



All Saints Primary



Handbook
2026-2027

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

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ALL SAINTS PRIMARY SCHOOL

Headteacher: Mrs L.A McCabe
Blairmore Road
Greenock
PA15 3JS

Telephone: 01475 715640

Email address: office@allsaintsprimary.inverclyde.sch.uk

Website address: <http://allsaintsprimary.inverclyde.sch.uk>

Twitter: @ASP180

Dear Parent/Carer

Welcome to All Saints Primary School

We have fabulous learning experiences here at All Saints Primary. This handbook is designed to give you helpful information about our school.

At All Saints we are committed to supporting every child to reach his/her true potential in a nurturing and stimulating learning environment. We want every child to have every chance to succeed! We celebrate ambition, achievement and effort and we have high expectations and aspirations for all our children.

Our school values are Respect, Honesty, Kindness and Determination, you will see our values in action throughout the school community.

As a Catholic Primary School, we seek to develop our Christian faith and have gospel values at the heart of everything we do. Through your help, and with continued support from our parish and diocese, we aim to develop a genuine love of God.

We understand that parents, carers and families are by far the most important influences in a child's life and so we encourage family learning, engagement and involvement. We value the strong links we have between home, school and parish.

Our doors are always open and you will receive a warm welcome from the All Saints Community.

I look forward to meeting you and your child.

Yours sincerely

Lesley-Anne McCabe
Head Teacher

AUTHORITY STRATEGIC STATEMENT

Building Inverclyde through excellence, ambition and regeneration.

Goals and Values

Our vision for the children and young people of Inverclyde is that they should be ambitious for themselves and be successful learners, confident individuals, responsible citizens and effective contributors.

To achieve our ambition of building Inverclyde through excellence, ambition and regeneration our children must be:

Safe: protected from abuse, neglect and harm by others at home, school and in the community.

Healthy: enjoy the highest attainable standards of physical and mental health, with access to healthy lifestyles.

Achieving: have access to positive learning environments and opportunities to develop their skills, confidence and self-esteem to the fullest potential.

Active: active with opportunities and encouragement to participate in play and recreation including sport.

Respected and responsible: involved in decisions that affect them, have their voices heard and be encouraged to play an active and responsible role in their communities.

Included: have access to high quality services when required and should be assisted to overcome the social, educational, physical, environmental and economic barriers that create inequality.

Nurtured: educated within a supportive environment.



School Information

All Saints Primary is a denominational primary school serving the East End of Greenock.

All Saints Primary School
Blairmore Road
GREENOCK
PA15 3JS
Telephone Number: 01475 715640

School Website Address: <http://allsaintsprimary.inverclyde.sch.uk>
Twitter @ASP180

Accommodation

All Saints Primary is on two levels. There are 15 classrooms within the mainstream school with activity areas outside each. In addition we have a two nurture classrooms, library and Parent/Family Learning space. There are 4 classrooms within our Communication & Language Base (CLB), a sensory room and quiet room. The school is modern, bright and airy with facilities for the disabled and is surrounded by outdoor learning areas.

School Roll

The present roll of the school is 351 and we have a capacity for 495. Parents should note that the working capacity of the school may vary, depending upon the numbers of pupils at each stage and the way in which the classes are organised. In 2024 -2025 our numbers at each stage are:

Mainstream

P1A 23	P2A 19	P3A 25	P4A 24	P5A 21	P6A 24	P7A 26
P1B 24	P2B 18	P3B 24	P4B 22	P5B 18	P6B 24	P7B 27

Communication & Language Base (CLB)

Room 1: 6	Room 4: 6
Room 2: 6	Room 5: 7 (2 share p/t space)
Room 3: 7 (2 share p/t space)	

School Hours

Opening: 9.00 am
Interval: 10.30 – 10.45 am
Lunch: 12.15 – 1.00 pm
Close: 3.00 pm

ALL SAINTS VISION, VALUES AND AIMS

Our school vision is that through the highest quality learning experiences, in the nurturing, inclusive, faith community of **All Saints Primary**, every child has every chance to succeed.

We ensure our aims and values remain relevant and this year we reviewed our school values in consultation with all stakeholders. We agreed the following All Saints core values:

- **Respect**
- **Honesty**
- **Kindness**
- **Determination**

Educational Aims

Working within Curriculum for Excellence, we strive to provide the highest quality of learning and teaching. We try to ensure that all our children attain and achieve their full potential and acquire a full range of skills and abilities.

We aim for our pupils to become:

Successful Learners

We will aim to provide the highest quality of teaching, providing all with opportunities to develop their talents and achieve their full potential.

Confident Individuals

We want our children to be ambitious for themselves and their school, local and parish communities.

Responsible Citizens

We want our children to have respect for themselves and others. We aim to foster a positive attitude towards Scottish culture and to explore the culture(s) of other countries and faiths.

Effective Contributors

We will aim to provide opportunities for all our children to be enterprising, resilient and independent. We will develop children's skills and abilities to be able to work using their own initiative and to also be part of a team.

We aim to provide a happy, vibrant, caring environment where everyone in the All Saints school community has an important role to play. Throughout the year, we have wellbeing assemblies and recognition for specific values and achievements.



We are proud of the steps our school is taking to celebrate reading, wellbeing, and children's rights. Achieving the Reading Schools Award shows our commitment to fostering a love of books and stories across our community. Our Emotion Works Bronze Award reflects the importance we place on emotional literacy, helping every child understand and manage their feelings. We are also on an exciting journey towards the Silver Rights Respecting School Award, ensuring that children's rights are at the heart of everything we do. Together, these achievements highlight our dedication to creating a nurturing, inclusive, and inspiring environment for all learners.



Positive Relationships

At All Saints Primary, we are committed to Getting It Right for Every Child. Positive relationships are at the heart of our school community because we believe they create the best foundation for learning. Good behaviour helps everyone to learn and feel safe, and our positive ethos reflects the values we live by every day. Each classroom is a safe and supportive space where children can thrive, feel secure, and build confidence. We celebrate every child's achievements and encourage high self-esteem, so that every learner feels valued and ready to succeed.

'Curriculum for Excellence cannot be delivered without good relationships and positive behaviour. Children and young people should feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom, playground, and wider learning community. Underpinning this is the emotional health and wellbeing of staff.'
Curriculum for Excellence

We follow the shared view and approach detailed in Inverclyde Council's Positive Relationships policy (Nov. 2019).

Our staff use a range of positive strategies to encourage great behaviour and support every child to make good choices. When behaviour falls short of our expectations, we apply fair and consistent consequences to help children learn and grow. We believe that working together with parents is key, so we'll always keep you informed if concerns arise. Your support at home makes a big difference in helping us maintain the high standards that keep our school a safe, happy, and respectful place for everyone.

