

Lady Alice Primary & Nursery Class



Handbook 2025/26

Contents

Welcome	3
School Information	4
School Hours	5
The School Year	6
Staff	7
LA Family Tree	8
Parental Engagement	9
School Values/Positive Relationships & Positive Behaviours	10 & 11
Aspirations for Our Children and Their Families	12
Child Protection in Inverclyde	13
Attendance	14
Emergency Procedures	15
Medical and Health Care	16
Home, School & Community Links	17
Bullying/Playground Supervision/Children Leaving School Premises at Lunchtime/Breaks	18
Children attending appointments	18
Enrolment	19
Clothing & Uniform (including PE Kit)	21 & 22
School Meals	23
Clothing Grant & Free School Meals	24
Extra-Curricular Activities	25
Spiritual, Social, Moral and Cultural Values	25
Equalities	26
Curriculum for Excellence	27
Education for Work and Enterprise/House Groups	33
Homework	34
Assessment	34
Reporting to Parents/ Transitions to/from Lady Alice	35
Additional Support Needs	36
School Improvement/Transport/Placing Requests	40
Concerns and Complaints	41
Authority Strategic Statement	43
Read, Write, Count/ BookBug / Parentzone	44
Useful Addresses/Website	45
Important Information- GDPR	46
Nursery Class Additional Information	48

Welcome

Dear Parents and Carers,

Children, parents, carers and community partners are warmly welcomed to Lady Alice Primary and Nursery Class. Children's needs and interests are at the heart of everything we do and we will work with our families to ensure that the time children spend at Lady Alice Primary and Nursery Class is both enjoyable and productive. We aspire to encourage and support everyone in our school community to reach their full potential in all areas of their lives.

Staff in Lady Alice Primary & Nursery Class are a highly motivated, dedicated team who work well together and with other agencies to ensure the best outcomes for you and your children.

Our Parent Partnership works closely with parents, staff and pupils to support our continuous improvements throughout the year. There are many opportunities throughout the year for parents and carers to become involved in the life and work of the school; all stakeholders are invited to help make Lady Alice a great place to learn.

Since 2015, Inverclyde has been part of the Scottish Attainment Challenge. The Scottish Attainment Challenge aims to achieve equity in educational outcomes by focussing on closing the poverty related attainment gap. In August 2017 Lady Alice Primary and Nursery Class joined the third cohort of local focus schools. This is an exciting time for our school and staff are keen to engage with the wide range of opportunities available.

Kind regards,

Gail Connick
Head Teacher



School Information

Lady Alice Primary School
Gateside Avenue
GREENOCK
PA16 9EJ

Non-Denominational
Nursery, P1 to P7

Telephone No: 01475 715743

Email: office@ladyalice.inverclyde.sch.uk

Website: <http://ladyalice.inverclyde.sch.uk>

Twitter @LadyAlicePS

Primary Classes

Maximum roll: 403

Present Roll Primary:

P1 - 17 P2 - 17

P3 - 25 P4 - 29

P5 - 30 P6 - 31

P7- 27

Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised.

Nursery Class

Present Roll Nursery: 24

Further information can be found at end of this handbook.

Accommodation

Our school was built in 1937. In our newly refurbished building we have 9 classrooms, a Nurture Room, Music Room, ICT suite & Library, Canteen and Gym hall.

We are part of the Inverclyde Academy Cluster and our associated schools are:

Inverclyde Academy	Cumberland Road, Greenock	Tel: 01475 715100
Aileymill Primary School	Norfolk Road, Greenock	Tel: 01475 715647
Inverkip Primary School	Station Road, Inverkip	Tel: 01475 715745
Lady Alice Primary School	Inverkip Road, Greenock	Tel: 01475 715743
Wemyss Bay Primary School	Ardgowan Road, Wemyss Bay	Tel: 01475 715976
Whinhill Primary School	Peat Road, Greenock	Tel: 01475 715749
King's Oak Primary School	East Crawford St, Greenock	Tel: 01475 714680

School Hours

Primary Hours

9.00am to 12.15pm

(with a 15 minute break at 10.30am)

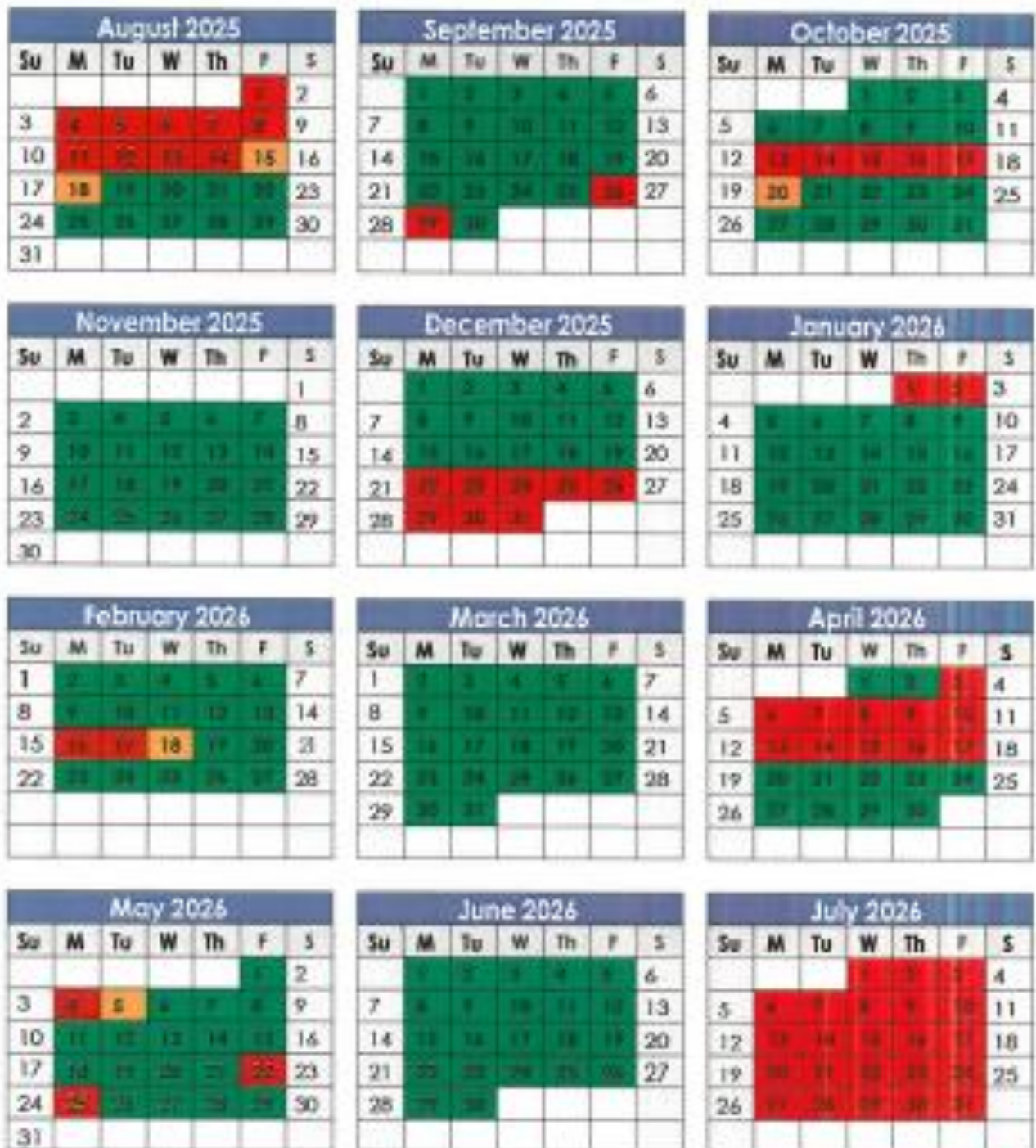
1.00pm to 3.00pm

Nursery Hours

08.45am to 2.45pm



The School Year – Session 2025/26



■ School Closed/ Holidays ■ Teacher in-Service Day (no school for students)
■ School Open

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

Staff

Head Teacher	Mrs G Connick
Depute Head Teacher	Miss S McShane
Principal Teacher (PEF funded)	Mrs S Anderson

Teachers

Mrs A Bowie	P1 Class Teacher
Miss S Binnie/Mrs A McGlone	P2 Class Teachers
Miss E Robertson	P3 Class Teacher
Mr J Crawford/Mrs A Glover	P4 Class Teachers
Mrs G Erskine/Mrs C McGowan	P5 Class Teachers
Mrs Deegan	P6 Class Teacher
Miss C. McNicol	P7 Class Teacher

Class structures and allocated staff change annually in August.

