early – second level. At P1, P4 and P7 children are assessed using the Scottish National Standardised Assessments to support evidence that they have achieved a level.

Class teachers keep their own records of children's progress and each child has a personal record of their own learning journey. We encourage children's involvement in peer/self-assessment to enable them to set personal targets. Parents are kept informed about children's assessment results and their children's general progress at parents' evenings twice yearly. An annual written report is sent home in June. Parents can also make an appointment to discuss their child's progress at any convenient time throughout the school year.

Progress in learning is indicated through curriculum levels as detailed below.

Level	Stage
Early	The pre-school years and P1 or later
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-S3, but earlier for some

## Curriculum, Assessment and Arrangement for Reporting to Parents

All children are assessed both formally and informally throughout the year. This allows children and their teachers to identify their strengths and areas for improvement. A variety of assessment methods are used to enable staff to pass on information to parents about the



progress of their child. Assessment records are kept by the class teacher and form the basis of discussion at Parents' Evenings in November and March. An annual report is sent to parents towards the end of each school year.

If you have any concerns about your child's progress do not hesitate to contact the school.

### **Support for Pupils**

The school has a duty to ensure that all pupils have equal access to the curriculum, with appropriate support for their needs if required. This applies to the content of lessons, teaching strategies and minor adaptations to the school environment. There are a wide range of factors which may act as a barrier to learning. We are committed to working closely with parents and carers to ensure that they are fully involved in any decisions about support for their children's needs.

Any parent or carer seeking further advice regarding this policy should contact the Headteacher in the first instance.

Further information relating to additional support needs is available on the Glasgow City Council website at <https://www.glasgow.gov.uk/index.aspx?articleid=18941>

Information on the Glasgow City Councils' Parental Involvement Strategy can also be found at <https://www.glasgow.gov.uk/index.aspx?articleid=17870>

## **Section 3**

### **Parental Involvement, Pupil Welfare and Support**

## **Parental Involvement and Engagement**

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

- ✓ school open door policy
- ✓ regular newsletters, school website and Twitter giving up to date information about school events, diary dates and pupil achievements;
- ✓ bi-annual parents' meetings
- ✓ reports to inform each parent of their child's progress
- ✓ induction days for new Primary 1 children and parents
- ✓ meetings to discuss Sacramental Programmes
- ✓ activities to seek parental views
- ✓ workshops to inform parents of curricular developments and how to support their child's learning
- ✓ World of Work Week
- ✓ religious observance activities
- ✓ parent helpers
- ✓ Parent Council which supports school developments and initiatives

## **The Parent Council**

Generally, members of the Parent Council must be parents/carers of children and young people who attend the school and the chairperson must have a child in the school. However, the Parent Council can decide to co-opt other members from teachers and the community who will have knowledge and skills to help them. As St Francis' is a denominational school Blessed John Duns Scotus Church has been invited to nominate a representative to be a co-opted member.

St Francis' Parent Council was officially established in 2007. The Parent Council is selected for a period of one year after which parents may put themselves forward for re-selection if they wish.

- The Parent Council is accountable to the Parent Forum for St Francis' Primary and will make a report to it at least once each year on its activities on behalf of all parents.
- The Annual General Meeting will be held in November of each year. A notice of the meeting including date, time and place will be sent to all members of the Parent Forum at least 2 weeks in advance.

### **Parent Council office bearers are:**

Emily Reid and Clare Logue (Joint Chair)  
Mrs C O'Neill (Secretary)  
Fr E Highton (Blessed John Duns Scotus)  
Joanne Martin (Head Teacher)

## **Communication**

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

- ✓ monthly newsletters
- ✓ school website
- ✓ twitter
- ✓ class blogs
- ✓ letters, text and email messages to inform of events and provide relevant information
- ✓ telephone calls

As part of the informal entry systems, members of the senior leadership team stand in the playground at 8.50a.m. each morning and welcome the children to school. Parents/carers are welcome to speak informally to a member of the leadership team at this time. For matters of a more serious or sensitive nature, you should contact the Principal Teacher /Depute Head Teacher for the department your child is in, or the Head Teacher:

**Nursery – Primary 3**

Caroline Lynch

**Primary 4 – Primary 7**

Kelly Johnston,

**Transitions**

Pre-5/Primary

We have a very structured transition programme in place within the school. The application process takes place each year in January. St Francis' Primary staff visit the local pre-5 establishments to discuss children's needs in the term prior to school entry. Some children will transition from St Francis' nursery class to Primary 1.