School Improvement

Our School Improvement Plan

At All Saints Primary, we are always looking for ways to make our school the best it can be. This year, our plan focuses on three key areas:

- **Health and Wellbeing** – building positive relationships, promoting emotional literacy, and strengthening pupil voice so every child feels safe, respected, and included.
- **Raising Attainment** – continuing to improve literacy and numeracy, with a special focus on writing, play-based learning in the early years, and targeted support for learners who need it.
- **Children's Rights and Inclusion** – embedding the Rights Respecting Schools approach, celebrating diversity, and helping pupils develop important life skills like teamwork, creativity, and resilience.

Together, these priorities help us create a nurturing, inclusive, and ambitious learning community where every child has every chance to succeed.



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 the unity of Christians;
- ❖ the promotion of respect for different beliefs and cultures and for inter-faith dialogue;
- ❖ a commitment to support the continuing professional and spiritual development of staff.

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

We use "This Is Our Faith" syllabus throughout the school and the approved syllabus for Sex Education, "God's Loving Plan".



School Staff

Mrs Lesley-Anne McCabe	Head Teacher
Mrs Vicky Bonnar	Depute Head Teacher
Mrs Louise McCauley	Acting Principal Teacher (CLB)
Mrs Carol Boyle	Principal Teacher
Mrs Anne-Marie McClure	Principal Teacher

P1A	Miss Jennifer Sinclair
P1B	Miss Lauren Brown:
P2A	Miss Julie McBride
P2B	Miss Erin Haggerty
P3A	Miss Ciara McGeoch
P3B	Miss Maria Shields
P4A	Miss Claire Nelis
P4B	Mrs Gillian Devenney
P5A	Miss Julia Kershaw
P5B	Mr Aidan Coyle
P6A	Mrs Gemma McLean
P6B	Mrs Elizabeth Deafley
P7A	Mrs Boyle / Mrs McClure
P7B	Miss Beth Murray

CLB 1	Mrs Jennifer Kane
CLB 2	Miss Jennifer Gray
CLB 3	Miss Shannon Docherty
CLB 4	Mrs Fiona Shaw
CLB 5	Mr Barry Dyer

Enhanced Nurture Teacher: Miss Angela Miller

Reduced Class Contact Teachers:

Mr Connor McGrath
Miss Kathryn Simpson
Mrs Sharon Thomson

Clerical Assistants

Mrs Lynne Bradley (Senior Clerical Assistant)
Mrs Lisa Charles, Miss Jennifer McWaters
Mrs Pauline Devlin (CLB).

Pupil Support Assistants (PSAs)

Mr Callum Byng, Mrs Cheryl Brown, Mr Donald Campbell, Ms Lesley Coulter,
Miss Aileen Gilchrist, Mrs Noreen Gourlay, Mrs Dawn Love, Mrs Sarah McDougall, Miss Claire
Nicholas, Mrs Janice Rodgers

CLB (PSAs)

Mrs Laura Beckett, Miss Mary Campbell, Miss Chloe Coventry, Mrs Claire Crisp,
Miss Gemma Dowds, Miss Nicola Hendrie, Mr Kevin Hoodless, Mrs Janie Homer,
Mrs Ishbel McKee, Mrs Elizabeth Mitchell, Mrs Caroline Oliver

Health & Wellbeing Coach

Mr Lee Campbell

Breakfast Club

Mrs Anne McClure, Mrs Tina Clarke, Mrs Marie Millar

School Chaplain

Rev Father Eoin Patton

Music Support

Mr Andrew Digger
Miss Jane Howie
Ms Kayleigh Sharpe

School Cook

Mrs Sharon McPherson

Janitors

Mr Chris Dougan
Mr Paul McMahon

Active Schools Co-ordinator

Mr Gary Forbes

Parent Voice

Chair: To be confirmed.
Secretary: To be confirmed.
Treasurer: To be confirmed.

We're excited to introduce our new ***All Saints Parent Voice Group!***

Parentzone Scotland

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

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

Attendance at School

Pupils attending Breakfast Club should enter through the amphitheatre door at the back of the school where they will be registered for Breakfast and admitted to the dining area only.

We need to know your child is safe if they are not at school

If your child is ill and unable to attend school then please contact the office on the first day of absence.

If we don't hear from you by 9.30 a.m.

- Firstly a text will be sent to the main contact
- If no response is received to the text a phone call will be made to the main contact
- If there is no reply then we will contact your emergency numbers
- If we are still unclear as to the whereabouts of your child then we may choose to contact other agencies who may wish to make a home visit to check all is well and your child is safe.

Our priority in following all these steps is to ensure that your child is safe and well and are in line with Inverclyde's attendance & child protection guidelines. It's important to get to school on time.

Please assist us in this by ensuring that your child is in their line for the bell ringing at 9.00 a.m.

%	Days missed equivalent to	Impact
100%	0	Excellent Gives your child the best chance of success and gets them off to a flying
95%	9 days 1 week & 4 days	Good Gives your child the best chance of success and gets them off to a flying start
90%	19 days 3 weeks & 4 days	Poor Less chance of success. Makes it harder to progress.
85%	27 days 5 weeks & 2 days (Almost half a term)	Very Poor Serious implications
80%	36 days 7 weeks & 1 days (Half a term)	Unacceptable Serious implications on learning and progress. Unacceptable

Parents should keep the school informed of any changes of address or telephone numbers, both their own and those of the emergency contacts in case of emergency.

Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly.

Attendance must be recorded twice a day, morning and afternoon.

Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment, etc Regulations 1993 requires each child's absence from school to be recorded in the school register

as authorised: i.e. approved by the authority and unauthorised: i.e. unexplained by the parent (truancy) or temporarily excluded from school.

The Scottish Government has provided guidance on the management of attendance and absence in Scottish schools in its publication included, Engaged and Involved – part 1: Attendance in Scottish Schools. Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. It has been clarified that family holidays should not be recorded as authorised absence, except in exceptional domestic circumstances, where a family needs time together to recover from distress, or where a parent's employment is of a nature where school-holiday leave cannot be accommodated (e.g. armed services or emergency services). It is for local authorities and schools to judge when these circumstances apply and authorise absence, accordingly. The categorisation of most term-time holidays as unauthorised absence has been a contentious issue for some families, many of whom are concerned at the higher cost of holidays during school holiday periods.