Miss N Black	Support for Learning
Mr J Crawford	RCC Teacher

Support Staff

Senior Clerical Assistant	Mrs J Hopkins
Clerical Assistant	Mrs K McAllister

Classroom Assistants/ Support Staff

Mrs D Brown
Mrs M McCann
Ms M Perez
Mrs M Robertson
Mrs E Robinson
Mrs H Stevenson
Mrs A Waddell

Nursery Depute	Mrs Jane Finnie
----------------	-----------------

Early Years Education & Childcare Officers	Mrs L Armour & Mrs S Campbell Mrs F Brown Miss E Sutherland Mrs S Winsor
---	---

Nursery support assistant	TBC
---------------------------	-----

Janitor	Mr B Reid
---------	-----------

School Chaplain	Rev Teri Peterson
Barnardo's Support Workers	Kirsty McCullagh
Active School's Co-ordinator	Caitlyn Haldane
Health & Wellbeing Coach	TBC

LA Family Tree

Our Parent Council is known as LA Family Tree.

All parents are considered to be members of The Family Tree and can attend our meetings or ask for items/ideas to be discussed at Family Tree meetings. You can contact our chair-person via the school.

The AGM is held in the autumn of each year and we welcome parents and carers to our meetings throughout the year. We know that parents and carers are not always able to attend meetings but can support individual events. We appreciate all that you can offer.

Minutes can be obtained from the school or LA Family Tree noticeboard at the school. Lots of our information is also shared via our Twitter page and email.

LA Family Tree (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 PVG check through Disclosure Scotland. More information can be found on Inverclyde Council's Website.

To find out dates and times of meetings please contact the school office; information is also include in our school newsletters.



As well as taking on leadership through the Family Tree, we also involve parents in our decision making processes by sending consultations via email or asking for your thoughts and opinions at our Parent Night events. Each year we ask how parents think our Pupil Equity Funding should be spent, other recent consultations have been linked to development of school reports and opinions on the MUGA & Playground Charters.

Parental Engagement

We consider that we communicate very well with Parents/Carers.

- Newsletters and other notices (mainly shared by email)
- Twitter
- School assemblies and events
- Parents/Carers' meetings
- Phone calls
- Text messaging
- School Website
- Expressions App (free app)

There are always plenty of opportunities to engage in your child/children's learning. We will share information about these opportunities by email or letter.



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

Vision, Values and Aims

Vision

Our vision is:

Through high quality education, we aspire to encourage and support everyone in our school community to reach their full potential in all areas of life.

Values

Staff, pupils and parents work together to promote our school values of

- Kindness
- Ambition
- Partnership Working
- Respect
- Inclusivity



Aims

With Literacy, Numeracy and Health & Wellbeing at the core of all learning; the aims of Lady Alice Primary and Nursery Class are to:

- Ensure equity for all
- Nurture the growth of lifelong learning skills
- Provide relevant, engaging learning experiences which help learners understand themselves and others at nursery and school, in our community and beyond
- Create digitally literate learners
- Build partnerships which enhance our learning opportunities
- Celebrate and value learner achievements
- Foster creativity in all learners

Positive Relationships and Positive Behaviours

We strive always to promote positive behaviour across the school. The development of a positive learning environment is essential if effective learning and teaching is to take place within an educational establishment. Effective learning and teaching is also dependent on the nurturing of positive relationships through the daily interactions between staff and learners and between learners themselves.

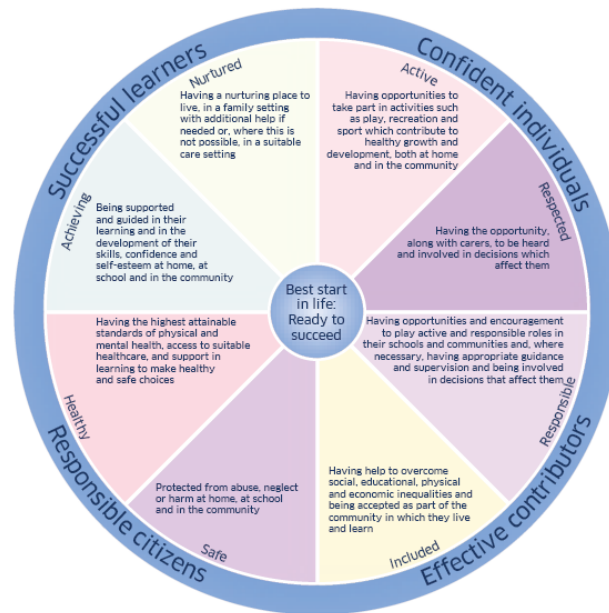
The Promoting Positive Relationships Policy is implemented in all Inverclyde school and a copy of this is available on our school website.

Relationships lie at the heart of the learning process and are fundamental to improving outcomes for all our children. We work in partnership with pupils, parents and a range of partner agencies to meet the needs of our pupils.

Our school values are at the heart of our behaviour expectations and we expect children and staff to model these at all times.



Aspirations for our children and their families



We want all our children and young people to be fully supported as they grow and develop into successful learners, confident individuals, effective contributors and responsible citizens.

As children and young people progress on their journey through life, some may have temporary difficulties, some may live with challenges and some may experience issues that are more complex.

Sometimes they and their families are going to need help and support.

No matter where they live or whatever their needs, children, young people and their families should always know where they can find help, what support might be available and whether that help is right for them.

The Getting It Right for Every Child approach ensures that anyone providing that support puts the child or young person and their family at the centre.

Getting It Right for Every Child is important for everyone who works with children and young people as well as many people who work with adults who look after children. Practitioners need to work together to support families, and where appropriate, take early action at the first signs of any difficulty rather than only getting involved when a situation has already reached crisis point.

This means working across organisational boundaries and putting children and their families at the heart of decision making and giving all our children and young people the best possible start in life.

Child Protection in Inverclyde

Inverclyde Council Education Services has Child Protection Guidelines and Procedures which all schools are required to follow.

Education Services work very closely with other agencies namely Police Scotland, Health and Social Care Partnership and the Children's Reporter to support children.

Common responsibilities of all staff are to

- protect children from abuse and exploitation
- respond appropriately when abuse is identified,
- 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.

Please follow the link below for further information

<http://www.inverclydechildprotection.org/>



Attendance/Emergency Procedures

Please inform the school by telephone (01475715743), text (07860004787) or email (inladyalice@glowscotland.onmicrosoft.com) on the first morning of your child's absence and provide a reason for the absence.



Where no contact is made, the school will contact your family and thereafter other emergency contacts if no explanation is given for an absence.

This contact will be made before 10 am on the first morning of an absence, and early after the restart following lunch in the case of an afternoon absence.

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

On return to school, parents should provide a note explaining the reasons for absence.

Please keep the school informed of any changes of to your address or telephone numbers and those of the emergency contacts.



Legislation

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 be unable 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.



