



**North Ayrshire Council**  
Comhairle Siorrachd Àir a Tuath

**North Ayrshire Council: Communities and Education**

**Glebe Primary School**

**School Handbook**

**Session: 2025/2026**

# Glebe Primary



2025/2026 Handbook  
@glebeps

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**CREATIVITY**



**KINDNESS**



**RESPONSIBILITY**



**RESPECT**

## Head Teacher Introduction

It gives me great pleasure to welcome you and your child to Glebe Primary School. This handbook contains helpful information regarding all aspects of school life. Please do not hesitate to contact me at the school if you wish to clarify any points mentioned in the handbook or discuss any issues relating to your child's education.

At Glebe Primary School we aim to ensure that all children achieve success in every area of a wide curriculum, and leave the school with skills for life-long learning. We try to ensure that all children achieve their potential in every curricular area by setting challenging, yet attainable, targets. We also celebrate all successes and achievements across the curriculum and in children's wider life outside of school.

The staff work very hard as a team to maintain a positive ethos in the school within which the children will work in a happy and nurturing atmosphere, where they will learn to be independent, to be responsible for themselves and to carry out their tasks with a spirit of co-operation and respect for others.

The role of parents/carers cannot be stressed too greatly. There will be many opportunities for you to meet with your child's teacher throughout the session, including visits to the class, family learning events, school shows and Learning Conversations.

It is our belief that the school is an integral part of the community and by creating a welcoming environment, by maintaining good relations with parents/carers and the wider community and by being involved in local events we will promote that ideal

The relationship between pupil and teacher is similar to that between a child and his/her parents, requiring consideration and respect on both sides. Self-regulation is promoted at all times and children are supported to make good choices and encouraged to take responsibility for their own actions.

At Glebe Primary we strive for Excellence and Equity for all Learners through the school values of Creativity, Kindness, Responsibility and Respect. We want the very best for our pupils now, and in the future.

I look forward to working with you and your child.

Mrs. Elaine Sanderson

Head Teacher

Communities and Education Directorate

What we want to achieve

5

**CREATIVITY**

**KINDNESS**

**RESPONSIBILITY**

**RESPECT**

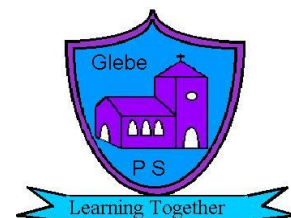
## Our Overall Aim

Ensuring our children and young people experience the best start in life.

## Our Priorities

- We will create the conditions for our children and young people to access the highest quality learning experiences from ages 3-18.
- We will support our children and young people to become successful learners, confident individuals, effective contributors and responsible citizens.
- We will offer opportunities to our young people and their families to play a more active role in school life and encourage more participation in learning.
- We will work with all young people to build their resilience, supporting their mental health and physical well-being.

## Section 1: School Information



### VISION

At **Glebe Primary** we strive for **Excellence and Equity** for all Learners to ensure that every child in our school is enabled to reach his/her full potential. We want our pupils to feel safe, happy and be given every opportunity to develop their individual skills and talents. We want the very best for our pupils, now and in the future.

### VALUES

At **Glebe Primary** we strive for **Excellence and Equity** for all Learners through the school values of **Creativity, Kindness, Responsibility and Respect**.

### AIMS

At **Glebe Primary** we aim to;

- *Raise standards of attainment and achievement for all by providing a variety of stimulating opportunities and experiences to maximise potential for all pupils.*
- *Maintain the positive ethos within Glebe Primary by providing an inclusive, safe and nurturing learning environment.*
- *Equip children with the skills for life now and in the future.*
- *Promote education as an active partnership within school, with parents/carers and the wider community.*

These aims will be supported by a programme of self-evaluation, planning, school policies/guidelines and by maintaining and developing our partnership with parents/carers and the local community

### **School Contact Details (Address, Telephone, Email, Fax)**

#### Address

Glebe Primary School  
Kirk Vennel  
Irvine  
KA12 0DQ

Telephone Number: 01294-271587

Website address: <https://blogs.glowscotland.org.uk/na/glebeprimaryschool/>

Email address: [glebe@ea.n-ayrshire.sch.uk](mailto:glebe@ea.n-ayrshire.sch.uk)

Head Teacher: Elaine Sanderson can be contacted in any of the ways listed

# OUR STAFF

## Head Teacher: Elaine Sanderson

It is the duty of the Head Teacher to manage the school to the benefit of the pupils and the wider community in compliance with the requirements of the statutes relating to the provision of education and the general duty of care owed to staff and pupils. The Head Teacher must formulate aims and policies for the school and ensure their communication to all appropriate parties. It is also the duty of the Head Teacher to act as adviser to the Parent Council and to develop the corporate life of the school.

## Depute Head Teacher: Kirsty Rolfe

The Depute Head Teacher is required to assist the Head Teacher in the overall management of the school. It is the responsibility of the Depute Head Teacher to be familiar with and instrumental in implementing the policies which have been established to achieve the aims of the school. The Depute Head Teacher has a vital role to play in developing effective communication and positive links between the school and the wider community. In addition, the Depute Head Teacher has a duty to be aware of the administrative requirements of the school. The Depute Head is accountable to the Head Teacher.

## Principal Teacher: Christine Nisbet

- P1-3-SLT Lead
- EY-P1 P7-S1 transition
- Moderation Co-ordinator
- Active Schools Co-ordinator
- Assemblies and House Points
- Whole School Display

## Acting Principal Teacher: Lori Singleton

- P4-7 SLT Lead
- P7-S1 Transition
- Moderation Co-ordinator
- Outdoor Learning Co-ordinator
- Assemblies and House Points
- Whole School Display

## Class Teachers



- P1M Kirstin McNair
- P2/1M Kirsty Mackie
- P2L Kelly Russell
- P3B Laura Bell
- P4M Rachael Melrose
- P5/4GR Emma Gall (0.6) Kelly Russell (0.4)
- P5E David Elliott
- P6C Charlene Cochrane
- P6/7M Jillian McGinn
- P7S Lori Singleton

## Additional Teaching Staff

- PEF Teacher (STEM) Richard Main
- Targeted Support Teacher Lorna Rusling
- NCCT Teacher (Technologies & Expressive Arts) Chris Simpson

## Pupil Support Assistants

- Kenny Cowan
- Jodie Gartland (4 days)
- Dawn Gillies (2 days)
- Charlene Lamb
- Kirsty Orr (4 days)
- Stuart Wilson

## Lunchtime Dining Supervisors:

- Ashley Galloway
- Sandra Miller

## Education Business Assistants:

- Lesley Dunbar
- Audrey Gilmour

**Facilities Management Staff:**

- Darren Carberry (Janitor)
- Jeanette Stewart
- Dawn Gillies

Although Rev. Alex Wark is not a member of staff, he is School Chaplain to Glebe Primary.

**School hours:**

Start	9.00am
Mid-Morning Interval	10.30am – 10.45am
Lunch	12.15pm-1.00pm
Close	3.00pm



# School Holidays and In-Service dates 2023/2024 (Mainland Schools)

School holidays and in-service dates 2025/26 (all schools except Arran)

Pupils on holiday	Yellow
Staff only in-service days	Cyan
Children in School	Purple

**August 2025**

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**September 2025**

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**October 2025**

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**November 2025**

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**December 2025**

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**January 2026**

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**February 2026**

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**March 2026**

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**April 2026**

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**May 2026**

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**June 2026**

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**July 2026**

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Secondary Schools - Pupil attendance will be 190 after deducting 5 in-service days  
 Primary Schools - Pupil attendance will be 190 after deducting 5 in-service days.

