

# Kildrum Primary School

... Achieving Everyone's Potential  
Be the best you can be!



*Responsibility Achievement Resilience Aspiration Respect*



*Handbook 2023*

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## Introduction

I am delighted to introduce our 2023 handbook. This handbook is written for all parents/carers of children currently attending or about to enroll as a pupil in our school. It contains information about the school itself and the varied aspects of primary education. We hope you will find it useful and informative.



### Our Vision, Values and Aims

Our vision statement is:

*Kildrum Primary, achieving everyone's potential. Be the best you can be!*

Our core values were agreed to be:

*Respect, Achievement, Aspiration, Responsibility, Resilience*

As a result of our vision and values, our aims are:

- To create a happy, inclusive, safe and nurturing learning environment, where everyone's rights are respected.
- To create personalised opportunities to develop our children's self-esteem, resilience and wellbeing.
- To work together to create opportunities for our learners to develop as successful learners, confident individuals, responsible citizens and effective contributors.
- To develop a progressive, challenging and meaningful curriculum and provide learning experiences that enable all learners to develop skills for learning, life and work.
- To establish effective partnerships between school and home, partner agencies and the wider community to support our children and empower them to have high aspirations for themselves and the school as a whole.
- To foster an ethos of achievement for all by celebrating personal achievements within and beyond the school community.

In Kildrum, parents/carers are encouraged to take an active role in their child's education, supporting him/her to meet the changes each new school year brings and also being involved in the overall life of the school. Every child deserves to be happy in school. Together we can achieve this and help our children meet new challenges with confidence and enthusiasm.

We are proud of our reputation for good practice across the curriculum and continue to look for ways to further improve. Kildrum Primary is a great school and we constantly endeavour to make it even better. I look forward to working with you all.

Welcome to Kildrum!

**Kate Watt**  
Head Teacher



## Shared Values

Parents/carers were asked to describe our school using only single words. Our word cloud shows what is important to them. It's clear that our parents/carers believe that our school cares for their children and supports them to achieve their very best.



## School Information

School Name:	Kildrum Primary School					
Address:	Ellisland Road Cumbernauld G67 2HQ					
Telephone Number:	01236 632098					
Email Address:	enquiries-at-kildrum@northlan.org.uk					
Website:	<a href="http://www.kildrum.n-lanark.sch.uk">www.kildrum.n-lanark.sch.uk</a>					
Twitter:	@kildrum_ps					
Denominational Status:	Non-denominational					
Associated Secondary School:	Cumbernauld Academy South Kildrum Ring Road Cumbernauld G67 2UF Tel: 01236 794864					
Planning Capacity:	431					
Stages Covered:	Primary 1 – 7					
Present Roll:	281					
Present Class Structure:	Primary 1a	20	Primary 3	23	Primary 5/6	25
	Primary 1b	20	Primary 3/4	23	Primary 6	20
	Primary 2a	25	Primary 4	24	Primary 6/7	24
	Primary 2b	26	Primary 5	25	Primary 7	26
Total Number of Teaching Staff:	15.9 Full Time Equivalent					
Composite Classes:	Classes are structured to ensure that the needs of all pupils are met. The criteria for the structure of composite classes (i.e. more than one year group being taught by one teacher within the same classroom) are based on working groups. Working groups are comprised of children of similar educational needs. Every class is comprised of working groups in order to allow children who are of similar ability to progress at the same rate.					
Community Facilities:	All applications for the use of the school should be directed to the Community Facilities Section, Kildonan Street, Coatbridge, who will advise on availability and charges.					
Parent Council Email Address:	Kildrumppc@hotmail.com					
Gaelic Language:	The school does not offer teaching by means of Gaelic language.					



## Staff

In Kildrum we believe that every member of staff has an important role to play in the education of our pupils. Below is a list of all our staff, in alphabetical order, along with their job title.

Mrs. Yvonne Allan	Additional Support Needs Assistant
Mrs. Jade Barr	Teacher (Primary 5), Numeracy Champion
Miss Nicole Benson	Teacher (Primary 2a), STEM Champion
Mrs. Kim Cox	Catering Assistant
Mrs. Ann Davis	Acting Depute Head Teacher
Mr. Chris Davis	Teacher (Primary 6), Digital Champion
Miss Laura Fleming	Teacher, (Primary 3), Developing the Young Workforce Champion
Mrs. Ashley French	Teacher (NCCT and SfL), Staff Wellbeing Champion
Mrs. Laura Gardner	Teacher (Primary 3/4), Modern Languages Co-ordinator
Ms Sharon Gray	Cleaner
Mrs. Susan Haining	Teacher (Primary 4) (Probationer Mentor), Fairtrade & Assessment/Moderation Champion
Miss Christine Harvey	Senior Clerical Assistant
Miss Claire Leslie	Cleaner
Mrs. Sandra Love	Catering Manager
Mrs. Karen McBride	Depute Head Teacher
Mrs. Denise McCormick	Additional Support Needs Assistant
Mrs. Katrina McGrory	Clerical Assistant
Mrs. Maureen Malcolm	Catering Assistant
Mrs. Ann Mechan	Catering Assistant
Miss Emma Morrison	Teacher (Primary 2b)
Ms Bernie O'Donnell	Cleaning Supervisor
Mrs. Lisa Reid	Teacher (SfL)
Mr. Stephen Robb	Facilities Officer
Mrs. Emma Robinson	Teacher (Primary 5/6)
Mrs. Sabiha Shams	Teacher (NCCT and SfL)
Mrs. Sharon Smith	Additional Support Needs Assistant & First Aider
Miss Margaret Steele	Cleaner
Mrs. Pamela Snedden	Additional Support Needs Assistant
Mrs. Karen Stewart	Additional Support Needs Assistant
Mrs. Michelle Stewart	Teacher (Primary 3/4), Gardening Champion
Miss Laura Taylor	Teacher (Primary 1b)
Miss Gillian Thomson	Catering Assistant
Miss Lauren Thomson	Teacher (Primary 1a)
Mrs. Collette Waller	Teacher (Primary 6/7), Music Champion
Mrs. Kate Watt	Head Teacher
Mrs. Wendy Wilson	Teacher (Primary 7)

*NCCT – Non Class Contact Time*

*SfL = Support for Learning*



## School Hours

The school opens each day at 9.00am and closes at 3.00pm.

Gates open at 8.45am.

Interval – 10.30am – 10.45am

Lunch – 12.15pm – 1.00pm

**All Primary 1 pupils attend full-time from the first day of the new school session.**

## Out of School Care

Parent/carers in our school use a variety of establishments for Out of School Care. Some of these are listed below.

### Cumbernauld and Kilsyth Nursery and Out of School Care

1 Brown Road

Seafar

Cumbernauld

Tel: 01236 728810

Contact: Esther Bradley

### POMP

Cumbernauld YMCA-YWCA

Afton Road, Kildrum Farm

Cumbernauld

Tel: 01236 721382

Contact: Jillian McCormick



## Starting Primary



Enrolment for Primary 1 pupils takes place in December/January (the deadline for starting school in August 2023 is 24<sup>th</sup> January 2023).