Emergency Procedures

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 or re-opening. We shall keep you in touch by using letters, notification on our website and Twitter, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio.

Medical and Health Care



We will provide first aid for minor injuries that happen to your child. We keep a record of this

If your child has an accident in school or is unwell, we will make every effort to contact you or your child's emergency contact, so that your child can be taken home.

Should your child have an accident and sustain injuries which result in a need to visit the hospital, we will try to contact you, or their emergency contact.

If we are unable to make any contact your child will be taken to hospital by a member of staff and continuous efforts will be made to contact you.

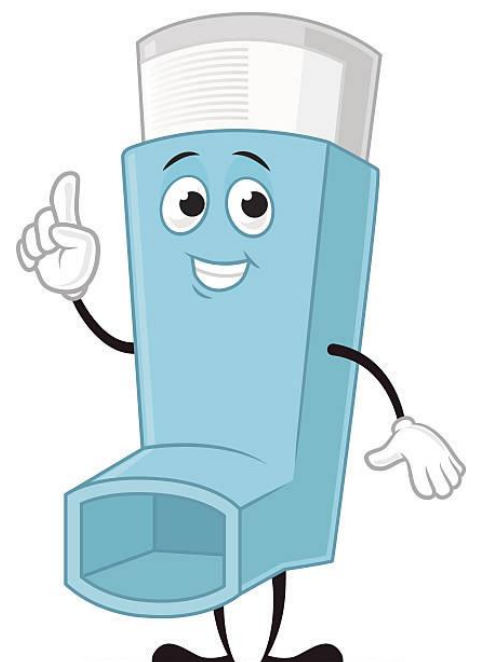


The school nurse gives regularly checks for general health issues and wellbeing. Dental checks are also carried out.

The school would welcome any information about your child's health, which you think may influence performance in school. Any such information will be treated in the strictest confidence.

Parents will be asked to complete a form if medicine has to be given at school. It is essential that the school have full details regarding the use of asthma inhalers and any information regarding any allergies which affect your child.

It is important that the school have up-to-date information. Please notify the school of any changes as soon as possible.



Home, School and Community Links

Parents are kept informed of all activities within the school. Parent Evenings are held twice in each session. The latest events and developments in the school are communicated through monthly Newsletters, which are shared by email.

The school endeavours to maintain a close relationship with parents. For this reason, parents are encouraged to visit the school at any time to discuss their child's/children's progress. It is helpful if parents contact the school to arrange an appointment to discuss any matters at length.

If you have any particular skills that you can offer or if you would simply like to be involved more within the school please let us know.

We are always pleased to have the support of the community and will continue to build on this.

Barnardo's

Barnardo's help us to provide emotional and wellbeing support for children and families through initiatives such as Connect or Dynamic Youth Award.

We can help you access support from Barnardo's at any time.



Breakfast Club

Breakfast Club runs on Wednesday and Thursday, 8am-9am. Breakfast Club is £1 per session or free for those who receive Clothing Grants

Active Schools

Our Active Schools co-ordinator is Caitlyn Haldane, Caitlyn is instrumental in developing learner engagement with sport throughout the school.

South West Library

Due to our close proximity to the library, we make regular visits with classes to help foster a love of reading.

West College Scotland

P5 – 7 learners benefit from our class visits to the college to develop a range of skills.

School Website

The school website contains up to date information on school policies, events as well as individual class pages. Website address: <http://ladyalice.inverclyde.sch.uk/>

Bullying

Bullying will not be tolerated at Lady Alice Primary School. Children are regularly reminded of this fact and also of the importance of telling someone if they or a friend are being bullied. Any bullying incidents are treated very seriously and we will never become complacent. Positive Relationships Positive Behaviour policy is available on school website at <http://ladyalice.inverclyde.sch.uk/policies/>

Playground Supervision

An adult presence is provided in playgrounds at break times in terms of the schools (Safety and Supervision of Pupils) (Scotland) Regulations, 1990. Support staff supervise in the playground from 8.45am each morning.

Children Leaving School Premises at Lunchtime/Breaks

It is the policy of the school that pupils should not leave the school grounds at intervals. Primary pupils should only leave school grounds at lunch times when they are going home for lunch with their parents' agreement. Parents should encourage their children to follow these rules in the interest of safety.



Children attending appointments

It is helpful to receive a letter, phone call or email telling us about appointments which take place during the school day. No child will be allowed to leave school out with closing time unless accompanied by an adult.

Enrolment

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 <https://www.inverclyde.gov.uk/education-and-learning/schools/registering-for-primary-school/school-session-2024-2025>



Children who reach the age of five years between 1 March 2025 and 28 February 2026 (this will be children who are born between the 1 March 2020 - 29 February 2021) are due to start Primary 1 at the beginning of the new school term in August 2025.

Parents should complete the P1 online registration process between 6 -10 January 2025 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 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 2025 confirming their child's place in school and information regarding induction days will follow from the school after this date.

Placing Request

If you have completed the Primary 1 registration process and did not apply for a placing request at that time, you can still make an application by completing the form linked on this page under the Related Links heading.

All placing request applications must be submitted by 1 February

2025. Applications received after 1 February will not be considered until the placing request process is complete. Applications will be acknowledged within five working days of receipt of each application (excluding school holidays). If you do not receive an acknowledgement, please contact Admissions Section on 01475 712850 (please select option 1) to ensure your form has arrived. Parents will be advised of the outcome of their request no later than 30 April.

Defer Entry

Defer entry applications for the school term starting August 2025 are open until 1 February 2025. To make an application you should have registered your child for Primary 1 between 6 - 10 January 2025. If you have not registered your child please contact the admissions section on 01475 712850 (please select option 1) before completing the defer entry application form under the Related Links heading.

All defer entry applications must be submitted by 1 February 2025

Entry Age

If a child has not reached the age of 5 years by the last day in February they would not be eligible to register at this time. In exceptional circumstances, a formal request in writing for early entry should be submitted to Education Services for consideration.

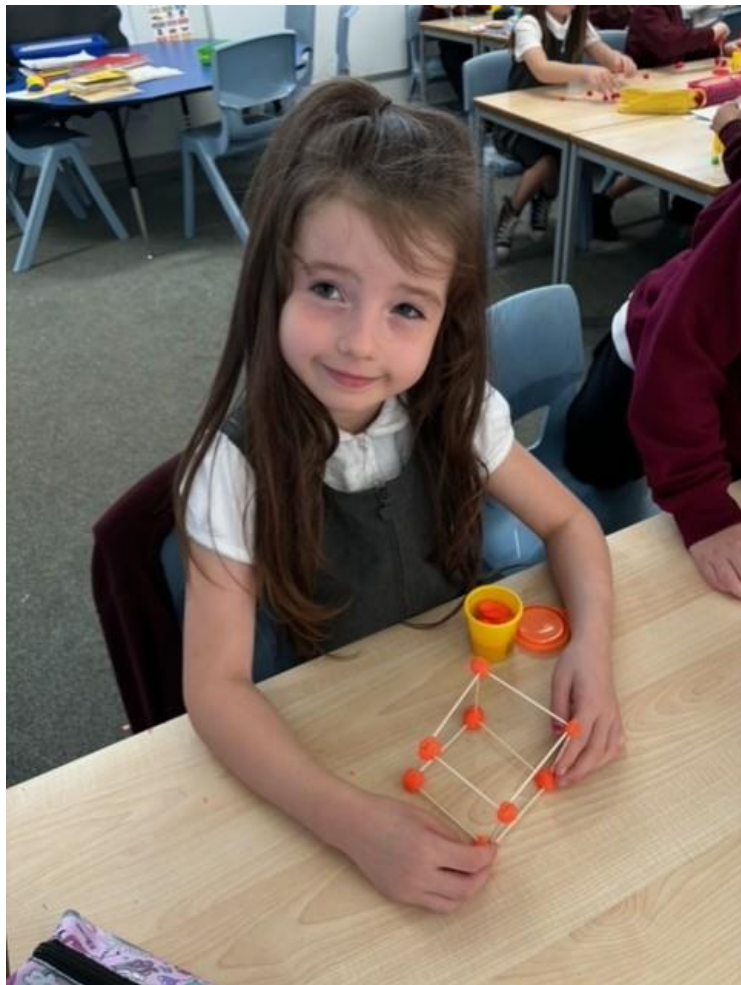
Arrangements for pupils with additional support needs

Inverclyde Council has a policy on inclusion and equality which incorporates the assumption that all children will routinely be educated within their own community. Transitional arrangements for children with additional support needs, moving from nursery to primary or primary to secondary, are discussed at a child's review meeting. Any child or young person with additional support needs who requires more specialist support will be discussed at Inverclyde's Additional Support Needs Monitoring Forum. The Forum will make recommendations related to resources, support and necessary specialist placements.