The Scottish Government has no control over the pricing decisions of holiday companies or flight operators. Our main focus is to encourage parents and pupils to recognise the value of learning and the pitfalls of disrupting learning for the pupil, the rest of the class and the teacher. **Clearly where an absence occurs with no explanation from the parent, the absence is unauthorised.**

Schools investigate unexplained absence, and Education Services has the power to write to, interview or prosecute parents, or to refer pupils to the Children's Reporter, if necessary. Young people of school age may not be able to attend school for a wide range of reasons including illness, accidents or long term medical conditions. In general there will be an automatic referral by the school for education out with school after 15 days of continuous or 20 working days of intermittent absence, within a single session, for verifiable medical reasons.

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, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can do 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, text messages, All Saints website, Twitter, Inverclyde website, announcements in the press and on local radio.

Arrival at School

All Saints Primary has a school travel plan. Copies of this are available from our office and this outlines the safest routes to school.

In order to prevent congestion, we encourage the use of our Park and Stride area located on Blairmore Road and Cardross Crescent. This not only supports our children to enjoy an active lifestyle but also reduces traffic congestion around our school.

Entry to the school car park is strictly prohibited except in emergencies.

Double-parking and parking within the no-go areas, is also prohibited. We have a School crossing patroller based at junction of:

Breakfast Club

We are fortunate to have a Breakfast Club which is open from **8.00 - 8.45am** every morning. Please note last entry is at 8:30am. The daily cost of breakfast is £1 payable via ParentPay. (Pupils in receipt of Free School Meals do not pay for Breakfast, if application has been made).

THE SCHOOL YEAR 2026 – 2027

FIRST TERM	In-Service Day	Friday 14 th August 2026
	In-Service Day	Monday 17 th August 2026
	Re-open	Tuesday 18 th August 2026 (First day for new Primary 1s)
	Close	Friday 25 th September 2026
	Local Holiday	Monday 28 th September 2026
	Re-open	Tuesday 29 th September 2026
	Close	Friday 9 th October 2026
	In-Service Day	Monday 19 th October 2026
	Pupils Return	Tuesday 20 th October 2026
	Close	Tuesday 22 nd December 2026
SECOND TERM	Re-open	Wednesday 6 th January 2027
	Close	Friday 12 th February 2027
	Local Holidays	Monday 15 th February 2027 Tuesday 16 th February 2027
	In-service Day	Wednesday 17 th February 2027
	Pupils Return	Thursday 18 th February 2027
	Close	Friday 2 nd April 2027
THIRD TERM	Spring Break	Monday 5 th April 2027 to Friday 16 th April 2027
	Re-open	Monday 19 th April 2027
	Close	Friday 30 th April 2027
	May Day	Monday 3 rd May 2027
	In-service Day	Tuesday 4 th May 2027
	Re-open	Wednesday 5 th May 2027
	Close	Thursday 27 th May 2027
	Local holidays	Friday 28 th May 2027
		Monday 31 st May 2027
	Pupils Return	Tuesday 1 st June 2027
	Close	Wednesday 30 th June 2027

In order to minimise disruption to your child's education, please make every effort **not** to take children on holiday during term time.

Pupils do not attend on In-Service Days.

Enrolment

Each year the registration dates for new entrants are placed in the local press during the month of January. Notices will also be posted in local nurseries, St Laurence's Church, Greenock as well as Inverclyde Council's social media pages. Parents are now invited to register their child for school online.

Pupils transfer to All Saints from several Early Learning Establishments and effective liaison between All Saints staff and these nurseries help to ensure a smooth transition.

We have a transition programme from Early Learning Establishments running throughout the year with staff from school visiting each establishment to get to know the children. We also have a successful Buddy Programme where our older children in Primary 6 get to know the children from the Early Years Establishments and support them on their journey into All Saints.

New entrants are invited to visit our school during the month of June. We have a full induction programme which includes visits to the school for children and their parents to familiarise themselves with the school and staff and also ask any questions they may have about the school and registration procedures. There is also an opportunity meet other parents. The visit is helpful for children in that they meet with their teachers, other children and spend some time in what will be their Primary 1 classrooms.

Whilst invitations are sent in late April/early May, please make an appointment to meet with Mrs McCabe should you have any questions prior to the start of our induction programme.

To enrol children, other than those entering Primary 1, all that is required is a telephone call to arrange a suitable time to visit the school.

IMPORTANT NOTICE REGISTRATION INFORMATION FOR CHILDREN STARTING PRIMARY 1 IN AUGUST 2026

Inverclyde Council has changed the way in which children register for primary school. This process will now be undertaken by completing an online application form which can be found on the Inverclyde Council website at <http://www.inverclyde.gov.uk/p1-registration>.

It is vitally important that parents follow the online registration process to register their child for a Primary 1 place in an Inverclyde school.

Children who reach the age of five years between 1 March 2026 and 28 February 2027 are due to start Primary 1 at the beginning of the new school term in August 2026. Parents are asked to register their child in their chosen denominational or non-denominational catchment primary school, from Monday 5th January 2026 - Friday 9th January 2026.

Once parents have completed the Primary 1 registration, they will have the choice to complete a placing request application to a school other than the catchment primary (This includes Primary 1 Gaelic Medium education at Whinhill Primary School).

A deferred entry application is also available to parents considering deferring their child's entry to Primary 1 in August 2026.

No documents will be required at this stage; however, we may have to contact you, should we require further information. Parents will be notified by 30 April 2026 confirming their child's place in school and information regarding induction days will follow from the school after this date.

Parents who do not have internet access to apply online, are asked to contact their child's current Early Years Establishment for assistance.

Catchment Area

For catchment information please see Inverclyde Council Website. Select My Inverclyde and enter postcode to check individual addresses.

https://maps.inverclyde.gov.uk/noticeboard8/noticeboard.aspx?_gl=1*1tq7ndc*_ga*MTQ3NTYzODE5Ni4xNzAxNjk4NDk0

Transport

The Council has a policy of providing free transport to all primary pupils who live more than one mile 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 reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or Customer Service Centre, Clyde Square Greenock, PA15 1LY. 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 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.

Pick up Points

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total including the distance from home to the pick-up point and from the drop-off point to the school in any one direction will not exceed the authority's limits (see above paragraph). It is the parent's responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in a child losing the right to free transport.

Placing Requests

Education Services 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/her catchment area school, transport will be provided in accordance with Council policy stated above.

Please note that the transport policy for Inverclyde is currently subject to consultation.

Curriculum for Excellence

The curriculum framework for all Scottish educational establishments from ages 3-18 is called the Curriculum for Excellence. The aims of this curriculum are as follows:

- That every child should know that they are valued and will be supported to become a successful learner, an effective contributor, a confident, enterprising individual and a responsible citizen.
- That every child should experience a broad curriculum which has depth and which challenges everyone to achieve all they can. They should develop skills for life and skills for work, with a major focus on literacy and numeracy Health & Wellbeing.