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Pupils on holiday	Yellow
Staff only in-service days	Cyan
Children in School	Purple

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**October 2026**

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Secondary Schools - Pupil attendance will be 190 after deducting 5 in-service days  
 Primary Schools - Pupil attendance will be 190 after deducting 5 in-service days.

## Section 2: School Procedures

### School Security

North Ayrshire Council has introduced procedures to ensure the safety and security of children and staff when attending or working in a school. A number of security measures are used including the use of a visitors' book, badges and escorts while visitors are within the school building. Anyone, parent/carer or visitor at a school for any reason will be asked to report to the school office. The school staff will then make any necessary arrangements in connection with the visit to the school.

It is the policy of the school that any member of staff will approach a visitor and ask for verification of identity. This measure ensures that children work in a safe and protected environment. We appreciate your support in carrying out all of the above measures.

### Positive Relationships

The school is committed to developing a nurturing approach and promoting positive relationships. Like every community, our school is built on the relationships within it, across it and its connections with others. Every member of staff is responsible for establishing and maintaining positive relationships with each other, with parents and with partners and most importantly with the young people in their care.

Our expectations of behaviour for children and young people are high. Some children may require additional support in relation to their behaviour, and the school will work positively with the young person and the parents, and other partners, as appropriate, to ensure positive outcomes are achieved.

North Ayrshire Council is committed to the principles of restorative practices. This is a solution-focused approach to managing behaviour and resolving difficulties and which promotes healthy relationships that enable better behaviour and better learning.

The school has a code of conduct to ensure the safety and well-being of all and parents are asked to support the school fully in this matter.

### Playground Supervision

The Council meets the terms of the legal requirement that pupils be supervised in the playground **by at least one adult during the interval or lunchtime if there are fifty or more pupils at the school**. Our policy reflects that of North Ayrshire Council in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.

An adult presence is provided in playgrounds before school (8.45am) and at break times. Pupils who travel by **contracted school transport** and arrive at school more than ten minutes before the start of the school day have accommodation allocated to them within the school during inclement weather.

## Absence from school premises at breaks

Schools have a duty to look after the welfare of their pupils. This means that the staff should take the same care of pupils as a sensible parent would take, and this includes taking reasonable care of pupils' safety during intervals and lunchtimes.

It is the policy of North Ayrshire Council that pupils should not leave the school grounds at intervals. Primary pupils should only leave school grounds at lunchtimes when they are going home for lunch with their parents' agreement. Parents should put this request in writing to the Head Teacher. Pupils will leave and return through main entrance door of the school.

Parents should encourage their children to follow these rules in the interests of safety.

## School Dress Code

It is the policy of North Ayrshire Council to support the introduction of a reasonable and flexible dress code in schools in its area. The Council encourages each school to adopt its own code, after consultation with parents and pupils.

The Council believes that establishing a school dress code has many benefits. These include improvements in safety, security, positive behaviour and community spirit and a decrease in bullying and in expense for parents.

The Council will support schools in encouraging and helping pupils to conform to the chosen dress code. Some types of clothing will not be allowed at school in any circumstances, for reasons of safety, decency or wellbeing.

Types of clothing which will not be allowed include:

- Clothes which are a health or safety risk
- Clothes which may damage the school building
- Clothes which may provoke other pupils
- Clothes which are offensive or indecent
- Clothes which encourage the use of alcohol or tobacco

**All items of clothing should be clearly labelled with the child's name in case of loss.**

To foster a pride in their appearance, children are encouraged to wear school uniform. A school dress code also prevents, directly or indirectly, discrimination on the grounds of race or gender. Our school policy is that pupils should wear school uniform at all times. This includes school trips and occasions where pupils are representing the school.



## School uniform comprises:

- Purple sweatshirt, cardigan, zipper, hoodie
- White or purple polo shirt
- White shirt / blouse (school tie optional)
- Dark, plain coloured school trousers, school skirt, school shorts, school pinafore
- Gingham school summer dress/shorts
- Dark shoes

*\*Please note that we have a uniform station at reception. We strongly encourage donations of good-quality uniform items so they can be reused and recycled. This helps us meet our sustainability goals, keep costs down, and support the environment*

## Personal Belongings

It is appreciated that parents and pupils may be distressed over the occasional loss of pupil's clothing and/or personal belongings. Parents are asked to assist by ensuring that valuable items of clothing or personal belongings are NOT brought to school.

**Parents should note that the authority does not carry insurance to cover the loss of such items.**

## Dress Code for PE

For health and safety reasons all children must wear suitable clothing for PE. PE uniform must be in school colours consisting of the following; **dark/plain leggings, shorts or jogging bottoms, with a school t-shirt or polo shirt and school jumper /cardigan / hoodie.** We encourage wearing non-branded sportswear as our preferred choice.

We adhere strictly to health and safety guidelines and pupils must remove any item that may cause danger, i.e. metal buckles, jewellery. These items are the responsibility of the pupil. Long hair should be tied back.

If you have difficulty providing PE uniform please contact the office.

## School Meals

Meals are served daily from the multi-choice cafeteria. The meals are planned to offer a healthy diet for the children. Please inform us if your child has any specific allergies. Parents of children who require a special diet can arrange this by contacting the school or Early Years Class.

There are arrangements in place for children who would prefer to eat a packed lunch.

## Mobile Phones

While the benefits of mobile phones are recognised, they can be a serious distraction to work. Pupils whose mobile phones disrupt lessons can have them confiscated until the end of the school day. Repeated disruption may result in phones being retained until uplifted by a parent.

Inappropriate use of text messages and/or photographs/recordings (video and audio) whilst in school may be treated as a breach of the school's code of conduct or a serious incident, which could be referred to the police.

### **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, and 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 will keep you in touch by using letters, texts (where possible), NAC website, notices in local shops and community centres, announcements in the press and West FM.

Should you have doubts about deteriorating conditions during the day, it may be advisable to contact the school. Parents should ensure that the school is aware of the emergency arrangements made for their child and have responsibility to update us with contact numbers.

### **Listening and Learning**

The North Ayrshire Council Education Service encourages feedback from parents and pupils and forms part of the Council's overall commitment to providing the best possible service and to support partnership working.

We are therefore very interested in feedback of all kinds, whether it be compliments, suggestions or complaints. If you wish to raise a comment of any type about the school you can do this in writing, by telephone or by making an appointment to see someone. All feedback is welcome and helps us keep in touch.

If, in particular, you have a complaint about the school, it is better that these things are shared openly so any damage to the home/school relationship can be minimised. There are no negative consequences arising from making a complaint and we will deal with the issue sensitively and confidentially if required. If we have made a mistake we will apologise and try to put things right.

There are some things which you should note in relation to making a complaint:

- The Council has a Two Stage procedure when handling complaints from parents and members of the public. More details on the two stages can be found in the Council's complaint page here:

<https://www.north-ayrshire.gov.uk/contact-us/complaints-and-feedback/make-a-complaint.aspx>

- It is helpful if complaints are made initially to the school's Head Teacher. This ensures the school is made aware of what is going on and has an opportunity to investigate and try to resolve the issue at Stage One first.

- We try to resolve all complaints as quickly as possible but if a complaint is complex more time may be needed to investigate. It is therefore helpful if you can provide full details of the issue at the outset and ask for an early appointment to discuss it.
- If you are not satisfied with a response you receive at Stage One, you can ask that your complaint is escalated to Stage Two.

