Inverclyde council

Education Services

St. Francis Primary School and Nursery Class

Handbook

2022- 2023

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Dear Parents/Carers,

I would like to welcome you and your child to St Francis Primary. I hope you will find this school handbook informative and helpful. However if you have any questions please do not hesitate to come and discuss them with me. You will always be welcome.

Every child at St. Francis Primary School and Nursery Class is valued. All children will be encouraged to develop positive attitudes towards learning, caring for themselves and others and our environment.

You are welcome to ask for a copy of the School Improvement Plan and/or Standards and Quality Report. These documents will give you detailed information on the curriculum and attainment and achievements. These can also be found on our school website https://blogs.glowscotland.org.uk/in/stfrancisprimary

We are here to work with you and your children and consider ourselves most fortunate to have very supportive parents. We welcome this support and aspire to work in partnership with you to provide the best possible education for your child.

We are also very fortunate to have a dedicated Parent Council and we hope that as many of you as possible will support it so that, working together and joining in its various activities, we may make school life as happy and as beneficial as possible for your children.

The staff and I are totally committed to working towards excellence and equity in all aspects of your children's education and value working in partnership with you and the wider community. We aim to provide excellent opportunities for all at St. Francis Primary School.

With Kindest Regards,

Jane Stinson

Head Teacher

BUILDING INVERCLYDE THROUGH EXCELLENCE, AMBITION AND REGENERATION.

Our core values are: Respect, Honesty, Tolerance and Kindness.

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 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**: provided 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 supported and caring environment

We strive to do our very best to ensure that we are Getting It Right For Every Child (GIRFEC) at St. Francis Primary School.

SCHOOL AIMS

St. Francis Primary aims to offer the highest quality of education, through valuing the individuality of each pupil and meeting their needs in a caring, nurturing and safe environment.

We aim to:

- meet the needs of every child through a structured, well-balanced and suitably resourced curriculum.
- encourage the children to achieve their potential by being positive and enthusiastic about their school, their work and themselves, by using praise to motivate and by celebrating their efforts and successes.
- provide a high quality of teaching and learning opportunities thus enabling the children to develop individual talents and independent learning skills which can be built upon and applied to future learning situations.
- provide a caring environment in which the children may develop intellectually, physically, socially, morally and spiritually so that they may play a valuable and responsible part in their families, their school, and the community in which they live.
- work in partnership with parents, partner agencies, other educational establishments and community groups whilst promoting positive links with local businesses as an important part of the learning process.
- make effective use of resources and encourage all staff to develop their talents and interests for their own professional development and for the mutual benefit of the children and our school.
- have a shared understanding of school policies and programmes of study, promoting a positive climate for self-evaluation to support the management of development and change.

Our school values are:

Respect *Tolerance* *Honesty* *Peace*

Kindness *Justice* *Perseverance*

SCHOOL INFORMATION

St Francis Primary School
East Barmoss Avenue

Port Glasgow PA14 6HX	-	Telephone Number - 01475 715725
E-mail address	-	INStFrancis@glowscotland.onmicrosoft.com
School Twitter Account	-	@StFrancisPG
School Web Address	-	https://blogs.glowscotland.org.uk/in/stfrancisprimary
Present Roll	-	219(Primary) 39(Nursery)
Agreed Capacity	-	396
Stages Covered	-	Primary 1 - Primary 7 Nursery Class – 2-3 Years Nursery Class – 3-5 Years Nursery Classes – Non - Denominational
Age Range	-	2 Years - 12 Years
Denominational Status	-	Roman Catholic (Primary)
Type of School	-	Co-educational

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.

P.1	P.2/1	P.2	P.3	P.4/3	P.5	P.6	P.7	Total
23	23	26	30	25	30	32	30	219

ACCOMMODATION - St Francis' Primary is a semi-open plan school comprising seven teaching units, one of which is used as a library/resource area/computer room, a Nurture Room, an audio-visual room, a gymnasium which also serves as an assembly hall, a curtained stage, a separate dining area, a kitchen in which all school meals are prepared and served by our own kitchen staff and all the usual offices.

The school was refurbished in 2004 as part of Inverclyde's School Estates Programme. During the summer of 2015 the school grounds were upgraded to include a new carpark, a MUGA pitch and an outdoor learning area.

LETTING - Information about school lets is available from The Booking Office, Inverclyde Leisure, telephone 01475 715559

Associated Schools and Early Years Establishments in our Secondary Cluster are:

St Stephen's High School	Kilmacolm Road, Port Glasgow	TEL: 715300
St. John's Primary	Mary Street, Port Glasgow	TEL: 715728
St. Michael's Primary	Bridgend Avenue, Port Glasgow	TEL: 714690
Rainbow Family Centre	Oronsay Avenue, Port Glasgow	TEL: 715724
Gibshill Family Centre	2 Smillie Street, Greenock	TEL: 715707

SCHOOL HOURS

P1 to P7	Breakfast Club		8.00 am	-	8.40 am – Monday – Thursday
P1 to P7	Open	-	9.00 am		
	Interval	-	10.30 am	-	10.45 am
	Lunch	-	12.15 pm	-	1.00 pm
	Dismissal	-	3.00 pm		

We have lots of fun playing and learning outdoors in our playground.

Children having fun in our adventure play area.

THE SCHOOL YEAR 2022 - 2023

Please note that children do not attend school on In-service Days.

In-Service Day	Tuesday 16th August 2022
In-Service Day	Wednesday 17th August 2022
Pupils Return	Thursday 18th August 2022
Local Holiday	Friday 23rd September 2022
	Monday 26th September 2022
School re-opens	Tuesday 27th September 2022
School Closes	Friday 14th October 2022
In-Service Day	Monday 24th October 2022
Pupils Return	Tuesday 25th October 2022
School Closes	Friday 23rd December 2022
School re-opens	Monday 9th January 2023
Holiday	Friday 10th February 2023
Holiday	Monday 13th February 2023
	Tuesday 14th February 2023
In-Service Day	Wednesday 15th February 2023
Pupils Return	Thursday 16th February 2023
Spring Break - School closes	Friday 31st March 2023
Good Friday - holiday	Friday 7th April 2023
Easter Monday - holiday	Monday 10th April 2023
School re-opens	Monday 17th April 2023
May Day Holiday	Monday 1st May 2023
In-Service Day	Tuesday 2nd May 2023
Local Holiday	Thursday 25th May 2023
Local Holiday	Friday 26th May 2023
	Monday 29th May 2023
School re-opens	Tuesday 30th May 2023
School closes for summer	Wednesday 28th June 2023

STAFF

Head Teacher	-	Mrs. J. Stinson
Depute Head Teacher	-	Mrs. M. Kelly Responsibility for; Support for Learning, Enterprise in Education, Health, Pupil Council & deputising for Head Teacher.