Parents/carers can find information on how to register their child for school at <https://www.northlanarkshire.gov.uk/schools-and-learning/school-admissions/primary-school-registration-p1>

Prospective parents/carers are welcome to arrange an appointment to view the school. Where parents/carers and children reside out with the Kildrum area, the child must be registered at the local school and a placing request submitted to headquarters. We liaise closely with pre-five establishments in the local area where children transfer into our school. We have a very full

transition programme, which involves parents/carers and children visiting the

school for planned interaction with current Primary 1 pupils. We also have an extensive 'Buddy Programme' where Primary 6 pupils have a series of visits to Kildrum Family Learning Centre to work with the children there. They become involved in a range of activities including story-telling, sand and water play, construction and active play. In January each year we have a 'Buddy Conference', which is used as a training vehicle for all of the Buddy activities. Workshops and information programmes are held towards the end of the summer term for new parents/carers, while the children meet their teachers and their classmates for the coming session.

*"Kildrum has been exceptional at assisting with the transition from nursery to Primary 1 and my son has had a fantastic first year there. The staff have been supportive and kept us updated through the year with his progress." Parent (May 2023)*

## Starting Secondary

From Primary 6 the children are involved in a range of primary/secondary transition events. These include curricular events such as Science, Maths Challenges, Enterprise related activities and opportunities for secondary teachers to participate in inter-disciplinary learning within Kildrum. Senior leaders and class teachers visit classes to view children's work and attainment. Primary 7 children attend Cumbernauld Academy for three days in June to experience a secondary programme and timetable. Kildrum staff ensure that all the relevant information is passed on to each child's receiving school.

Placing requests to primary school do not necessarily ensure that your child will have direct entry to the associated secondary. Advice on this must be sought from the primary school head teacher. All placing request details and procedures are available from the council's website. Pupils normally transfer from primary to secondary school between the ages of eleven and a half and twelve and a half years of age, so that they will have the opportunity to complete at least four years of secondary education. Parents/carers 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. Our pupils usually transfer to Cumbernauld Academy.





## Equal Opportunities

In this school we recognise that all children learn at a different pace and have different needs. It is our aim that every child should be provided with a curriculum and variety of learning experiences appropriate to his/her needs, regardless of race, creed, gender or disability. Specialist services, where available, may be enlisted to support this policy as required. The school is committed to ensuring its policies and practices do not impact adversely on any particular group(s) of people and opportunities to promote equality are actively pursued. The Equality and Human Rights Commission's Technical Guidance for Schools in Scotland details the essential requirements of the Equality Act 2010 for schools. This can be accessed at

<https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-scotland>

## Curriculum for Excellence

Curriculum for Excellence is Scotland's national curriculum. It provides a coherent and inclusive curriculum from 3-18 years wherever learning is taking place, including early learning childhood centres, schools, colleges and community learning. It places children and young people at the heart of Scottish Education.

The purpose of Curriculum for Excellence is encapsulated in the four capacities – to enable each child or young person to be

- a successful learner,
- a confident individual,
- a responsible citizen and
- an effective contributor.

These four capacities govern the entire curriculum from age 3 to 18 and aim to raise the standards of achievement for all learners. Curriculum for Excellence is underpinned by the values inscribed on the mace of the Scottish Parliament – wisdom, justice, compassion and integrity.

Throughout Curriculum for Excellence there is a strong focus on Literacy, Numeracy and Health and Wellbeing across all aspects of learning and every teacher will support learners with the development of these, including digital literacy skills.

Curriculum for Excellence is defined as:

'The totality of all that is planned for children and young people throughout their education'.

The opportunities for learning and teaching are governed by the Four Contexts for Learning, which ensure that the education your child receives is informative, interesting, relevant and fun.

These contexts are:

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement.



## What are the Curriculum for Excellence levels?

There are five levels and these are flexible depending on pupils' needs and abilities (some children and young people may achieve these levels earlier or later dependent on ability):

- Early level pre-school to P1
- First level to the end of P4
- Second level to the end of P7
- Third and fourth levels S1 to S3
- Senior phase S4 to S6 and other forms of study

## What is the Broad General Education?

The Broad General Education (BGE) is the first phase of two closely connected phases of education. The BGE phase stretches from age 3 until the end of S3 after which learners move into the Senior Phase which starts in S4.

## Curriculum Areas and subjects

The BGE is delivered via 8 curricular areas which, in secondary school cover years S1 to S3, and may be subdivided further into individual subjects.

The 8 curricular areas are:

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

## The Senior Phase

The senior phase curriculum, from S4 to S6, follows a young person's broad general education, building firmly on the experiences and outcomes they will have experienced and achieved by the end of S3. It enables them to extend and deepen their learning and continue to develop skills for learning, life and work, through qualifications and also through a range of opportunities for personal development such as awards and wider achievements. It is designed to support young people in moving on to positive sustained destinations, whether that is college, university, training or employment. In the Senior Phase, schools and their partners (such as colleges, employers or community learning and development providers) now have flexibility to offer a range of pathways that meet the needs and raise the attainment levels of all learners – including pupils who might previously have become disengaged from education. Schools are taking a range of approaches to the senior phase and are able to offer greater personalisation and choice for young people in a variety of ways, for example by:

- designing the senior phase as a three-year experience rather than planning each year separately
- delivering qualifications over different timescales in response to young people's needs and prior achievements developing pathways for able learners, which bypass qualifications at lower levels to allow more time to be spent on more challenging learning at higher levels providing specific and appropriate programmes that maximise achievement and attainment for young people planning to leave after S4.



## Personal Support/Career Planning

From 3-18 years, learners are supported to achieve their full potential and, as they progress through broad general education into senior phase, to plan and prepare for further learning, training or employment. All schools and nurseries in North Lanarkshire are working hard to raise standards so that children and young people will develop all of the skills necessary to continue to be successful when leaving school and entering the world of higher education, training or work. As part of developing skills for learning, life and work, young people will be offered careers information advice and guidance to ensure they leave school and enter a positive post-school destination of higher education, further education, pre-employment training, employment (including modern apprenticeships), activity agreement or volunteering.

## Assessment and Reporting

Assessment is an important part of Curriculum for Excellence and, at all levels, pupils' progress is closely monitored by teachers and staff. In turn, teachers and staff work with pupils to reflect on their results, looking at their strengths and learning needs, agreeing next steps and action based on these. As they progress, pupils become more involved in this process, as they develop the skills to make effective judgments on their own learning, developing personal expertise that will be important to them throughout life. Assessment also helps teachers plan learning experiences which are motivating and challenging. Children who may have additional support needs will be assessed using methods best suited to their individual requirements.

Children are very involved in assessing their own learning in Kildrum. They are taught how to self and peer assess from Primary 1 onwards. Teachers provide high quality feedback to the children related to the success criteria of the lesson. Children are assessed on what they say, make, write and do and teachers plan carefully for these opportunities. Children are also assessed in a more formal, summative way through assessments at the end of specific units of work. Children are encouraged to set their own targets in Literacy, Numeracy and Health and Wellbeing and to evidence how a target has been attained.

Written reports are issued annually, in March/April and Parents' Evenings are held in November and June each year.

## Curricular Areas:

### Expressive Arts

The Expressive Arts include experiences and outcomes in Art and Design, Drama, Dance and Music. Through the Expressive Arts, children and young people can have rich opportunities to be creative and imaginative and to experience inspiration and enjoyment. They can come to understand the important roles of the arts in describing and changing society. Through their experience of the Expressive Arts, children and young people can appreciate the contributions of the arts in the lives of individuals and communities. Learning through the expressive arts enables children and young people to:

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



## Health and Wellbeing

Health and Wellbeing includes experiences and outcomes for personal and social development, understanding of health, physical education and physical activity, and home economics.