Information about school is shared with parents as part of the Induction Programme. Generally, children settle quickly in Primary 1 following these visits to school. An 'open afternoon' session is delivered to parents early in September and provides opportunities to speak with school staff regarding a range of resources and teaching strategies used in Primary 1.

**Stage to Stage**

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

**Transfer from Primary School to Secondary School**

Pupils are normally transferred between the ages of 11½ and 12½, so that they will have the opportunity to complete at least 4 years of secondary education. There is a Learning Community P7 – S1 transition programme in place to ensure all children move confidently and smoothly from primary to secondary school. Children who have additional support for learning needs will experience, if required, an enhanced transition programme to support them. Parents and carers will be informed of the school arrangements no later than December of the year preceding the date of transfer at the start of the new session. Children are placed in Secondary School according to their address.

**Pupils from St Francis' Primary will normally transfer to:**

**Holyrood Secondary School**

**100 Dixon Road**

**Glasgow**

**G42 8AU**

**0141-582-0120**

## **Child Safety / Child Protection Policy**

(Management Circular No 57 Appendix 3)

All educational establishments and services must take positive steps to help children protect themselves by ensuring that programmes of health and personal safety are central to the curriculum and should have in place a curriculum that ensures that children have a clear understanding of the difference between appropriate and inappropriate behaviour on the part of another person, no matter who.

Schools, establishments and services must create and maintain a positive ethos and climate which actively promotes child welfare and a safe environment by:

- ✓ ensuring that children are respected and listened to
- ✓ ensuring that programmes of health and personal safety are central to the curriculum
- ✓ ensuring that staff are aware of child protection issues and procedures
- ✓ establishing and maintaining close working relationships and arrangements with all other agencies to make sure that professionals collaborate effectively in protecting children

Should any member of staff have concerns regarding the welfare or safety of any child, they must report these concerns to the head of establishment. The head, or the person deputising for the head, after judging that there may be grounds for concern regarding the welfare or safety of any pupil must then immediately advise the duty senior social worker at the local social work services area office of the circumstances.

## **Support for Pupils**

The Additional Support for Learning Act has introduced a framework for supporting children and young people in education and their families. This applies to all children who, for whatever reason, require additional support in the long or short term. Additional Support Needs Additional support for learning is essentially the responsibility of the class teacher who will ensure that a suitably differentiated curriculum is planned and delivered.

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

## **Child's Wellbeing Plan**

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

If further support is required, parents will be contacted again to discuss this. It may be decided that advice or help is required from other agencies. If this is necessary, then parents will be asked for permission for the school to undertake this. If permission is granted, the child will be referred to a Staged Intervention and Inclusion Meeting (SIIM). The SIIM meetings take place regularly in our learning community schools. These meetings are an integral part of school life and may be attended by the DHT, the additional support for learning co-ordinator and the Educational Psychologist. There may also be representatives from other agencies e.g. Speech and

Language Therapy. At these meetings there is an opportunity to share advice and expertise in order to support children in the best way possible. Parents' and children's views are expressed at these meetings. Strategies and suggested supports will be conveyed to parents. Parents may decide that they do not wish their child to be discussed at any SLM and their wishes will be respected.

A small number of children who have additional support needs arising from complex or multiple factors which require a high level of input and where the input is long term, may require a Co-ordinated Support Plan. This is called a Child's Multi-Agency Plan (CMAP). Some children may have high ability and will be identified as early as possible. These children generally cope well with the work of the class but it is important, as with all, that they find their work stimulating and challenging. Suitable learning materials are available to extend particular areas of the curriculum including language and mathematics. If you feel that your child may require some additional support please in the first instance speak to their class teacher, thereafter with the Depute Head Teacher's. Additional support is also provided when required by the school's EAL teacher, Mrs Fenech.