Miss E. Mulgrew	-	P.1
Mrs L. Smith	-	P.2/1
Mrs. S. Thompson	-	P.2
Mrs. G. Deveney	-	P.3
Mrs. L. Jamieson	-	P.4/3
Miss S. Arkley	-	P.5
Mrs. P. McDonald	-	P.6
Mrs. E. McDowell	-	P.7
Mrs. K. Hendrie	-	Covering reduced class contact time
Mrs. B. Smith	-	Additional Support for Learning Teacher 0.5
Ms A Roberts	-	Nurture Teacher
Miss C. Nelis	-	PEF Teacher
Miss K McCallum	-	Covering reduced class contact time
Miss C Sloan	-	Recovery Teacher
Miss A Ball	-	Recovery Teacher

Support Staff

Senior Clerical Assistant	Mrs. J. Begg	
Clerical Assistant	Ms. K Higgins	
Pupil Support Assistants	Mrs. S. Rae	Mrs. H. Wilson
	Mrs. S Green	Miss R. Semple
	Mrs. A. Madden	Mrs S Mussenden
	Mr F McRae	Mrs F. Butler
	Mrs C Cunningham	Mrs M Perry
Health and Wellbeing Coach (PEF)	Mr C. O'Neill	
Janitor	Mr. D. Cannon	
Catering Supervisor	Mrs. C. Tannahill	
Cleaning Supervisor	Mrs. J. Gallacher	

Registration takes place annually in January. Details are given in the local press.

IMPORTANT NOTICE
REGISTRATION INFORMATION FOR CHILDREN STARTING PRIMARY 1 IN AUGUST 2022

Inverclyde Council has changed the way in which children register for primary school. This process will now be undertaken by completing an online application form which can be found on the Inverclyde Council website at:

http://www.inverclyde.gov.uk/p1-registration.

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

Children who reach the age of five years between 1 March 2022 and 28 February 2023 are due to start Primary 1 at the beginning of the new school term in August 2022. Parents are asked to register their child in their chosen denominational or non-denominational catchment primary school, from Monday 10th January 2022 - Friday 14th January 2022.

Once parents have completed the Primary 1 registration, they will have the choice to complete a placing request application to a school other than the catchment primary (This includes Primary 1 Gaelic Medium education at Whinhill Primary School). A deferred entry application is also available to parents considering deferring their child's entry to Primary 1 in August 2022.

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 2022 confirming their child's place in school and information regarding induction days will follow from the school after this date.

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

Children who live in the catchment area of a particular school require to register at that school where they will be informed of their right to make a placing request to another school of their choice and will be informed of the conditions pertaining to this.

During the summer term, parents of children about to enter Primary 1 in August, will be invited to the school (two afternoons). This is an opportunity for your child to meet the teacher and new classmates and to experience some typical school activities. This is also a chance for parents to meet each other and some of the staff. School routines and arrangements will be explained and questions answered.

Parents who are seeking a place in the school for their child at any stage can arrange a visit to view the school and ask any questions they may have by making an appointment by telephone, with the Head Teacher.

Throughout the school year, we liaise with our local nurseries. Staff from St. Francis Primary School visit the nurseries to meet the children and they are invited to visit our school as part of our transition process. This gives them an opportunity to meet the teachers and familiarise themselves with the school.

Our main feeder nurseries are:

- St Francis Primary Nursery Class
- Newark Nursery School
- Rainbow Family Centre

ST FRANCIS PRIMARY NURSERY CLASS

St Francis Primary Nursery Class opened its doors to children in January 2019. Our Nursery is part of the Scottish Government pilot scheme to increase early learning and childcare to 1140 hours. It offers provision to children aged from 2-5 year old in a safe, nurturing and welcoming environment. We provide learning opportunities of the highest standard. Our core hours are from 9am until 3pm.

The Nursery is open Monday to Friday during school term time and operates the same holiday periods as St Francis Primary School.

Curriculum in the Nursery

The nursery class for 2-3 year olds follows the Pre-birth to 3 years guidelines incorporating Building the Ambition and more recently Realising the Ambition.
The nursery class for 3-5 year olds follows the early level of Curriculum for Excellence. The eight key aspects of the curriculum are literacy, numeracy, health and wellbeing, technologies, social subjects, expressive arts, religious and moral education and sciences.

Assessment and Reporting in the Nursery

Every child has an In the Moment Learning Journal which is a comprehensive record of their learning and play during their time at nursery. This is discussed with parents regularly and they have the opportunity to engage with staff regarding their child's interests from home and where they would like their child to learn through play.

Inverclyde Progression Pathways is a tool used to track children's numeracy and literacy and used within the 3-5 playroom and we use Realising the Ambition as a tool to track children's learning in the 2-3 playroom.

An internal transition record (A Little More About Me) is completed by the parent and this is passed to the new keyworker within the 3-5years room. Staff from the 2-3 room have a transition meeting to pass on child's learning and play.

A transition record is compiled when the child completes his/her Pre-school education. The information is then passed on to the school into which the child will be transferring.

Home Links

Our nursery has an open door policy and parents are encouraged to speak with staff to discuss any concerns. Newsletters are regularly sent home detailing nursery events and activities. Play and stay days are planned and this is a great opportunity for parents to see their child within the nursery environment where they can share their learning and experiences. The staff also use on-line Learning Journals, which enable parents to view their child's learning and progress. Parents have the option to comment on the content but are also able to add photos of activities that have taken place at home.

Clothing

A polo shirt and sweatshirt were designed by pupils in the school and are available from Smiths in Greenock. This is not compulsory, however it is advised that the children should not wear "good clothes" to nursery. The children are involved in many types of activities from baking, to painting, to many outdoor activities, and although they are provided with some waterproof clothing, accidents do happen. Please can you ensure your child's clothes and footwear are clearly marked with their name.

Snacks

St Francis Nursery Class is a health promoting establishment with a healthy eating policy based on the guidelines contained in Food Matters and Setting the Table.
The children are provided with a healthy snack such as fruit, vegetables, toast and milk.

Lunch

All our nursery children receive a free school meal. This is served in the school canteen and the menu is similar to that of the school. This is a three weekly revolving programme and the children are offered two choices of meal per day. There is a pictorial menu for the children and this allows them to make their choices each day. To enhance independent skills, the children are encouraged to serve themselves and tidy their dishes away after their lunch.

Attendance

Regular attendance is obviously an advantage to every child. It is important and encouraged that absences are kept to a minimum as education is a continuous process and children benefit from regular attendance. We ask that parents contact the school before 9.30am if a child will be absent from the nursery.

Collecting Children

If an alternative arrangement for collection is to be made, the staff in the nursery must be informed in advance.

Transition

The key to effective transition is effective communication between the early year's establishment, school and parents. The transition process is on-going with strong links between our own nursery and P1 and with other nurseries in our community.

Care Inspectorate

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 speaks with the Head Teacher, staff, children and parents. They also look at the range of policies, procedures and records.

Care Inspectorate
Central West Region
4th Floor
No1 Smithhills Street
Paisley
PA1 1EB

Tel: 01418436840

NURSERY STAFF

Head Teacher	-	Mrs Jane Stinson
Depute Head of Nursery (Acting)	-	Ms Stacy Campbell
Senior Eyeco (Acting)	-	Mrs Roslynn Alexander
Eyeco	-	Mrs Kimberley Fleming
Eyeco	-	Ms Erin Horler
Eyeco	-	Ms Laura Low
Eyeco	-	Ms Hayley McAlees
Eyeco	-	Mrs Eileen Rorrison
Early years support assistant	-	Mrs Linda Sharpe
Early years support assistant	-	Ms Julie Spence

MEDICAL AND HEALTH CARE

If a child has an accident in school/nursery or is unwell, we will make every effort to contact the parents or the emergency contact in order that the child can be taken home. Similarly should the child have an accident and sustain injuries which result in a need to visit the hospital, we will try to contact the parents, or emergency contact person. However, if we are unable to make any contact the child will be taken to hospital by a member of staff and continuous efforts will be made to make contact. For this reason, parents are asked to supply an emergency contact or telephone number, so that no time is lost unnecessarily in dealing with an emergency. Relatives or employer's addresses or telephone numbers would be helpful. Should transport be necessary we do our best to provide a car to take the child home or to the hospital.