It also includes approaches and activities such as physical activity and nutrition, planned by pre-school settings, schools or colleges to promote the health and wellbeing of their learners and the wider community. Children and young people need to experience what it feels like to develop, enjoy and live a healthy lifestyle. They also need to learn ways of dealing with the many new and challenging situations they will experience throughout their lives. A healthy lifestyle supports physical, social and emotional wellbeing, and underpins successful learning. Concerns about the health, diet and activity levels of Scotland's children and young people, social inclusion and inequalities in health emphasise the importance of a focus on health and wellbeing throughout education, starting in the early years.

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

- experience positive aspects of healthy living and activity for themselves
- develop the knowledge and understanding, skills, abilities and attitudes necessary for their physical, emotional and social wellbeing now and in their future lives
- make informed decisions in order to improve their physical, emotional and social wellbeing
- apply their physical, emotional and social skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- for some, open up opportunities to excel in sport or to pursue careers in health and leisure industries.

This curricular area underpins everything that is taught in our school as children need to have the social skills to interact in collaborative work as well as know how to keep themselves safe and healthy in order to perform at their best. Emotional health is also extremely important in developing our children within the four capacities of successful learners, confident individuals, effective contributors and responsible citizens. Parents/carers are informed by class teacher before sensitive subject such as puberty and reproduction are covered in class.

We take the health of our pupils very seriously. Therefore, in addition to two hours of P.E. each week our children also take part in our Daily Mile initiative. This involves the children walking, running or skipping round the playground for approximately 15 minutes on the days when they don't have P.E. This extra bit of exercise has been shown to reduce obesity in schools and improve the children's ability to focus on their learning. We will take the children out in most weather conditions so please ensure that they come to school with a waterproof jacket and appropriate footwear (and in Winter possibly a spare pair of socks!).

## Literacy

The development of literacy skills plays an important role in all learning.

Pupils develop and extend literacy skills when they have opportunities to:

- communicate, collaborate and build relationships
- reflect on and explain literacy and thinking skills, using feedback to help them improve and sensitively provide useful feedback for others
- engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by digital technologies.
- develop an understanding of what is special, vibrant and valuable about their own and other cultures and their languages



- explore the richness and diversity of language, how it can affect them, and the wide range of ways in which they can be creative
- extend and enrich vocabulary through listening, talking, watching and reading.

In developing their English language skills pupils:

- engage with a wide range of texts and develop an appreciation of the richness and breadth of Scotland's literary and linguistic heritage
- enjoy exploring and discussing word patterns and text structures.



In Kildrum we implement the North Lanarkshire Literacy Strategy. This involves all pupils being much more active in their learning using strategies such as reciprocal teaching, paired and trio work as well as individual and group work. We believe reading and writing are at the core of every child's education and we have prioritised it in terms of the length of time pupils are engaged in literacy. Staff development has focused on the implementation of changes in methodology and teaching approaches. There is a very structured phonic and spelling programmes in place throughout the school as well as significant increase in the amount of reading and writing activities done in each class. We actively promote reading for enjoyment beginning with children reading two books per week in Primary 1 and culminating in our Primary 7 pupils setting themselves targets of reading up to eleven chapters of a novel per week.

We have had lots of visitors from other school and councils, as well as the Scottish Government, to see our children's work and to view the good practice of the teachers. We are very proud of this. As well as teaching Literacy within Literacy time the children also develop their Literacy skills through other areas of the curriculum. Children set their own targets for improvement and these are carried across the curriculum e.g. report writing in Science, a historic recount, talking and listening within all kinds of collaborative and group work, note taking from watching video clips etc. The children make cross-curricular links and understand the importance of the transfer and application of skills. Talking and Listening skills are being developed across the curriculum and the use of multi-media is well established.

## Modern Languages

Learning a new language encourages children and young people to broaden their horizons as they explore the language and its associated culture. Through learning of a new language pupils:

- gain a deeper understanding of their first language and appreciate the richness and interconnected nature of languages
- enhance their understanding and enjoyment of their own and other cultures and gain insights into other ways of thinking and other views of the world
- develop skills that they can use and enjoy in work and leisure throughout life.

The study of language plays an important role in all language learning and the development of literacy skills. Pupils develop and extend literacy skills when they have opportunities to:

- communicate, collaborate and build relationships
- reflect on and explain literacy and thinking skills, using feedback to help them improve and sensitively provide useful feedback for others
- engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by digital technologies
- develop an understanding of what is special, vibrant and valuable about their own and other cultures and their languages
- explore the richness and diversity of language, how it can affect them and the wide range of ways in which they can be creative
- extend and enrich vocabulary through listening, talking, watching and reading.

In our school we teach the children French from Primary 1 right through to Primary 7. In addition to this, our Primary 5-7 pupils also have experience of Spanish lessons.

### Numeracy and Mathematics

Mathematics includes specific aspects of Numeracy which will be developed both in mathematics and through activities in other areas of the curriculum. Putting mathematical knowledge and understanding to constructive use has been one of the decisive factors in shaping societies. Engineering, science, technology and business rely upon mathematics and continue to find new applications for mathematics. Cultural development and artistic endeavour are influenced by mathematics. Each of us uses mathematical skills and concepts in everyday life. To face the challenges of the 21st century, each young person needs to have confidence in using mathematical skills, and Scotland needs both specialist mathematicians and a highly numerate population.

Learning through mathematics enables children and young people to:

- develop essential numeracy skills, including arithmetical skills which allow them to participate fully in society
- develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work
- have an understanding of the application of mathematics, its impact on our society past and present, and its potential for the future
- establish firm foundations for further specialist learning, including for those who will be the mathematicians of the future.



Numeracy and Mathematics have a very active focus and teaching strategies allow children to apply mathematical skills learned across the curriculum e.g. data handling related to an inter-disciplinary topic on transport. Mathematical problem solving is used to assess children's abilities to apply skills within different contexts.

### Religious and Moral Education

Religious and Moral Education includes learning about Christianity and other world religions, and supports the development of beliefs and values. It also includes aspects of philosophical enquiry. Scotland is now a nation which reflects a wide range of beliefs, values and traditions. Religious and moral education enables children and young people to explore the world's major religions and approaches to living which are independent of religious belief, and be challenged by these different beliefs and values. It supports children and young people in developing responsible attitudes to other people, their values and their capacity for moral judgement.

The study of Christianity, which has shaped the history and traditions of Scotland and continues to exert an influence on national life, is an essential feature of religious and moral education for all children and young people.

Learning through Religious and Moral Education enables children and young people to:

- develop a knowledge and understanding of Christianity and other world religions and recognise religion as an important expression of human experience
- explore moral values such as wisdom, justice, compassion and integrity investigate and understand the responses which religions can offer to questions about the nature and meaning of life
- develop the skills of reflection, discernment, critical thinking, and deciding how to act when making moral decisions
- develop their beliefs, attitudes, moral values and practices through personal search, discovery and critical evaluation, and make a positive difference to the world by putting their beliefs and values into action.

Religious and Moral Education makes a distinctive contribution to the curriculum in helping pupils towards a consistent set of beliefs, attitudes and practices within our own community and beyond. Religious and Moral Education is taught in Kildrum with these broad aims in mind and reflects council and national policies as set out by the *Education (Scotland) Act 1980*. Included in our Religious and Moral Education programme is the study of Christianity and other world religions. This encourages harmony, appreciation and consideration for the beliefs of others. While studying Religious and Moral Education classes may make visits to local churches and other sacred buildings.

