

King's Oak Primary School



Handbook
2026-2027

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Building Inverclyde through Excellence, Ambition and Regeneration

Goals and Values

Our Core values are **Respect, Honesty** and **Tolerance**.

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.

Nurtured: educated within a supportive setting.

Active: active with the 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.

Our School Vision: From Tiny Acorns, Mighty Oaks Grow

Welcome to King's Oak Primary School

35 East Crawford Street
Greenock
PA15 2DX
01475 714680

Dear Parents and Carers,

We are happy to welcome you and your child to our school. The next seven years are very important, and we are looking forward to sharing this special time in your child's life with you. We hope you will find King's Oak Primary School a very welcoming and caring place where everyone can reach their full potential.

We are very proud of our school and are confident you will experience our core values of Respect, Resilient, Responsible, Honesty, Included and Nurturing in every area of school life. We have created a caring and concerned school community with a strong focus on healthy relationships and we wish to promote in children a positive attitude to learning, self, others and the environment.

We aim to provide a high-quality service and wish to work in close partnership with you in preparing your child to be a successful learner, responsible citizen, confident individual and effective contributor. Many activities are organised throughout the school year, giving you an opportunity to meet and work with the staff of the school. We look forward to seeing you at these events throughout the session.

The teaching and support staff are incredibly hardworking professionals. We always put children first and greatly value our relationship with them. It is vital that children attending King's Oak Primary School are happy, safe and achieving their potential.

Our Family Hub is a space within the school where you can engage in a wide range of useful and supportive opportunities supported by agencies such as Barnardo's. I would ask you to take an interest in and support the work of the school by getting involved in a Parent Council or fundraising group. This is always to benefit the children.

Please feel free to make an appointment to speak with me if you have any worries or concerns about your child's progress or welfare. We will be happy to help at any point in the school year and can be contacted through the main school office or school email.

I am incredibly proud of our school and hope that you and your child will be too.

Kindest regards,

Kirstin Glancy

Kirstin Glancy
Head Teacher



Our School Vision: From Tiny Acorns, Mighty Oaks Grow

Our School Vision, Values and Aims

King's Oak Primary School is a place where all children, regardless of race, gender, age or personal circumstances are supported, nurtured and encouraged to learn and develop in an environment that is welcoming and safe. Pupils and staff are treated sensitively and fairly and are encouraged to reach their full potential through an ethos of mutual respect. Pupils are encouraged to be healthy and active through a planned programme of curricular and extra-curricular activities.

Our **aims** are:

To provide a safe, happy and motivating learning environment, at the heart of our community

To promote a sense of wellbeing and respect

To develop a culture of ambition and achievement

To encourage children to take responsibility for their learning and behaviour

Ensure all children can achieve their full potential academically, emotionally and physically

To provide an interactive partnership involving school, home, outside agencies and the community

King's Oak Vision

From Tiny Acorns, Mighty Oaks Grow

King's Oak Values

Respect Responsible
Resilient

Honesty Included
Nurturing

Our School Vision: From Tiny Acorns, Mighty Oaks Grow

School Information

Name King's Oak Primary School
Address 35 East Crawford Street,
Greenock, PA15 2DX
Telephone 01475 714680
Email office@kingsoakprimary.inverclyde.sch.uk
Website kingsoakprimary.inverclyde.sch.uk
X (Formerly Twitter) @KingsOakSchool

Present Roll

The present roll of the school is 234 and we have the capacity for 467 pupils. Parents/ carers should note that the working capacity of the school may vary dependent upon the numbers of pupils at each stage and the way in which classes are organised. In session 2025-2026 our numbers at each stage are:

Present Stage	P1	P2	P3	P4	P5	P6	P7
Roll	33	33	27	27	39	29	47

The school is non-denominational, which means we welcome and respect pupils and families of all religious and non-religious backgrounds.

Accommodation

King's Oak is on two levels. Our nursery class has its own entrance and facilities but is part of the school. There are 13 classrooms in the school with break out areas located between bases. We provide an inclusive education for children aged 3-12 and our school building provides accommodation for classrooms, lunch hall, gym hall, flexi-rooms, library, ICT room, nursery playroom, nurture room and Family Hub. We have facilities for disabled children or adults; if you require any adjustments please get in touch and we will do everything we can to accommodate your own or your child's needs.

School Hours 9.00am – 10.30am
10.45am – 12.15pm
1.00pm – 3.00pm

Punctuality

We strive to achieve a high standard of punctuality and expect all pupils to be on time.

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.

Inclement Weather

School starts at 9:00am. When weather is bad Eg. Torrential rain, snow or high winds, children are invited in by staff at 8:50am. Classrooms or a wider space within the school are available with supervision from 8:50am.



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Break and Lunch Time

We like our children to play outdoors if at all possible. Approaching break or lunch times a decision is made if it is a wet or dry play. All children should have a coat with them on a daily basis.

School Staff

Kirstin Glancy
Lynne Wilson
Craig Thomson

Head Teacher
Depute Head Teacher
Principal Teacher



Teaching Staff: (Session 2025/2026)

Miss C. Agnew / Mrs R. Cunningham

Miss A. Roberts

Mrs E. Stevenson

Mrs J. Grieve

Mrs D. Cunningham (Maternity leave)/ Miss K. Baird

Mrs L. McShane

Mr A. Jamieson

Miss C. O'Neill

Miss S. Manson

Mrs L. Crerar

Mr. C. Thomson

Mrs E. Marshall

Mrs G. Campbell

Miss C. Sloan (Maternity Leave/ Mrs C. Ellis

Miss L. Tierney (Mon, Tues)

P1

P2/1

P2

P3a

P3b

P4

P5

P6/5

P6b

P7a

P7b

RCCT and PT Cover in P7b (Wed)

RCCT and P3a (Tuesday)

Nurture Teacher

RCCT and Targeted Interventions

Nursery Staff:

Mrs S. Deans

Mrs L. McDonald

Miss S. McAllister

Miss E. Gisbey (Maternity leave)

Miss C. Cameron

Miss M. Ross

Depute Head of Establishment

EYECO

EYECO

EYECO

EYECO (Maternity Cover)

EYECO (Mon, Tues and Wed am)

and

Early Years and Excellence Lead

Practitioner (Wed PM, Thurs, Fri

EYSA

Mrs D. McKillop

Support Staff:

Mrs C. Meechan

Mrs I. Monaghan

Ms H. Craynor

Mrs M. Brady

Miss L. Miller

Miss A. McKay

Mrs M. Donald

Miss A. Rankin

Mrs J. Rebbechi

Miss J. Thompson

Mrs V. Macina

Ms J. Somerville

Ms M. Bryce

Ms H. Dziuba

PSA (Mon – Thurs)

PSA

PSA

PSA

PSA

PSA

PSA

PSA

PSA

PSA

PSA (Mon, Wed, Fri)

PSA (Tues, Thurs, Fri)

PSA EAL (Thurs, Fri)

PSA EAL (Thurs am)

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Mrs A. McIntosh
Mrs L. Black

Janitor
Catering Manager

Office:

Mrs L. McLintock
Mrs M. O'Neill
Mrs V. Macina

Senior Clerical Staff
Clerical Staff
Clerical Staff

Teri Cochrane

Barnardo's Support Worker



Lynne Wilson (DHT), Craig Thomson (PT), Kirstin Glancy (HT)

Our School Vision: From Tiny Acorns, Mighty Oaks Grow

School Calendar

Inverclyde Council ~ Education Services

2026-2027 School Calendar

August 2026						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
30						

July 2027						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31



School Closed/ Holidays



Teacher in-Service Day (no school for students)



School Open

In-service days – 5
Teacher days – 195
Pupil days – 190

Our School Vision: From Tiny Acorns, Mighty Oaks Grow

Clothing and Uniform

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 grounds of race or gender. Any proposals will be the subject of widespread consultation with parents and pupils. Against this background it should be noted that it is the policy of the Education and Lifelong Learning Committee not to insist on pupils wearing uniform or having specialist items of clothing as a prerequisite to 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, dangling earrings or clothing 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.