Minor Ailments/First Aid
The school staff deal with any minor ailments or accidents as they occur. A member of Staff is trained as a First Aider.

No child will be allowed to leave school out with closing time unless accompanied by an adult as there are no crossing patrols other than at the recognised closing time. An adult presence is provided in the playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations, 1990.

The school nurse gives regular checks for general health issues and wellbeing. Similarly, dental checks are carried out. Should a member of staff detect a health difficulty, you will be informed.

To ensure that no important information is missed, parents must inform the school in writing of any medical condition or requirement which their child may have and of which we should be made aware, especially if it would prevent their child from taking part in any of the usual school activities.

Parents will be asked to complete a form if medicine has to be given at school/nursery. It is also essential that the school/nursery has full details regarding the use of asthma inhalers.

It is important that the school has up-to-date medical information and emergency contact details. Please notify the school of any changes as soon as possible.

THE CURRICULUM

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 our young people. Links to Scottish Government curriculum advice can be found on the school website.

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 **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

The curriculum is planned to include skills in Mathematics, Languages, Social Studies, Science, Religious and Moral Education, Health and Wellbeing, Expressive Arts and Technologies.

A wide range of resources and suitable texts are used to support the delivery of the curriculum. The children will also be given many opportunities to develop their skills through a variety of activities to encourage them to be active, independent learners.

Languages and Literacy

Language is divided into four outcomes:

- Reading
- Writing
- Listening and Talking

Language is at the heart of children's learning and has an essential role across the curriculum.

In Primary 1 the children are introduced to phonics through the North Lanarkshire Active Literacy Programme and Jolly Phonics. This is a multi - sensory approach that enables the children to learn about the sounds letters make and how letters are blended together to make words. This programme continues into P.2 and P.3.

Through our **reading** schemes we aim to ensure the children understand what they read, develop an enthusiasm for reading and use their reading for research purposes.

The children will learn to **write** using a variety of genre, for example, recount, narrative, reporting, instructional, persuasive and discursive. This ensures they have the ability to write for a variety of purposes.

There are many opportunities for **listening** and **talking** individually and in groups in a variety of contexts. Reciprocal reading strategies allow children to experience a variety of ways to discuss a text. Experience in justifying, explaining, describing and persuading is essential for present day living.

Our core language texts are:

North Lanarkshire Active Literacy Programme
Jolly Phonics P1 Phonics P1 – P3
Bug Club – reading scheme
Selected Novel Studies P.3 – P.7
Ed Pax Grammar: P.3 - P.7
North Lanarkshire Spelling: P.4 - P.7
North Lanarkshire Writing: P.1 - P.7

First Minister's Reading Challenge

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

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

Modern Languages - 1+2

All staff are responsible for the implementation of the Primary French and Spanish Programme from P.1 – P.7. Children at all stages will quickly become familiar with spoken and written French and Spanish through the use of this planned, progressive programme.

Mathematics and Numeracy

Mathematics is divided into four outcomes:

- Problem solving and enquiry
- Information handling
- Number, money, measurement
- Shape, position and movement

Counting money to 50p and giving change at the Ice Cream Shop.

We aim to enable our children to become competent in all aspects of number and acquire the concepts and the mental agility necessary to be confident in applying mathematics in real life situations. The children will be given a wide range of opportunities to develop these skills through a variety of practical activities and play situations.

We use SEAL (Stages of Arithmetical Learning) to develop robust mental agility in Primary 1- Primary 4. This is further developed into Number Talks where children are encouraged to explain the strategies they use to solve numerical problems. A variety of texts are used from P.1 - P.7 such as, Heinemann Active Maths Programme and T.J. Maths. The children will be given many relevant, real life activities to practise and develop their mathematical skills.

Calculators and computers also play a part in the teaching of mathematics. Staff use a variety of interactive software to support learning and teaching.

READ, WRITE, COUNT

The Read, Write, Count Programme aims to support parental engagement in literacy and numeracy. Gift bags are distributed annually to all P2 and P3 pupils in Scotland by Scottish Book Trust. The gift bags contain essential 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 parent guide included in the gift bags, the Parent Club website (https://www.parentclub.scot/) offers a range of hints, tips and advice to help parents engage in their child's learning.

Health and Wellbeing

Through our programmes of study, we aim to create opportunities for our children to experience what it feels like to develop, enjoy and live a healthy lifestyle. This incorporates physical, emotional and social health.

The children follow a comprehensive physical education programme in which they are required to participate fully. There are many opportunities for the children to engage in and enjoy a wide variety of sporting activities. All children are timetabled to undertake 2 hours of P.E. in line with Scottish Government guidelines.

Throughout the year several instructors visit the school to offer the children taster sessions of a variety of sports such as football, rugby and basketball.

Pupils from the Upper School are encouraged to participate in various external sporting events and leagues including football, netball, rugby, cross country, basketball and indoor athletics.

Our local Active Schools Co-ordinator also offers support in a variety of sporting activities.
Parents should note that when taking part in P.E. health and safety requirements state that **jewellery of any kind must not be worn**. False nails should also not be worn in school.

We use the PATHs Programme to focus on our children's emotional literacy as well as specialised input from partner agencies.

Personal and Social Development underpins all aspects of school life. The children will be given opportunities to develop their understanding of topics such as relationships, bullying, personal safety, healthy eating and active health.

In June 2013 we were awarded the UNICEF U.K. Level 1 Rights Respecting School Award. Staff and pupils of the Rights Respecting Steering Group lead this work in our school, by raising the school community's awareness of children's rights. This is an integral part of daily life in our school and complements our school values. We are currently working towards gaining the Silver Award.

St Francis Primary is a

Rights Respecting School.

St. Francis Primary School is a Health Promoting Establishment. Through a structured Health Education Policy, from P1 to P7, we aim to provide the children with the knowledge and skills necessary for them to have the ability to make informed choices, assess elements of risk and consider personal strategies whereby they can choose a healthy lifestyle. We work closely with partner colleagues to support us in developing the children's knowledge and understanding of sensitive issues, such as alcohol and drug awareness.

By considering the ethos of our school we strive to foster healthy working relationships within the school and with parents, pre-5, secondary schools and the wider community.

Professional staff are invited to talk to the children about their work. There are also routine health checks and dental screening carried out. The school has been involved in an Oral Health Project and this has resulted in our Nursery children and P.1 being involved in daily tooth brushing.

We are an **Oral Health Promoting School** and as such we encourage the children to remember to:

- Keep sugar to meal times.
- Brush teeth and gums every day.
- Visit the dentist every six months.
- Eat plenty of fruit (Government funding is available to provide free fruit.)

We aim to create a warm, caring, supportive, nurturing atmosphere in which each individual (pupil, parent, staff) is valued and which is also seen to be concerned with the well-being of the community in general.

St. Francis has previously been awarded the Health Promoting School Accreditation Certificate.

Each year the school has a planned Health Week. During this week all classes focus on a variety of health workshops and activities to emphasise the importance of making healthy choices in life both physically and mentally. Various partner agencies support us during this week. A range of activities are provided by agencies including: Drug Awarenes, Cyberbullying, Boozebusters, NSPCC, Heartstart, Healthy Eating, Aerobics, Relaxation, Eye Care & Oral Health, Financial Fitness / Money Matters, Tail 'O' the Bank (Credit Union).