New to Lady Alice

If you are new to our community, please phone and we will arrange for you to visit the school and meet some of the staff.

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 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 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 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.

EQUAL RIGHTS



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.

Parents 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.

Lady Alice school uniform is described below:

Grey Skirt/pinafore or Grey/Black Trousers
White/Grey Blouse/Shirt
Maroon Sweatshirt/Sweater
Grey Cardigan/Sweater
White Polo Shirt
School Tie
Maroon Blazer



P.E. Kit

In the interests of safety and personal hygiene, shorts, T-shirts and sandshoes/trainers should be provided for PE lessons.

Please make sure that all clothing is clearly marked with your child's name, this assists us in returning lost property quickly and accurately.

School Meals

All pupils in Primary 1-7 are entitled to a free school meal regardless of personal family circumstances.

Children collect a tray and make their way to the servery where they can choose from two main meals or a snack meal, for example, baked potato. There is always fruit available. Soup is served most days. Water or milk are available for children to drink with their lunch. If your child has special dietary requirement, please contact the school.

Children may bring a packed lunch if they prefer to choose this option.

Since we are a Health Promoting School we encourage healthy eating at all times. We welcome your partnership in sending a healthy snack to be eaten at playtime.

Children may drink plain water during class time; they may bring their own in a sports cap water bottle or use the re-usable cups provided by the school.

Due to allergy concerns, we ask that no foodstuffs containing nuts be sent into our school.

Sample Menu

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Option 1 (Red)	Pork sausages with mash potato	BBQ chicken burger with potato wedges	Pasta Bolognaise	Chicken Curry with rice	Breaded Haddock with chips
Option 2 (Blue)	Salmon bites with mash potato	Tomato and Basil Pasta with potato wedges(v)	Quorn Burrito wrap(v)	Homemade cheese and tomato Pizza(v)	Cheese Panini(v)
Option 3 (Yellow)	Cheese Sandwich(v)	Chicken Sandwich	Cheese sandwich	Chicken Sandwich	
Option 4 (Green)	Baked Potato with Cheese(v) or Tuna Mayo				
Dessert		Chocolate Shortbread		Sponge cake	
Available Daily	Homemade Soup, Fresh Seasonal Fruit, vegetables and Salad Drinks: Milk or Water				
Week commencing					
12 th Aug 24	19 th Aug 24	9 th Sept 24	30 th Sept 24	21 st Oct 24	
11 th Nov 24	2 nd Dec 24	6 th Jan 25	27 th Jan 25	17 th Feb 25	
10 th Mar 25	31 st Mar 25	21 st April 25	12 th May 25	2 nd June 25	
23 rd June 25					

Clothing Grant and Free School Meals



All children in P1-P7 automatically qualify for free school meals. However, if you wish to be considered for the clothing grant you can submit an application form. Inverclyde Council's clothing grant is currently **£150** for each school-aged child in your household.

You may qualify for a clothing grant if one of the following statements applies to your family circumstances:

You are currently in receipt of:

- 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);
- Child Tax Credit, but not Working Tax Credit, and your income is less than £19,995 (in 2024/2025) as assessed by HMRC;
- Working Tax Credit and/or Child Tax Credit and have an income of no more than £15,051 (in 2024/2025) as assessed by HMRC;
- Universal Credit, where your take home pay does not exceed £1,199,

or

- You are seeking asylum and, receiving support under part VI of the Immigration and Asylum Act 1991;

or

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

How do I apply for Clothing Grants and Free School Meals?

Inverclyde Council have an on-line system for parents. This will allow applications and supporting evidence to be submitted together, electronically.



You can access the application form via the link below.



<https://www.inverclyde.gov.uk/education-and-learning/clothing-grant-free-school-meals-2024-2025>

If you do not have access to the internet, please contact the Inverclyde Council Customer Service Centre, 717171, where a member of staff will be pleased to assist.

Extra-Curricular Activities

Extra-curricular activities are run by Active Schools, teachers & support staff. Details will be sent home throughout the session.

We have a successful parent and child homework club which currently runs on a Tuesday after school. Parents and children work together with the support of a teacher to complete their homework in a calm and relaxed atmosphere. Once the homework is finished, there's time for some fun! Come along and try it out.

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. This includes jewellery worn as a result of body piercing. Physical activities include activities undertaken within physical education (P.E.) classes.



Spiritual, Social, Moral and Cultural Values

Parents from ethnic minority religious communities may request that their children be permitted to be absent from school 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 will be noted as an authorised absentee in the register.



Equalities

The Equality Statement for Inverclyde Establishments

'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, age, sex, 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.'

Our Rights Group continue to work hard to ensure that all children are aware of their rights. We will work towards achieving Level 2 Right Respecting Schools Award.

Contributing to school life/Pupil Voice

Pupil Voice is very important to us and we involve our children in regular conversations about their learning. The children help to set learning targets with their teacher and reflect on their progress with these as part of our reporting process.

Children take on leadership roles such as being House Captains and Vice Captains. They are represented in Decision Making Groups (DMG) who meet every 6 weeks during assembly times. Our DMG this year are Literacy, Numeracy, Health & Wellbeing, Outdoor Learning/Sustainability, Rights Respecting Schools, Digital Literacy and Wee HGIOS? (How Good Is Our School?). These groups meet during assembly. Children who are not in the DMG still contribute to the life of the school by participating in self-evaluation activities with the Senior Leadership Team.

Our children are always keen to suggest change within the school and last year this saw the introduction of a Playground Charter and a MUGA Charter which were collaborated on by learners, Pupil Support Assistants, the Janitor and the Senior Leadership Team.

Curriculum for Excellence

The curriculum framework for all Scottish educational establishments 3-18, called Curriculum for Excellence, offers better educational outcomes for all young people and provides more choices and more chances for those young people who need them.



The aims of Curriculum for Excellence are that every child and young person should:

- know they are valued and will be supported to become a successful learner, an effective contributor, a confident individual and a responsible citizen
- experience a traditionally broad Scottish curriculum that develops skills for learning, skills for life and skills for work, with a sustained focus on literacy and numeracy that encourages an active, healthy and environmentally sustainable lifestyle and builds an appreciation of Scotland and its place in the world

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 to S6 and college or other means of study.

Health & Wellbeing for All

Lady Alice Primary School is a Health Promoting Establishment



The main purpose of health and wellbeing within *Curriculum for Excellence* is to develop the knowledge and understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing now and in the future.

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

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves

- apply their mental, emotional and social skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children
- for some, perform at high levels in sport or prepare for careers within the health and leisure industries

Relationship, Sexual Health & Parenthood 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 Sexual Health, Relationship & Parenthood Education from Primary 1-7 and work in partnership with parents/carers and appropriate health professionals.