Parents/ carers should note that the activities the children may become involved in may be restricted because health and safety requirements state that jewellery of any kind must not be worn where children are undertaking physical activities. This includes jewellery worn as a result of body piercing.

The council is concerned at the level of claims being received regarding the loss of children's 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 the establishment. 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.

At King's Oak Primary, royal blue sweatshirts/ cardigans are worn with a grey school skirt or trousers. Tartan or royal blue pinafores are available for girls. Our polo shirts or school shirts/ blouses are white. On PE days, children wear grey leggings or joggers along with their King's Oak polo shirts for ease.

Here are some pictures of our Mighty Oakers proudly displaying their King's Oak uniform.



Our School Vision: From Tiny Acorns, Mighty Oaks Grow



Clothing Grant and Free Schools Meals Application

As of August 2025 all children in P1-P7 automatically receive a free school meal.

However, if you wish to be considered for the clothing grant, or your child is or will be in S1 – S6, you must submit an application form.

You may qualify for a clothing grant if one of the following statements apply to your family circumstance. **Figures correct at time of publication*

You are currently in receipt of:

- Income Support (IS);
- Income Based Job Seekers Allowance (JSA);
- Any income related element of Employment and Support Allowance (ESA);
- Universal Credit (UC), where your take home pay does not exceed £1,244

or

you are seeking asylum and receiving support under part VI of the Immigration and Asylum Act 1999;

or

you look after a child/children as part of a formal Kinship Care agreement, registered by Social Work Services.

- INCOME SUPPORT (IS)
- INCOME BASED EMPLOYMENT AND SUPPORT ALLOWANCE (ESA)
- INCOME RELATED JOB SEEKERS ALLOWANCE (JSA)
- PENSION CREDIT

Approval of requests for such grants made by parents in different circumstances is at the discretion of the Corporate Director Education and Social Care. Information and application forms may be obtained from schools and from Education Services, 105 Dalrymple Street, Greenock, PA15 1HU.

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Attendance at School

King's Oak Primary School is committed to working in partnership with parents in order to raise the achievements of all young people. Reducing absence is a key priority and we seek the co-operation of parents to meet this objective.



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, or unauthorised: i.e. unexplained by the parent (truancy) or temporarily excluded from school.



Parents should inform the school by telephone or Parents Portal on the first morning of an absence and provide a reason for the pupil's absence. The school will contact the pupil's family and thereafter other emergency contacts if no explanation is given for the pupil's absence. This contact will be made before 10am on the first morning of an absence and early after the restart after lunch in the case of an afternoon absence.

Other partner agencies may be contacted if no contact with the pupil's family can be achieved and if there are continuing or emerging concerns about a pupil's safety or wellbeing.

On return to school parents are asked to provide a note explaining the reasons for absence. When an absence occurs with no explanation from the parent/ carer, the absence is recorded as unauthorised.

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

All Inverclyde schools continue to have increasing attendance as one of their improvement priorities in session 2025-2026. Attendance is monitored weekly by Education Headquarters and Head Teacher's are required to report on attendance regularly.

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. Our main focus is to encourage parents/ carers and pupils to recognise the value of learning and the pitfalls of disrupting learning for the pupil.

Procedures to improve attendance

Where non-attendance is a factor affecting a child's learning, support will be initiated through incremental steps when it is established that a pupil's absence from school is without suitable reason

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Absence rates are calculated as a percentage of the total number of possible attendances for all pupils in the school, each morning and afternoon of each school day being a separate possible attendance. The average national attendance for a pupil is 95%.

Child Protection and Safeguarding

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.

The Child-Protection Co-ordinator in King's Oak is Kirstin Glancy, Head Teacher and in her absence, Mrs Wilson, Depute Head Teacher. Should you have any concerns of a child protection or safeguarding nature please contact us.



Emergency Contacts



It is most important that you keep the school up to date with information, particularly the telephone number which may be required in an emergency. We also regularly email parents and carers.

Parents and carers can now update emergency contact information via the Parent Portal.
www.parentportal.scot

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 to let you know about the details of closure and of re-opening. We shall keep in touch with you by using letters, notices in local shops and community centres, announcements in the press and on local radio. Updates will be posted on Inverclyde Council website at www.inverclyde.gov.uk/winter. You can also follow the council on X (formerly twitter) at [www.twitter.com/Inverclyde](https://twitter.com/Inverclyde) for regular updates. Our own X (Twitter) page is @KingsOakSchool.

Medical and Health Care

Routine medical checks are carried throughout the child's life in school by the School Health Service.

Minor accidents are attended to in the school, but in more serious cases, parents or emergency contacts are informed, so that the child may be taken to hospital. If no one can be contacted, the child will be transported immediately to Inverclyde Royal Hospital by a member of staff.



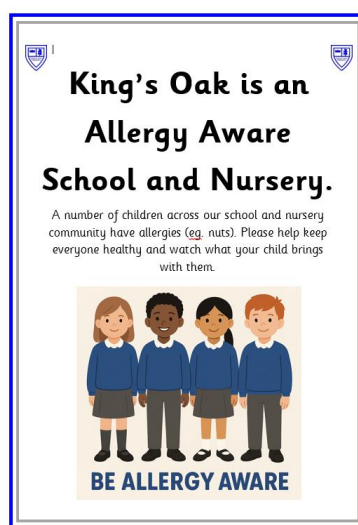
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If a child becomes ill and cannot remain in school, parents or emergency contacts will be telephoned to come and take the child home. It is essential to keep the school informed of any change in the emergency contact telephone number or your home or work telephone number so that contact can be made as quickly as possible.

If there are any medical requirements for a child, parents should inform the school in writing. Parents of children requiring medication during school hours are welcome to come into the school office to administer the medication. If parents would like a member of staff to administer medication, they must bring prescribed medication into the school office and complete the appropriate consent form.

Allergy Aware

King's Oak is an allergy aware school and nursery. As some pupils can be allergic to foods such as peanuts and could suffer an anaphylactic reaction if exposed to them, we ask that children do not bring peanuts or peanut products to school.



Enrolments and Transitions

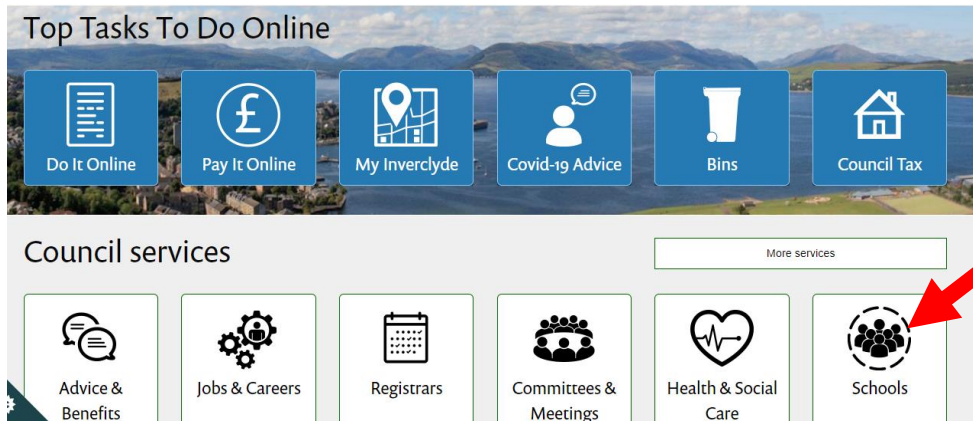
Should you wish your child to attend King's Oak or have questions about school placements, please do not hesitate to contact us via the school office on 01475 714680 or office@kingsoakprimary.inverclyde.sch.uk.