Should you wish to do this you should contact Education Services at Cunninghame House, Irvine, KA12 8EE or by telephone on (01294) 324400.

- If, after receiving the Stage Two final response letter you remain dissatisfied you can ask the Scottish Public Services Ombudsman to consider your complaint and we'll tell you how to do this in the Stage Two response letter.
- Parent Councils have an important role in developing links between the school and the wider parent body and can often be helpful in dealing with issues of general concern. However, parents are advised that individual, personal complaints are not appropriate for raising via Parent Councils due to the possible need for confidentiality.
- Please note you can also raise concerns you may have with your local Councillor, MSP or MP but these will be handled under a different process to the Two Stage complaint process.

## Section 3: Educational Grants: Footwear, Clothing, Free School Meals and Transport

### Footwear and Clothing Grants

Parents receiving Universal Credit will normally be entitled to grants for footwear and clothing for their children. Universal Credit claimants' monthly income must not exceed £660.00, however, some parents earning more than this may still be eligible.

Parents who receive Income Support, Income based Job Seeker's Allowance, any income related element of Employment and Support Allowance, Support under part VI of the Immigration and Asylum Act 1999, Child Tax Credit only (with income under £17,005), both Working Tax Credit and Child Tax Credit (with an income up to £7,920) may also still be entitled to grants for footwear and clothing for their children.

Parents who may be unsure whether they can apply should contact the Council Contact Centre on 01294 310000 or the Council's Welfare Reform Team on 0300 99 4606 for further advice. Information and application forms may be obtained from schools.

### Free School Meals

Children of parents receiving Universal Credit (claimants' monthly income must not exceed £660.00), Income Support, Income based Job Seeker's Allowance, any income related element of Employment and Support Allowance, Support under part VI of the Immigration and Asylum Act 1999, both Working Tax Credit and Child Tax Credit (with an income up to £7,920) are entitled to a free midday meal and free milk. Parents and Carers should contact 01294 310000 for further information.

Please Note: **All** pupils in Primary 1 to 5 are entitled to a free school meal, which includes milk.

Other than Primary 1 to Primary 5 pupils, only those children whose parents receive job seeker's allowance or income support will be entitled to free milk. Milk may however be available for purchase in the school during the lunch period.

Further information can be found on the [Grants and Allowances](#) webpage.

Pupils are supplied with a menu in advance, and we encourage you to discuss this with your child before school and pre-order their lunch options on the iPay site.

You are welcome to provide your child with a packed lunch if you prefer and we encourage pupils to make healthy choices and eat a balanced diet. We request that pupils do not bring in cans or bottles of fizzy or isotonic juice to drink and that take-away food is not provided as a packed lunch.

## School Transport

North Ayrshire Council has a policy of providing free transport to all pupils who live more than two miles walking distance from their catchment primary school or three or more miles from their catchment secondary school using the shortest suitable walking route. In addition, free transport may also be provided for whole or part of the journey between a pupil's main address and school (or other educational establishment) when the criteria outlined in section 4 of the [School Transport Policy](#) is met.

Applications for mainstream transport are made by parents and carers using North Ayrshire Council's Transport Hub [transport system](#). Applications may be submitted throughout the year and should be made as soon as confirmation of a place at a catchment establishment has been received. Please note free school transport will not be provided following a successful placing request. If you believe your child may require transport for another reason, please review the entitlement criteria in the School Transport Policy under Section 4 before discussing this with the school.

If places are available and no additional costs is incurred by the local authority, it may be possible to apply for privilege seat in transport provided by the authority, please liaise with North Ayrshire Transport Hub for further information ([transporthub@north-ayrshire.gov.uk](mailto:transporthub@north-ayrshire.gov.uk) / 01294 541613). Where free transport is provided it may be necessary for pupils to walk a short 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 Council's limits (see above section). It is the parents' responsibility to ensure that their child arrives at the pick-up point on time. It is also the parents' responsibility to ensure that their child behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Misbehaviour can result in children losing the right to free transport.

## Section 4: School Registration, Enrolment and Attendance

### Registration and Enrolment

The date for registration of school beginners is advertised in the local press and is normally in January each year. Pupils will be registered in the school for their catchment area.

Parents are provided with information about the school and procedures for making placing requests, if required. Arrangements for meetings with parents and induction days for pupils will be notified during the spring and summer terms.

Parents of pupils who have moved to the area or who wish their child to transfer to the school should contact the school office for information about appropriate procedures and to arrange a visit to the school.

Parents are welcome to contact the Head Teacher at any time by visiting or telephoning the school.

### Attendance at School/Lateness

It is the responsibility of parents of children of school age to educate their child(ren). Most do this by ensuring that their child(ren) attend(s) school regularly.

Attendance is recorded twice a day, morning and afternoon. Absence from school is recorded as authorised, unauthorised or temporarily excluded.

Parents are asked to inform the school by letter or telephone if their child is likely to be absent for some time, and to give the child a note on his or her return to school, confirming the reason for absence. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents should inform the school by letter, before going on holiday, of the dates. Such absence will be authorised only where certain and very specific family circumstances exist. The majority of family holidays taken during term time will be categorised as unauthorised absence.

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. Only written requests detailing the destination, the duration and the provision that will be made for their continuing education will be granted. Such extended absences will be recorded separately from the normal attendance and absence information.

The School Inclusion Worker investigates unexplained absence, and the authority has the power to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

## **Structure of Classes**

Primary schools educate pupils at seven broad year stages, Primary 1 to Primary 7. A year stage is defined as a group of pupils entering primary education at a common date. Schools are staffed based on the total number of pupils. However, the numbers of pupils at each year stage will vary.

This means that head teachers are required to organise classes to make best use of available staff, resources and space to the benefit of all children in the school.

Pupils may, therefore, be taught in a single stage class or a composite class where two or more year stages are grouped together. This may also change as pupils move from one year to the next.

National guidelines on the curriculum indicate that pupils should progress through learning experiences tailored to their own needs and abilities. This means that pupils in all classes follow programmes designed to help them progress at their own level. This applies to all pupils regardless of whether or not they are in a composite or single year stage class.

The National agreement on class sizes states that the maximum number of pupils in a class is 30 in P1 – P3, and 33 in P4 -7. In a composite class, the maximum number is 25.

## **Transfer to Secondary School**

Pupils are normally transferred between the ages of eleven and a half and twelve and a half, 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 January of the year preceding the date of transfer at the start of the new session.

Glebe Primary School is an associated primary school of Greenwood Academy.

**Greenwood Academy  
Corsehillmount Road  
Dreghorn  
IRVINE  
KA11 4HL**

**Telephone: 01294-213124**

Head Teacher: Katy Hegarty

During their time in P7, pupils are taken to Greenwood Academy as part of the induction programme. Teachers from local primary schools and their secondary colleagues have worked together to create a Pupil Profile of Achievements which will be completed in Primary 7 and passed onto the secondary school. Teachers from both schools liaise to ensure a smooth transition which focuses on progression for pupils. Parents will be informed of the details of the visits when appropriate.

## Section 5: Curriculum for Excellence

Curriculum for Excellence is the national curriculum for Scottish schools for learners from age 3 to 18. It aims to raise standards; prepare our children for a future they do not yet know and equip them for the jobs of tomorrow in a fast-changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together. Glow, Scotland's unique, world-leading, online network supports learners, teachers, and families in this.