Parents/carers should be fully informed and consulted on the content and purpose of Sexual Health, Relationship & Parenthood Education in schools, and have the opportunity to raise concerns with school staff. On an occasion where a parent/carer wishes to exercise the right to withdraw his/her child from Sexual Health, Relationship & Parenthood Education they should discuss their concerns and alternative arrangements with school staff (as per Inverclyde Council's policy "Sexual Health, Relationship & Parenthood Education").

Lady Alice are a Bronze Level Rights Respecting School and are working towards Silver Level.

Literacy & English

The study of literacy plays an important role in all language learning and the development of literacy skills.

We develop literacy skills to:

- communicate, collaborate and build relationships
- learn to reflect on and explain thinking
- respond to and act on feedback to help the learner improve and to provide sensitive and useful feedback to others
- develop an understanding of how language works and what is special, vibrant and valuable about other languages and cultures
- engage with a rich range of text in different media



- explore the richness and diversity of language, how it affects the learner and the wide range of ways in which the learner and others can be creative
- appreciate the power of language to influence and bring about change
- develop an understanding of relationships, motivations, ideas and actions
- extend and enrich vocabulary through listening, talking, watching and reading
- take advantage of the opportunities offered by ICT

We develop English language skills to:

- engage with a wide range of texts and develop an appreciation of the richness and breadth of Scotland's literary and linguistic heritage
- regularly make choices about what to watch, listen to, read, write and talk about, how to communicate with others and the resources to use

Mathematics



Mathematics is the study of the properties, relationships and patterns in number and shape, and the application of this knowledge to analyse, interpret, simplify and solve problems.

Mathematics is a rich and stimulating subject with the capacity to engage and fascinate learners of all ages, interests and abilities. Learning mathematics develops logical reasoning, analysis, problem-solving skills and the ability to think in abstract ways, as well as offering opportunities for creativity. It is a universal language of numbers and symbols, which allows us to communicate ideas in a concise, unambiguous and rigorous way.

Mathematics is important in everyday life, allowing us to make sense of the world around us. It gives us confidence in dealing with number and in understanding shape, position and movement. It enables us to think abstractly, model real-life situations and make generalisations, and equips us with the skills we need to interpret and analyse information, assess risk and make informed decisions. Mathematics can enable us to contribute effectively in the workplace and gives us the capacity to be both creative and logical when enjoying the challenge of solving problems, tackling puzzles or playing games. It has the ability to fascinate and stimulate and is as important to adult learners as it is to children and young learners.

Mathematics plays an important role in other areas, such as science and technologies, and is vital to research and development in fields such as engineering, computer science, medicine and finance. Learning mathematics gives pupils access to the wider curriculum and the opportunity to pursue further studies and interests.

Numeracy

When educators in all sectors find ways of developing numeracy skills as a natural feature of their work, children and young people can recognise that these skills can help them to solve problems and interpret the complex information they come across in their everyday lives. In this way they can become better prepared to apply their skills.



Contexts include:

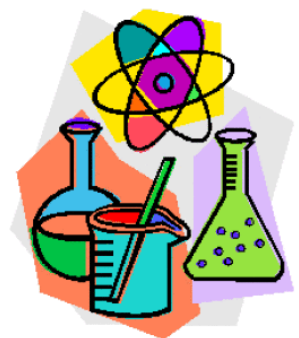
- managing money and financial planning
- understanding and managing earnings, benefits and credit
- managing a budget in household and work-related situations
- estimating and calculating
- reading timetables, calculating distances and journey times, reading maps
- interpreting information in a variety of graphs and tables.

Parents are encouraged to support their child's understanding of Numeracy and Mathematics by using real life and play contexts e.g. spotting numbers on road signs, getting coins ready to make small purchases at the shops and telling the time using clocks. We will support our parents in helping their child with learning at home.

Science

The experiences and outcomes for Science have been written to allow children and young people to:

- investigate their environment by observing, exploring, investigating and recording
- demonstrate a secure understanding of the big ideas and concepts of science
- make sense of evidence collected and presented in a scientific manner
- recognise the impact science makes on their lives, on the lives of others, on the environment and on culture
- express opinions and make decisions on social, moral, ethical, economic and environmental issues informed by their knowledge and understanding of science
- establish the foundation where appropriate, for more advanced learning and future careers in the sciences and technologies.



Social Studies

Children and young people participating in experiences and outcomes in social studies will:



- develop an understanding of how Scotland has developed as a nation, resulting in an appreciation of their local and national heritage within the global community
- broaden their understanding of their own values, beliefs and cultures and those of others
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in entrepreneurial activities which stimulate an enterprising attitude
- develop an understanding of concepts that stimulate enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers



Technologies

Learning in the technologies will enable children and young people to be informed, skilled, thoughtful, adaptable and enterprising citizens, and to:



- develop a considered understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible, ethical action 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, sustainable development and 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
- experience work-related learning, establish firm foundations for lifelong learning and, for some, specialised study and a diverse range of careers

Expressive Arts

Learning in, through and about the expressive arts enables children and young people to:

- express themselves in different ways and be creative
- experience enjoyment (and contribute to other people's enjoyment) through creative and expressive performance and presentation
- develop important skills specific to the expressive arts and also transferable skills
- develop an appreciation of aesthetic and cultural values, identities and ideas
- prepare for advanced learning and future careers by building foundations for excellence in the expressive arts



Religious & Moral Education

Learning through religious and moral education enables children and young people to:

- recognise religion as an important expression of human experience
- develop knowledge and understanding of Christianity and other world religions
- recognise and understand religious diversity and the importance of religion in society
- explore and establish values such as wisdom, justice, compassion and integrity and establish their values in their moral development
- investigate and understand the responses which religions can offer to questions about the nature and meaning of life
- develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
- develop skills for life
- develop respect for others and their beliefs, and an understanding of practices which are different from their own
- develop their beliefs, attitudes, moral values and practices through reflection, discovery and critical evaluation, and make a positive difference to the world by putting their beliefs and values into action



At their discretion, parents can, of course, exercise their right to withdraw their children from lessons in religious education or religious observance. Parents wishing to exercise this right should discuss their wishes with the Head Teacher so that necessary arrangements can be made.

Education for Work and Enterprise

We aim to provide all pupils with skills and knowledge essential for adult life, enabling them to participate in

- Shared aims and sense of progression
- Use of praise & encouragement
- Some group tasks aimed at decision-making
- Giving/taking roles & responsibilities
- Risk-taking where appropriate
- Opportunities for problem-solving approaches
- Formative use of (positive) feedback
- Opportunities to develop presentation skills
- Shared purpose, with all encouraged to participate
- Setting (or helping to set) goals or targets
- Devolved choice or decisions



House Groups

All of our pupils belong to House Groups

Arran
Bute
Iona
Islay
Jura
Mull
Skye
Tiree



Demonstrating our school values helps pupils earn reward tokens for their house group, these are counted each week and a reward is given to the whole group.

Homework

Homework is given most nights, to reinforce and to consolidate skills/facts taught in school. Language work such as reading, spelling, local/world news, and maths, may be covered as part of a week's programme.

In addition, other topics may be tackled throughout the session, e.g. speeches, research presentations plus topic research. Time allocation for homework largely depends on the age of the child. Parents are encouraged to discuss any homework issues with the Senior Leadership Team.

Assessment

Assessment is the term used to describe the process of evaluating a child's progress and is an important part of learning and teaching.

The purpose of assessment is to

- Support learning
- Communicate learners' progress to parents and carers
- Provide a summary of what learners have achieved
- Plan next steps in learning

We continue to develop formative assessment at Lady Alice Primary. We share learning intentions and success criteria with our pupils. Teachers provide meaningful feedback for our pupils and teach the skills necessary for self and peer evaluation to enable children to identify their own next steps for learning.