It is recognised that the *Education (Scotland) Act 1980* allows parents/carers to withdraw their children from any religious instruction and observance, and parents/carers wishing to do so should contact the head teacher, in writing, to allow any arrangements to be made.

Parents/carers 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 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.



Through our curriculum children are given opportunities to become responsible citizens who have respect for others and a commitment to participate responsibly in political, economic, social and cultural life within their community. They are able to develop knowledge and understanding of the world and Scotland's place in it, understand different beliefs and cultures and make informed choices and decisions.

## Sciences

Science includes experiences and outcomes in biological, chemical, physical and environmental contexts. The most important goal for science education is to stimulate, nurture and sustain the curiosity, wonder and questioning of children and young people. Young children have a natural sense of wonder and curiosity and are active and eager learners endeavouring to make sense of the world. They develop ideas through play, investigation, first-hand experience and discussion. As they grow older children ask searching questions based on their everyday observations and experiences of living things, the environment and the materials, objects and devices they interact with. Young people are fascinated by new discoveries and technologies and become increasingly aware of, and passionate about, the impact of science on their own health and wellbeing, the health of society and of the environment. Learning through the sciences enables children and young people to:

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

## Social Studies

Social Studies includes experiences and outcomes in historical and geographical, social, political, economic and business contexts. It is important for children and young people to understand the place where they live and the heritage of their family and community. Through Social Studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances, and how their environment has been shaped. They learn about human achievements and to make sense of changes in society, conflicts and environmental issues. With greater understanding comes the opportunity to influence events by exercising informed and responsible citizenship.

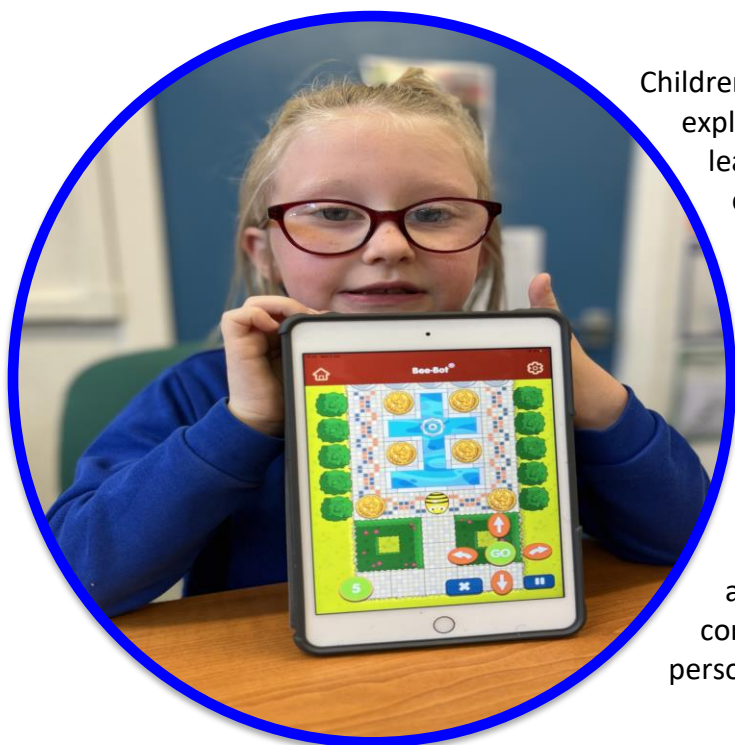
Learning through Social Studies enables children and young people to:

- broaden their understanding of the world by learning about human activities and achievements in the past and present, political, social and environmental issues, and the values underpinning their own society and other societies
- develop the capacity for critical thinking, through accessing, analysing and using information from their own beliefs and view of the world and develop their understanding of different values, beliefs and cultures
- establish firm foundations for lifelong learning and, for some, for further specialised study and careers.





In Social Studies children learn about the world around them (locally and globally) and develop the understanding, skills and attitudes necessary to interpret it. Children are encouraged to make informed decisions about their own behaviour. Positive and caring attitudes are fostered using problem solving, decision making and practical action.



Children are encouraged to learn in a variety of ways; through explanation, enquiry, activity and discussion. They also learn in a variety of settings within and beyond the classroom. Social Studies also provides a context for and brings relevance to learning across the curriculum. Children are taught how to develop enquiry skills in researching, recording, planning and evaluating.

Our programmes of study are devised to ensure balance and progression throughout the school and to ensure an appropriate balance of knowledge and understanding and enquiry skills. Educational visits are arranged, where appropriate, to support learning and teaching in Social Studies. Likewise members of the community and visiting specialists add practical and personal contributions to our many programmes of study.

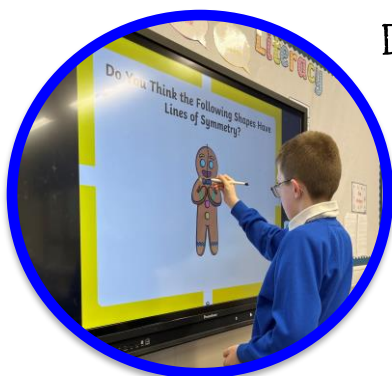
## Technologies

Within Curriculum for Excellence, the Technologies curriculum area relates particularly to contexts that provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work-related activities. Learning in the Technologies enables children and young people to be informed, skilled, thoughtful, adaptable and enterprising citizens, and to:

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

The Technologies curricular area relates particularly to contexts that provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work

related activities. In the wider world these skills can be applied in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies. Children and young people will develop their creativity and entrepreneurial skills and be encouraged to become innovative and critical designers of the future.



## Digital Technologies

The school budget has been carefully managed in order to provide a large number of digital devices. All classrooms have interactive panels and we have an extensive range of tablets, laptops and desktop computers. Computers are used to help the pupils acquire skills in creating and presenting as well as in using databases and spreadsheets. We frequently use interactive software as an aid to enhance teaching and learning.

## Interdisciplinary Learning

Interdisciplinary Learning (I.D.L.):

- Enables teachers and learners to make connections across learning through exploring clear and relevant links across the curriculum.
- Supports what has been taught and learned in new and different ways.
- Provides opportunities for deepening learning through answering big questions, exploring an issue or theme, solving problems or completing a final project.

## The Benefits for Learners

- Motivates and involves
- Builds confidence
- Make learning connections directly related to life experiences
- Individual and collaborative working
- More depth of knowledge
- Improves understanding of different curricular areas
- Promotes critical thinking

In Kildrum the children are involved in a variety of I.D.L. experiences (often called “topics”). These can have a focus on social subjects (Geography, History or Modern Studies) or could be related to an aspect of Health, R.M.E., or Technologies (digital technologies.). Digital technologies are an extremely important aspect of our work and are used in almost all curricular areas.

## Additional Support Needs

Our school complies with the Additional Support for Learning (Scotland) Act 2004 as amended by the Additional Support for Learning (Scotland) Act 2009 and the Additional Support for Learning: Statutory Guidance 2017.

Elsbeth Singleton is our Educational Psychologist who works with us in assessing children and directing appropriate programmes of study. Parental consent is always sought prior to any assessment taking

place. Some children in school have extra support from support staff or members of the Senior Leadership Team.

We can refer children for Speech and Language therapy after discussion with parents/carers. Bilingual Support is available for children who have English as an additional language.

We have several members of support staff who assist the class teachers in working with able children or those who need a little extra help. Able children are challenged through having access to appropriate resources, which provide extension work. The *Additional Support for Learning Education (Additional Support for Learning) Scotland Act 2004* states the framework for supporting children and young people in their education. This term applies to children and young people who, for whatever reason (including slow academic progress, behavioural issues, bereavement, loss or bullying) require additional support, long or short term, in order to help them make the most of their school education.