Social Studies

It is important for children and young people to understand the culture of the place where they live and the heritage of their family and community. At various stages of the curriculum, the children study particular topics to develop their understanding of **People in the Past**, **People in Place** and **People and Society**. The children are encouraged to develop skills in researching, recording, reporting, designing, predicting, observing, interpreting and classifying.

Interdisciplinary learning ensures that breadth, balance, enjoyment, challenge and progression is achieved throughout the school year and that no one subject area receives more attention than any other.

Primary 7 children planting fruit trees during their My School My Planet Project.

St.Andrew's Day

Celebrating our Scottish culture and heritage in song and dance.

Sciences/STEM

Through our science education programme we aim to stimulate, nurture and sustain the curiosity, wonder and questioning of our children. The children are given opportunities to explore and learn about:

- Our living world
- Our material world
- Our physical world

We have a dedicated science week. Workshops are planned in which all children can participate.

Expressive Arts

Through the Expressive Arts, children and young people have rich opportunities to be creative and imaginative and to experience inspiration and enjoyment. Children are provided with opportunities to develop their skills and creativity through Art and Design, Music, and Drama.

We actively seek opportunities to invite theatre groups to the school to perform for the children or to deliver drama/music/art workshops.

Specialist instruction in voice, brass and woodwind is available for pupils in the upper school.

Our children taking part in the Christmas Concert

Religious Education and Observance

The religious education of the school is very closely linked with that of the Parish of St Francis. Father Matthew visits the school on a regular basis. Masses and celebrations

take place several times during the session according to the Liturgical Year and the Religious Education Programme.
Our P.6 and P.7 children participate in the Pope Francis Faith Award in conjunction with their preparation for receiving the Sacrament of Confirmation.

The children also walk to the church during Lent to participate in parish masses and services.

In accordance with the wishes of the Diocese of Paisley, we use the, ***This Is Our Faith*** Religious Education Programme, which covers doctrine, study of the Old and New Testament, the importance of prayers and hymns, the preparation for, and the reception of the Sacraments, God's love for mankind, the relevance of His presence in our lives, how it should affect our service to Him and to others as members of His family.

Imparting the knowledge of our faith is only one aspect of religious education and we are dependent on parents to ensure that their children have the opportunity, encouragement and, most of all, the example they need to practise their faith and observe God's laws.

RELIGIOUS OBSERVANCE IN THE CATHOLIC SCHOOL

The Education (Scotland) Act 1980 imposes a statutory duty on local authorities to provide "Religious Observance" in Scottish schools. This is defined in a national R.O. Review Group report published in 2004 as comprising: *"community acts which aim to promote the spiritual development of all members* of *the school's community and express and celebrate the shared values* of *the school community".*

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

> *Scottish Government Ministers welcome the tradition that, in Roman Catholic denominational schools, Catholic Liturgy will largely shape the nature and frequency of religious observance activities in the classroom and in the wider school community. So, at times, children and young people will be invited to participate in, and sometimes to lead, prayer and reflection in classrooms and at assemblies. At other times, to honour particular occasions or feasts, chaplains will lead school communities in the celebration of Mass and other forms of liturgical celebration.*[1]

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

Pupils are invited to pray with their teachers at times in classrooms and assemblies, as well as in liturgical services. A classroom will display a Crucifix on the wall; in all classrooms and some other areas of the school, a sacred space will feature a copy of the

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

Bible and will be decorated with signs and symbols that reflect the changing seasons of the Church Calendar Year i.e. Advent, Christmas, Lent, Easter and Pentecost.
This regular practice of Prayer is complemented by religious services conducted, sometimes as part of an Assembly, to mark special occasions – e.g., the distribution of Ashes on Ash Wednesday, the seasons of Advent or Lent. To mark special Feast Days and Holy Days of Obligation, Holy Mass will be celebrated by the school chaplain, with the school community, in school buildings or in local parishes. Some pupils, at certain stages, may be able to participate in retreats and pilgrimages to places of special significance within the Catholic tradition.

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

In terms of pupil participation in R.O. Scottish Government guidance makes it clear that it makes an important contribution to pupils' development and that it promotes the ethos of a school by bringing pupils together and creating a sense of community. However, it also makes clear that parents have the right to withdraw children from participation in religious observance and that this right should always be made known to parents and their wishes respected. The Scottish Government also recognises that:

> *Where a parent chooses a denominational school for their child's education, they choose to opt in to the school's ethos and practice which is imbued with religious faith and religious observance. In denominational schools, it is therefore more difficult to extricate a pupil from all experiences which are influenced by the school's faith character.*

Technologies

To participate fully in modern life, children and young people require to be skilled and knowledgeable users of technologies and be ready to embrace developments in the future. We aim to enable our children to develop their knowledge of the technology we use in society and their ability to use this technology effectively and with confidence.

We are very fortunate to have a well-equipped computer suite. This allows the children excellent access and hands-on experience when working through the I.C.T. curriculum and increases the opportunity to use ICT to enhance their learning in all curricular areas. We also have additional P.C.s and an Interactive Whiteboard in every classroom and are continually updating computer software to support other areas of the curriculum. We have recently updated our wireless internet facility and this allows the children the use of laptops that have been purchased using our Pupil Equity Fund.

Education for Work – Skills for Learning, Life and Work

During each session a very effective World of Work Week is organised to give the children an insight into a variety of jobs.

Parents and members of our local community visit the school to talk to the children about their various roles in the workplace. This enables the children to learn more about employment opportunities and gives them goals to which they can aspire.

Educational Visits and Visitors

Educational visits are arranged as a stimulus or as a follow-up to studies undertaken by different classes or groups of children. These include visits to museums, theatres, Arts Centres, local services, nature trails and places of local or historical interest. Very often we invite visitors to the school to speak to the children about what they are learning. For example we have had a variety of owls brought into the school to link with our novel study 'The Owl Who Was Afraid of the Dark'.

We also have organised visitors to the school supporting the children including, author visits, storytellers, theatre groups and drama workshops.

Our children having an adventurous time at Ardentinny.

Our infant children visiting the library!

Interdisciplinary Learning – I.D.L.

Staff plan a selection of interdisciplinary learning topics to enable the children to link and apply their learning from a range of curricular areas.

The children lead the planning of these topics, by discussing what they already know, what they would like to learn and suggest ideas on how to achieve these learning goals. At the end of a topic the children discuss what they have learned and determine their next steps.

Here are a few examples of the topics:

P.1 – Under the Sea/ Fairyland
P.2 – Pirates
P.3 - The Owl Who Was Afraid of the Dark/Egyptians

P.4 – Vikings
P.5 – The Titanic
P.6 – Pinocchio/The Rainforest
P.7 – Natural Disasters/ World War 2

CURRICULUM ASSESSMENT

Assessment

Regular individual assessment of progress is made by the class teacher throughout the session and is recorded in individual pupil profiles. Formative assessment is ongoing throughout children's learning and helps teachers to plan future lessons.

Teachers maintain records of work completed in class and reports are made to parents at Parents' Evenings which are held in October and March. Samples of work are taken at regular intervals and are kept in individual folders - this is done on a continuous basis from P1 - P7. These folders are available for inspection at any time by parents, officials or the Inspectorate.

At the end of each session, reports on progress and records of attainment are passed on by the class teacher so that, at the beginning of the new session, the pupils' new teachers have as much information as is required to make the transition from one stage to the next as smooth as possible, ensuring that the children are building on their prior learning.

Diagnostic assessments are used to identify a child's strengths and/or areas where reinforcement may be required. This information is then used to identify specific areas of need that would benefit from additional support or challenge.