Pupils will undertake standardised assessments at various points in their learning.

Each child's progress is monitored and assessed by the class teacher. Detailed records are kept of children's progress in Numeracy and Literacy to allow us to track progress. Teachers meet with the Senior Leadership Team to record and discuss pupil progress.

We use Scottish National Standardised Assessments at P1, 4 & 7. Find out more by following the link below.

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

Reporting to Parents

Our approach to reporting was developed in partnership with LA Family Tree. We consulted on this in October/November 2024/

Targets which have been identified by teachers and pupils will be set for Literacy, Numeracy and Health & Wellbeing. These will be shared with parents and progress in these areas will be reported on twice per year.

Parents are invited to comment on their child's progress. Comments may include:

- areas that please them
- areas that concern them
- points for further discussion

Although these reports will be sent home twice per year, parents are very welcome to call at the school at any time to discuss their child's progress.

Parents are invited to work in class with their child at various points in the school session. Parents meetings are held twice a year in October and March.

Transitions to/from Lady Alice

A full programme is offered for the transfer between Nursery and P1 and across the stages.

Pupils are normally transferred from primary to secondary school 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.

Pupils normally transfer to:

Inverclyde Academy,
Cumberland Rd,
Greenock,
Tel: 01475 715100

email: office@inverclydeacademy.inverclyde.sch.uk

Twitter: @invacad

Website: <http://inverclydeacademy.inverclyde.sch.uk/>

Lady Alice Primary work closely with our partner secondary school to ensure a smooth transition for each pupil. Children with Additional Support Needs may require enhanced transition to their secondary school. We work closely with parents and Inverclyde Academy staff to facilitate this.

Additional Support Needs

All children and young people need support to help them learn. 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

- disability
- social, emotional and behavioural difficulties
- 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
- children whose family circumstances impact on attendance and learning



The definition of additional support is a wide one and this is not an exhaustive list of all possible forms of additional support. It is very helpful if a parent contacts the school should they consider that his or her child has additional support needs.

Our Support for Learning Co-ordinator is Miss S. McShane.

Some of our pupils will receive additional support from our Support for Learning Teacher. At times we will, with parental support, seek advice from our Educational Psychologist. We also work with a range of external agencies to meet learner needs.

More information on GIRFEC (Getting it right for every children) can be found by following the link http://www.educationscotland.gov.uk/resources/g/genericresource_tcm4620244.asp



(a) the authority's policy in relation to provision for additional support needs.

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.

(b) the arrangements made by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and young person and the particular additional support needs of the children and young persons so identified.

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.

(c) the other opportunities available under this Act for the identification of children and young persons who-

a) have additional support needs

Children and young person's needs are identified in a number of ways, and the process of assessment is an on-going, 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.

b) require, or would require, a co-ordinated support plan

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.

c) the role of parents, children and young persons in the arrangements referred to in paragraph (b)

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 still be sought and considered.

d) the mediation services provided

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

e) the officer or officers of the authority from whom parents of children having additional support needs, and young persons having such needs, can obtain advice and further information about provision for such needs.



For further advice please telephone 01475 712850

Or write to;

Education Services

Wallace Place

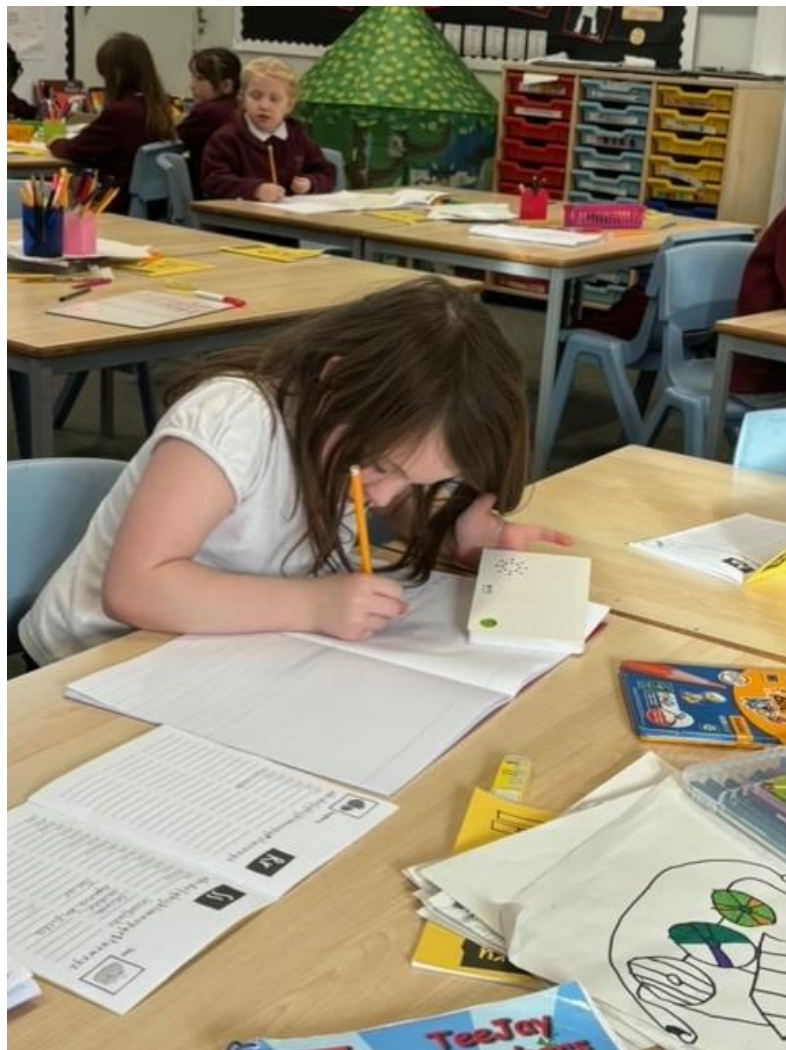
GREENOCK PA15 1JB

Other useful information:

a) 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

b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576 and

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



The following website has more information:

www.enquire.org.uk

www.siaa.org.uk

www.sclc.org.uk



School Improvement

The School Improvement Plan and Standards & Quality Report can be obtained by following the links

<http://ladyalice.inverclyde.sch.uk/strategic-improvement-plan/>

<http://ladyalice.inverclyde.sch.uk/standards-amp-quality-report>

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 that they are eligible should obtain an application form from the school or Education Services at Wallace Place, Greenock, PA15 1JB. 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.

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 pick up point and drop off point to 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 pickup point in time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling and alighting from the vehicle. Misbehaviour could result in a child losing the right to free transport.

Placing Requests

The education service 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.

Concerns & Complaints

Concerns

If you have any kind of concern about your child, please contact the school office. If available, a member of the Senior Leadership Team will speak with you. If not, your call will be returned within 24 hours.

Alternatively, you can make an appointment to meet with the class teacher or a member of the Senior Leadership Team.

During our discussion, a decision will be made on how to proceed with your concern. We aim to be open and honest in our communication with you but cannot share information about matters relating to other children e.g. classmates.

Please speak with us before taking any other action; we are keen to address your concerns.



The Complaints Procedure

Education Services aim to provide a high-quality service for all pupils, parents and the wider community within Inverclyde. We realise, however, that occasionally things can go wrong, so we need to know when you are not entirely satisfied with our service.

If you have any concerns or queries about any issues relating to your child's education, please do not hesitate to **phone the school as outlined above.**

If you are not satisfied with the outcome our Quality Improvement Officer, Allison McLellan, will investigate this further. She can be contacted on 01475 717171.

Inverclyde Council Complaints Policy - How Do I Complain?