Care experienced children i.e. children who are cared for directly, or whose care is supervised by, the local authority are deemed to have Additional Support Needs unless assessment determines otherwise. The head teacher oversees the welfare and development of care experienced children.

*“Since my son moved to Kildrum he has come on so much. He is in multiple support groups and this is making his learning experience so much more positive.” Parent (March 2022)*

### Getting it Right for Me Plans (GIRFMe Plans)

GIRFMe enable staff to plan effectively for children and young people when interventions are required to support their learning and improve outcomes. Parents/carers and pupils are an essential part of the assessment; planning and review processes and their views will be actively sought.

Some children and young people may require significant support from education and at least one other agency, such as health, social work and/or voluntary agency to help them meet their learning targets. Where this support requires a high level of co-ordination the opening of a Co-ordinated Support Plan (CSP) may be considered. A CSP may be initiated by the school or another agency. Parents/carers and young people can, if they wish, request that a CSP be considered and would be involved in the process. Parents/carers will receive letters from the Education Authority throughout the CSP process. Parents/carers and young people will be invited to take part in multiagency meetings and their views will be recorded in the plan.

Where more intensive support for a child or young person needs to be planned for, usually when a number of agencies are involved in supporting their wellbeing then a Child’s Plan may be developed. The plan will tell you what actions need to be taken and who will help with each action. It will usually be someone called a ‘Lead Professional’ who will have the job of making sure that the actions outlined in the plan take place and things get better for the child or young person.

*“I am really impressed with the focus groups for children dependent on their ability. The recent information session was really great, explaining why the children were getting additional support, how it is applied and how the children are identified.” Parent (May 2022)*



## Dispute Resolution

North Lanarkshire Council is committed to resolving any differences of views through discussion, dialogue and building on common ground. If the matter cannot be resolved with the Education Authority you have the right to request mediation. An independent mediation service is available to parents/carers and young people through Resolve (see contact details at the back of this handbook). Mediation is free through Resolve and independent of the Education Authority. In the event that a disagreement cannot be resolved through mediation, then an application for Independent Adjudication (see contact details at the back of this handbook) can be made by parents/carers free of charge. The Independent Adjudicator will make recommendations to the Education Authority about how the dispute should be resolved. The Additional Support Needs Tribunal has been set up to hear appeals made by parents/carers or young people on the decisions made by the Education Authority relating to Co-ordinated Support Plans, placing requests and post school transition. If you disagree with any decision relating to your child's Co-ordinated Support Plan, either the creation of a CSP, or the content of it, you may be entitled to refer to the Tribunal.

## Nurture

In Kildrum we are very fortunate to have a number of staff who are trained in nurturing strategies. We have attained the prestigious *Marjory Boxall Quality Award* for the outstanding work done in the area of nurture.



In Kildrum we understand that different children require different support at different times. We aim to provide tailored support for these children when they need it. Support groups such as "Happy to be me" and "Seasons for Growth" run at various times in order to support groups of children with similar needs.

We have extremely experienced staff who have had extensive training in the theory of nurture and who have supported children for a number of years. We understand that if a child is to learn effectively and reach their full potential they must first feel safe cared for.

*"Kildrum Primary feels more than a school to us, it's more like a second family." Parent (June 2022)*

*"Kildrum Primary School really thinks of the different needs of each pupil" Parent (May 2023)*

*"I can't praise the school enough for how well my child settled in so quickly. The staff were great at supporting them in things that they had missed or not been taught in their previous school. Daily checks in were also a wee bonus and I love how they have special technics if my child needed to talk to anyone. My child's education has come such a long way in such a short period of time."*

*Parent (May 2023)*



## School Improvement

All schools in Scotland are required to devise an improvement plan as a means of managing change and planning for major development initiatives. Following audit, including consultation with parents/carers, pupils and staff, and taking into consideration national and authority targets, priorities are identified.

Priorities for 2022/2023	
<b>Priority 1</b>	Increase average attainment in Numeracy and Mathematics across all stages by 10% and close the attainment gap at Primary 7 by May 2023. <i>(This is the first area to be covered within a three year priority)</i>
<b>Priority 2</b>	Improve and support the mental, social and emotional health of all pupils by embedding and extending the range of nurture and positive relationship based approaches used across the school.
<b>Priority 3</b>	Develop digital pedagogy across all stages, ensuring quality and equity for all learners.
<b>Cluster Priority</b>	Develop consistent approaches across the cluster that focus on improving the health and wellbeing of all children, young people and families. These approaches will contribute to closing the attainment gap between most and least disadvantaged children.

Priorities are decided on an annual basis through a school audit. Copies of the School Improvement Plan and School Improvement Report are available on the school website or, on request, at the school office.

Information regarding the school's performance at local and national level can be obtained from [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk).

### H.M.I.e.

H.M.I.e. completed an inspection of Kildrum Primary in May 2011. The inspection report was published in August 2011 identifying a number of major strengths within the school. Parents/carers can access this online at [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk).



## Homework

The school actively promotes partnership with parents/carers in their child's learning and asks parents/carers to spend time at home reading, discussing news items, playing number games to reinforce tables and time etc. with their child. As a result of recent research we provide our pupils with very little homework. Primary 1 children are given tasks which are designed to reinforce the learning of new sounds and all children in Primary 1-7 are given reading tasks. Two of the most important things parents/carers can do to help their child in school are to read with them and to eat a meal together, at a table, without the television on.

Each term class teachers provide an overview of what learning with take place in school. This is issued to parents/carers along with some guidance on how they can help at home.



## Extra-Curricular Activities

The children participate in local tournaments and competitions, with the emphasis on participation. After school clubs have included basketball, choir, Lego and games.

During the school year we have a focus on health promotion and eco as well as enterprise. The school is proud of its tradition of concerts, shows and assemblies where our pupils are given the opportunity to perform.

An annual talent show provides a focus for entertainment at the end of each session.

Our children are involved in a range of out of school learning activities such as visits to local places of interest and places related to themes they have studied. We actively encourage parents/carers to become involved in both assisting and supporting all of our extra-curricular activities.



## Freedom of Information

Freedom of Information (Scotland) Act 2002 came into force in 2005. The Act allows anyone to ask for information held by the Council and imposes a time-scale of 20 working days for the Council to respond. To deal with Freedom of Information requests, the Council has appointed a Corporate Freedom of Information Officer with the support of an officer in each Service. The Freedom of Information Co-ordinator can be contacted by telephone on 01698 302484.

# General Data Protection Regulations (GDPR)

## What is this statement?

This statement explains when and why we collect personal information about you, your child or young person and how this information is used, the conditions under which it may be disclosed to others and how it is kept secure.

## Who are we?

North Lanarkshire Council is a Local Authority established under the Local Government etc. (Scotland) Act 1994. Education and Families is located in Civic Centre, Motherwell, ML1 1AB.

## Why do we need your personal information and that of your child or young person?

The Council has a legal obligation to deliver an effective education service to all children and young people in North Lanarkshire. In order to do this we need to collect personal information about children, young people and their families so that we can help them to learn and keep them safe.

## Legal basis for using your information

We provide this service as part of our statutory function as your Local Authority. Processing your personal information is necessary for the performance of a task carried out in the public interest by the Council. If the information we have asked for is not provided, then we will not be able to provide this service to your child or young person.