Assessment is also made of effort, attitude to work and to other children. It is important to recognise children's special interests and talents and to make every effort to develop these. We are always keen to recognise and celebrate children's achievements. Parents are very welcome to contact the school at any time if they have any concerns about their child's progress.

EXTRA-CURRICULAR ACTIVITIES

A selection of Lunch Time and After School Clubs are organised by staff who very kindly volunteer their services:

Athletics	Basketball	The regularity of these vary throughout the year
Cross Country Running	Netball	

Knitting Drama

Football Family Learning/Homework Club

Arts and Crafts

ADDITIONAL SUPPORT FOR LEARNING

All children and young people require 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. The main sources of support in schools are the staff who, through their normal practice, are able to meet a diverse range of needs. With high quality teaching and learning and an appropriate curriculum most children and young people are able to benefit appropriately from education without the need for additional support.

The definition of additional support is a wide one and it is not possible to provide an exhaustive list of all possible forms of additional support, it may include:

- 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 children whose family circumstances impact on attendance and learning.

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

Mrs. Kelly the Depute Head Teacher, is the school's Additional Support for Learning Co-ordinator and works alongside class teachers, pupils and parents, providing assessment, advice and resources. Wherever possible children work within a group in the class but on occasion, may require an individual programme of work.

We have a number of support services on which to call, namely:

- Learning Support Teacher – Mrs. B. Smith
- Coaching and modelling Officers from the Attainment Challenge Team.
- Educational Psychologist
- Hearing Impairment Teacher
- Speech and Language Therapist
- Visual Impairment Teacher
- Occupational Therapist

- Physiotherapist
- Outreach Support to support pupils with Autism Spectrum Condition
- Home School Link Worker
- Barnardo's Family Support Worker
- Action for Children

Where a child is having difficulty and is not responding to extra help given in class, he/she may be referred for assessment. This is normally carried out by the Support for Learning Teacher and the Depute Head. After consultation with the child, parent and teachers, a plan may be put in place for children requiring specific support. This indicates targets for a child to work towards. Review meetings involving children, parents/carers, teaching staff and other professionals working with a child are held regularly to discuss the targets and consider what is working and next steps.

Some children 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 are met. In these cases, the school will arrange a meeting to decide whether the child meets the criteria for a Co-ordinated Support Plan (CSP). This is a statutory document which ensures regular monitoring and review.

Parents/carers have the right to ask the education authority to establish whether their child needs a Co-ordinated Support plan.

If a parent considers that his or her child has additional support needs and wishes to make enquiries about this, they should contact the Head Teacher.

"As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice.

These procedures have been strengthened through the Children and Young People Act (2014)"

Further information can be found at:

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;

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

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

www.enquire.org.uk

www.siaa.org.uk

www.sclc.org.uk/

SCHOOL IMPROVEMENT

It is important that we continually strive to improve everything that we do.
As a school community we evaluate our work regularly. This involves consulting with staff, parents and children.

These evaluations help us to target areas for improvement. The school plans these areas for improvement carefully and regularly monitors to measure impact. School Improvement plans can be found on the school website.

Each year the school produces a Standards and Quality Report to indicate the progress the school is making and to celebrate the learning that has taken place and achievements of the school. The Standard and Quality report is available on the school website.

HOME SCHOOL LINKS

Parents and carers are the most important influence throughout a child's life and their involvement in their child's learning has a significant impact on their achievements. **We aim to work in partnership with parents/carers and welcome your support. Working together we aim to provide the best possible education for your child.**

During the summer term, parents of children who have registered for Primary 1 for the following session are invited to attend two meetings in school with their children. This provides an opportunity for the new entrants to mix with each other, share toys and equipment, follow a certain amount of routine and become familiar with the classroom environment.

Parents meet the Head Teacher, the Depute Head Teacher, the class teacher, and other members of staff who will be involved in the education of their children. They will also have a chance to discuss the curriculum, including resources, equipment and teaching methods and ways in which we can work together to make the first year at school an enjoyable and fruitful experience.

Curriculum workshops are also arranged to provide parents with a taste of a variety of classroom activities which their children are experiencing. This will also give parents a better understanding of some of the more practical homework activities set. Please contact the school if you would like a workshop for a particular subject arranged.

During the session all classes will invite parents/carers to a variety of events in classes. This gives the children an opportunity to share their learning about a particular topic with their parents/carers. These occasions are very popular and we encourage parents to participate in a variety of activities such as learning workshops, concerts, Celebrations of Learning, working party groups e.g. Homework Policy development and fund raising events.

We operate an **open door** policy at St Francis and apart from these set occasions, the Head Teacher, Depute Head and class teachers are available if a parent has a particular issue to discuss. In order to prevent unnecessary interruption of class lessons and to ensure that parents do not have a long wait, it would be appreciated if an appointment could be made with the Head Teacher in advance.

Useful website: https://education.gov.scot/parentzone

Parentzone Scotland is a one-stop shop website for information and advice on education and learning in Scotland. The website continues to be updated and improved. Why not check out the website for ideas on how you can support your child's learning.

Parentzone Scotland

A unique website for parents from early years to beyond school

". . . we want our nation's parents to feel confident in their ability to educate their children and also to be reassured that help is available when they need it" (National Parenting Strategy 2012)

Parentzone Scotland provides information on a range of topics including:

- Learning in Scotland
- Health and Wellbeing
- Curriculum for Excellence
- Learning through play
- Schools in your local area
- Additional Support Needs
- Supporting your child's learning and how to get involved
- Performance data about secondary school leavers

Parentzone SCOTLAND

It is well proven that children do better when parents and educators work together

"The more engaged parents are in the education of their children, the more likely their children are to succeed in the education system"

(Goodall and Vorhaus 2011)

Parentzone SCOTLAND

Education Scotland Foghlam Alba

For further information:
Email: enquiries@educationscotland.gov.scot

https://education.gov.scot/parentzone
https://education.gov.scot

Complaints

If parents have concerns regarding the school, they should in the first instance, contact the Head Teacher to discuss the concern. If a resolution cannot be achieved through this procedure, the Head Teacher will provide details of the next step in the complaints process. This will involve recording the complaint with Inverclyde Council Education Department.

Reporting to Parents

For each pupil the school maintains individual files, which contain administrative details such as parents' names, addresses, telephone numbers and emergency contact numbers. It also contains each pupil's yearly reports.

Every child has a Learning Journey folder. Each year children add pieces of work to this folder to create a record of their learning from P.1 to P.7. The children enjoy looking back at what they have achieved each year. The older children particularly enjoy looking back at their P.1 work!

An annual report is issued to parents in the summer term. This report is designed to give parents information about their child's progress as a learner, focussing on their strengths, achievements and their next steps in learning. This is a follow up from the discussion at the Parent's Evening at the end of March.

Parents and children are invited and encouraged to comment on the annual report on:

- areas that please them;
- areas that concern them;
- next steps for pupils

There are two formal Parents' Evenings organised each session in October and March. These meetings give parents an opportunity to meet their child's class teacher to discuss his/her progress. If parents have any questions regarding their child's progress they are very welcome to contact the school at any time. It is not necessary to wait until Parents' Evening.

Parents of pupils who require Additional Support for Learning are invited to review meetings with all agencies involved with their child. Review meetings take place three times in the school year. These are planned by the Depute Head and attended by all parties involved with the child. Occasionally more regular meetings may take place if required.

Homework

Homework is provided most nights, Monday – Thursday, to reinforce and consolidate skills taught in school. Language activities 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 e.g. a P7 child could spend several hours on a worthwhile research project over a period of a couple of weeks, while a P1 pupil would benefit much more from short sharp reading practice several times a week.