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

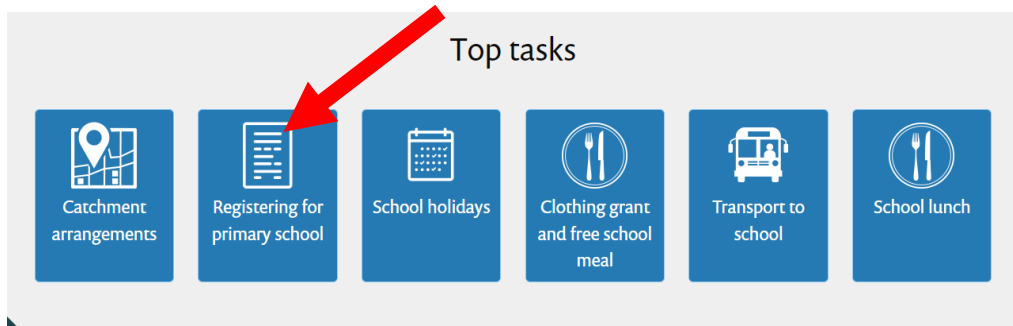
Enrolment for all Inverclyde P1's now takes place online via the council website. At the time of producing this handbook no link is available to enter. To find the relevant section of the council website please visit [Home - Inverclyde Council](#)

1) Once on the Council homepage, please select 'schools'.

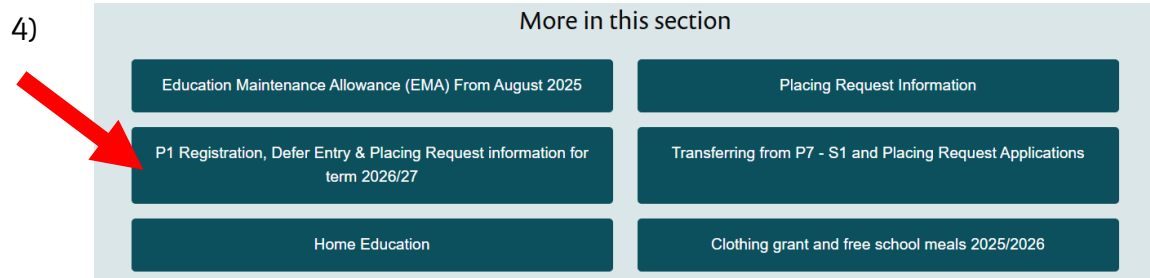
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2) Select 'Registering for Primary School'.



3) Select this option.



Select link 'P1 Registration'. When the form is released it is normally found in the links on the right hand side of the page.

P1 Registration, Defer Entry & Placing Request information for term 2026/27

Primary 1 Registration

Children who reach the age of five between 1 March 2026 and 28 February 2027 (this will be children who are born between the 1 March 2021 - 28 February 2022) are due to start primary 1 at the beginning of the new school term in August 2026.

Parents should complete the **P1 online registration process between 5 - 9 January 2026** regardless if they are considering a deferred year to school for their child. Parents can choose between denominational or non-denominational schools or Gaelic Medium Education. Gaelic Medium Education is available at Whinhill Primary School for all pupils residing in Inverclyde. Please choose Whinhill (Gaelic) School from the online drop down menu when registering.

There are no denominational primary schools within the areas of Quarriers Village, Kilmacolm, Inverkip and Wemyss Bay. Parents often choose to send their children to the local non-denominational primary school because of the travelling distance to their nearest denominational primary school. In such circumstances the following admission arrangements will apply:

- Only those children who have a certificate of baptism into the Roman Catholic faith when registering for primary 1 will have the choice at primary 7 to seek admission to the denominational school assigned to their address. For more information, please read our Pupil Placement Policy which is available in the documents section.

Once parents have completed the primary 1 registration, they will have the choice to complete online a placing request application for an alternative school, other than their catchment primary or submit a defer entry application, should they wish to defer their child's entry to school. (see info. below)

No documentation is required at this stage; however, we may contact you should we require further information.

In this article

Part one

Primary 1 Registration

Part two

Priority of admissions if a school is oversubscribed for pupils within the catchment area

Part three

Defer Entry Information

Part four

Placing Request Information

Documents

Education Services policy on admissions and pupil placement in mainstream schools 2024

PDF, 933KB

Share this page



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Parents should complete the **P1 online registration process between 5 - 9 January 2026** regardless if they are considering a deferred year to school for their child. Parents can choose between denominational or non-denominational schools or Gaelic Medium Education. Gaelic Medium Education is available at Whinhill Primary School for all pupils residing in Inverclyde. Please choose Whinhill (Gaelic) School from the online drop down menu when registering.

There are no denominational primary schools within the areas of Quarriers Village, Kilmacolm, Inverkip and Wemyss Bay. Parents often choose to send their children to the local non-denominational primary school because of the travelling distance to their nearest denominational primary school. In such circumstances the following admission arrangements will apply:

Only those children who have a certificate of baptism into the Roman Catholic faith when registering for primary 1 will have the choice at primary 7 to seek admission to the denominational school assigned to their address. For more information, please read our Pupil Placement Policy which is available in the documents section.

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.

A deferred entry application is also available to parents considering deferring their child's entry to primary 1 in August 2025.

No documentation is required at this stage; however, we may contact you should we require further information.

Parents will be notified by email no later than **30 April 2026** confirming their child's place in school and information regarding induction days will follow from the school after this date.

Placing Request

Please ensure you have completed the P1 registration application before completing a P1 Placing Request application. Placing Request applications for school term starting August 2026 are available online between **5 January - 1 February 2026**. After completion and submission of your application, you will receive an acknowledgement email.

If you live outwith Inverclyde and wish to submit a placing request for an Inverclyde school, please email: admissions.educationhq@inverclyde.gov.uk to request an application form. After completing and submission of your application, you will receive an acknowledgment email, within five working days of receipt (excluding school holidays). If you do not receive an acknowledgement, please contact Admissions Section on 01475 712850 (option 1) to ensure your form has arrived.

Applications received for P1 after 1 February will only be considered after the applications received on time have been processed.

If you submit a placing request your child's place will remain reserved in the catchment school until you receive the outcome of your application. Parents will be notified by email, no later than the 30 April, of the decision made in respect of your application.

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Please be aware that in line with our school transport policy, free school transport will not be provided where a placing request has been approved.

Defer Entry

Please ensure you have completed the P1 online registration application between 5 - 9 January 2026 before completing the online Defer Entry application.

Defer Entry applications for the school term starting August 2026 are available online between **5 January - 1 February 2026** after completion and submission of your application, you will receive an acknowledgement email.

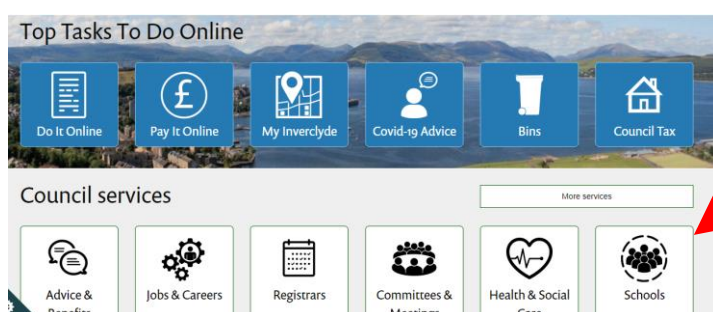
Parents will be advised of the outcome of their request by email, no later than 30th April 2026.