## Your personal information

Education and Families uses the national IT system, SEEMiS, to store personal information electronically. We ask parents/carers during registration and enrolment to provide us with their child's name, date of birth, gender, address, family contact details (phone/email). We will also ask you to update this information annually.

We may also ask you for information about medical conditions, additional support needs, religion, and ethnicity. We may also record information you might wish to provide about your family circumstances. We require this information to ensure children and young people are educated appropriately, supported, and that we take account of their health and wellbeing.

During a child's journey through education a pupil's record is kept, this core record is mainly paper based and is stored securely in the child or young person's establishment. If the establishment has requested assistance from educational staff outwith the nursery or school, key staff from these services may also store information securely about your child or young person.

## How will we use this information?

Your personal information will be used:

- to enrol your child or young person in nursery or school
- to provide your child or young person with an appropriate education
- for teaching, assessment and planning purposes and to monitor educational progress of children and young people



- to support pupil learning, improve outcomes and identify where additional support is needed to help children and young people
- to provide appropriate pastoral care to support health and wellbeing of children and young people
- to keep children and young people safe
- to maintain records e.g. of attendance, absence, attainment and behaviour of children and young people (including exclusions)
- to support children and young people during transitions when moving on each year from nursery to primary, primary to secondary and when they move or leave school
- to enable schools and establishments to process personal data in support of SQA and Further Education
- to monitor and report on pupil attainment and achievement in relation to the national improvement framework issued by the Scottish Government
- to assure the quality of our education services in line with national expectations from Education Scotland
- when we require to contact you by post, email, telephone or text.

### Who do we share information with?

To support your child or young person's access to appropriate education and meet our legal obligation, personal information may be shared internally between departments of the Council. From time to time, education staff may also need to share information about you, your child or young person with another person from another agency or service, e.g. Social Work, Health.

We also share information with Scottish Government and bodies such as Education Scotland, Scottish Qualifications Authority, Skills Development Scotland and other organisations that support children and young people's learning.

When a child or young person moves or transfers to another school the Council has an obligation to pass on information with regards to pupil records to the new school.

Only identified staff and those who require to have the information to enable them to carry out their job, will have access to you, your child or young person's information. We care about the information we hold in respect to the education of children and young people. We will keep this information safe and secure.

### How long do we keep your information for?

We only keep personal information for the minimum period of time necessary. Sometimes this is set out in law, but in most cases it is based on what we need to fulfil our function. We maintain a 'records retention and disposal schedule' which sets out how long we hold different types of information for. You can view this on the Council website.





## Your rights under GDPR

You can:

- **Request access to your information** – you have the right to request a copy of the personal information that we hold about you, your child or young person. You can ask us to confirm what personal information is being used and with whom it has been shared with.
- **Request a correction to your information** – we want to make sure that all personal information is accurate, complete and up to date. Therefore you may ask us to correct any personal information that you believe does not meet these standards.
- **Request the restriction of processing** – this enables you to ask us to suspend the processing of personal information about you, your child or young person, for example if you want us to establish its accuracy or clarify the reason for processing it.
- **Request the transfer** – you can request the transfer of your information to another party.
- **Request deletion of your information** – you have the right to ask us to delete personal information about you, your child or young person where:
  - you think that we no longer need to hold the information for the purposes for which it was originally obtained
  - you have a genuine objection to our use of personal information
  - or, use of personal information is contrary to law or our legal obligations.

If you wish to update any personal information, retrieve it, or have it removed from records please contact your child or young person's head teacher or head of establishment in the first instance.

### The Council's Data Protection Officer

If you have any questions or are unhappy about the way that we use the personal information of your child, young person or yourself you can contact the Data Protection Officer.

#### Data Protection Officer (DPO)

Civic Centre,  
Windmillhill Street,  
Motherwell ML1 1AB  
or by email to [AITeam@northlan.gov.uk](mailto:AITeam@northlan.gov.uk)

### The Information Commissioner

You also have the right to complain to the Information Commissioner about the way the Council has handled your rights, to enquire about any exercise of these rights or to complain about the way the Council has dealt with your rights (or any other aspect of data protection law).

#### Information Commissioner's Office

45 Melville Street,  
Edinburgh, EH3 7HL  
or by e-mail to [casework@ico.org.uk](mailto:casework@ico.org.uk)

### Transferring Educational Data about Pupils

Education authorities and the Scottish Government Education Portfolio (SGEP) exchange data about pupils either on paper or electronically through the ScotXed programme. The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a



pupil is looked after by his/her local authority, additional support needs including disability, attendance, absence and exclusions from school. Pupil names and addresses are collected by the school and the council but they are not passed to SGEP. The postcode is the only part of the address that is transferred. Data is held securely and no information on individual pupils can be published by SGEP. Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

### Why do we need your data?

In order to make the best decisions about how to improve our education service, SGEP and education authorities 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 educational outcomes. Accurate and up-to-date data allows SGEP, education authorities and schools 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 that influence pupil attainment and achievement,
- target resources better.

### Your GDPR rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the GDPR. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. GDPR gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website ([www.scotxed.net](http://www.scotxed.net)). SGEP works with a range of partners including Education Scotland and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfill their official responsibilities. Any sharing of data will be done under the strict control and prior agreement of the Data Access Panel in SGEP, which will ensure that no subject specific data will be made public as a result of the data sharing and that such data will not be used to take any actions in respect of an individual. Further details are available on

<https://www2.gov.scot/Topics/Statistics/ScotXed/PrivacyInformation>

### Any Concerns

If you have any concerns about the ScotXed data collections you can email [school.stats@scotland.gsi.gov.uk](mailto:school.stats@scotland.gsi.gov.uk) or write to *The ScotXed Support Office, SEGP, Area 1B, Victoria Quay, Leith, EH6 6QQ*. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

### Want more information?

Further details about ScotXed data exchanges are available on the ScotXed website, <http://scotxed.net>



## Child Protection

Every adult in Scotland has a role in ensuring all our children and young people are safe and protected from harm at all times and in all situations. The head teacher is responsible for the schools actions in response to Child Protection concerns. If there are any Child Protection concerns the head teacher or the Child Protection Co-ordinator will follow North Lanarkshire Child Protection Procedures and Guidelines.

**Child Protection Co-ordinator is: Kate Watt (Head Teacher), Telephone Number: 01236 632098**

## Adult Protection

The Council has responsibility under the Adult Support and Protection (Scotland) Act 2007 for the protection and support of adults at risk of harm within North Lanarkshire. Its employees therefore have the responsibility to ensure the welfare of all adults at risk of harm with whom they come into contact, as well as providing the highest possible standard of care for some of the most vulnerable members of our society. If there are any Adult Protection concerns the head teacher or the Adult Protection Co-ordinator will follow the North Lanarkshire Adult protection Procedures and Guidelines.

**Adult Protection Co-ordinator is: Kate Watt (Head Teacher), Telephone Number: 01236 632098**

## Behaviour

The relationship between a pupil and a teacher is similar to that of a child and a parent. Mutual respect and consideration is expected at all times. In Kildrum we foster a close relationship with parents/carers and keep you informed of any behaviour-related issues. Class teachers manage day-to-day discipline but incidents of a more serious nature are referred to the head teacher or depute head teacher. In school we have high expectations of children's behaviour and support them to follow our three school rules:

- We are safe.
- We are ready.
- We are respectful.