This gives parents an opportunity to be aware of what the children are learning in class. Parents are asked to support the school by encouraging the children to complete these tasks and signing the work and by ensuring that they have a suitable place in which to study.

Further information relating to parental involvement within schools can be found by accessing Inverclyde's Parental Involvement Strategy which can be found on the Inverclyde Council website and the school's website.

https://www.inverclyde.gov.uk

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.

Both Act and Guidance can be found on the Parents' page of the Scottish Government website: www.scotland.gov.uk

Parent Councils are designed to be flexible – to ensure that they represent their own school community and interests. It is for parents to decide what is most important for their Parent Council to work on.

Parent Councils can provide an opportunity for parents to get involved in ways that suit them, and to support their school in getting the best education for their children.

The Parent Council, as a statutory body, has the right to information and advise on matters which affect children's education.

The Parent Council meets at least once every school term. The date and time of meetings is agreed by the members of the Council.

Parents will be informed of Parent Council Meetings in the school newsletter and via our school Twitter. The minutes of meetings are displayed in the school entrance and on the school website.

The Parent Council may co-opt members as necessary to assist with carrying out its functions. Co-opted members could include school staff, both teaching and non-teaching. In denominational schools one such co-opted member must be nominated by the Church or denominational body in whose interest the school is conducted.

The membership of St. Francis Parent Council is as follows:

Chairperson	-	Mrs. G. Morris
Vice Chair	-	Mrs. K. Lyons
Parent Member	-	Mrs O'Donoghue Ms L Docherty Ms.L Tumbarello Mrs. S. Green Mrs. M Murray Ms L Mitchell Mrs McNelis Ms M Gemmell
Staff Members	-	Mrs J. Stinson Mrs M Kelly
Church Rep.	-	Mrs. M Murray

If you wish to speak to any member of the Parent Council please contact the school and this can be arranged.

PROMOTING POSITIVE RELATIONSHIPS & POSITIVE BEHAVIOUR

The relationship between pupils and teacher is similar to that between a child and his / her own parents requiring mutual respect on both sides. Staff and children consult on the setting of school and class and playground charters. In school, as in the home, pupils are expected to follow certain guidelines and regulations necessary for their well-being, the safety of the school community and to ensure that all pupils have the opportunity of working in an atmosphere conducive to learning. We aim to create a caring, nurturing environment in which all children and staff feel valued and work together to treat each other with mutual respect.

Children and young people should feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom, playground and wider learning community. The development of a positive learning environment is essential if effective learning and teaching is to take place within St Francis Primary. 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.

We aim to use a positive restorative approach to encourage the children to develop a sense of responsibility for their own actions, to instil acceptable attitudes to work and to the rights of others - **to treat others as they would like to be treated.**

The staff ensure that the children are treated fairly and consistently. There is an agreed set of strategies used in the promotion of this programme. The children are rewarded and praised for effort both by their class teachers, support staff and the promoted staff during assemblies.

When considering their behaviour, children are encouraged to reflect on the school values which are directly linked to the Gospel Values.

As a **Rights Respecting School** our school community positively promotes Children's Rights - The United Nations Convention on the Rights of the Child (UNCRC). Children are encouraged to be 'rights givers' and as such, are encouraged to remember that everyone has the right to:

- feel safe and secure
- be respected
- be heard
- be educated without disruption
- be treated fairly
- learn in a healthy, clean environment

We must all help to ensure that all members of our school community:

- feel safe and secure
- feel respected – our friends, staff, visitors and parents

- are listened to
- allow others to learn without disruption
- treat others the way they like to be treated
- make healthy choices and look after the environment

It is very important for the pupils to feel that they have a voice and are involved in decision making within the school community. There are numerous Pupil Voice Groups within the school. Every child from P4-P7 is a member of one of the groups. All representatives are elected by their peers and the groups meet once a term. All children in the school are consulted and asked for their ideas prior to each meeting. Information is given to all classes after the meetings and minutes are displayed outside the Head Teacher's office. This ensures that all children's voices are heard and they develop an understanding of how they effectively can take some ownership of their school – what they think matters!

Bullying will not be tolerated at St. Francis Primary School. Children are regularly reminded of this and also of the importance of telling someone if they or a friend are being bullied. Any possible bullying incident is always fully investigated and treated very seriously and we will never become complacent.

Parental Involvement

On some occasions, children do not respond to this positive approach, and choose to disregard any positive attempts to modify unsuitable behaviour. If this is the case, and lessons become regularly interrupted then, in such circumstances it may be necessary to employ a series of minor sanctions such as deprivation of privileges or a behaviour reflection exercise. This will be managed - in the first instance by the classroom teacher. If behaviour or application to work does not improve, the Depute Head teacher or the Head Teacher will be involved and, if the problem persists, the parents will be informed and invited to become involved in determining a solution to the problem.

Account is taken of circumstances which may be affecting a child's behaviour or attitude to work - e.g. ill health, change of home circumstances, ASN etc. It is, therefore, important that the Head Teacher is made aware of any factor which may affect the child's progress or behaviour. The school will then be able to offer the most suitable supports to ensure these barriers to learning are addressed.

Often, this co-operation and strong link between the parents and the school is enough to help resolve the issue.

Serious Indiscipline and Exclusion

In certain cases, however, such as serious breaches of discipline, unprovoked assaults on other children and staff, repeated acts of theft or vandalism, a pupil may be temporarily suspended from school and the parents held responsible for his/her supervision until such time as the school receives a signed guarantee of his/her future behaviour.

We welcome and value feedback from parents.

Parental Comments – October 2021

I have always had a good relationship with the teachers and staff in St Francis.

The staff keep me updated with anything concerning my children.

My child does great with reading.

A big change in confidence. So happy with my child's progress

St Francis is such a lovely nurturing school. There's always a lovely feeling in the school.

The school communicates well with me. I am delighted my child also gets to the Nurture Class.