Teachers and practitioners will share information to plan a child's "learning journey" from 3-18, ensuring children continue to work at their own pace whilst providing challenge upon which they can thrive.

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education where every single teacher and practitioner will be responsible for literacy and numeracy – the language and number skills that unlock other subjects and are vital to everyday life. There is emphasis too on health and wellbeing – to ensure that the school is a place where children feel safe and secure.

Curriculum for Excellence develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

Children's progress is assessed using a broad range of approaches to ensure children achieve their potential. Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture **successful** learners, **confident** individuals, **effective** contributors, and **responsible** citizens, building on Scotland's reputation for great education.

## Curriculum for Excellence: The Capacities



Further Information about Curriculum for Excellence and the Experiences and Outcomes can be found on the Curriculum for Excellence website.

[www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence.](http://www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence)

## **Extra-Curricular Activities**

The number and variety of activities that a school offers out with the normal school curriculum contribute greatly to the ethos of the school and enhance its position in the community. At Glebe we have established a reputation for providing just such a variety and a very large number of children have benefited enormously from the activities offered. All pupils are offered the opportunity to attend a playtime, lunchtime or after-school club. The clubs are supported by school staff or community partners.

## **Assessing Children's Progress in the Broad General Education (BGE) Early Years – end of S3**

Assessment is a central part of everyday learning and teaching for children and young people. Evidence of progress is gathered on an ongoing and informal basis through asking questions, observing children working together and making formative comments on their work. Children may also assess their own work or that of their classmates; this is called self and peer assessment. Some assessment is more formal such as projects, investigations and standardised assessments.

The assessment of children's progress throughout the BGE (Early Years – S3) is based on teachers' professional judgement. Teachers draw on their professional knowledge and understanding of the child; on the benchmarks for literacy and numeracy, which provide clear information about what children and young people should be able to do and demonstrate by the end of a Curriculum for Excellence Level; and on a wide range of assessment information.

Teachers of P1, P4, P7 and S3 are asked at the end of every school year whether children have achieved the relevant Curriculum for Excellence level for their stage in reading, writing, talking and listening (literacy), and their ability to understand and work with numbers (numeracy). Most children are expected to have achieved the early level by the end of P1, first level by the end of P4, second level by the end of P7 and third or fourth level by the end of S3.

The government has also introduced new national standardised assessments (SNSA) which cover some aspects of reading, writing and working with numbers. These assessments are completed online and are automatically marked by the online system giving teachers immediate feedback to help plan next steps and support children's progress.

Teachers remain best placed to know how the children in their class are progressing. Their professional judgement will continue to be the most important way of assessing your child's progress at school.

Parents, families and carers have a key role in helping children to learn. Your child's teacher will keep you informed about their progress. Please contact us if you have any concerns about their learning, assessment or for more information on how you can support your child's learning at home.

## Homework

Parents, carers and families have a very important role in helping children get the best out of school and it is important to take an active interest in your child's progress at school. This can be done by:

- encouraging hard work and high standards at all times
- stressing the importance and relevance of what is learned at school
- supporting the school's policy on homework and discipline

The type of homework will vary depending on the age and ability of individual pupils.

Reading commonly forms part of the homework set and will be specified by the teacher. Learning to read can be challenging and the process is made easier if families read with their child and discuss the story and pictures in a way that encourages enjoyment and a love of books and stories.

In the early and middle stages oral reading should be practised regularly at home whereas in the upper primary, where children are competent in the mechanics of reading, a greater emphasis may be placed on silent reading and comprehension. Reading for enjoyment should be encouraged at all stages.

Spelling is also an important part of homework and math homework will be given to consolidate understanding and proficiency at all stages of the school.

From time-to-time pupils are given assignments and personal projects which may involve research, investigation, preparing a speech, learning a poem or a similar activity.

We really appreciate the involvement of parents, carers and families, it really does make a difference to the child's learning journey.

## Homework at Glebe

Our families were surveyed in June 2022, and almost all families asked that we return to jotter-based homework and reading books in a school bag, alongside online homework. Families also preferred homework to be issued from Friday to Thursday, allowing flexibility for children to complete tasks over the weekend or on days that best suit each family.

At Glebe, homework is provided to consolidate prior learning and to encourage good independent working habits. Homework will be appropriate for each age group and differentiated to meet the needs of all learners. All P1–P3 children receive reading and spelling homework in their school bags each week. Some older children, in consultation with their families, also receive reading books or other tasks in their school bags on a weekly basis.

Children are still encouraged to complete some online tasks, such as Sumdog for maths, spelling games, and online reading, but this is optional, reducing reliance on digital devices.

Class newsletters are issued termly and include information on what the children are learning, along with links to appropriate learning websites to support homework at home.

If you would like to discuss homework or require support, please speak to your child's class teacher or the Head Teacher.

## Section 6: School Improvement

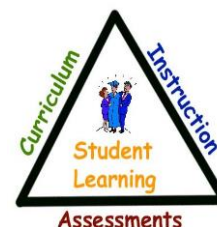
### S&Q Report/Improvement Plan

Schools in North Ayrshire follow a Quality Improvement process designed to highlight strengths and identify areas for improvement. The process is based on the school's self-evaluation process with Heads of Service and Senior Managers involved in formal validation visits each session.

This validation process involves talking to pupils, staff and parents about learning and improvements made by the school. This results in actions for improvement for the school to take forward in their planning process.

In addition, themed reviews are undertaken from time to time e.g. to look and report on the quality of the Broad General Education (3-18) and Senior Phase Education within secondary schools. This process is based upon standards and expectations contained within the following National Standards documentation:

- National Improvement Framework
- How Good is Our School? 4
- How Good is Our Early Learning and Childcare?
- How Good is OUR School?



A Standards and Quality Report and Establishment Improvement Plan are produced on an annual basis by every school and centre. Staff, Parents/ Carers, Young People and School Partners will play an active role in the development of these key school documents.

### Pupil Attainment

Throughout the year, we gather lots of information on how our children are progressing in their learning. To monitor their progress we watch children working through tasks, listen to what they say, ask important questions, set challenges and use some standardised assessments.

We look carefully at Curriculum for Excellence experiences and outcomes and ensure children are making progress. Our rigorous analysis of our attainment data enables us

to identify gaps in attainment and look at trends across year groups. This ensures we are able to support children who have gaps in learning for a variety of reasons, including two periods of lockdown. It also enables us to appropriately challenge more able pupils.

We use PASS assessment (Pupil Attitude to Self and School) at the beginning of each session and our results show that almost all pupils are happy in school and see themselves as good learners. Further work is done with those pupils showing poor self-image; this can include targeted teacher support, school nurture, work with parents/carers or enlisting the support of other agencies/supports e.g. Ed. Psych.

We use standardised literacy and numeracy assessments from P1-7 including; Progress Test Literacy, Progress Test Maths and New Group Reading Test. Pupils in P1, P4 and P7 also complete the Scottish National Standardised Assessment.

This, combined with class assessment, allows teachers to identify gaps in learning, support/challenge pupils appropriately, and informs teachers' professional judgement of a level.

North Ayrshire Council also ask us to summarise our children's progress in Reading, Writing, Listening and Talking as well as Numeracy and Maths. They ask us to look particularly at children who have reached the end of the Early, First and Second Levels in P.1, P.4 and P.7.