Transfer to Secondary School

In December each year, primary schools will provide parents with the name of the secondary school where a place has been reserved for their child.

Information can be found on the Inverclyde Council website for parents/ carers. To find the relevant section of the council website please visit [Home - Inverclyde Council](#)

1) Once on the Council homepage, please select 'schools'.



2) Select this option.



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. Depending on your address, for King's Oak, this is mostly Inverclyde Academy.

Our School Vision: From Tiny Acorns, Mighty Oaks Grow

Inverclyde Academy

Cumberland Rd.

Greenock

Tel: 01475 - 715100

Head Teacher - **Denise Crawford**



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 submitted.

While each school in Inverclyde is managed by its own Head Teacher and Senior Staff, our school is part of the Inverclyde Academy cluster of schools working together to secure improvements and developments in agreed areas of priority.

Our cluster of primary schools include: Aileymill, Inverkip, Lady Alice, Wemyss Bay, and Whinhill as well as Early Years Establishments include Glenbrae Family Centre, Gibshell Family Centre, Hillend Family Centre and Blairmore Nursery.

P1 – S1 Placing Requests

Should you require a placing request for another secondary school outwith your catchment area you should complete a placing request application form.

Applications should be completed online between **5 January - 1 February 2026** once completed and submitted, you will receive an acknowledgement email.

If you live outwith Inverclyde and wish to submit a placing request for an Inverclyde school, please email: admissions.educationhq@inverclyde.gov.uk to request an application form.

After completing and submission of your application, you will receive an acknowledgment email, within five working days of receipt (excluding school holidays). If you do not receive an acknowledgement, please contact Admissions Section on 01475 712850 (option 1) to ensure your form has arrived.

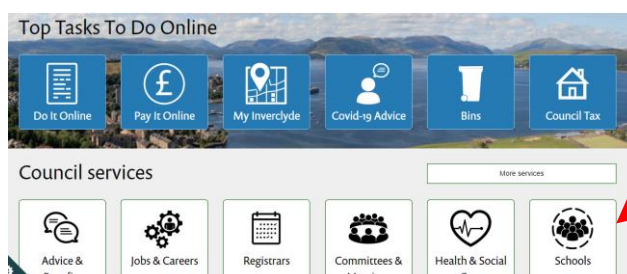
Applications received for S1 after 1 February will only be considered after the applications received on time have been processed.

If you submit a placing request your child's place will remain reserved in the catchment school until you receive the outcome of your application. Parents will be notified by email, no later than the 30 April, of the decision made in respect of your application.

Please be aware that in line with our school transport policy, free school transport will not be provided where a placing request has been approved.

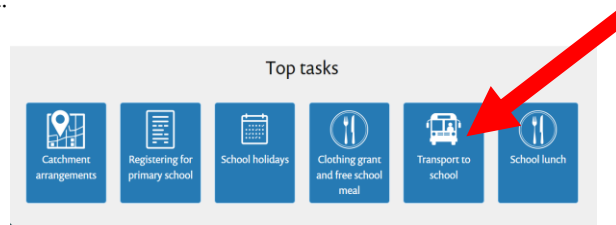
Transport

1) Once on the Council homepage, please select 'schools'.



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2) Select this option.



Please see this section of the council website for up to date and accurate information about transport to secondary school.

Transport to School

Changes in home to school transport arrangements

The Education and Communities Committee agreed in September 2019, changes to the mainstream school transport policy. This was following a series of engagement events with parents.

In preparation for these changes, we wrote to parents of pupils affected providing them with advanced notice of one of the following:

- that they will be unaffected by the changes;
- due to consistent measuring of qualifying distances (over 2 miles from their catchment school) or the availability of an acceptable walking route, that they will no longer qualify for free school transport from August 2020;
- in the case of St Columba's High School pupils, the arrangements which need to be made to reserve a place on a subsidised bus from August 2020;
- the arrangements for pupils who are in receipt of free school meals / clothing grant who live over one mile away from their catchment secondary school, and the payment of a transport grant from August 2020.

In the coming weeks, we will work with schools to provide maps of acceptable walking routes to schools to assist those who will no longer receive free transport from August in order that they can plan their routes to and from school.

It is worth remembering that there is no change to the qualifying distances to school transport or to the ASN transport policy and Inverclyde's policy remains more generous than what is statutorily required of us. The policy will now be applied in a more consistent and equitable way which affects a number of pupils across our schools.

Parents in receipt of free school meals / clothing grant will be entitled to a transport grant from August 2020 if their child lives beyond 1 mile from their secondary catchment school, which is an enhancement to the current policy. Details of this will be provided to them when they apply in the summer.

Below, you can find FAQ's to help you understand some of the changes.

Contacts

School Transport

Email us

Address

Inverclyde Council
Education Services
Wallace Place
GREENOCK
PA15 1JB

Telephone

01475 712868

Related links

[School crossing patrollers](#)

Documents

[School Transport Application Form](#)
PDF, 343KB

[School Transport Policy](#)
PDF, 249KB

Other Websites

[Strathclyde Partnership For Transport](#)

Parents who consider they are eligible should obtain an application form from the school or Education Services at Wallace Place, Street, Greenock, PA15 1JB or from the application form located within the above section of the website

Transition

Transition for children entering Primary One or young people going to S1 are key points and need to be planned and arranged, to ensure the best outcome for all children. Involved in any transition are establishment staff, children and parents. Transitions slightly vary from establishment to establishment but at these points information is shared about the child as a person, their peer relationships, academic progress, how they best access learning and the curriculum and key strategies or achievements. Transition activities may include visits, meeting key staff, staff from one establishment visiting another or parent information sessions.

For some children, more bespoke transition arrangements are required. This may be for any number of reasons. The key idea at this point is to make this change a success. An enhanced transition may include more of the above noted activities but may also include any other agencies involved in supporting a child, for example, Speech and Language therapy, medical staff etc.

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School Improvement and Achievement

Information about the main achievements and successes of the school over the past year can be found in our Standards and Quality Report 2024-2025, which can be accessed from our school website, and details our successes and achievements.

Our School Improvement Plan for session Aug 2025 – June 2026 can also be accessed from our school website and details our priorities for planning for improvement. Our school website can be accessed here: [King's Oak Primary School and Nursery Class | Inverclyde site \(glowscotland.org.uk\)](https://glowscotland.org.uk). On the home page the key documents mentioned above can be found in the 'Useful Documents' section.

The School's learning philosophy is based on our school values. Our values are:

Respect – Responsible

Resilient – Included

Nurturing

At King's Oak we aim to get it right for every child where they are supported in achieving their full potential. We encourage a positive ethos where children are valued, safe, healthy, achieving, active, nur-

USEFUL DOCUMENTS

[Duty of Candour Report April 2024 – March 2025](#)

[King's Oak Primary Handbook 2025-2026](#)

[King's Oak Primary School and Nursery Class School Improvement Plan 2025-2026](#)

[King's Oak Primary School and Nursery Class Standards and Quality Report 2024-2025](#)

[Nursery Welcome Book](#)

[School Holiday Calendar 2025-2026](#)



Each year we identify a range of priorities for school improvement. These are agreed as a result of self-evaluation activities and are also guided by local and national priorities in education.

In general terms, our priorities are:

- Raise children's levels of achievement in literacy and numeracy and maximise progress for all pupils.
- Develop our curriculum to effectively implement skills based progression through all stages.
- Raise attainment in writing by developing pedagogy through Talk for Writing frameworks.
- Ensure that future school improvement is based on robust evidence gathered from staff, colleagues at local and national levels, parents and pupils.
- Ensure wellbeing, equality and inclusion for all pupils through Inverclyde's approach to 'Getting It Right for Every Child' and chronologies in particular relating to child protection and safeguarding.