### **Concerns and Complaints**

In St Francis' Primary School we aim to have positive relationships across our school community. However, if you have a comment or complaint about any aspect of school life, please contact the Headteacher in the first instance.

Glasgow City Council complaints procedures are available:  
<https://www.glasgow.gov.uk/index.aspx?articleid=16133>

Customer Care Team  
Customer & Business Services  
Glasgow City Council  
City Chambers  
Glasgow G2 1DU  
Tel: 0141 287 0900  
e-mail: [customercare@glasgow.gov.uk](mailto:customercare@glasgow.gov.uk) or [education.customercare@glasgow.gov.uk](mailto:education.customercare@glasgow.gov.uk)

The above website also includes information on data protection and freedom of information.

### **Addresses and Contacts**

**Service Director Education:** Douglas Hutchison

Education Services  
Glasgow City Council  
City Chambers East  
40 John Street  
Glasgow G1 1JL

**Councillor:** Baillie James Scanlon  
Glasgow City Council  
Glasgow City Chambers  
George Square  
Glasgow G2 1DU

## **Section 4**

### **School Improvement and Data Protection**



## **School Improvement Plan**

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

## **Standards and Quality Report**

At the end of every session, the school produces a Standards and Quality Report which highlights the many achievements of St. Francis' Primary School and Nursery Class and the progress made in the implementation of the Improvement Plan. The School Improvement Plan is evaluated and plans for future improvement are identified. The School Improvement Plan, Standards and Quality Report and many of our school policies, procedures and advice sheets can be found on our school website and can be accessed via the school website using the link below.

<https://blogs.glowscotland.org.uk/gc/stfrancisprimaryandnurseryclass/>

## **Equal Opportunities & Social Justice**

The Education authority requires every school to produce its own Race Equality Policy to comply with the Race Relations (Amendment) Act 2000. All children are given equal opportunities to extend their academic, aesthetic and physical attributes regardless of sex, race or religious belief. The school endeavours to treat all children equally and make sure none are disadvantaged in any way. Parents receive promptly, all information arriving in the school from the authority to help them to achieve the utmost benefit for themselves and their families. Such information is also displayed on notice boards. The Head Teacher has the key role in this area supported by all staff.

## **Data Protection – use of information about children and parents/carers**

We collect information about children attending school (and also about parents/carers, emergency contacts etc. provided in the annual data check) to allow us to carry out the Council's functions as the education authority for the City of Glasgow. This may sometimes involve releasing personal information to other agencies and other parts of the Council, particularly in relation to child protection issues or criminal investigations, and it may also be used for research purposes (see the link below for more details regarding this).

Information held by the school is, in legal terms, processed by Glasgow City Council. The Council is registered as a data controller under the Data Protection Act 2018 and all personal data is treated as confidential and used only in accordance with the Data Protection Act, the General Data Protection Regulations, and the Information Use and Privacy Policy approved by the City Council. For more information on how we use personal information, or to see a copy of the Information Use and Privacy Policy, see <https://www.glasgow.gov.uk/index.aspx?articleid=18010>

Education specific privacy statements can be accessed at <https://www.glasgow.gov.uk/index.aspx?articleid=22069>

## **The Freedom of Information (Scotland) Act 2002**

The Freedom of Information (Scotland) Act 2002 enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities including; Scottish Executive and its agencies; Scottish Parliament; Local Authorities; NHS Scotland; Universities and further education colleges; and the police.

Public Authorities have to allow access to the following information:

- The provision, cost and standard of its service.
- Factual information or decision-making.
- The reasons for decisions made by it

The legal right of access includes all types of 'recorded' information of any data held by the Scottish public authorities. From the 1<sup>st</sup> January 2005, any person who makes a request for information must be provided with it, subject to certain conditions.

Further information is provided on the Glasgow City Council website:

[www.glasgow.gov.uk/en/yourcouncil/freedom](http://www.glasgow.gov.uk/en/yourcouncil/freedom)

Internet facilities are provided on the Glasgow City Council Public Libraries and Real Learning Centres.

## **Dealing with Racial Harassment**

The Race Relation Act of 1976 makes it unlawful to discriminate against someone because of his/her colour, race, ethnic or national background. The Act makes it the duty of Glasgow City Council to eliminate unlawful racial discrimination. In 1999 the guidelines, "Dealing with Racial Harassment" were issued to assist all teaching staff in dealing with such incidents. The adoption of an anti-racist approach should be seen as one part of the continuing attempt to improve the quality of education.