**Glebe's attainment is as follows:**

% OF PUPILS ON TRACK AT June 2025 ATTAINMENT OF A LEVEL(S) HIGHLIGHTED IN YELLOW				
	LISTENING & TALKING	READING	WRITING	NUMERACY
P1	93.8%	90.6%	87.5%	87.5%
P2	89.6%	75.9%	79.3%	82.8%
P3	91.4%	77.1%	80.0%	77.1%
P4	95.3%	81.4%	79.1%	81.4%
P5	97.7%	86.7%	80.0%	77.7%
P6	91.9%	86.4%	86.4%	84.0%
P7	92.3 %	87.2%	89.7%	89.7%
P.1-7 Av.	93.1%	82.7%	82.2%	82.9%

## Looking back - session 2024-2025

### Last year our School Improvement Plan Priorities were:

- To enrich the quality of learning experiences and raise attainment through enhanced pedagogy and curriculum development
- To ensure the curriculum is accessible for all and improve wellbeing, engagement, and attendance through enhancing the curriculum, with relevant resources, and creative play, outdoor learning and digital experiences.



### Key highlights of session 2024:



- This year, we were proud to achieve UNCRC Gold Rights Respecting School Award, recognising our strong and sustained commitment to promoting children's rights throughout school life. This award highlights the positive relationships, inclusive ethos, and active pupil participation at Glebe, where children learn about their rights and are supported to respect and uphold the rights of others. Achieving Gold reflects how deeply embedded these values are in our daily practice and school culture.
- We were also proudly awarded the Sustainable Travel and Road Safety award and continue to proudly maintain two Eco-Schools Scotland Green Flags, reflecting our strong commitment to sustainability and environmental education. Alongside this, we have retained our Sport Scotland Gold Award and our Fair Achiever School status, demonstrating our ongoing focus on wellbeing, global citizenship, and children's rights.
- P6 pupils proudly represented Glebe in North Ayrshire's Euro Quiz, demonstrating their knowledge of European geography, culture, and current affairs. Our P7 team achieved a fantastic success, winning the Irvine schools heat of the North Ayrshire Rotary Quiz and progressing to the national final, where they represented both the school and local area with pride and enthusiasm.
- Leadership is a strong feature of our school, with a wide range of opportunities for pupils to take on meaningful roles and contribute to school improvement. Our active pupil committees and leadership groups including the Pupil Council, Junior Road Safety Team, Wellbeing Warriors, Astro Ambassadors, Reading Buddies, House Captains, Munch Monitors, and Little Librarians support their peers, lead initiatives, and help shape the life and work of the school.
- To celebrate and promote Scottish culture, the school held its own Burns poetry recitation competition, supported by the Irvine Burns Club. The event showcased pupils' confidence and appreciation of Scots language and literature, with some pupils successfully progressing to the Ayrshire finals.

- Throughout the session, all classes benefited from a range of enriching educational visits, including trips to the local library, Dumfries House, and Eglinton Park, which supported learning across the curriculum. P7 pupils took part in an action-packed residential experience at Arran Outdoor Centre, where they developed teamwork, resilience, and independence while making lasting memories. They also enjoyed a colourful and energetic fun day with ACES Colour Splash to celebrate their final year at Glebe. Across the school, pupils were engaged by a performance of a whole school pantomime and brought history to life through visits from History Alive, who delivered interactive sessions on World War II, the Jacobites, and the Romans, making these topics truly memorable.



- 58% of Glebe pupils took part in afterschool sports clubs, supported by staff and the Active School Co-ordinator. Lunchtime clubs engaged over 90% of pupils weekly, led by PSAs. Many represented Glebe in football, netball, athletics, and cross-country events. Strong community links also provided introductory sessions in dance, rugby, badminton, and cricket, highlighting our commitment to physical wellbeing.
- Our P3 pupils learnt violin, our P5s learnt the bucket drums. Our infant classes performed the Christmas Nativity in our local Church. Our School Choir and School Glee Club have performed to a variety of audiences over the session and the P7's school show 'Beauty and the Beast' was a huge success!

## Pupil Equity Funding

PEF is additional funding allocated directly to schools and targeted at closing the poverty related attainment gap.

Glebe's most recent Education Scotland Inspection report said, '*The skilful use of PEF to enhance staffing and provide quality, bespoke professional learning to all staff is a key feature of the school. This is instrumental to the staff's success in raising attainment and closing gaps in learning for all children, including those related to poverty.*'

### Last session PEF was used for the following:

Pupil Equity Funding at Glebe was used strategically to improve attainment, enhance learning experiences, and support the health and wellbeing of targeted pupils, particularly those affected by socio-economic disadvantage.

A key focus during the session was improving literacy through enhanced pedagogy and targeted interventions. The introduction of a structured Oracy programme strengthened pupils' listening and talking skills, confidence, and engagement across all stages. Weekly lessons and staff training supported consistent delivery, contributing to the highest recorded literacy attainment across Early, First, and Second Levels.

Early reading was further supported through the introduction of a structured reading scheme for P1–P3. This provided clear progression in phonics, fluency, and comprehension through regular, high-quality reading sessions. Data showed improved outcomes for targeted pupils, including those from SIMD 1 and 2, with early indications of a narrowing poverty-related attainment gap.

Targeted support was also provided to raise attainment in writing and reading. Additional teaching capacity enabled focused support for identified pupils, improving writing outcomes in Primary 5 and increasing overall attainment. Participation in a structured guided reading initiative further accelerated progress in spelling, reading age, and comprehension, with most pupils making significant gains.

Health and wellbeing remained a priority. Targeted emotional literacy support, delivered through small group sessions, helped pupils develop confidence, empathy, and strategies for emotional regulation. Most participants reported improved wellbeing and more positive attitudes towards school, with particularly strong impact for pupils from disadvantaged backgrounds.

Further targeted nurture support was provided for pupils with additional needs, including neurodiverse learners and those requiring enhanced emotional support. Structured sessions focusing on relationships, resilience, and wellbeing resulted in measurable improvements for most participants, alongside positive feedback from pupils.

Overall, PEF supported improved attainment, increased equity, and enhanced wellbeing, with clear evidence of positive impact across literacy and health and wellbeing. Continued targeted support and monitoring would ensure sustained progress and further narrowing of the attainment gap.

## Our School Improvement Plan

Our School Improvement Plan is a document that sets out the activities we will be undertaking as a school over the coming session.

When writing this document we take into account a number of factors:

- *National priorities and directives, as set by Scottish Government.*
- *Local priorities and directives, as set by North Ayrshire Council.*
- *The development needs of our own school.*

## Glebe Improvement Plan Priorities 2025-2026:

### **PRIORITY 1**

To raise attainment in literacy and numeracy across all stages by developing learners' strong reading, writing, and communication skills to support their lifelong learning and wellbeing, while also building their confidence and competence in number concepts and problem-solving to ensure they have the essential mathematical skills needed for future success.

### **PRIORITY 2**

To promote the health and wellbeing of all pupils through a whole-school approach that fosters positive behaviour, equality, racial literacy, and emotional resilience. This includes implementing a comprehensive Positive Behaviour Support policy, delivering staff training on the Circle resource, RSHP, Gender 10, and racial literacy, and enhancing wellbeing tracking systems to ensure timely, effective support within a safe, inclusive, and nurturing environment.

### **PRIORITY 3**

To deepen learner engagement and raise achievement in digital learning and the expressive arts by expanding high-quality, inclusive opportunities in music, art, and drama. This will foster creativity, confidence, and skill development across all stages, while continuing to embed curriculum innovation through play-based and outdoor learning experiences.