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King's Oak Family Hub

We understand that to achieve the very best for every child, we need to work in partnership with families and our Family Hub provides us with a place within our school to promote family and community learning. We work closely with our partners in Barnardo's, Active Schools and Promoting Alternative Thinking Strategies (PATHS) who are based within our hub when they are in King's Oak.

Teri, our Barnardo's worker, is always looking to engage with parents to support where appropriate. Teri is a friendly face, on hand to offer a wealth of support. She can help support children and families through a self-referral process. Teri is currently based in King's Oak on a Tuesday and Thursday. She runs drop in sessions and focussed workshops for parents and carers. She can be contacted on: 01475 728493 or 07500 108014

Read, Write, Count



[Read, Write, Count](#) with the First Minister is a programme that aims to support parental engagement in literacy and numeracy. Gift bags are distributed annually to all Primary 2 and Primary 3 pupils in Scotland by Scottish Book Trust. The gift bags contain literacy and numeracy materials to support children's learning, as well as advice and support to parents.

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

Bookbug

[Bookbug](#) is Scotland's universal early years book gifting programme and aims to inspire a love of stories, songs and rhymes from birth. Bookbug gives every child in Scotland four free bags of books as babies, toddlers, three and five year olds. The bags contain books and other resources for sharing songs and rhymes that are suited to their age. Gaelic Bookbug Bags are also available.



The **Bookbug Explorer Bag** is gifted to all 3 year olds at their childcare setting. It includes three lovely books, an activity book, pencils, and postcards to encourage mark making.

'The Bookbug Primary 1 [Family Bag](#) encourages families to share books and activities to inspire a lifelong love of reading, writing and counting. These are gifted during Book Week Scotland in November every year!'

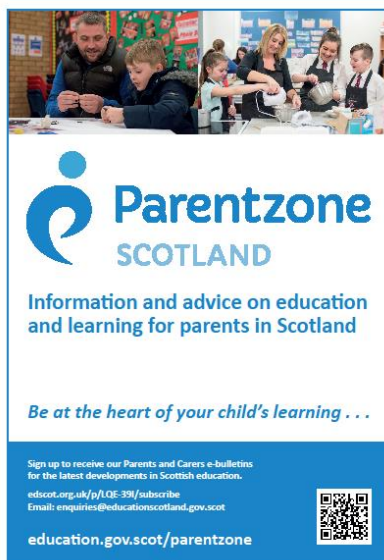
Check out the [website](#) for booklists, book sharing videos, activity ideas and much more.

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.

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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.



Promoting Positive Behaviour

We strive at all times to promote positive relationships and behaviour across the school. This is highlighted in and promoted through our School Values. Respectful standards of behaviour are necessary for a happy and safe environment for our children to get the best from their education. In encouraging our children to show respect for themselves for others and for property, we are promoting positive relationships and positive behaviour. School rules are made in the interest of, and for the well-being and safety of all of our children. We rely on our parents/ carers to support us in this endeavour so please encourage your child to follow and respect our values and adhere to our rules. Strong partnership working between home and school is essential to allow our children to continue to learn in the positive environment that King's Oak enjoys. Our children refer to our school rules as 'The King's Oak Way'. These rules are:

We are **respectful** by showing good manners and treating others well.

We are **responsible** and try to make the right choice.

We always try our best and we are **resilient** when challenges are tough.

We are **honest** and learn from our mistakes.

We make everyone feel **included** and let others learn.

We are **nurturing** by being kind and caring.

Our school uses 'restorative approaches' to handle any issues of conflict where children are encouraged to take responsibility for their actions and support one another in moving forward with respect. We aim to seek solutions to any conflicts which may arise. Our school follows Inverclyde's Positive Relationship Policy. Instances of inappropriate or challenging behaviour are dealt with in line with Inverclyde policy and parents/ carers are kept fully informed. We understand that some children with Additional Support Needs, may experience the type of emotional difficulties, which can result in unhealthy patterns of behaviour and relationships. We work in partnership with parents/carers in a way that is Solution-Oriented to provide children with the support they need.

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House System

We have a House system in King's Oak that are named after local castles. Our Houses are Newark, Kelburn, Finlaystone and Rothsay. Children are awarded house points for their house when they follow school rules and demonstrate school values. Our fantastic House Captains and Vice Captains lead the way as excellent role models!



King's Oak Learner Participation

In King's Oak we believe that children need to be active participants in their own education and to feel that their opinions will be heard within our school and the wider community. We seek ways to listen to the views of our pupils and involve them in decision-making, so that they are engaged as partners in the life of the school. The opportunity for our pupils to share their opinions is a part of King's Oak school life and can happen in lots of ways.

Learner Participation is embedded throughout the curriculum and by the use of a variety of pupil committees. We believe that our committees will enhance and develop positive pupil leadership skills and encourage a greater sense of responsibility throughout the school. Here is a snapshot of the types of activities our pupils have been involved in within their committees.

Rights Respecting Committee

We are responsible for making sure that pupils in the school are respecting each other's rights. We have a meeting at least once a month to discuss how to raise awareness of children's rights in the school. We have created a lunchtime charter and lots of our upper school classes have a MUGA charter. We worked together and picked rights that pupils should be aware of when they are playing outside and having lunch in the canteen. All classes also have a class charter and a 'right of the week' which we decide together.

We are proud to be a RRS Gold Award school!

Pupil Council

We are responsible for gathering views about how pupils feel about our school. It is important that we have a say in how well our school is doing and how it can be improved!

Self-evaluation is how schools decide what is going well and what could be better. As pupils, we can help our school identify the actions we need to take to keep King's Oak improving. Our contribution to this is very important!

Our School Vision: From Tiny Acorns, Mighty Oaks Grow

House Captains and Vice-Captains

We are responsible for leading our houses by demonstrating and promoting school values and the King's Oak ethos. We are expected to be role models in all of our daily interactions and in all we do.

We welcome visitors and always like to share how great King's Oak is. We also are responsible for gathering the views of others.

We assist in planning school events and also bring lots of fun!

Curriculum for Excellence

The curriculum framework for all Scottish educational establishments 3-18 is called Curriculum for Excellence. It is designed to provide the breadth and depth of education to develop flexible and adaptable young people with the knowledge and skills they will need to thrive now and in the future. It aims to support young people in achieving and attaining the best they possibly can to become successful learners, confident individuals, responsible citizens and effective contributors.