Curriculum Levels

The experiences and outcomes under a Curriculum for Excellence are written at five levels, with progression to qualifications described under the senior phase. These levels are:

Early Level: The pre-school years and Primary 1, or later for some.

First Level: To the end of P.4, but earlier for some.

Second Level: To the end of P.7, but earlier for some.

Third and Fourth: S.1 to S.3, but earlier for some.

Senior Phase: S.4 to S.6 and college/or other means of study.

All pupils should experience a broad general curriculum in their seven years in primary school.

The curriculum should also offer: challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance.

Organisation of the Curriculum

The curriculum is organised under eight headings, but every effort is made to link areas of the curriculum together to make learning more real and relevant. This is known as Interdisciplinary Learning (IDL).

The eight areas are: Languages, Mathematics, Health and Well Being, Social Studies, Technologies, Expressive Arts, Religious and Moral Education and Science.

In the next few pages we provide a brief description of each curricular area. Central to all areas of the curriculum is the methodology used by the teacher to actively engage our pupils in their learning.

We are committed to developing skills for learning, life and work; frequently providing pupils with opportunities to use their learning in different contexts. For example, using literacy skills of note taking whilst on a science educational excursion or using skills taught during class P.E. lessons whilst taking part in active pursuits during residential trip at Primary 7.

More information about Curriculum for Excellence and skills development can be found on the following websites:

Education Scotland Parent Zone
Skills Development Scotland



Languages and Literacy

Language is at the core of children's learning. Through language, our pupils gain much of their knowledge and many of their skills across the curriculum.

The four main components of language are:

Talking, Listening, Reading and Writing

We strive to make sure that each child is successful when first learning to read. At Early stages, our children learn to read by taking part in Active Literacy learning where they learn the initial phonics (sounds) which pave the way for successful reading. Each child is encouraged to progress at their own rate and we ask that parents support this progression with daily practice at home. Primary 1 teachers will support you to do this by inviting you to take part in a workshop within term 1 where they will explain how you can support your child with learning the tools for reading at home.

Our core reading scheme is a systematic synthetic phonics programme called Big Cat. All pupils have access to books in class which are sent home daily for practise. Parents will be supported to do this during our first Parent workshop and staff are available to further support this across the school session.

In addition to our core reading scheme, a wide range of texts are used in all classes. Novel studies and non-fiction texts are a regular feature of reading across our school. Pupils are encouraged to make regular use of our school library and also Inverclyde library service. In upper stages pupils learn the skills of Reciprocal

Reading and resources such as 'First News' help them to extend their knowledge and understanding.

We want our children to see good reading role models and staff will often discuss their own reading choices and skills. Our Primary 6 pupils run a highly successful Book Buddy project whereby they visit pre-schoolers at Blairmore Nursery and read to them. They share the importance of talking and listening and good questioning and thinking skills during their weekly visits.

The importance of Spoken English is another major priority for us. From Primary 1, children are encouraged to develop their talking and listening skills and to become critical thinkers about their learning.

At the early stages of writing we build on drawing and scribing sentences, gradually introducing punctuation, vocabulary, accurate spelling, and sentence/paragraph construction as children progress. We encourage children to take pride in the written presentation of their work and will, from P.4 onwards, use cursive style of handwriting.

Spanish is taught from P1 onwards in line with 1 + 2 Language programme led by Scottish Government.

Teachers use a variety of approaches across all four components, such as Active learning, games, songs, role-play and interactive whiteboard software to create challenging, enjoyable experiences for all learners.



READ, WRITE, COUNT

[Read, Write, Count](#) with the First Minister is a National gifting programme, aiming to build parents' confidence and encourage families to include easy and fun reading, writing and counting activities in their everyday lives. Every Primary 2 and Primary 3 child in Scotland will receive a free bag with books, educational games and writing materials to be gifted during Book Week Scotland, in November. Resources for schools and extra activities for families to use at home can be found [here](#), as well as advice and support to parents.

Bookbug

[Bookbug](#) is Scotland's universal early years book gifting programme which supports families to read, sing, and play with their little ones from birth to give them the best start in life. Starting school is an exciting and challenging time for your child and your support at home makes a real difference to their learning. Look out for your Bookbug Primary 1 Family Bag, a free bag of books and activities your child will receive at school in November from Bookbug, to help support their reading, writing and counting skills. You will find films of the books being read aloud and more information about the P1 Bag - [website](#).

First Minister's Reading Challenge

The First Minister's Reading Challenge is an inclusive, exciting programme for all children – fostering a love of reading for pleasure. Research shows that reading for pleasure is crucially important for children's development.

The Challenge is open to all local authority and independent primary and secondary schools across Scotland, as well as, libraries and community groups. You can find out more information on the Challenge and also how schools can register to take part here: <https://www.readingchallenge.scot/>

A reading app called Bookzilla, aimed at S1-S3 pupils, helps them find and recommend books and to set themselves reading challenges.

Mathematics and Numeracy

Mathematics is taught using the Inverclyde Maths & Numeracy Progressive Pathways planning format. It is important that learning can be translated into useful skills for everyday life.

The Maths outcomes in Curriculum for Excellence are divided as follows:

Number, Money, Measure, Shape, Position and Movement, Information Handling. Mental Maths and Active Problem Solving. These are taught at all stages. Teaching staff use a variety of resources to support teaching and learning of Maths and Numeracy including SEAL Maths, Tee-Jay Maths and a variety of additional resources, including interactive whiteboard materials, are used to enrich learning. Interactive Mental Maths is given emphasis throughout the school to encourage quick recall of number facts.

Expressive Arts

All children have the opportunity of taking part in Music, Dance, Drama and Art & Design. Visiting specialists use their expertise to assist some of our children in music-making. All Saints Primary places a strong emphasis on encouraging creativity in all area of the Expressive Arts and regular work with partners to take part in community events to showcase our creative talents.

We take part in the Inverclyde Music Festival and invite parents and our community to an annual Christmas

Sex and Relationship Education

This is taught using the programme “God’s Loving Plan”, which is approved for Catholic schools in Scotland. This material is available for parents to peruse at our Parents’ Evenings. Partnership with parents in this is vitally important to us. The assistance from our colleagues in the Health Service also helps with this work. Parents will be fully informed and consulted on the content and purpose of sex and relationship education and can raise any concerns with school staff. On any occasion where a parent wishes to exercise the right to withdraw his/her child from any of these lessons, they should discuss their concerns and alternative arrangements with school staff, as outlined in Inverclyde Council’s Policy “Sexual Health and Relationship Education”.