*These rules apply to all pupils, staff and parents.*



Once a week all class teachers nominate one pupil from their class to meet with the head teacher for cakes and hot chocolate. This is to celebrate the pupils and how they have displayed our school values. Each week "Star Workers" are celebrated at assembly. These are pupils who have done their very best work in order to make themselves and their teacher proud.

Throughout the year children can earn "Kildrum Coins" for following our school rules and displaying the school values. At the end of each term all children are invited to come to the "Kildrum Shop" to spend their coins on small items of stationery, toys and games.

If a child has endangered other children or been disruptive to a level where it is detrimental to the education of the other pupils in the class, then North Lanarkshire's Exclusion Policy will be enforced. It



is essential that children see the home and school working in partnership with both supporting them to behave responsibly and have a positive attitude.

## Anti-Bullying



Bullying of any kind – verbal, physical, mental or via text or social networking sites – is not tolerated within Kildrum. As part of our Health and Wellbeing curriculum, each class, each year, works on anti-bullying and friendship topics. Children are encouraged to speak out about bullying. Staff are extremely vigilant about bullying both in the playground, around the school and in the classes. An adult presence is provided in playgrounds at break times in terms of the Schools Safety and Supervision of Pupils (Scotland) regulations 1990. We use some of the *Child Exploitation and Online Protection Centre (C.E.O.P.)* materials relating to internet bullying, in order to have both parents/carers and children better informed about this issue. Bullying or alleged bullying incidents are recorded as part of the school monitoring system. If you are concerned that your child is being bullied at school, please do not hesitate to get in touch with your child’s teacher or a member of the senior leadership team.

*“When I felt my child was being bullied it was dealt with swiftly and effectively. I was extremely satisfied with how well it was dealt with and my son’s emotional wellbeing afterwards was not forgotten.” Parent (May 2023)*

## Home School Links

The school actively promotes links with parents/carers in a number of ways. Parents/carers are welcomed into the school to help class teachers whenever possible. Curricular workshops are organised throughout the year. Parents/carers are kept informed of school events through the Class Dojo app, the school website and Twitter feed.

In September each year we have an “Open Afternoon” when the children lead their parents/carers around their new class, look at work and meet the teacher. In November we have the first of our Parent Consultation Meetings where parents/carers and teachers discuss the child’s progress to date. The second meeting is held in June, just prior to the Summer holidays.

“Class Workshop” events are held in each class twice per year. These involve parents/carers being invited into their child’s class to spend some time sharing in the learning. It’s a great opportunity for the children to show the parents/carers what they’ve been doing and for parents/carers to gain a better understanding of more ways in which they could support their child.



Parents/carers are also invited into school each year to see their child perform in their class assembly. These assemblies take the form of the children presenting work which they've been doing in class in a more formal way. They can involve songs, plays and computer presentations.

*“Workshops are great to get into the classroom and see first-hand what your child has been learning! Great to spend some time with your child in school and see how they're getting on.”*

*Parent (May 2022)*

We encourage all parents/carers to sign up to our Class Dojo app. This is a great way to get frequent information about the work going on in classes. The app can be used to send messages to and from parents/carers. Each week teachers send a “class story” which includes some photographs of the children at work. Parents/carers can also use the Class Dojo app as a method of communicating with their child's teacher.



*“Communication is one of the key strengths of Kildrum Primary. I am always kept up to date with events/news through emails, with my child's day to day performance/behaviours through Dojo and photos of school events/achievements through Twitter”*

*Parent (May 2022)*

## Attendance at School

Section 30 of the 1980 Education Act lays a duty on every parent of a child of school age to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon. Regulation 7 of the Education (School and Placing Information) (Scotland) Amendment, etc. Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised or unauthorised as defined by the Scottish Government.

At the start of each school session parents/carers will be asked to provide contact details including at least one emergency contact number. Parents/carers are required to inform the school if these contact details change during the course of the year.

Parents/carers are asked to inform the school if a pupil is unable to attend from the start of the school day on the first day of absence. Failure to do so will result in school staff accessing all contact numbers provided for the child. In Kildrum, and in accordance with North Lanarkshire Council Policy, if a parent fails to contact the school by 9.30am office staff will send a text message alerting the parent/carer that the child is not in school. In terms of child safety, police will be contacted if all attempts to locate the child have been exhausted and there are concerns about the child's safety. Parents/carers 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/her return to school confirming the reason for absence.

We are constantly trying to improve our attendance statistics. We urge parents/carers to send their children to school on a regular basis for a number of reasons:

- pattern absences and late coming results in significant gaps in a child's education
- if attendance is irregular, the child will really struggle to maintain relationships within friendship groups – this can cause a great deal of distress for the child
- good habits have to be established early to prepare children for life-long learning and employment

Punctuality is also important. It is crucial that children form good habits from an early age. They also need to be in school on time to access the full input of teaching. Being late every day could mean that your child is missing out on input in the same curricular area on a consistent basis.

### Family Holidays During Term Time

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/carers should inform the school by letter of the dates before going on holiday.

Absences will be classified as authorised only in exceptional circumstances. Such circumstances may include a family holiday judged to be important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.

A family holiday classified under the authorised absence category will not include such reasons as:

- the availability of cheap holidays
- the availability of desired accommodation
- poor weather experience during school holidays
- holidays which overlap the beginning or end of term
- parental difficulty obtaining leave (except in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences)

Family holidays with the above similar characteristics will be classified as unauthorised absence. Where the head teacher's prior agreement has not been sought the absence will automatically be classified as unauthorised.

### Extended Leave with Parental Consent

Where most family holidays will be recorded as unauthorised (see above) extended leave with parental consent will not be considered the same as a family holiday. Leave in such circumstances will be authorised under circumstances such as:

- extended overseas educational trips not organised by the school
- short-term parental placement abroad
- family returning to its country of origin (to care for a relative, or for cultural reason)
- leave in relation to children of travelling families

### Exceptional Domestic Circumstances

Parents/carers may request permission for such leave in writing and the school may authorise such requests under the following circumstances:



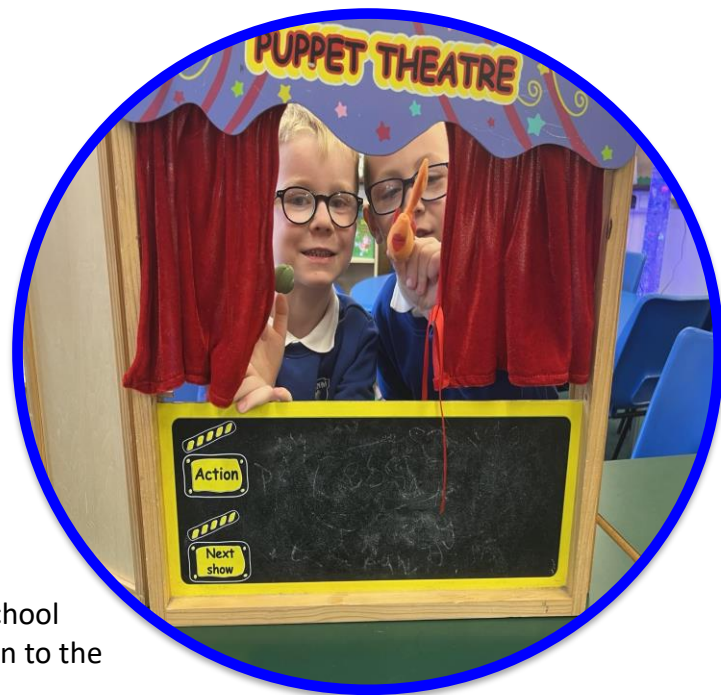
- the period immediately after an accident or illness
- a period of serious or critical illness of a close relative
- a domestic crisis which causes serious disruption to the family home, causing temporary relocation



In Kildrum the head teacher monitors children's attendance on a monthly basis. Letters are sent to parents/carers of children whose attendance or punctuality is causing concern. If there is no improvement then North Lanarkshire Council Policy as detailed above is put into practice. North Lanarkshire has the power to write to, interview or prosecute parents/carers or to refer to the Reporter of the Children's Panel, if necessary.