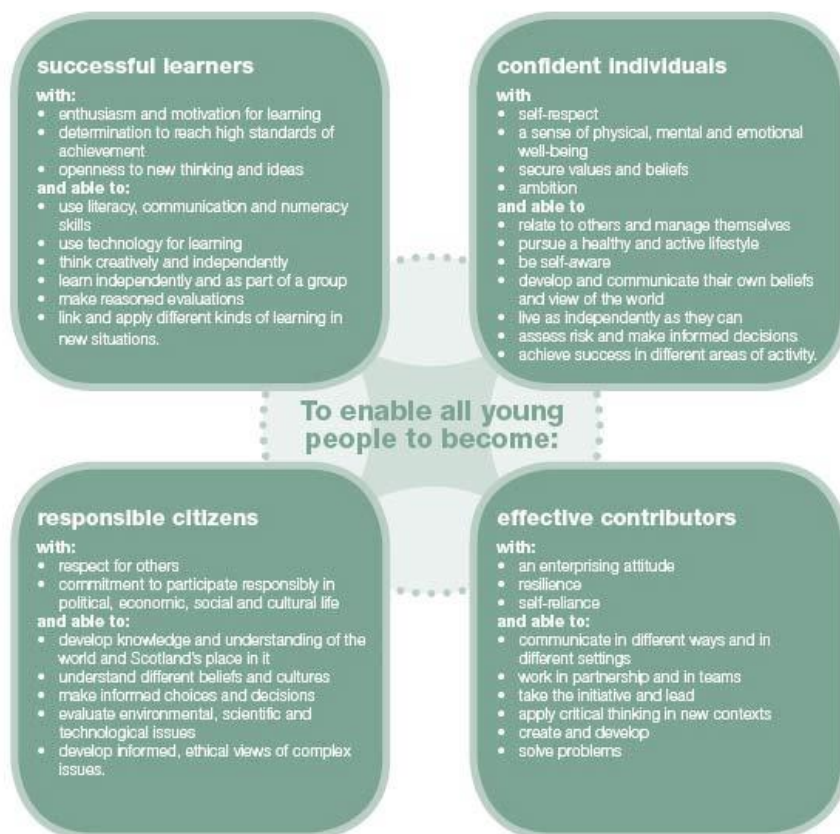
During the broad general education, children and young people should:

Achieve the highest possible levels of literacy, numeracy and cognitive skills.

Develop skills for learning, skills for life and skills for work.

Develop knowledge and understanding of society, the world and Scotland's place in it.

Experience challenge and success so that they can develop well-informed views and the four capacities.



Our School Vision: From Tiny Acorns, Mighty Oaks Grow

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

Early Level – the pre-school years and P1, or later for some

First Level – to the end of P4, but earlier for some

Second Level – to the end of P7, but earlier for some

Third and Fourth – S1 to S3, but earlier for some

Senior phase – S4 – S6 and college or other means of study

In King's Oak learning is organised to encourage progression from one stage of learning to another. Teachers begin from where the child is and build upon his/her existing knowledge and skills. Active learning is very important. Children work in groups at times, and at times, individually. When pupils change classes, teachers liaise with one another to ensure children progress from year to year.

The following sections outline the eight main curriculum areas, through which learning and teaching are planned to meet the principles for curriculum design: **challenge** and **enjoyment**, **breadth**, **progression**, **depth**, **personalisation** and **choice**, **coherence** and **relevance**.

Organisation of the Curriculum

The curriculum is organised into eight curricular areas but every effort is made to link these and make learning meaningful and relevant to real life contexts.

The curriculum areas are:

- Literacy and English
- Numeracy and Mathematics
- Health and Wellbeing
- Expressive Arts
- Sciences
- Social Studies
- Technologies
- Religious and Moral Education

Below you will find a brief outline of each curricular area. Central to all areas of the curriculum is the methodology used by the teacher and the need to engage our pupils in their learning. To read more about Curriculum for excellence visit Education Scotland's website:

[Curriculum for Excellence | Education Scotland](#).

Learning and Teaching Policy

We establish a learning environment which is nurturing, happy and safe and conducive to learning; pupils and adults are welcomed with a smile and friendly greeting and worries or concerns are addressed effectively to allow children to concentrate on their learning and leave school happy at the end of every day.

Classroom environments are carefully planned to suit learners' needs, tidy and organised. They celebrate children's learning.

Teachers ensure that lessons are stimulating in order to maintain pupils' motivation. Learning builds on children's previous learning and relate to their real-life experiences. Learners are given opportunities to think and learn independently and cooperatively. Lessons reflect a variety of different learning styles and learners are encouraged to be creative and show initiative. Teachers value pupils' contributions and build on these during lessons and children are taught when and how to seek help in class.

Our School Vision: From Tiny Acorns, Mighty Oaks Grow

Our teachers monitor pupils' progress closely during lessons and ensure that instructions are clear. Teachers provide feedback to our pupils in a way which lets them know what they have achieved and their next steps in learning.

Languages

In accordance with the policy of Inverclyde Education Services, we maintain a broad, balanced and stimulating curriculum, differentiated to meet the needs of every individual child.

Literacy & English

Literacy is fundamental to all areas of learning, as it allows us to access the wider curriculum. Being literate ensures that our children can enjoy lifelong learning and contributes greatly to the development of all four capacities of Curriculum for Excellence. Teachers provide opportunities to encourage children to talk about their learning, discuss their ideas and read and write at a level which helps them to develop skills in all curricular areas.

The four main components of language are:

Talking, Listening, Reading, Writing

The importance of Spoken English is emphasised at King's Oak. From Primary 1 children are encouraged to develop their skills in talking and to articulate their learning. At the early stages of reading we are using the North Lanarkshire programme of Active Literacy.



A wide range of reading texts are used in all classes. Reading for enjoyment is an essential part of your child's education, and to foster this habit, we host a book fair in the school during the year, where parents can come into the school and select books with their child. Any profit from this is used to purchase more books for inclusion in class libraries.

In the teaching of writing we use the 'Talk for Writing' framework to assist children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively.

We underpin literacy work by using a core reading spine of quality fiction, poetry and non-fiction that all children experience and draw upon. Imaginative units of work are developed in a whole-school plan that is refined as teachers deliver core learning

The key phases of the Talk for Writing process enable children to imitate orally the language they need for a particular topic, before reading and analysing it, and then writing their own version.



As part of the Scottish Government's 1+2 Languages Programme, French is taught throughout the school from P1-P7.

Teachers use many approaches including active learning, games, songs, role play and interactive whiteboard software to create relevant, coherent, enjoyable and successful learning experiences.

Our School Vision: From Tiny Acorns, Mighty Oaks Grow

At home you can help your child enjoy reading, improve his/her vocabulary and develop a greater understanding by discussing event/pictures in the stories. Children will readily tell you what they see in a picture, but it is worth asking them to think about why something has happened, what may happen next and how the characters feel, etc. We then complement this work with a wide range of activities, i.e. - writing, further discussion and creative work – all related to different texts.

Mathematics is used in all aspects of everyday life, allowing us to make sense of the world around us. All children are encouraged to be able to explain their learning and build a strong number sense. Furthermore, children need to be confident and competent in their numeracy skills to be able to function responsibly in everyday life and contribute effectively to society. The mathematics outcomes in A Curriculum for Excellence are outlined within the following organisers

Angle, Symmetry and Transformation

Mental Maths is a feature at all stages of the school.

All adults in King's Oak share responsibility for creating a positive, supportive ethos and building respectful relationships built on trust.



Our School Vision: From Tiny Acorns, Mighty Oaks Grow

Some aspects of our Health and Wellbeing programme may be delivered by sports or health specialists. Pupils are given well planned opportunities to learn about their own health and well-being, relationships and health and safety in the environment. We encourage PE and with our hall and outdoor spaces ensure that pupils have 2 hours quality Physical Education per week. We request that snacks sent for play pieces should be healthy. Parents should note that pupil activities may be restricted because health and safety requirements state that jewellery of any kind must not be worn where pupils are undertaking games or physical activities. This includes jewellery worn as a result of body piercing.

Relationships Sexual Health and Parenthood Education (RSHP)

Sexual Health and Relationship education is an integral part of a school's health education Programme. It focuses on the physical, emotional, moral and spiritual development of all children. Teachers are central to the delivery of Relationship, Sexual Health and Parenthood Education from Primary 1-7 and work in partnership with parents/carers and appropriate health professionals. Parents/carers are fully informed and consulted on the content and purpose of relationship, sexual health and education in schools, and have the opportunity to raise concerns or questions with school staff. On an occasion where a parent/carer wishes to exercise the right to withdraw his/her child from sexual health and relationship education they should discuss their concerns and alternative arrangements with school staff (as per Inverclyde Council's Policy "Sexual Health and Relationship Education").