Health and Wellbeing



Health and Wellbeing is a major priority for everyone at All Saints Primary: pupils, staff, parents and wider community. The mental, emotional, social, physical and spiritual wellbeing of our school community continues to grow and develop.

Health and Wellbeing is subdivided into the following areas:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical Education, physical activity and sport
- Food and Health
- Substance Misuse
- Relationships, sexual health and parenthood

Our excellent facilities help to ensure that a minimum of 2 hours quality Physical Education is given to all children. Pupils change for PE lessons into shorts, T-shirt and indoor sandshoes/trainers.

In addition to Physical Education lessons, many classes partake in a Daily Mile challenge. We work closely with Active Schools who lead Breakfast club activities, lunch clubs and after school clubs. Many staff also offer extra-curricular active clubs such as football, Netball and Athletics.

Parents should note that pupil activities may be restricted because health and safety requirements state that **no jewellery of any kind may be worn when pupils are undertaking games or physical activities. This includes jewellery worn as a result of body piercing.**

We are aware of the need for an awareness and understanding of mental wellbeing as well as physical wellbeing. We teach children about developing emotional and mental wellbeing and provide them with a range of strategies to use which can support their mental and emotional wellbeing such as emotional check-ins, understanding wellbeing indicators and restorative approaches.



Social Studies

In Social Studies, pupils look at different times (History) and different places (Geography). For example, this may mean studying about important people and events in the past and in learning about other countries, their lifestyles and their cultures. Learning about our local area and our own Scottish culture is also a high priority.

Educational visits to places of interest will be arranged, whenever possible, to enable the children to see things first hand and so enrich and deepen their enjoyable learning experiences.

We use our extensive school grounds for Outdoor Learning and to teach our children to look after their surroundings and to be curious about nature.

To enhance outdoor learning we work in partnership with various community groups including: Belville Gardens, Bikeability and Finlaystone Ranger Service.

Technologies

Teaching and learning within this curricular area enables children to:

- Develop an understanding of the role and impact of technologies in changing and influencing societies
- Contribute to building a better world by taking responsible ethical actions to improve their lives, the lives of others and the environment
- Gain the skills and confidence to embrace and use technologies now and in the future, at home, at work and in the wider community
- Become informed consumers and producers who have an appreciation of the merits and impacts of products and services
- Be capable of making reasoned choices relating to the environment, to sustainable development and to ethical, economic and cultural issues
- Broaden their understanding of the role that information and communications technology (ICT) has in Scotland and in the global community
- Broaden their understanding of the applications and concepts behind
- technological thinking, including the nature of engineering and the links between the technologies and the sciences
- Experience work-related learning; establish firm foundations for lifelong learning and, for some, for specialised study and a diverse range of careers.



As pupils study aspects of Technology, they learn about its impact in the home, in schools, in industry and in the wider community. They have opportunities to be creative and enterprising and are given the chance to use their own skills and offer solutions to design problems, using different materials and resources. Information Technology should involve pupils in, for example, using and learning about the use of digital cameras, computers, whiteboards and programmable to

Sciences

The new Science curriculum within Curriculum for Excellence challenges us to ensure that all children develop a secure understanding of important scientific concepts and that their experiences of science in school should kindle a lifelong interest in science.

The Science outcomes have been categorised into seven areas:

- Planet Earth
- Energy in the Environment
- Communication
- Forces and Motion
- Life and Cells
- Materials
- Topical Science

Religious Education and Observances

We join our parents and the Catholic community in instructing our children in the knowledge and practice of the Catholic Faith. We follow the 'This Is Our Faith' Religious Programme, chosen by our Bishops, which helps us relate Christian teaching to a daily living out of the Gospel message in a meaningful and realistic way. This year P4 pupils will receive the sacraments of Reconciliation and Holy Eucharist and our P7 pupils will be confirmed in St Laurence's Church, Greenock.



In order to help the children, and staff, in the practice of their faith our School Chaplain, Father Eoin is always at hand to offer encouragement and advice. We are grateful for the many opportunities he affords us of having Mass in the school, or in St. Laurence's Church, on First Fridays and special days of observance.



Parents of ethnic or religious minority may request that their children be permitted to be absent in order to celebrate recognised religious events. Only written requests, detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one session and the pupil noted as an authorised absentee in the register. Throughout their Primary school education, pupils will also be taught about world religions.

It is normal practice for parents who wish to withdraw their child from Religious observance to make suitable arrangements with the Head Teacher. Where Religious Education is integrated with other topics and withdrawal is more difficult, parents should consult the Head Teacher.

Assessment

At All Saints Primary we understand effective teaching and learning can only take place within a framework of clear aims, careful planning, motivation and appropriate assessment and evaluation. To effectively meet the needs of children then regular and reliable information about their attainment and achievement must be gathered. We continually use assessment information to:

- inform and/or confirm teacher's professional judgments as to where each child is in the learning process
- provide reliable information on pupil progress, ensuring a child is in an appropriate working group/class
- provide the basis for communicating to parents areas of strengths and concerns
- help identify pupils with additional support needs
- ensure pupils are working at appropriate levels of difficulty and/or are appropriately challenged
- compare attainment of particular years and/or groups of learners

We continuously develop strategies for formative assessment. This ensures pace and challenge for pupils and is used daily by all members of staff. This process involves sharing what is to be learned with our pupils and also involves them in self and peer evaluation.

Pupils have regular Learning Discussions with their teacher and work in partnership to set specific learning targets for literacy, maths and numeracy and health and wellbeing. These will be communicated through our Reporting to Parents procedures throughout the session. Teachers also:

- share learning intentions and success criteria
- provide opportunities for quality feedback from teacher and peers
- use written assessment within the classroom
- regularly reflect on progress made with individuals, groups and/or whole class

All assessment information is used to evaluate and assess pupils' progress. We work with our cluster partner primaries to moderate our knowledge, understanding and practise of teacher professional judgements ensuring that we are reflective and well-informed practitioners.

Reporting to Parents

Parents' nights are held twice during the session usually in October and March. In addition each class will invite parents into their classroom each session to:

- celebrate class learning
- support family learning
- showcase interdisciplinary learning

Each Christmas we produce and perform a Christmas show which is usually an opportunity for:

- infants (P1 – P2) to perform their interpretation of the Nativity
- middle school (P3 – P4) to entertain us with a seasonal performance
- upper school (P5 – P7) to amuse us with a humorous pantomime



Keeping You Informed About Learning

Each term, our class teachers share newsletters with updates on what your child will be learning. Together with pupils, teachers set personal learning targets in Literacy, Maths & Numeracy, and Health & Wellbeing. These targets help children focus on their next steps and celebrate progress. We share these with you during Parents' Evenings and in a detailed written report in June, so you always know how your child is growing and achieving.