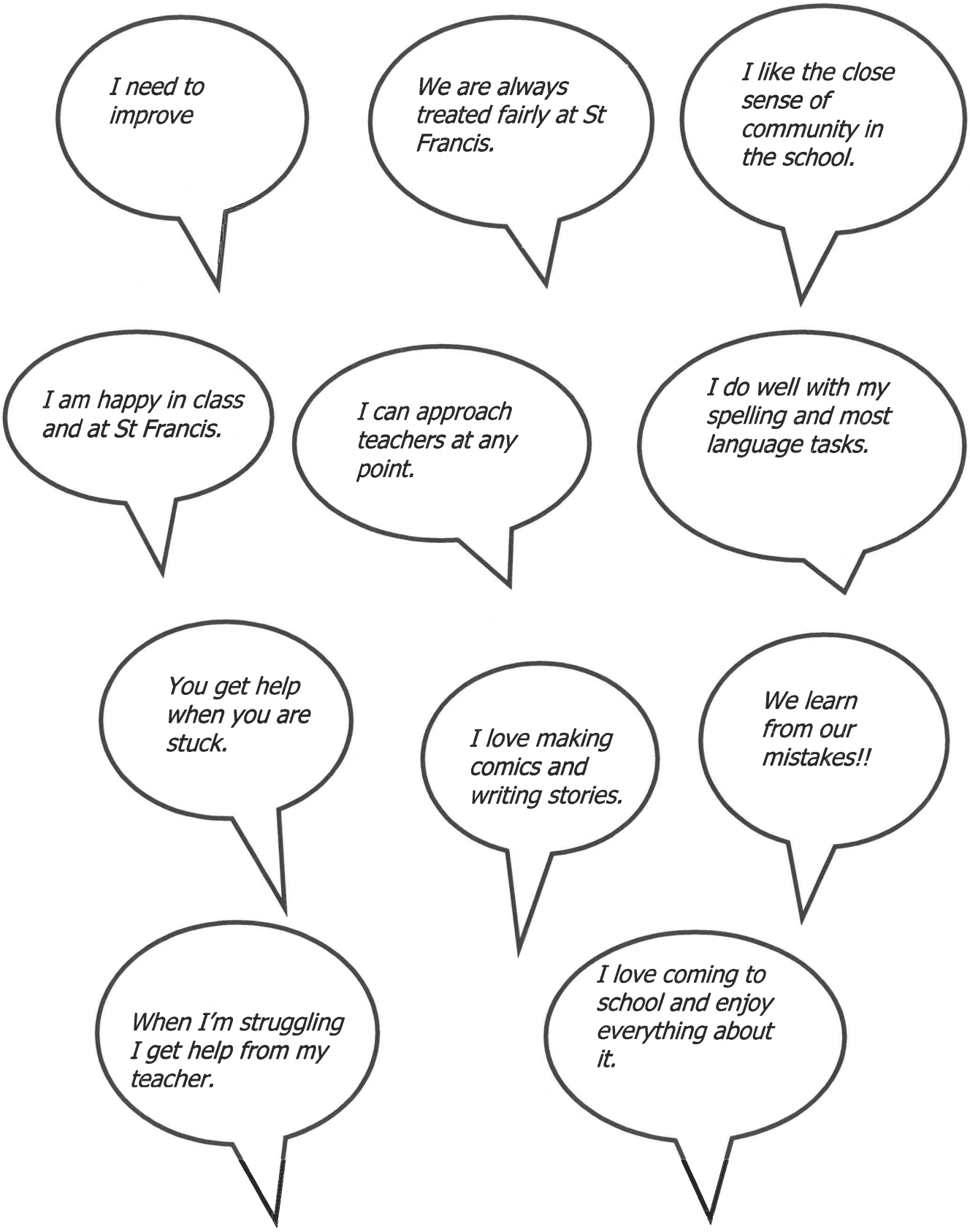
The teacher is aware of my concerns and is supporting my child with these.

From P1 to P7, love is the essence and growth of education provided at St Francis. "Teachers of Excellence."

The teacher was lovely on the phone and I was satisfied with the information shared with me.

We welcome and value feedback from our pupils.

Pupil Comments October 2021



INCLUSION AND EQUALITY

Inverclyde Council Education Service is committed to ensuring that no children or members of staff or service users receive less favourable treatment on any ground including gender, race, disability, age, sexual orientation, religion or belief. We have a moral, social and legal obligation to mainstream and put equality at the heart of everything we do. We aim to promote a culture in which equality of opportunity exists for all. We are opposed to all forms of discrimination, direct or indirect, and aim to eliminate all discriminatory practices. We will ensure that, in our schools and other educational establishments, equality permeates the curriculum and underpins all our policies and practices in terms of access to education. We must ensure that all our children achieve their full potential to develop physically, emotionally and academically. Finally, we believe that equality and inclusion should be a given right, where everyone is valued and treated with respect.

We are determined to make sure that every pupil is supported throughout school, fairly and equally, regardless of circumstances. We call this social justice and it's about making sure that all pupils are given an equal chance to reach their potential.

SPIRITUAL, SOCIAL, MORAL AND CULTURAL VALUES

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.

Sex and Relationship education is an integral part of a school's health education and religious programme. In our school the children will learn about this topic through God's Loving Plan. It focuses on the physical, emotional, moral and spiritual development of all children. Teachers are central to the delivery of sex 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 sex and relationship 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 sex 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).

CHILD PROTECTION IN INVERCLYDE

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 Strathclyde Police, 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.

"Getting it Right for Every Child" (GRIFEC) is the new model set out by the Scottish Government to ensure we put the child at the centre of our practice.

ICPC
Inverclyde Child Protection Committee

Further information about Child Protection can be found on the school website.

SCHOOL AND COMMUNITY LINKS

The school is a focal point of the community providing accommodation and facilities for local community organisations.

Any organisation or association wishing to use the school facilities should apply to:

The Booking Office
Waterfront Leisure Centre
Customhouse Way
GREENOCK
PA15 1EW

TEL: 715559

We invite members of the local community to various events throughout the year and are very appreciative of their ongoing support.

We aim to work in partnership with local community groups. Visitors such as the Community Police, School Health, Oral Health and Parish groups make valuable contributions to our curriculum.

SCHOOL 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 must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals will be the subject of widespread consultation with parents and pupils. Against this background it should be noted that it is the policy of the Education & Lifelong Learning Committee not to insist on pupils wearing uniform or having specialist items of clothing as a prerequisite of their attending and engaging in all of the activities of the curriculum.

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

- potentially encourages faction (such as football colours);
- could cause offence (such as anti-religious symbolism or political slogans);
- could cause health and safety difficulties, such as loose fitting clothing, or clothing made from flammable material for example shell suits in practical classes;
- 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.

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

False nails have caused damage to children and should not be worn in school.

The school does however, have an attractive uniform and its items are listed below. The main stockist of St Francis' uniform is Smiths, Greenock and all items of uniform are available throughout the school year.

BOYS
Brown Blazer (optional),
Brown pullover, cardigan or sweatshirt
Blue shirt or blue polo shirt
Brown trousers
School tie

GIRLS
Brown Blazer (optional),
Brown pullover, cardigan or sweatshirt
Blue blouse or blue polo shirt
Brown skirt or kimono
School tie

Brown and blue are the primary school colours however, we are aware that on occasions it may be difficult to source some brown items such as trousers and skirts. It is therefore acceptable to wear grey.
To comply with rules of health and safety, pupils should wear a t-shirt/polo shirt, black shorts and gym shoes for PE lessons and **all jewellery should be removed. False nails are not permitted due to health and safety guidelines.**

NB: All articles of clothing should be clearly marked with the pupil's name.

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

To make a new application for clothing grant and free school meals your child/children must attend a school managed by Inverclyde Council. In addition, you should be in receipt of one of the qualifying benefits:-

- Income Support (IS)
- Income based Job Seekers Allowance (JSA)
- income related Employment and Support Allowance (ESA)
- Child Tax Credit, but not Working Tax Credit, and your income is less than £16,105 (in 2021/2022) as assessed by HMRC
- Working Tax Credit and/or Child Tax Credit and have an income of no more than £11,916; as assessed by HMRC or
- Universal Credit, where your take home pay does not exceed £970, as shown on your most recent monthly Universal Credit Statement.
- 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

If you require assistance with this, please call Education Services on 01475 712893 where a member of the team can provide advice on the application process.

https://www.inverclyde.gov.uk/education-and-learning/schools/clothing-grant-and-free-school-meals

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 **Customer Service Centre, Municipal Buildings, 24 Clyde Square, Greenock, PA151LY**

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 and **that the child's name is placed on all clothing**. 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.

ATTENDANCE AT SCHOOL

Section 30 of 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 on the first morning before 9.30am of an absence and provide an explanation 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. The contact will be made before 11.30am on the first morning of the absence. Other agencies may be contacted if no contact with the pupil's family can be achieved and if there are continuing concerns about a child's safety or wellbeing.
An attendance information leaflet is sent out to all parents at the start of each new school year.