Expressive Arts

Our Expressive Arts curriculum covers Art and design, Dance, Drama and Music. This framework provides children with opportunities to be creative and imaginative. Active participation allows our children to experience and enjoy performing and presenting for different audiences. We also develop children's abilities to evaluate and appreciate the work of others. Throughout the school year, there are many opportunities for the children to showcase their skills and talents. E.g. wall displays, assemblies, concerts, talent show, parent workshops etc.



Sciences

The science curriculum within Curriculum for Excellence challenges us to ensure that all children must develop a secure understanding of scientific concepts. Children develop their interest in, and understanding of:

- Planet Earth
- Energy and the Environment
- Topical Science
- Materials
- Forces and Motion



Communication

In King's Oak, we use a wide range of contexts to provide investigative tasks which allow children to develop skills and knowledge. Through involvement in investigations, challenges and problem-solving experiences, children use skills of critical thinking and begin to appreciate how science helps to meet the needs of society.

Social Studies

Through Social Studies, children develop their understanding of the world. They learn about other people, different times (history), places (geography) and society (modern studies). They also develop their understanding of the environment. In King's Oak, we use a variety of approaches and contexts to allow children to develop a range of skills including observing, describing, recording, investigating, decision-making, presenting information etc. We also

Our School Vision: From Tiny Acorns, Mighty Oaks Grow

promote active citizenship through our Social Studies programme. Children are given opportunities to become involved in the life of the school, the local community and learn more about the wider world.

Technologies

Our Technologies framework offers challenging activities which can involve research, problem solving, discovering and exploring new or unfamiliar ideas, skills and materials. This often leads to deep learning from creating products that work. Children develop their creativity and are encouraged to be innovative. ICT skills are taught and then used in other curricular areas, especially those skills required for everyday life and work.

Religious and Moral Education

Religious and Moral Education should encourage pupils, over their school life, to explore the world's major religions. It supports children in developing and reflecting upon their own values. It is a process where children engage in a search for meaning, value and purpose in life. Various world religions are studied from P1 to P7. We aim to allow pupils to engage in shared activity reflecting and expressing their spiritual needs and aspirations, and allow those who wish, to worship. We celebrate important occasions in the life of the school and community, and we involve pupils in experiences which stimulate, challenge and extend their capacities for spiritual response to the world in which they live.

Religious Observance

We hope you will share with us in worship, but we remind you of the right to withdraw your child if you so wish from any form of religious observance or instruction in the school. This should be done in writing to the Head Teacher.



Parents from ethnic minority 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 will be considered. Appropriate requests will be granted on not more than three occasions in any one school session and the pupil noted as an authorised absentee in the register.

In accordance with section 71(1) of the Race Relations (Amendment) Act 2000, the council will have due regard to the need to:

Eliminate unlawful discrimination;

Promote equality of opportunity; and

Promote good race relations between persons of different racial groups.

Our School Vision: From Tiny Acorns, Mighty Oaks Grow

Assessment and Tracking Learners Attainment

It is our policy to give every pupil an equal chance to share in all the learning opportunities, formal and informal, that the school provides.

Assessment is used to improve the quality of learning and teaching, identify pupils' strengths and next steps in learning, assist in the provision of a curriculum suited to the needs of the children and to ensure continuity and progression throughout the curriculum. Pupils will be encouraged to take responsibility for their own learning. Ongoing assessment on every pupil's progress to ensure that they are achieving their full potential is an integral part of the planning process. Teachers skilfully do this in a number of ways.



At three points in the year (November, February and May) teaching staff meet with the Head Teacher and provide their professional judgement on children's attainment in literacy, numeracy and Health and wellbeing. This tracking informs report cards provided to parents at the end of an academic year in June, school attainment local authority data and is sent to Scottish Government annually.

Extra-Curricular Activities

A variety of clubs are offered throughout the school year run by various staff and Active Schools coaches such as:

Athletics

Basketball

Football

Homework club

Craft Club

Parents/ carers will be notified of all extra-curricular activities and, as in the past, their assistance will be most welcome.

Pupils are also actively encouraged to take part in local community events such as:

Inverclyde Music Festival

Family Home Learning Club

Family Craft Club

Cross Country Running

Euroquiz Club

Parents should note that the activities the pupils may become involved in may be restricted because health and safety requirements state that jewellery of any kind must not be worn where pupils are undertaking games or physical activities.

Home-School Links and Reporting



The staff of the school are very much aware of the value of sharing the responsibility for the education of our pupils with the parents/ carers. Strong home/school links are invaluable in developing and maintaining good relationships. We do appreciate the time and commitment which so many parents/ carers give to the school.

We are very aware of the need to have good communication between parents/ carers and the school. Newsletters are sent home regularly to keep parents/ carers informed of school activities. Communication is a two-way process and it is important that parents/ carers

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inform the class teacher or Senior Leadership Team of any concerns, complaints or changes in family circumstances as soon as possible so that we can work together to resolve any difficulties.

Reporting to Parents, takes place 3 times per year (Oct, Mar and Jun) and gives time for discussions about your child's progress in learning and next steps. Staff are normally available out with these appointment times to discuss a particular pupil's progress. If you wish to make an appointment please telephone the school office staff who will arrange a suitable time, thus helping to avoid unnecessary disruption to the work of the class.

Target Setting

Teachers work with children and support them to create learning targets in literacy, numeracy and Health and wellbeing. These are created and reviewed three times per year. Parents get a chance to share their views at evaluation points as well as to discuss progress in learning at reporting points.

Home Learning

Many parents/ carers ask us how they can best help to support their child's work at school. Being involved on a regular basis with your child's home learning is one way in which you can help. You can also help by listening to reading, asking questions, checking/testing spelling and going over multiplication tables.



We offer termly opportunities to participate in fun, family learning events. These are well attended and give parents a chance to experience classroom learning alongside their children.

Check out www.readwritecount.scot for more information about family learning.

Support for Pupils

Getting It Right for Every Child underpins everything that we do at King's Oak. Your child's wellbeing is considered in terms of Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

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.

Every teacher has a responsibility to support the learning of all pupils in their class. The type of support offered will vary according to the needs of pupils. This includes consideration given to children who have a disability, children with social, emotional and behavioural difficulties, children with learning difficulties of a specific or general nature, children who are exceptionally able, those who demonstrate underachievement relating to gender issues, children whose learning has been interrupted through absence or illness, bilingual children who have English as an additional language, travelling children and those whose family circumstances impact on attendance and learning.

If a parent considers that his or her child has additional support needs and wishes to make enquiries on this they should contact **Mrs Wilson, DHT**, who has responsibility for Additional Support Needs across our school and Nursery. Mrs Wilson can be contacted via the school office.

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 coordinated 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 be sought and considered.

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Inverclyde's mediation service can be accessed by contacting Michael Roach, Head of Education at the address below.

For further advice please telephone 01475 712850

Or write to; Education Services

Wallace Place

GREENOCK

PA15 1JB

The Additional Support for learning (Sources of Information) (Scotland) Amendment Order 2011, identify the following organisations:

Children in Scotland: Working for Children and Their Families, trading as "Enquire – the Scottish advice and information service for additional support for learning", a charitable body registered in Scotland under registration number SC003527.

Telephone Helpline: 0845 123 2303

Email: info@enquire.org.uk

Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576.

Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741.

These agencies can be contacted using the hyperlinks below.

Useful websites: www.enquire.org.uk (for parents)

www.enquire.org.uk/yp (for children)

www.siaa.org.uk

www.sclc.org.uk

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Parent Forum and Parent Council

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

The Parent Council, as a statutory body, has the right to information and advice on matters which affect children's education. Parents who are involved on a regular basis in schools should undertake an enhanced disclosure through Disclosure Scotland.