Glasgow City Council recognises that support from the home is essential if these aims are to be achieved. Every child in Glasgow has the right to be happy and secure at school.

**Section 5**  
**Annual Updates**

## School Staff

Head Teacher  
Depute Head Teacher (Nursery – P3)  
Depute Head Teacher (P4-7)  
Principal Teacher (acting)  
Principal Teacher  
Principal Teacher  
EAL Teacher  
  
Nursery Class Team Leader  
Child Development Officers in Nursery Class

Ms J Martin  
Miss C Lynch  
Ms K Johnston  
Mrs J McLaughlin  
Ms A McFadden  
Mrs Garrett  
Mrs I Owen  
  
Mrs M McKenzie (Acting)  
Ms L Brady (job share)  
Mrs S McGowan (job share)  
Mrs A Ford (job share)  
Mrs D McFadden  
Mrs C Hill (job share)  
Mrs F Young

P1a	Miss Keenan
P1b	Miss McHugh
P1c	Miss McKirgan
P2a	Mrs Mackay
P2b	Miss Connelly
P3.2	Miss McFadden
P3a	Mr McLaughlin
P3b	Mr Bradshaw
P4a	Miss Jopp
P4b	Ms Farrell
P5a	Miss Lowrie
P5b	Mrs McNamara
P6.5	Miss Watt
P6a	Mr Curran
P6b	Mrs Bristow and Mrs Gleeson
P7.6	Ms McEneny
P7a	Mrs Garry and Ms McFadden
P7b	Mrs Balloch

NCCT	Mr J Dunn
Raising Attainment	Mrs P Gleeson
Raising Attainment	Miss Kerr

Clerical Support Assistants

Mrs McKenna  
Mrs Laing  
Miss Adens

Support for Learning Workers

Mrs Guthrie  
Mrs Kane  
Mrs McManus  
Miss Hendry  
Mrs Smart  
Mrs Cummings  
Mrs MacGillivray  
Mrs Parveen  
Mrs Lavers  
Miss Stewart

School Janitor

Mr B McGarvey

Catering Supervisor  
Cleaning Supervisor

Mrs S Malcolm  
Mr G Smith

**Visiting Clergy**

Father Edmund Highton

Blessed John Duns Scotus

**School Holidays 2024-25**

Details of holiday dates are available on the Glasgow City Council website:

<https://www.glasgow.gov.uk/index.aspx?articleid=17024>

**School Term Dates 2024-25**

---

**August**

- Monday, 12 August 2024 (Return date for Teachers & In-Service Day)
- Tuesday, 13 August 2024 (In-Service Day)
- Wednesday, 14 August 2024 (Return date for Pupils)

**September**

- Friday, 27 September and Monday, 30 September 2024 (September weekend holiday)

**October**

- Friday, 11 October 2024 (In-Service Day)
- Monday, 14 to Friday, 18 October 2024 (October Week)

**December - Christmas and New Year**

- Schools close at 2.30 pm on Friday, 20 December 2024
- Monday, 23 December 2024 - Friday, 3 January 2025 (Christmas holidays)

**January**

- Schools return on Monday, 6 January 2025

**February mid term break**

- Monday, 17 February 2025
- Tuesday, 18 February 2025
- Wednesday, 19 February 2025 (In-service day)

**April - Spring Holiday (Easter)**

- Schools close at 2.30 pm on Friday, 4 April 2025
- Monday, 7 April - Monday, 21 April 2025 (Spring Break)
- Schools return on Tuesday, 22 April 2025

**May**

- Monday, 5 May 2025 (May Holiday)
- Thursday, 22 May 2025 (In-service day)
- Friday, 23 May 2025 and Monday, 26 May 2025 (May Weekend)

**June**

- Schools Close at 1.00 pm on Wednesday, 25 June 2025

**PLEASE NOTE:**

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

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

**All authorities are required by law to issue a copy of the school handbook incorporating current practices of both the council and the school to certain parents in November each year for their use as appropriate.**