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. 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.

Children Absent from School through Ill Health

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 absence or 20 working days of intermittent absence, within a single session, for verifiable medical reason.

INFORMATION IN EMERGENCIES

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, Twitter, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio. In the event of emergency evacuation of the building, Port Glasgow Campus or St. Francis' Church Hall will provide temporary accommodation. **Once again, it is imperative that we have an up to date record of all contacts.**

SCHOOL MEALS

St Francis' school canteen meals are cooked on the premises. Catering Services provide set menus which include a main meal, a soup meal, a baked potato meal, a snack meal and a packed lunch meal. The school operates a cashless system called Parent Pay for the payment of school meals. (Further details available on enrolment). The children choose what they wish from a set price menu which operates on a 3 weekly cycle. Each family receives a copy of this menu and one is displayed in every class. We have a rota system whereby every class has an opportunity to be served first in the canteen. The children also have access to cooled water at all times. Care is always taken to ensure that each child chooses a good nutritional and balanced meal at lunch time.
The catering manager is an active member of the Health Group and ensures that the catering practices are guided by the philosophy of the Health Promoting School.

The school canteen also caters for children with special dietary requirements and facilities are made available for those children who wish to bring their own packed lunch. Lunches are supervised at all times.

No prices are included in this section as they are subject to fluctuation but they will be made available at the beginning of the new session.

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

To make a new application for clothing grant and free school meals your child/children must attend a school managed by Inverclyde Council. In addition, you should be in receipt of one of the qualifying benefits:-

Income Support (IS)
- Income based Job Seekers Allowance (JSA)
- income related Employment and Support Allowance (ESA)
- Child Tax Credit, but not Working Tax Credit, and your income is less than £16,105 (in 2021/2022) as assessed by HMRC
- Working Tax Credit and/or Child Tax Credit and have an income of no more than £11,916; as assessed by HMRC or
- Universal Credit, where your take home pay does not exceed £970, as shown on your most recent monthly Universal Credit Statement.
- 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

If you require assistance with this, please call Education Services on 01475 712893 where a member of the team can provide advice on the application process.

https://www.inverclyde.gov.uk/education-and-learning/schools/clothing-grant-and-free-school-meals

Please note, all children who will be in P.1 – P.5 from August 2021 are entitled to receive a free school meal.

Information and application forms for free school meals may be obtained from schools and **Customer Service Centre, Municipal Buildings, 24 Clyde Square, Greenock, PA151LY**
In addition such children will be entitled to free milk.

Children and parents/carers enjoying a first visit to the canteen.

PROVISION OF 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 at **Customer Service Centre, Municipal Buildings, 24 Clyde Square, Greenock, PA15 1LY**
These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

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

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

The school catchment area has been extended to include Slaemuir, Park Farm and Oronsay housing estates, most of which are within the one mile zone for primary schools. However, our catchment area also includes Kilmacolm and a few houses in the extended catchment which are outside the one mile zone. Parents of children from these areas can apply for free transport.

SCHOOL SECURITY

In the light of Government reports and recommendations, Inverclyde Council Education Service has initiated the adoption of certain basic security measures in all schools. This includes stricter control of access to the school.

The school is fitted with a controlled entry system. **All visitors must report to the school office via the main entrance only. Pupil entrances are for pupil use only.** Visitors are asked to sign in and out and are issued with a badge which identifies them to the children and staff as an authorised visitor.

No unauthorised person, including parents, should be in the playground during breaks. These measures are to ensure the safety of the children and staff and are not meant to discourage parents from becoming involved in the education of their children. It is hoped that parents will understand the need for these measures and will work with the school to provide a safe and secure environment for the children.

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. The janitor patrols the playground areas and ASN auxiliaries and classroom assistants also supervise the children during break times. The Head Teacher, Depute Head and office staff are also available during all breaks.

TRANSFER TO SECONDARY

Parents should be advised that if they wish their child to transfer to St Stephen's High School they must live within the catchment area otherwise a placing request must be submitted.

Pupils normally transfer to secondary education between the ages of 11½ and 12½ years so that they will have the opportunity to complete at least four 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 from this school transfer to St Stephen's High School with whom we have on-going liaison.

LIAISON WITH ST STEPHEN'S HIGH SCHOOL

The Head Teachers of all associate primary schools attend regular meetings with the Head Teacher of St Stephen's where matters such as curriculum, teaching methods, programmes of study, resources, reports and assessments are discussed. P.7 teachers and High School staff meet to discuss the Liaison Programme.
This has proven to be a very effective transition programme with St Stephen's High School. Our Primary 7 pupils spend one afternoon a week for approximately 10 weeks at St Stephen's High School. During this time they experience working in a variety of curricular departments. This is an excellent opportunity for the children to become familiar with staff and their future surroundings.

Also members of St Stephen's staff plan to visit our school and work with the children alongside the P.7 class teacher. These programmes of work start during the last term of Primary 7 and form the basis of the pupils' work during their first term in the Secondary School thus providing a measure of continuity.

The exchange visits between the Primary 7 teachers and secondary staff have proven to be very beneficial as they allow the secondary teachers to meet their future pupils and the primary staff to envisage what the transfer really means for their pupils. Moreover, it allows the children to become familiar with members of the secondary school staff ahead of time and in a familiar setting.

Primary 7 parents are invited to an open day in St Stephen's to meet staff and have a tour of the school. Members of their Senior Management Team are also present at our Parents' Evenings to speak to the parents of Primary 6 and Primary 7 on an individual basis and give the parents the opportunity to ask any questions.

For any Primary 7 pupil who requires an enhanced transition, two meetings take place, one in November and another in May, with staff from St Stephen's and St Francis, along with teachers and parents. This allows all necessary information to be passed to St Stephen's High staff who will support your child during the early weeks of transition.

TRANSFER OF PUPIL EDUCATIONAL DATA

General Data Protection Regulations and Data Protection Act 2018

Information on children, parents and guardians 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

USEFUL ADDRESSES

Director Education Communities & Organisational Development:

Ms. Ruth Binks
Municipal Buildings
Clyde Square
Greenock
PA15 1JA

Tel: 01475-717171

Head of Education

Mr Michael Roach
Inverclyde Education Services
Wallace Place
Greenock
PA15 1JB

TEL: 01475 712828

Head of Culture, Communities & Educational Resources

Mr. Tony McEwen
Inverclyde Education Services
Wallace Place
Greenock
PA15 1JB

TEL: 01475 712850

Community Learning and Development

Tel: 01475-715450

The Booking Office
Waterfront Leisure Centre
Customhouse Way
GREENOCK
PA15 1EW

TEL: 01475 - 715559
Email: booking office@inverclydeleisure.com

Inverclyde Councillors:

Councillor Stephen McCabe
Councillor Drew McKenzie
Councillor Robert Moran
Councillor Jim MacLeod
Councillor Christopher Curley
Councillor David Wilson

Inverclyde Council
Municipal Buildings
Clyde Square
Greenock

Tel: 01475-717171

Although this information is correct at the 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 school years.

Glossary of Terms Used in the Handbook

Mixed Ability Group	- pupils of a wide range of ability taught together as a class
Curriculum	- the course pupils study during the school week
Extra-curricular	- activities which are offered out with classes e.g. netball/ Drama.
Curriculum for Excellence	- refers to National Guidelines
GIRFEC	- Getting It Right For Every Child
Pastoral Care	- care, welfare of individual pupils
ASL	- Additional Support for Learning
ASC	- Autistic Spectrum Conditions