You can complain in person at any of our offices, premises (e.g. libraries, museums, customer service centre etc.), by phone, in writing and email.

By telephone to Education Services on 01475 717171.

By email at comments@inverclyde.gov.uk

Download and print the pdf form or read more about the Inverclyde Council Complaints Policy <https://www.inverclyde.gov.uk/council-and-government/complaint>

Send your complaint by post to:

Complaints
Inverclyde Council
Municipal Buildings
Greenock
Inverclyde
PA15 1LY



When complaining, tell us:

- your full name and address
- your contact numbers, email address and best times to contact you.
- as much information as you can about the complaint
- what has gone wrong
- how you want to resolve the matter



Authority Strategic Statement

- 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.

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 setting

Inverclyde Council

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.

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.

Useful Addresses/Websites

Corporate Director of Education, Communities & Organisational Development

Ruth Binks

Inverclyde Council

Municipal Buildings,

Clyde Square,

Greenock,

PA15 1LX

Tel. No. – 01475 712761

Head of Education

Michael Roach

Inverclyde Council

Education Services

Wallace Place

GREENOCK

PA15 1JB

Tel No. – 01475 712824

Provost Drew McKenzie

Inverclyde Council

Municipal Buildings

Greenock

Councillor Jim Clocherty

Convenor of Education and lifelong Learning Committee

Municipal Buildings

Greenock

Councillors – Inverclyde South

John Crowther

Natasha McGuire

Tommy McVey

Tel No – 01475 715450

School Health Department

Greenock Health Centre

Greenock,

Tel: 501274

Free Meals & Clothing Grant

Customer Service Centre

Clyde Square

Greenock, Tel: 712893

Contact details for other Councillors can be found by clicking on link below.

Lady Alice Primary is located within Ward 7- Inverclyde South.

<https://www.inverclyde.gov.uk/meetings/councillors>

<https://www.inverclyde.gov.uk/meetings/councillors?p=&a=8>

Inverclyde Council Website – Schools

This link takes you directly to Inverclyde Council's website for schools which has information composite classes, catchment areas and more.

<https://www.inverclyde.gov.uk/education-and-learning/schools>

Community Facilities

Community Facilities are available in the school and details of the letting procedures are available from:

Area Community

Letting Officer

Waterfront Leisure Complex

Important Information

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](#)

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.

Lady Alice Nursery Class



Additional Information

2025 – 2026

Welcome

Dear Parents and Carers,

Children, parents, carers and community partners are warmly welcomed to Lady Alice Primary and Nursery Class. Children's needs and interests are at the heart of everything we do and we will work with our families to ensure that the time children spend at Lady Alice Primary and Nursery Class is both enjoyable and productive. We aspire to encourage and support everyone in our school community to reach their full potential in all areas of their lives.

Staff in Lady Alice Primary & Nursery Class are a highly motivated, dedicated team who work well together and with other agencies to ensure the best outcomes for you and your children.

Our Parent Partnership works closely with parents, staff and pupils to support our continuous improvements throughout the year. There are many opportunities throughout the year for parents and carers to become involved in the life and work of the school; all stakeholders are invited to help make Lady Alice a great place to learn.



Since 2015, Inverclyde has been part of the Scottish Attainment Challenge. The Scottish Attainment Challenge aims to achieve equity in educational outcomes by focussing on closing the poverty related attainment gap. In August 2017, Lady Alice Primary and Nursery Class joined the third cohort of local focus schools. This is an exciting time for our school and staff are keen to engage with the wide range of opportunities available. Through Attainment Challenge funding, we are fortunate to have a Nurture Teacher who will further develop nurturing approaches throughout the school.

Kind regards,

Gail Connick

Head Teacher

Contact Details

Lady Alice Primary School
Gateside Avenue
GREENOCK
PA16 9EJ

Telephone No: 01475 715743

Email: INLadyAlice@glowscotland.onmicrosoft.com

Website: <http://ladyalice.inverclyde.sch.uk>

Twitter @LadyNursery

Nursery Hours

Lady Alice Nursery - Model 1	
All day	8.45am – 2.45pm

Staffing

Mrs Gail Connick– Head Teacher

Miss Samantha McShane – Depute Head Teacher

Mrs Jane Finnie – Nursery Depute

Mrs Lorraine Armour – Early Years Education & Childcare Officer

Ms Stephanie Campbell – Early Years Education & Childcare Officer

Mrs Fiona Brown – Early Years Education & Childcare Officer

Mrs Susan Winsor– Early Years Education & Childcare Officer

Miss Eva Sutherland – Early Years Education Childcare Officer

TBC – Nursery Support Assistant

Capacity

The nursery has the capacity to care for 24 children per day. The nursery provision typically covers children 3 - 5 years.

Health and Safety

In line with all Inverclyde Council premises, the school and the nursery operate a 'No Smoking' policy in our buildings and on our grounds.

As jewellery and belts with metal buckles may cause injury to the wearer and others, they should not be worn to nursery.

School/Nursery Security

Inverclyde Council has introduced procedures to ensure the safety and security of children and staff when attending or working in a school/nursery. A number of security measures are used including a visitors' book, badges and escorts while visitors are within the school/nursery building.

When visiting the nursery parents/carers should;

- Ring security bell
- Wait for attention from staff
- If staff do not recognise the person on the security camera, they will use the door entry telephone to ask who is calling.

If anyone wishes to visit the school, they must report to the main school entrance. The school procedures in relation to anyone visiting the school are:

- Ring security bell
- Wait for attention from office staff
- Report to the office
- Sign our records and wear a badge

Visitors will then be escorted to the specific area of the school. If a visitor is staying for any length of time they will be required to sign the visitors' book, note their car registration number if applicable and wear a visitors' badge. On leaving the building, they will be required to return their badge and sign out.

Students

We welcome students from universities and colleges for training placements. Parents will be informed by newsletter and through notices of the presence of students in the Nursery.

Accommodation

Our accommodation comprises of a bright, open plan area, children's cloakroom and toilet block with changing facilities. We make use of the gym hall for large physical play and movement and the courtyards, playground, Multi-Use Games Area (MUGA) and garden for outdoor play.

We also visit various locations in our local community to encourage learning e.g. local shops and libraries.



Applying for a 3 – 5 YEARS ELC place

Entitlement

All eligible 2-year-old and 3 -4 year-old children, in Scotland have a statutory entitlement of up to 1140 hours of funded early learning and childcare the term following their 2nd or 3rd birthday in a year.

Eligible 2-year-old and 3 -4 year-old intake	
Birthday Month	Intake Term
1 March – 31 March	August Term
1 April – 30 April	
1 May – 31 May	
1 June – 30 June	
1 July – 31 July	
1 August – 31 August	
1 September – 30 September	January Term
1 October – 31 October	
1 November – 30 November	
1 December – 31 December	
1 January – 31 January	April Term
1 February – last day of February	

Eligible 2-year-old places

If you are the parent of a two-year-old child and currently receive certain benefits, you may be eligible for Funded Early Learning and Childcare for your child the term following their second birthday. To find out if you qualify, please refer to the criteria on the Inverclyde Council website. The website also provides detailed information on the application process, when you can apply, and the evidence required to apply.

3 – 4-year-old places

All children aged 3 – 4 years are eligible for an ELC place, the term following their third birthday. There is a set application window during which you can apply. This will always open on the first day of the new term in January of each year. You cannot apply for a place until the application window opens.

Application forms are available at any Inverclyde Council establishment, an approved funded provider Childminder or private voluntary or independent (PVI) nursery. You must complete

the application form fully and all supporting evidence must be submitted at the time of your application.

For up-to-date information on application windows, timelines, and the release of allocated ELC places, visit the **Inverclyde Council website**.