**\*See Glebe's Combined School Improvement Plan and Pupil Equity Fund Plan for session 2025/2026**

## Stakeholder Surveys

We are fortunate that a great many of our families participate in school questionnaires/surveys. Last session's 24/25 Parent/Carer Annual Survey showed overwhelming satisfaction with the school's environment, support, and overall experience.

There were **180** completed surveys, which equates to **80.3%** of our families. We were pleased that **96%** of parents/carers reported that their child enjoyed being at school and **99%** agreed that their child's learning was progressing well. Furthermore, almost all surveyed agreed the school was well led at **99%**, and that they were satisfied with the work of the school also **99%**. With regards to progress, **99%** of parents/carers said their child is making good progress and **99%** said their child is encouraged and challenged to work to the best of his/her ability.

### Key Strengths:

- **Child's Experience:** 98.8% of parents/carers agree that their child is encouraged and challenged to do their best.
- **Feedback & Communication:** 93.8% of parents/carers agree they receive helpful, regular feedback. However, 12.3% noted room for improvement in communication, around home-learning and homework.
- **School Environment:** 97.2% of parents/carers agree their child feels safe at school, and 98.8% feel staff treat their child with respect.
- **Parent/Carer Involvement:** 98.8% of parents/carers feel they've had opportunities to meet their child's teacher or attend events, and 96.6% agree the school takes their views into account.
- **Extra-Curricular Clubs:** 87.2% of parents /carers feel their child has been offered opportunities to join lunchtime or afterschool clubs, though 12.8% indicated there's room for improvement in that area.

### PUPIL ANNUAL SURVEY

This session's 24/25 Pupil Voice Annual Survey showed very positive feedback. . There were **247** completed surveys, which equates to **94%** of our pupils Over **98%** of pupils feel Glebe is welcoming and inclusive, with more than **95%** enjoying learning. Most feel encouraged by staff, listened to, and comfortable asking for help. Pupils report feeling safe, respected, and fairly treated, with well-managed behaviour. They also value opportunities for clubs, leadership, and enrichment, and many feel supported emotionally by staff.

### Key Strengths:

**Sense of Belonging:** Over 98% of pupils feel welcomed and that they belong at Glebe.

**Enjoyment of Learning:** More than 95% of pupils enjoy learning at school.

**Supportive Relationships:** A large majority feel encouraged by staff and listened to.

**Access to Help:** 225 pupils know who to approach for support when needed.

**Safe and Respectful Environment:** Most pupils feel safe, respected, and fairly treated by staff and peers.

**Opportunities for Wider Achievement:** Pupils value clubs, leadership roles, and enrichment activities.

### Self-Evaluation

*All stakeholders are asked to comment on the work of the school throughout the year. Views are sought through talking to our families and formally through Parent/Carer surveys and pupil voice activities/surveys.*

*Staff regularly take part in self-evaluation activities to measure the work of the school. We use a document called 'How Good Is Our School 4' (HGIOS 4) which uses Quality Indicators (Q.I.s) to measure our progress each year. A grading is given for each of these Quality Indicators to help us measure progress in areas of the school.*

*The Scottish Government gathers this yearly and we use the data to plan school improvement priorities.*

<u>The main Q.I.s used are:</u>	<u>Evaluative Grade by Glebe school staff</u> <u>June 2025</u>
<i>1.3 – Leadership of Change</i>	<i>5 – Very Good</i>
<i>2.3 – Learning and Teaching</i>	<i>5 – Very Good</i>
<i>3.1 – Ensuring Wellbeing, Equality and Inclusion</i>	<i>6 – Excellent</i>
<i>3.2 – Raising Attainment and Achievement</i>	<i>5 – Very Good</i>

## Section 7: Support for your Child

### Equalities

In line with North Ayrshire Council policy, educational provision is open to all pupils, regardless of sex, age, religion, race, disability or any other potential barrier and all reasonable measures will be taken to ensure that the curriculum is available to every child. Schools also have a duty to promote equality and to eliminate racist and other discriminatory behaviours.

### Equality Act 2010

The Equality Act 2010 has been drawn up to tackle inequality and prevent discrimination against people on the basis of ‘protected characteristics’. It brings together several existing laws and aims to make understanding the law simpler and also introduces a new single public sector equality duty, which requires public bodies to actively advance equality.

The duties set out in Chapter 1 of Part 6 of the Equality Act apply to all schools. These provisions protect pupils at the school and in the case of admissions, those applying or wishing to apply for admission. Former pupils are also protected from discrimination or harassment.

Guidance on the Act and its requirements for schools in relation to the provision of education can be accessed via the Scottish Government website.

### Child Protection

Education Services has a fundamental duty to contribute to the care and safety of all children and young people in North Ayrshire. In fulfilling this duty, the service must engage in close partnership with parents/carers and relevant agencies, primarily the Health and Social Care Partnership and where appropriate the Scottish Children’s

Reporter's Administration. The Service will work in partnership with a number of levels within the establishment or school within the cluster or local area and through Integrated Children's Services and Community Health Partnership.

The Standard Circular entitled, "Protecting and Safeguarding North Ayrshire's Children" provides guidance for policy and practice within all educational establishments. The Council is one of the key partners in the North Ayrshire Child Protection Committee, a multi-agency group which takes the lead role in ensuring that our children and young people are cared for, protected from harm and grow up in a safe environment.

Each school has a named Child Protection Co-ordinator who is the main point of contact for school staff and for external agencies seeking contact with the school on child protection matters.

There is an extensive staff-training programme available to staff and, in addition, at the beginning of each school session all staff receive an update on child protection policies, safeguarding and procedures. The CP Co-ordinator for Glebe is the Head Teacher Elaine Sanderson.

## **Inclusion**

North Ayrshire Council is committed to supporting the well-being and educational progress of *all* learners including those with additional support needs. Including learners requires all staff to demonstrate commitment, innovation, and flexibility in order to ensure that all children and young people have access to quality learning opportunities and experiences. Our Inclusion Strategy states that:

An inclusive approach to education supports an ethos of achievement and high expectation, recognises difference, respects these differences, and sees differences between learners as opportunities for learning.

An inclusive approach to education promotes tolerance and a positive understanding of diversity.

An inclusive approach to education alleviates the barriers to learning, supports the achievement of all and has positive relationships at its heart.

The presumption of mainstream as outlined in Standards in Scotland's Schools (2000) sets out that children will be educated in a mainstream setting unless exceptional circumstances apply. North Ayrshire has a duty to ensure clear assessment outline the additional needs of a child or young person which may require support in an alternative provision.

Where this is the case, North Ayrshire has a clear process that supports the Team Around the Child (TAC) to make a recommendation for consideration of alternative provision. This is outlined in the Standard Circular E19 and requires establishment staff to work with parents and carers to ensure all supports have been put in place for a child or young person in their mainstream context before submitting clear evidence

before requesting alternative provision. North Ayrshire council staff will then make a recommendation based on the evaluation of this evidence, a review of the needs of the young person and the current peer group in each setting.

The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act, October 2002, requires local education authorities to prepare and implement accessibility strategies to improve, over time, access to education for young people with disabilities. Access covers:

- The physical building and grounds
- The curriculum (both formal and informal)
- Information on any educational planning that might affect the child or young person's education.

The Education (Additional Support for Learning) (Scotland) (2009) Act sets out certain duties on local education authorities and confers certain rights on children and their parents.