Scottish Parent Teacher Council

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

School and Community Links

We welcome any opportunity to work with and actively seek involvement with outside agencies, e.g. Police, Social Work, School Health, other schools, Youth Groups and other support services. Any suggestions to further develop these links will be most gratefully received.

Since September 2021, there has no longer been an active Parent Council/ Parent Circle in King's Oak. If you wish to get involved and support the school, please speak to Mrs Glancy in the first instance.

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School Meals

School meals are provided on a cafeteria basis. All children in P1-7 are entitled to a free school meal. Hot meals, snacks, sandwiches, fruit, drinks etc. are available daily. Mrs Black, our Catering Manager, can also cater for children who require a special diet, so please inform the school if this is necessary. The school dinner menu can be viewed on the Inverclyde Council website;

<https://www.inverclyde.gov.uk/education-and-learning/schools/school-lunch/school-lunches-in-primary-school>

Children can bring a packed lunch to eat while sitting in the dining hall if they prefer.

There are adults present, in a supervisory capacity, in the school dining hall for children's safety.

To make a new application for clothing grant and free school meals please see earlier advice within this handbook.

Playtime Snack

Your child should bring a healthy snack with them to school for their break. This is a 15 minute break and children also wish to play so avoid sending too many items. We love seeing children with healthy snacks such as fruit, crackers with butter, dunkers, cereal bars and baked crisps. We look for support from parents/ carers in ensuring children have a healthy snack.

King's Oak Nursery Class

Within King's oak we have a nursery class. King's Oak nursery class caters for twenty-four children. The nursery class is open during school term time. King's Oak Nursery Class is now delivering 1140 hours entitlement to all of our children. Children must be three years of age before they can be offered a place in the nursery class. All places are allocated in line with Inverclyde Council's admissions policy. A copy of this can be obtained from the nursery.



Session Times

9:00am – 3:00pm

The nursery will be closed during school holidays. These are outline in the included calendar within this handbook. King's Oak nursery class is non- denominational. We respect and welcome children and parents of all religions, faiths and beliefs.

Curriculum in the Nursery

The nursery follows the same Scottish curriculum as used in Scottish Primary schools. They plan learning from Early Level Curriculum for Excellence. The curriculum has the same eight key aspects as mentioned in pages 20 -25.

Pre-birth to three guidelines can also be used for children not ready to engage with curriculum for excellence when starting nursery.

Assessment and Reporting in the nursery

Observations across the playroom are made on a daily basis by our highly skilled staff. They use this knowledge to plan responsive learning opportunities within a play-based approach to learning. Parents/ carers are kept up to date regularly with their child's progress and care plans are updated bi-annually.

Transition records are compiled for all children transferring to school and shared with the relevant schools. This gives P1 class teachers an insight to your child's learning journey so far. It should also make for a smooth transition to P1.

Home Links



Ours nursery has an open-door policy and parents/ carers are encouraged to speak with staff to discuss any concerns. Regular newsletters are sent home detailing nursery events and activities.

Care Inspectorate

The Care Inspectorate is the Scottish Commission for regulation of care. This organisation inspects the service provided for the children who attend the nursery on a regular basis. Inspections can be planned or unannounced and are carried out by Inspectorate officers. During the inspection the officers speak with the Head Teacher and Leadership team, staff, children and parents/ carers. They also look at the range of policies, procedures and records.

Care Inspectorate
Central West Region
4th Floor
No. 1 Smithhills Street
Paisley
Renfrewshire
PA1 1EB

Telephone: 0141 843 6840

For more information about our Nursery Class, please refer to our Nursery Handbook.

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Inverclyde Council's Equality Statement

'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 age, gender reassignment, pregnancy and maternity, race, disability, sex, sexual orientation, marriage and civil partnership, 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.'

Inclusion and Equality

Inverclyde Council Education Service aims to:

- Offer education of the highest quality to all young people within a developing culture of inclusion.
- Endorse the principles of inclusion, entitlement and equality of opportunity in the development of best practice.
- Value the diversity of interests, qualities and abilities of every learner.
- Believe that every child and young person is entitled to educational opportunities which enable the achievement of success and further development of the individual's learning potential within the least restrictive environment.
- Affirm the right of all young people to have access to the highest quality of educational provision which is appropriate to learning needs, is supportive of the young person and is delivered in partnership with young people, parents and the wider community.
- 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 which we develop in our pupils.

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Useful Addresses and Telephone Numbers

Corporate Director: Education, Communities & Organisational Development

Mrs Ruth Binks
Municipal Buildings
CLYDE SQUARE
GREENOCK
PA15 1LX
Telephone: 712850

Local Councillors

Mr Michael McCormick
C/O Inverclyde Council, Municipal Buildings, Greenock, PA15 1LX

Telephone:

01475 712305

Mobile:

07766992297

michael.mccormick@inverclyde.gov.uk

Mr Colin Jackson

C/O Inverclyde Council, Municipal Buildings, Greenock, PA15 1LX

Telephone:

01475 712305

Mobile:

07768500052

Email:

colin.jackson@inverclyde.gov.uk

Ms Pam Armstrong

C/o Inverclyde Council, Municipal Buildings, Greenock, PA15 1LX

Telephone:

01475 712938

Mobile:

07385957381

pam.armstrong@inverclyde.gov.uk

You can also write to Councillors at Inverclyde Council, Municipal Buildings, Greenock PA15 1LY, or call the Council Offices on 01475 712727, 01475 712020 or 01475 712305.

Useful Websites

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

<http://kingsoakprimary.inverclyde.sch.uk> – School website

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

www.scottishschoolonline.gov.uk – Information about individual schools

www.parentzonescotland.gov.uk – useful site for parents/ carers

www.respectme.org

www.childline.org.uk

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Glossary

Assessment

The process by which a pupil's progress is determined. This may be carried out by observation or by formal testing of various types.

Curriculum

The total educational experience of a pupil including:

- The formal curriculum comprising the actual lessons taught to the pupil.
- The hidden curriculum made up of the values and ethos of the school, the standards of performance expected and the attitudes developed.

Extra-Curricular Activities

Activities and clubs which are provided by the school out with the normal school day. They are designed to enhance the pupils' educational experience and are taken voluntarily by teachers, parents or friends of the school.

Non-denominational School A school which has pupils of all religions and denominations.

Reporting

The way in which information about each pupil's progress is communicated to parents. This can be a written report or A verbal report at Parents' Night.

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 Regulation and Data protection Act 2018.

For further information please refer to <https://www.inverclyde.gov.uk/site-basics/privacy> or click on the following: [Privacy page link](#)

Responding to Complaints or Concerns

King's Oak operates an open door policy. There will always be someone available to discuss your concern about any aspect of your child's education. 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 member of staff concerned.

However, there may be occasions when the matter needs to be drawn to the attention of Mr. Thomson, Principal Teacher, Staci, Nursery Depute Head of Establishment, or Mrs. Wilson (Depute Head Teacher). Please get in touch with them via the main office on 01475 714680.

Should you remain dissatisfied, the Head Teacher should be contacted via the school office. We would hope to resolve any concerns or complaints at King's Oak Primary School and nursery Class level, however if not, please refer to the council complaints processes [How to make a complaint - Inverclyde Council](#) at: admin.educationhq@inverclyde.gov.uk : Inverclyde Council Customer Service on 01475 717171

Inverclyde Council is committed to providing high quality customer services. **We value complaints and use information from them to help us improve our services.** If something goes wrong, or you are dissatisfied with our services, please tell us.

Although the information contained in this Handbook is correct at time of writing (December, 2025), 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