Deciding priorities for admission

All ELC applications follow Inverclyde Council's ELC Admissions Policy. While Inverclyde Council aims to allocate preferred choices, there is no guarantee that your preferred choice will be available. If the preferred establishment is full, an alternative place may be offered. Every effort will be made to offer a suitable place within the Early Learning and Childcare defined area, but this is also not guaranteed.

An application form must be completed and submitted to your first choice establishment along with proof of your residing address (in the form of council tax invoice) and proof of your child's date of birth (birth certificate or Passport). ELC establishments will not accept your application form if you do not produce the proof at the time of submission.

Admissions

A copy of the admissions policy can be accessed on the Inverclyde Council website by following this link <http://www.inverclyde.gov.uk/education-and-learning/early-years>

Curriculum

Learning and teaching in the nursery will be planned in line with Curriculum for Excellence experiences and outcomes. The children will learn through play and will be involved in planning their learning which will reflect their interests and needs.



Transition into Nursery

The key to effective transition is communication between the nursery staff and parents. Some children settle very quickly into new routines while others take longer. Your child will be supported as they join our nursery and we want to reassure you that we will work together to create a plan which helps them settle into their new placement.

As your child moves from year 1 to year 2 in their placement we will support them through any changes they face.

The school transition process will begin early in your child's pre-school year and continue into early Primary 1.

Attendance

If your child is unable to attend nursery for any reason please make sure that you notify staff. A telephone call or message passed on by another person is sufficient. Please also let the nursery staff know when we can expect your child back at nursery.

Regular attendance is important for the following reasons:

- The curriculum in the nursery is carefully planned to ensure continuity and progression for your child.
- Patterns of regular attendance need to be established for children as this will be important throughout their education.

Arrival and Collection of Children

It is expected that a responsible adult will bring your child to and from nursery. No one under the age of sixteen will be permitted to collect a child from nursery.

In the interests of safety, you should make a point of telling a member of staff if your child is to be collected by a person not known to them, as difficult situations could arise because of this. Staff will not allow a child to leave with a stranger.





Clothing

Children should wear comfortable clothing and sensible shoes. Outdoor shoes must be changed before coming into the nursery class. Please make sure shoes, coats, sweatshirts etc. have your child's name on them. Please do not send children wearing anything too good to nursery as we have lots of messy activities!

Our uniform is purple nursery sweatshirt and yellow nursery polo shirt which you may wish to purchase. They can be bought from Smiths' in Greenock. **Please put your child's name on their nursery sweatshirts and polo shirts to avoid confusion!**

It would be very helpful if you would leave two changes of clothing that can be added to a bag on your child's peg just in case they have a little accident. Please ensure your child brings an appropriate coat to the nursery as we will often be outside – regardless of the weather.

Emergencies

We make every effort to maintain a full educational service but sometimes circumstances arise which lead to disruption. Nurseries may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply.

In such cases we will do all we can to let you know about the details of closure and re-opening. We will keep you informed through letters, announcements in local press and on local radio and through Twitter and the school website.

Outings and Excursions

When outings or excursions for children are planned, the Head of the nursery or a member of the staff will advise you in advance. You will be asked to complete consent forms which give your permission for your child's participation. Please note that children cannot take part in outings unless completed consent forms have been submitted by their parent/guardian.



Snacks



The children have a daily snack in nursery.

We are committed to encouraging healthy eating, providing the children with a variety of foods which take account of multi-cultural needs and special dietary requirements.

At lunchtime, children have a choice of meals from our nutritionally balance menu.

We will share our menu with you each week so that you and your child can talk though their options together.

Children may choose to bring their own packed lunch from home.

Reporting to Parents

Lady Alice Nursery creates a Learning Journal that is unique for each child which shares your child's learning and development across the curriculum. Learning Journals are available to parents and children at all times as they are stored online. The Learning Journals app can be downloaded onto your devices for easy access. You can add photographs and experiences from the comfort of your own home and together we will create a true reflection of your child's nursery experience.

Nursery staff communicate regularly with parents through phone calls, conversations formally and informally.

Over the year, we meet with families for a Settling In conversation and two Care and Learning conversations. This gives us the chance to discuss children's interests and identify supports if needed.

Staff are available at any time during the nursery year to talk to parents about any concerns or worries they may have.

At the right time, transition reports are passed to the Primary School that your child will attend.

Nursery Home Links

Parents/Carers are the first educators of their children

We inform parents/carers of the activities and opportunities their children are being offered so that they may join in with this at home.

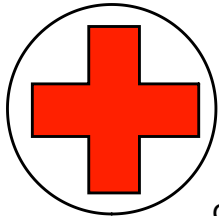
To encourage this we:

- Share our plans and activities on our notice board
- Share photographs of the children at play via Twitter and Learning Journals
- Provide newsletters with information on our forthcoming activities and themes
- Invite parents/carers to visit nursery whenever it is suitable for them
- Involve parents/ carers in our nursery activities
- Encourage parents/ carers to join in our parents/ carers group



Medical Information

Medication



If your child is in need of medication during his /her time at nursery, you should discuss his/her requirements with the nursery staff. Prescribed drugs will be given at the discretion of the Head Teacher and, if appropriate, you will need to fill in a form which authorises nursery staff to administer the drugs to your child.

If your child suffers from:

Asthma: you must tell the nursery staff if there are any activities or specific circumstances that are likely to bring on an attack.

Epilepsy: you must tell the nursery staff what emergency treatment to give.

Allergies: you must tell the nursery staff of the specific circumstances which are likely to bring about this reaction and also of what treatment is appropriate when a reaction occurs.

Illness

We would welcome a telephone call if your child is not able to attend on a particular day. If your child is suffering from a childhood illness, e.g. measles, mumps etc. it is helpful to other parents if you notify us. The nursery staff will also give you guidance as to how long your child should be absent, referring to Community Health Guidelines.



If your child is suffering from sickness or diarrhoea, please ensure that they are kept from nursery until they have had **48 hours** clear of any symptoms. This prevents other children in the nursery from becoming infected.

If your child becomes ill while at nursery, staff may feel it is more appropriate for him/her to be at home. Staff will make every effort to contact you in the first instance. Emergency contacts will be notified if you are unavailable.

Minor Accidents and Upsets

Parents will be notified if their child has had an accident or has been upset during their session. If medical treatment is required the parent or emergency contact will be notified wherever possible. Where parents/emergency contacts are unavailable medical advice/treatment will be sought as required.

Nursery / Community Links



The nursery is an important feature of the local community and as such, we aim to foster good relationships amongst members of the community.

Children, as part of the curriculum, will be involved in exploring their environment by going on visits to places of interest and we are always keen for people in the community to offer their expertise. Members of the local community e.g. school crossing patroller, community police officers, road safety officer are invited to visit and talk to the children.

We also provide work experience placements for secondary pupils who are interested in a career which involves working with young children. Parents will be notified through newsletters and the nursery noticeboard of times when this will happen.

Concerns and Complaints

We are very interested in feedback of all kinds, whether it be, compliments, suggestions or complaints. All feedback is welcome and helps us keep in touch.

In particular, if you have a complaint about the school/nursery, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the home/school/nursery relationship.

Please see the Concerns and Complaints section of the handbook for detailed information about making a complaint.

Care Inspectorate

Our Nursery is registered with the Care Inspectorate under the terms of the Regulation of Care (Scotland) Act 2001. You are able to contact the Care Inspectorate **at any time** with concerns or complaints

- Care Inspectorate (Paisley Office)
Renfrewshire House
Cotton Street
Paisley
PA1 1BF

TEL. NO. 0345 600 9527

Email: enquiries@careinspectorate.com

Website: <https://www.careinspectorate.com/>

Councillor/MSP

You should also know that you have the right to raise any unresolved concerns with your local councillor or MSP/MP.