Helping Children Build Great Learning Habits

We know that good habits start early, so we encourage regular reading homework for all pupils. Reading at home is a simple but powerful way to support your child's learning. It helps reinforce what they've learned in class, builds confidence, and gives them a chance to practise new skills. Most importantly, it strengthens the partnership between home and school—because when we work together, children thrive!

Home/School Links

Parents are always welcome to visit the school. To ensure you are able to meet with the appropriate personnel please make an appointment, with our office. Our Parent Council meets regularly to discuss matters relating to the school and our pupils achievements and activities. We are always keen to welcome new members.

N.B. DISCLOSURE:

Any parents who are involved on a regular basis in schools should undertake a PVG check through Disclosure Scotland.

School & Community Links

All Saints Primary is at the heart of the East End community and we work closely with, among others, King's Oak Primary, Blairmore Nursery, Hillend pre-5 Centre, Glenbrae Nursery and Notre Dame High School.

Health Promoting School

All Saints Primary is a Health Promoting School and we work closely with parents to maintain this status. We will seek to involve parents, pupils, staff and specialists on our Health Group. Children are encouraged to bring healthy snacks/packed lunches to school. We encourage our pupils to take on leadership roles across our school community. We have appointed members to our Pupil Council, Eco Group, Nurture Champions and Play Champions.

Information

We strive to keep you up to date with school news and events through:

- School Newsletters
- Texts
- Letters and reminders
- Local press e.g. Greenock Telegraph
- Telephone calls
- Our school website
- Twitter

Inclusion and Equality

The aims of Inverclyde Council's Inclusion Policy are:

- To facilitate personal, social and intellectual development and to provide children and young people with the opportunity to achieve their full potential in learning.
- To recognise individual interests, abilities, motivation and learning needs of all children and young people.
- To provide for diversity in learning and teaching to ensure that all needs are met – social, linguistic, cultural, physical, intellectual and pastoral – by enabling access to high quality education tailored to individual needs.
- In meeting the needs of all of our pupils, we will demonstrate no discrimination on the basis of race, gender, disability, sexual orientation, religion or belief.
This encompasses curricular, extra-curricular and classroom activities and is foremost in the attitudes.
- In All Saints Primary we are determined to make sure that every pupil is supported throughout our school, fairly and equally, regardless of circumstances. This is called social justice and it's about making sure that all pupils are given an equal chance to reach their potential.

The Equality Statement for Inverclyde Schools

'Inverclyde Education Service is committed to ensuring that no children or members of staff or service users receive less favourable treatment on any ground including gender, race, disability, age, sexual orientation, religion or belief. We have a moral, social and legal obligation to mainstream and put equality at the heart of everything we do. We aim to promote a culture in which equality of opportunity exists for all. We are opposed to all forms of discrimination, direct or indirect, and aim to eliminate all discriminatory practices. We will ensure that, in our schools and other educational establishments, equality permeates the curriculum and underpins all our policies and

practices in terms of access to education. We must ensure that all our children achieve their full potential to develop physically, emotionally and academically.

Finally, we believe that equality and inclusion should be a given right, where everyone is valued and treated with respect.'



Additional Support Needs

All children and young people need support to help them learn. The main sources of support in early years and in schools are the staff who, through their normal practice, are able to meet a diverse range of needs. With good quality teaching and learning and an appropriate curriculum most children and young people are able to benefit appropriately from education without the need for additional support. The definition of additional support is a wide one and it is not possible to provide an exhaustive list of all possible forms of additional support.

If you feel your child has additional support needs, please contact Mrs McCabe or Mrs Bonnar. A number of other staff will give additional support for pupils when, and if, they require additional support. Partner agencies such as Psychological Services, Speech & Language Therapy are sometimes involved with parental consent.

Useful Contacts for ASN

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:

- a telephone helpline - 0845 123 2303
- an email enquiry service - info@enquire.org.uk
- an online enquiry service
- two websites - www.enquire.org.uk (for parents/carers and practitioners) and www.enquire.org.uk/yp (for children and young people)
- Enquire also provide a range of clear and easy-to-read guides and fact sheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'. Other helpful websites are:
 - www.siaa.org.uk
 - www.scllc.org.uk

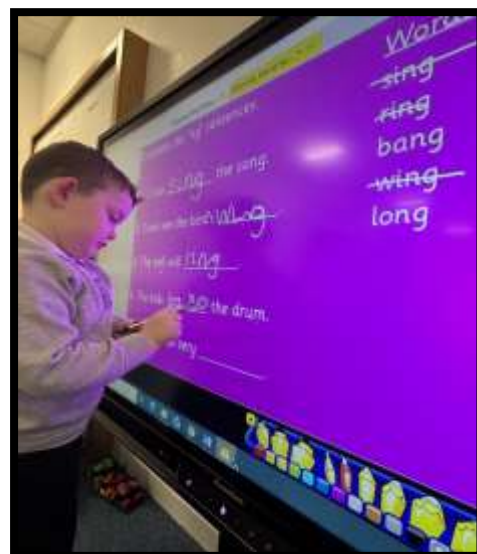
Support for Pupils

A child or young person's needs are identified at the earliest possible stage and can be met in a number of ways, for example by adaptations to the curriculum or learning environment, as well as input from the Support for Learning Teacher and on occasion support from visiting specialists. The appropriateness of the support is determined through a process of assessment, planning and monitoring, working jointly with parents and carers, and is regularly reviewed.

Learning outcomes for children and young people with additional support needs are set out in a plan and all educational establishments hold regular review meetings with parents and carers to determine needs and the most appropriate supports.

Everyone's views are equally important in order to consider what is currently working and how to determine next steps.

Children and young person's needs are identified in a number of ways, and the process of assessment is an ongoing, shared process with partnerships with parents and carers at the forefront. On some occasions health service staff or other partner agencies make children known to Education Services. Other additional support needs may be notified to Education Services by parents themselves or identified by one of a range of staff working closely with the child.



Some children and young people will have additional support needs arising from complex or multiple factors which require a high degree of co-ordination of support from both education and other agencies in order that their needs can be met. In these cases, the school will hold a meeting to decide whether the child or young person meets the criteria for a co-ordinated support plan.

The co-ordinated support plan is a statutory document which ensures regular monitoring and review for those children and young people who have one.