These duties include the need to:

- Identify, assess, and address the need for additional support for any child or young person failing to benefit from school education, for whatever reason.
- Seek and take account of the views of the child or young person on issues relating to their education.
- Engage in helpful partnership working with parents/carers and staff from other agencies.

### **Additional Support for Learning**

Any child who needs more or different support to what is normally provided in schools or early years is said to have 'additional support needs'. This includes children who may need extra help with their education as a result of issues arising from social and emotional difficulties, bullying, physical disability, having English as an additional language, a sensory impairment or communication difficulty.

### **The Additional Support for Learning Act**

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in November 2005. In June 2009, the Act was amended. These amendments form the Education (Additional Support for Learning) (Scotland) Act 2009 and came into force on November 2010.

### **Main provisions of the Act**

- The Act provides the legal framework underpinning the system for supporting children and young people in their school education, and their families.
- This framework is based on the idea of additional support needs. This broad and inclusive term applies to children or young people who, for whatever reason,

require additional support, long or short term, in order to help them make the most of their school education and to be included fully in their learning.

- The 2009 Act automatically deems that all looked after children and young people have additional support needs unless the education authority determine that they do not require additional support in order to benefit from school education.
- In addition, education authorities must consider whether each looked after child or young person for whose school education they are responsible requires a co-ordinated support plan.

### **Duties under the ‘Additional Support for Learning’ legislation**

North Ayrshire must assess any pupil with additional support needs and provide with any support necessary for them to benefit fully from their education. All the evidence says that it is best to intervene early to prevent any difficulties developing and taking root. For example, by making sure reading is very well taught and that all pupil gets encouragement and support at home we can hopefully reduce later difficulties.

Whatever the type of challenge that arises, it is important to detect it early, develop a shared understanding of what is needed (the school may request extra specialised help to do this) and take action to help to pupil achieve. Whenever we start this process for any child or young person, we will always explain to them and to their parents/carers what our concerns are and what we will do to help.

The establishment can get support from a range of visiting professionals including educational psychologists. Each establishment has a link educational psychologist and staff can ask for informal advice on supporting learners. If more detailed individual help is required, they will talk to you about formally involving the educational psychologist. The educational psychologist can only be involved in consultation, collaborative assessment, and planning interventions for your child with your agreement.

### **Staged Intervention**

A young person’s need for support is addressed through a cycle of identification, assessment, planning, support and review. This process is called Staged Intervention.

In North Ayrshire we organise support under the following headings:

- Enhanced Universal Support
- Stage 1
- Stage 2

Universal support is a fundamental element of the service provided by all educational establishments. There may be times when a child or young person needs some

additional support to help them achieve their full potential and this is where the stages of support need to be identified and explained.

## **Enhanced Universal**

Some supports are considered as **Enhanced Universal**, reflecting that they are provided within universal services but are planned and delivered with enhancement to day-to-day practice.

Within **Enhanced Universal** a young person may require a higher level of support due to concerns surrounding their wellbeing or learning, or a combination of both.

The needs of the child or young person are met within their classroom or playroom with some adjustment to their environment, curriculum, and/or approaches to learning and teaching. Some aspects of work may be planned individually or as part of a group however this will be recorded as part of playroom or classroom planning. Class teachers and keyworkers will monitor and record progress.

## **Stage 1**

This stage applies to children and young people whose support needs cannot be met through Enhanced Universal services. They require additional support available within their own establishment which may include Support for Learning and/or targeted pastoral support.

## **Stage 2**

This stage signifies that the needs of the young person are significant and/or exceptional and are not being fully met through Enhanced Universal or Stage 1 supports and services. The young person requires more specialist and/or intensive support.

At both Stage 1 and 2, a Team Around the Child discussion will review the learner's strengths and needs, agreeing appropriate interventions and supports. The learner and their parent/carer must be fully involved in this process and the young person's targets and progress will be recorded using the North Ayrshire Staged Intervention planning format.

Where a child or young person has additional support needs, extra planning is required when they move to a new class, new school or when they are moving on from secondary school. How far ahead this transition planning needs to start depends on the young person's individual needs, but for most children and young people with Additional Support Needs transition planning should start at least one year before the date of the planned move.

Further advice and guidance around supporting needs can be found on the [ENQUIRE website](#).

## Getting It Right for Every Child – Ensuring their Wellbeing

The Children and Young People (Scotland) Act 2014 puts children and young people at the heart of planning and services and ensures their rights are respected across the public sector. It seeks to improve the way services work to support children, young people and families.

- The act ensures that all children and young people from birth to 18 years old have access to a Named Person.
- The act puts in place a single planning process to support those children who require it.
- The act places a definition of wellbeing in legislation.
- The act places duties on public bodies to coordinate the planning, design and delivery of services for children and young people with a focus on improving wellbeing outcomes, and report collectively on how they are improving those outcomes.

Taking a ‘Getting it Right for Every Child’ approach to supporting every child is a priority within our school and we aim to assist every child in our school to reach their potential. The wellbeing of children and young people is at the heart of *Getting it right for every child*. The approach uses eight areas to describe wellbeing in which children and young people need to progress in order to do well now and in the future.

### The eight indicators of wellbeing (SHANARRI)

<i>Safe</i>	<i>Healthy</i>	<i>Achieving</i>	<i>Nurtured</i>
<i>Active</i>	<i>Respected</i>	<i>Responsible</i>	<i>Included</i>

### Why we have to get it right for every child

Education Services must safeguard, support and promote the wellbeing of all children and young people and address need at the earliest opportunity. These functions are the responsibility of schools and establishments and those who work in them and with them. All who work in Education Services and in partnership with Education Services have a responsibility to ensure the wellbeing of North Ayrshire’s children and young people.

For more information on *Getting it Right for every Child* in North Ayrshire go to [www.girfecna.co.uk](http://www.girfecna.co.uk)

### Psychological Services

The Educational Psychology Service in North Ayrshire is part of and contributes to the aims of Education Services by improving outcomes for children and young people. Educational Psychologists work together with teachers, parents and other professionals to help children and young people achieve their full potential, within educational settings and the wider community. Educational Psychologists are involved in working with individuals, but also have a significant role in offering training,

support and consultation to increase capacity in education establishments on a wide range of issues. They are also involved in supporting research to evaluate how effective approaches to support children and young people are.

Your child's school/ Early Years Centre already has a system of staged intervention for identifying, assessing, monitoring and reviewing the ongoing progress of all children and young people. As part of this wider system of support, each school and authority early years centre has a link educational psychologist.

When concerns arise about a particular child or young person the establishment will take action to address these concerns. If the concerns continue, school/ early years may have an informal discussion with the educational psychologist and ask about general advice.

If needed, a formal consultation meeting with parents/carers involving the educational psychologist can then be arranged. This will be discussed with you beforehand. This may be a one off or may lead to longer term involvement. Through this process the educational psychologist can, if required, contribute to the ongoing assessment and support for your child including providing support to the family. The educational psychologist will be involved while there is a specific role for them and will use a strengths based, solution oriented approach which takes into account the wider context of the child, family and community.

Find out more at:

<http://www.northayr-edpsychs.co.uk/>

## **Data Protection**

Personal data is required to be collected by North Ayrshire Council in order to deliver education services. It is necessary to collect personal data regarding pupils, parents, carers and other individuals to enable us to carry out our duties under the Education (Scotland) Act 1980 and the Education (Scotland) Act 2016.