You have the right to ask the education authority to establish whether your child needs a co-ordinated support plan. Your child can make this request themselves, if they are aged 16 or over. You and your child, if they want to, will attend a meeting with staff at their school.

Other professionals from different agencies who may be involved in providing support for your child will also attend. If your child does not want to attend meetings or feels unable to, their views must still be sought and considered.

Inverclyde's mediation service can be accessed by contacting Tony McEwan, Head of Inclusive Education, Culture and Corporate Policy at the address below.

For further advice please telephone 01475 712850

Or write to;

Education Services
Wallace Place
GREENOCK PA15 1JB

Communication & Language Base

The Communication and Language Base (CLB) is a specialist provision designed to support children who have additional needs with communication and language. Places in the CLB are allocated through the Additional Support Needs (ASN) forum. While the presumption is that every child attends their mainstream school, the CLB offers targeted support to help children develop the skills they need to thrive. Our aim is to provide a nurturing environment where children can learn and grow, with the goal of preparing them to return and successfully access learning in their mainstream setting.



Clothing and Uniform

We are very proud of our beautiful uniform in All Saints Primary School. Our uniform helps our children to feel part of our school community. Names should be put on **all** items of school clothing, **in pen**, on the labels, for all children.

The uniform for All Saints is available from Smith's Shoes and Sports, West Blackhall Street, Greenock and can also be purchased from Logo'd. **Purple** sweatshirts and white/purple polo shirts, or **white** shirt with school tie, are worn with **grey** trousers and **grey** skirts.

Given that there is substantial parental and public approval of uniform, schools in Inverclyde are free to encourage the wearing of school uniform. In encouraging the wearing of uniform account is taken in any proposals to prevent any direct or indirect discrimination on the ground of race or gender. Any proposals will be the subject of widespread consultation with the parents and pupils. Against this background it should be noted that it is the policy of the Education & Lifelong Learning Committee not to insist on pupils wearing uniform or having specialist items of clothing as a prerequisite of their attending and engaging in all of the activities of the curriculum.

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

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

In addition, jewellery such as dangling earrings and large rings could cause health and safety difficulties and are unacceptable to be worn in school.

Parents of children receiving one or the following benefits will normally be entitled to monetary grants for footwear and clothing for their children:

- **Income Support**
- **Income-based Job Seeker's Allowance**
- **Child Tax Credit, but not Working Tax Credit, and where income is less than £16,105 (in 2019/20) as assessed by the Inland Revenue**
- **An asylum seeker receiving support under Part IV of the Immigration and Asylum Act 1999**
- **Any income related element of Employment and Support Allowance**
- **Parent or carer in receipt of Working Tax Credit and/or Child Tax Credit with Annual Gross Earnings of no more than £11,288.**
- **Universal credit, where your take home pay does not exceed £915, as shown on your monthly Universal Credit statement.**

NB: The above figures may change in the Spring, as may some of the terminology.

Approval of requests for such grants made by parents in different circumstances is at the discretion of the Corporate Director Education & Social Care. Information and application forms may be obtained from schools and from Customer Contact Centre, Municipal Buildings, Clyde Square, Greenock, PA15 1LY.

The Council is concerned at the level of claims being received regarding the loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and 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 where the authority can be shown to have been negligent.

Rights Respecting

All Saints Primary will build upon the work already done in establishing a values based culture, where rights are respected and responsibilities accepted. From P1 – P7 pupils will learn about children's rights, as stated in the summary of The United Nations Convention on the Rights of the Child (UNICEF). Through this important work, our children will learn to realise their responsibility to respect the rights of others.

Supervision of Playground

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

Medical & Health Care

Routine checks at age 7, 9 and 11 years and selected medicals/dental checks throughout the school year. The Audiometrician tests the children's hearing at 5 years and 9 years. All new entrants undergo a medical examination in the first few months of schooling at which parents must be present. Thereafter, random checks around 9 years and 11 years are done where parents are requested to attend. Regular hygiene visits are made by school nurses and random dental checks carried out. We are conscientious about reporting any suspected defects, such as with hearing, eyesight, speech etc to the appropriate medical authority.

If a child has a serious accident in school, the parent or guardian is informed as soon as possible, normally by telephone. Should the situation be critical, emergency services would be contacted immediately.

Emergency Contact

If a child has had a serious accident, it may be necessary to ask for the child to be collected.

IT IS ESSENTIAL THAT WE HAVE UP TO DATE CONTACT NUMBERS AND THAT WE ARE MADE AWARE OF ANY MEDICAL CONDITIONS, SO THAT SUITABLE ARRANGEMENTS CAN BE MADE.

Medication

If your child is on any medication, for even a short period, and this needs to be administered at school, we will require you to complete an authorisation form, in order for us to assist in this procedure. These forms are available from the main school office.

Inhalers

If your child has been prescribed an inhaler, please ensure that he/she has it with him/her at all times. This is especially important when children are leaving the building to go on outings, or to take part in sporting events. **From time to time, please ask your child to bring their school inhaler home to allow you to check that it is still working properly.**

Allergy Aware

We are committed to being an allergy-aware school to keep all our children safe and healthy.

Some pupils have severe allergies, which means certain foods or products can cause serious reactions. To help protect them, we ask everyone to work together by following our guidelines, such as avoiding bringing nuts or other high-risk items into school.

If your child has an allergy, please let us know so we can put the right support in place. By being allergy aware, we create a safe and caring environment for every child.



School Meals

Meals are provided by Inverclyde Council Environmental & Consumer Services Catering Division whose mission statement is:

Our aim is to provide a menu system, freshly prepared with health and cost a priority. The menus are compiled with Scottish Diet Action Plan as a priority and the menu is changed daily.

Children in P1-7 receive a free school meal. Children can choose soup and a main course or main course and pudding. A drink, salad and fruit are included in this cost.

Those children who bring packed lunches have their meals along with the other children who remain at school during the lunch hour.

Children of parents in receipt of one of the following benefits are entitled to a free midday meal and free breakfast:

- Income Support
- Jobseekers Allowance (Income based)
- Child Tax Credit, but not Working Tax Credit, and where income is less than £17,005 (in 2021/22) as assessed by the Inland Revenue
- An asylum seeker receiving support under Part IV of the Asylum and Immigration Act 1999
- Any income related element of Employment and Support Allowance
- Parent or carer in receipt of Working Tax Credit and/or Child Tax Credit with Annual Gross Earnings of no more than £11,288.
- Universal credit, where your take home pay does not exceed £1,244, as shown on your monthly Universal Credit statement.

NB: The above figures may change in the Spring, as may some of the terminology. Information and application forms for free school meals may be obtained from schools and Customer Service Centre, Municipal Buildings, Greenock, PA15 1LY. In addition such children will be entitled to free milk. Every effort is made to encourage children to choose their food sensibly. Vegetarian dishes are also available.

Child Protection

Inverclyde Council Education Services has Child Protection Guidelines and Procedures which all schools and establishments are required to follow. Education Services work very closely with other agencies namely Police Scotland, Social Work Services, NHS Greater Glasgow and Clyde and the Children's Reporter to support children.

Common responsibilities of all staff are to protect children from abuse and exploitation, to respond appropriately when abuse is identified, and to ensure whenever possible that all children are able to exercise their right to be raised in a warm, stimulating and safe environment with the support of staff, their families and carers.

Letting Procedures

Any person or organisation wishing to make an evening let of school premises should contact Community Education by telephone or in writing.

The address and telephone number is as follows:

Booking Office

Greenock Sports Centre

23 Nelson Street

Greenock

PA15 1QH

Tel: 01475 213131

Email: booking_office@inverclydeleisure.com

Your Data Protection Rights

The collection, transfer, processing and sharing of data is done in accordance with the Data Protection Act (2018). Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net).

The Scottish Government Education Department works with a range of partners including HM Inspectorate of Education and the SQA. On occasion, individual data is made available to partners and academic institutions to carry out research and statistical analysis. In addition, partners may be provided with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of the Scottish Government Education Department, which will ensure that no individual level data will be made public and that these data will not be used to take any actions in respect of an individual.

General Data Protection Regulations and Data Protection Act 2018

Information on children, parents and guardian is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. In processing personal information, Inverclyde council must comply with the General Data Protection Regulations & Data Protection Act 2018.

For further information please refer to: <https://www.inverclyde.gov.uk/site-basics/privacy>

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at Peter.Whitehouse@scotland.gsi.gov.uk or write to The ScotXed Support Office, The Scottish Government Education Department, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

Parent Forum and Parent Voice

This group will work in partnership with our school staff, parish, and wider community to make sure every child has the best opportunities to thrive in a safe, inclusive, and nurturing environment. The Parent Voice will meet regularly throughout the school year and warmly welcomes your ideas and involvement. If you'd like to find out more or get involved, please contact our school office – we'd love to hear from you!

Scottish Schools (parental Involvement) Act 2006 led to the establishment of Parent Councils in primary, secondary and special schools. The Act recognises the vital role that parents play in supporting their children's learning. It places a duty on authorities to promote the involvement of parents in children's education and the wider life of the school. It aims to help parents to be:-

- **Involved with their child's education and learning**
- **Welcomed as an active participant in the life of the school**
- **Encouraged to express their views on school education generally**

Any parent wishing to stand for election to the Parent Council should contact Mrs McCabe, in the first instance.

All parents who wish to be actively involved in the life of the school and supporting events will need to have completed a [PVG](#) application

Extra-Curricular

Throughout the school year, many different extra-curricular classes are run either at lunchtime or afterschool. This year we have netball, athletics, cross country running, multi-skills and football. Staff give freely of their own time to run these very successful classes.

Transfer 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. Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session.

There is a full enhanced transition programme in place to support pupils with additional support needs, or those who would benefit from additional opportunities to ensure a smooth transition to Notre Dame High School. This enhanced transition programme is created through working in partnership with Notre Dame High School and is provided to all of the cluster schools. If your child has been selected to participate in the enhanced transition programme then you will be contacted by Mrs Bonnar with further information.

The school to which children from All Saints normally transfer to is:

**Notre Dame High School
Dunlop Street
Greenock
PA16 9BJ
Tel: 01475 715150
Head Teacher: Miss A. Munro**

Parents should be advised that if they wish their child to transfer to this school they must live within the catchment area otherwise a placing request must be made.

Complaints Procedure

Positive and open relationships are important and key to us as a school. We are always keen to ensure that parents are aware of how we would prefer to handle situations when things maybe haven't gone as any of us would have liked.

Our initial hope is that we can resolve matters swiftly and informally. In the first instance, and where appropriate, we would ask that you contact the relevant member of staff:

Class	Staff Member
Primary 1 Primary 2 Primary 3	Mrs Bonnar (DHT)
Primary 4 Primary 5	Mrs McClure (PT)
Primary 6 Primary 7	Mrs Boyle (PT)
CLB	Mrs McCauley / Mrs Bonnar

All of these members of staff can be contacted via the main office on **01475 715640** and/or **office@allsaintsprimary.inverclyde.sch.uk**.

Thereafter, if a resolution is not reached then I am more than happy to address this so please do get in touch with me directly via the main office.

I would hope that we would be able to resolve any concerns or complaints at school level, however if not, please refer to the council complaints process and contact Education Headquarters at: admin.educationhq@inverclyde.gov.uk : [How to make a complaint - Inverclyde Council](#)

Useful Addresses and Telephone Numbers

Corporate Director: Education, Communities & Organisational Development
Ruth Binks
Municipal Buildings
Clyde Square
Greenock Tel: 712761

Councillor Jim Clocherty
Convenor of Education
Municipal Buildings
Greenock Tel: 712020

Council Leader: Stephen McCabe
Local Councillors: Michael McCormick, Colin Jackson, Pam Armstrong
Municipal Buildings
Greenock Tel: 712020

Mr Stuart McMillan MSP
26 Grey Place
Greenock
PA15 1YF

Mr Ronnie Cowan MP
20 Crawford Street
Greenock
PA15 1LJ

Tel: 720930

Tel: 721877

Useful Web Sites

www.inverclyde.gov.uk – Inverclyde Council Web Site

www.hmie.gov.uk – School and Local Authority Inspection Reports

www.parentszonescotland.gov.uk – Very useful site for parents

www.scottishschoolsonline.gov.uk – About individual schools

GLOSSARY OF TERMS USED IN THIS HANDBOOK

Curriculum for Excellence	Curriculum for Scottish Schools To encourage the development of children as Successful Learners, Responsible Citizens, Effective Contributors and Confident Individuals.
Health and Wellbeing	Includes Personal and Social Development, understanding health, physical education and physical activity.
Expressive Arts	This includes Art & Design, Drama, Dance and Music.
Social Studies	Includes historical, geographical, social, political, economic and business experiences
Technologies	Includes Craft, Design, Engineering, Graphics, Food, Textile and Information Technologies Experiences. (computer, digital camera, video camera etc)
GLOW	A powerful online tool to enhance learning and teaching. Our pupils will access this from our school computers and home computers. This will eventually be used by all staff, parents and pupils all over Scotland. It will enable our children to make use of the most up to date resources.

Although this information is correct at time of presenting, 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 years