The Data Protection Act 2018 sets out the legal basis for processing data. You can refer to our privacy notice for details of the different basis under which we may process individuals' data.

<https://www.north-ayrshire.gov.uk/Documents/EducationalServices/eye-privacy-policy.pdf>

We may also share or receive an individual's personal data with the following:

- Scottish Government & Education Scotland
- Private Nurseries'
- Strathclyde Passenger Transport
- Scottish Children's Reporter Administration
- Social Work Services
- Scottish Public Services Ombudsman

Where we are required we will also make disclosures required by law and may also share information with other bodies responsible for detecting/preventing fraud or auditing/administering public funds. Individuals' have legal rights under the data protection legislation including the right of access. Further details can be found in the Council's Privacy Policy at:

<https://www.north-ayrshire.gov.uk/privacy-policy.aspx>

## **Medical and Health Care**

Medical examinations are carried out at various times during a child's primary school years. Parents are given notice of these and encouraged to attend. Vision and hearing tests and dental examinations, which parents need not attend, are also carried out and parents informed of any recommended action or treatment. All examinations are carried out by Ayrshire and Arran Health Board staff.

If a pupil takes ill or has an accident at school, which requires that the child be sent home or for treatment, First Aid will be provided and parents or carers contacted immediately. (In the event of a serious illness or accident, a member of staff will accompany the child to a doctor or hospital and parents/ carers will be notified immediately.)

For this reason it is important that the school has contact details for parents/ carers and an additional contact person in case parents/ carers cannot be reached. It is also important that the school is kept fully informed and updated with regards to any medical condition.

It is the parent's responsibility to notify the school and keep medical information updated as required.

Children will not be sent home unaccompanied.

## **Section 8: Parental Involvement**

### **Parental Engagement and Involvement**

#### **[NAC Parental Involvement Strategy](#)**

All schools have clear systems in place for communicating with everyone in the parent forum. Communications with parents are clear, jargon-free, specific and easily accessible. A variety of methods and approaches are used by schools to communicate with the parent forum including face to face, traditional communication methods and digital media e.g. Twitter, Facebook. Considerations will always be given when communicating with parents who have literacy, language and communication challenges.

Schools ensure that parents know who to contact when they wish to discuss their child's learning or wellbeing and will seek to provide a private space for such discussions and make sure parents are given adequate time and support. Consideration will be given to family circumstances.

Parents are welcome to contact the school at any time to arrange an appointment to discuss any matter with the class teacher, Depute Head, Head Teacher or Head of Centre. New families are welcome to contact the school and request a suitable visiting time at any point throughout the session

Parents are given opportunities to understand the way learning and teaching takes place in the classroom. This may be in the form of class visits to take part in the learning experience alongside their child or attending events which share the learning. Frequent invitations are issued to parents to participate in school activities such as open days, class assemblies, workshops and to assist with outings and visits, sports and concerts. There will be a series of early meetings for the parents of Primary 1 pupils and parents are kept informed of events with a range of newsletters, website updates, texts, invitations and social media sites.

A variety of methods will be used to ensure information about your child's progress is shared. Schools are encouraged to provide parents/carers with information on their children's progress at regular intervals throughout the year through a range of activities. There is an expectation that part of this will be in a written format.

### Reporting Examples:

Individual Learners	Groups of learners
Written reports/ tracking reports	Assemblies
Learning conversations with pupil/ teacher/ parent/ carer	Open day events
Pupil reflections on their learning in logs	School concerts/shows
Parent/ carer consultation/ Parents' Meetings involving parent/ teacher/ pupil, as appropriate	Social media
Home/ school diaries	Curriculum workshops led by children and young people and staff
Profiling activities	Parent Council meetings
Learning walls and displays	School / class newsletters

## Parent Council

In 2006 the Scottish Parliament passed a law called the Scottish Schools (Parental Involvement) Act 2006 to encourage and support more parents to become involved in their children's education.

The main aims of the Act are to:

- help parents become more involved in their child's education and learning
- welcome parents as active participants in the life of the school
- provide easier ways for parents to express their views and wishes

To help achieve these aims, all parents are automatically members of the Parent Forum at their child's school and are entitled to have a say in selecting the Parent Council (the representative body) to work on behalf of all parents at the school.

The objectives of the Parent Council are:

- to work in partnership with staff to create a welcoming school which is inclusive for all parents
- to promote partnership between the school, its pupils and all its parents
- to develop and engage in activities which support the education and welfare of the pupils
- to identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils
- to be involved in the recruitment process for appointing the Head Teacher and Depute Head Teacher of the school

The Chair of the Glebe Parent Council/PTA is Mrs Nicola McClory and the Treasurer is Mrs Claire Campbell.

Any parent or carer of a child at the school can volunteer to be a member of the Parent Council. The Head Teacher is the professional adviser to the Parent Council and has the right to attend and speak at Parent Council or Parent Forum meetings.

For more information on the Parental Involvement Act or to find out about parents as partners in their children's learning please contact the school or North Ayrshire Council Educational Services.



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

Parentzone Scotland can be accessed at:

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

## **Wider Work of the School**

To make the wider work of the school more successful, individual, groups and designated classes are encouraged to support whole school events, competitions, awards and initiatives including; Active Travel Weeks, Math Week Scotland, Book Week Scotland, Rights Respecting Schools, Sustainability and ECO –Recycling, Energy, Fair trade and Health.

Each class has a House class representative and Pupil Council (Junior Leadership Team) representative. We also have 2 Junior Road Safety Officers from P6 and 4 Captains and Vice Captains. Pupils are actively encouraged to demonstrate the school values by leading across the school.

A health promoting school is one in which all members of the school community work together to provide pupils with positive opportunities, experiences and structures which promote and protect their health. We fully support this philosophy and strive to develop and enhance the physical, social, spiritual, mental and emotional health of all pupils and staff. To this end we have effective programmes for Health Education and Personal and Social Education; we have excellent links with outside agencies, such as the health service and police, who complement our work by visiting the school to talk to children, parents and staff; we organise weeks where health promotion is a specific focus and we take part in activities like "Walk to school week", "Active Schools" and "Anti-bullying" weeks.

## **Section 9: Pupil Data Collection and Protection Policies**

The Scottish Government and its partners collect and use information about pupils through the Pupil Census to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

### **Why do we need your data?**

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- plan and implement targeted approaches to reducing the poverty-related attainment gap
- share good practice
- conduct teacher workforce planning
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland
- provide a window on society, the economy and on the work and performance of government by:

<https://www.gov.scot/publications/pupil-census-supplementary-statistics/>

## Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems on secure servers and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.

## Your data protection rights

Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with their data policy and the National Data [National Data Linkage Guiding Principles](#) Guiding Principles. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and out with Scottish Government as part of a Data Access Panel. At all times the rights of the individual (children or adults) under the GDPR and other relevant legislation will be ensured. Further information can be found on:

<https://www.gov.scot/collections/scottish-exchange-of-data-scotxed/>

## Concerns

If you have any concerns about the ScotXed data collections you can email the Data Protection & Information Assets Team on [dpa@gov.scot](mailto:dpa@gov.scot) or the Head of Education Analytical Services, Mick Wilson, at [mick.wilson@gov.scot](mailto:mick.wilson@gov.scot) or by writing to Education Analytical Services, Area 2A-North, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

Alternatively complaints may be raised with the Information Commissioners Office at [casework@ico.org.uk](mailto:casework@ico.org.uk).

## Important Contacts

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