## School Community Links

The school has strong links with the local community. The children have the opportunity to explore their local community through a variety of different interdisciplinary projects. The children visit the Salvation Army, Kildrum Church, Cumbernauld Parish Church and Sacred Heart Church as part of their study of Christianity or Social Subjects. The community police come into school to talk to the children about various topics such as anti-vandalism and personal safety. We are also very grateful for the opportunities to view dance and drama performances provided by The Lanternhouse Theatre. Every year the school is host to local senior citizens at our Harvest Celebration. School families donate food for this event which is then given to the Salvation Army food bank.



## Clothing and Uniform

All North Lanarkshire schools must have a dress code which encourages pupils to dress in a way which is appropriate to attendance at school. This dress code must not lead to direct or indirect discrimination



on the grounds of race, religion, gender or disability. Prior to drawing up the dress code the parents/carers, pupils and staff were fully consulted. It is the expectation of *Education and Families* services that parents/carers will be keen to support the dress code and written agreement may be sought.

Clothing which is unacceptable in school under any circumstances includes items which:

- could potentially encourage factions (e.g. football colours)
- could cause offence (e.g. anti-religious symbolism or political slogans)
- could cause health and safety difficulties such as loose fitting clothing, dangling earrings, and other potentially dangerous jewellery.
- are of flammable materials which may be a danger in certain classes (e.g. shell suits)
- could cause damage to flooring
- carry advertising in particular for alcohol or tobacco, and
- could be used to inflict injury to other pupils or to be used by others to do so.

Parents/carers in receipt of a clothing grant from the Council will be encouraged to purchase items which are in accordance with the school dress code. Approval of any requests for such grants in other circumstances are at the discretion of the Executive Director of Education and Families. Information and application forms may be obtained the Council website [www.northlan.gov.uk](http://www.northlan.gov.uk). Parents/carers are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based). Employment & Support Allowance (income related), Universal Credit (with an income below £660 per month), housing benefit (please note that the housing element of Universal Credit is not housing benefit), council tax reduction (please note that single person's discount/council tax exemption is not council tax reduction). The deadline for school clothing grant is 31<sup>st</sup> March 2023.

Whilst in general terms it would not normally be the policy of the authority to exclude a pupil from school solely on the basis of his/her dress, persistent refusal to respond to a reasonable dress code may be deemed to be a serious challenge to the head teacher's authority and to be detrimental to the wellbeing of the whole school community. In such circumstances a head teacher may justify the use of the school discipline procedure.

The Council wishes to minimise claims arising from the loss of pupils' clothing and/or personal belongings. Parents/carers are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing, jewellery, etc., are not brought to school. Parents/carers should note that any claims submitted to cover the loss of such things are likely to be met only where the authority can be shown to have been negligent.

In Kildrum, our children wear school uniform which consists of royal blue sweatshirt, jumper or cardigan, white polo shirt or white shirt and school tie along with grey trousers/ skirt/pinafore. In addition, ordinary and reversible fleeces, school bags, gym bags, ties and scrunchies are available. These items are available from our official suppliers:

**Baru Ltd, 5 Cowgate, Kirkintilloch**

**[www.kitmykid.com](http://www.kitmykid.com)** A price list and order forms are available from the school office. Representatives from Baru, Ltd will be in school on the Primary 1 induction days in June. Baru have always been very good to us and often donate free ties to the school.





### My Clothing

**www.myclothing.com** Clothing ordered through My Clothing can be delivered straight to your home and the school receives 5% commission on all orders.

### Kilsyth and Cumbernauld Clothing Bank

**www.facebook.com/CumbernauldandKilsythSchoolUniformBank**

This organisation collects uniforms and then donates them to families who need them. The school can refer people to the clothing bank so if you would find this service useful please contact the school.

### The School Clothing Bank

We also have our own clothing bank situated near the front entrance of the school. The bank consists of used but still useful items along with some new items donated by local shops. Parents/carers and pupils are invited to take items at any time and donations are welcome throughout the school year.



## School Meals

Each day the children can choose between a main meal, a snack meal or sandwiches. A vegetarian option is always available. A cashless cafeteria system is in operation. Parents/carers are required to transfer money into their child's online account using Parents' Portal. The current cost of a school lunch is £3.10. The school lunch menu can be found here <https://www.northlanarkshire.gov.uk/schools-and-learning/school-meals/meal-menus/primary-school-menu>

Packed lunches are eaten in the dinner hall. The senior leadership team is involved in supervision on a daily basis. In good weather the children are allowed to take their packed lunches out into the garden area and eat at the picnic tables.

### Special Dietary Requirements

Diets required as a result of a medical condition (a medically prescribed diet e.g. coeliac disease, diabetes, PKU, food allergy or intolerance) can be provided in school by our catering staff. A medically prescribed diet form must be completed and signed by the child's Registered Dietician or General Practitioner. Procedures and forms can be accessed online through North Lanarkshire Council's website, by the school, the catering service or also in some cases by the child's dietitian or doctor. For some conditions (PKU, coeliac) parents/carers may be asked to supply prescription foods or attend a meeting to discuss the child's dietary requirements.

Some children with additional support needs may require food to be adapted to an appropriate texture and consistency. In this instance the child's Registered Dietician or Speech and Language Therapist will liaise with the Head Teacher and school catering service including the nutritionist to ensure appropriate food provision. In this case a form will still need to be signed by a medical professional including a Speech and Language Therapist.



It is important that the Head Teacher is aware of any medically prescribed diets within the school and on occasion may be asked to attend a meeting.

Forms that have not been signed by a medical professional will be rejected. The form will be returned to the parent along with a letter stating the reason for the refusal and also they will be issued with a new form.

Any change in the child's dietary requirements must be advised through a Registered Dietitian or Medical Practitioner to the Facilities Support Services (FSS) Nutritionist. When children move to a secondary school or change schools FSS will need to be informed as soon as possible. Special diets such as vegan and ethnic diets can also be accommodated. In this case a form should be completed and can be signed by the parent/carer. All completed forms should be returned to the email address, [specialdiet@northlan.gov.uk](mailto:specialdiet@northlan.gov.uk)

## Free Meals

Children of parents/carers receiving Income Support, Job Seekers Allowance (income based), and Employment & Support Allowance (income related), Universal Credit (with an income below £660 per month), are entitled to a meal without charge.

All Primary 1-5 pupils are entitled to a free meal and free milk. Pupils in Primary 6 and Primary 7, who qualify for a free school meal are entitled to free school milk. Milk is also available for purchase in the.

Information and application forms for free school meals may be downloaded from the council website [www.northlan.gov.uk](http://www.northlan.gov.uk)

## Breakfast Club

Breakfast is served in the hall each morning between 8.15am and 8.45am. It is staffed by a breakfast supervisor and kitchen staff. Children are served a bowl of cereal with milk, a slice of toast with spread, milk or water and the choice of fresh fruit. The breakfast club is free for all Primary 1-4 children and for those in Primary 5-7 who are entitled to free school meals. The cost for other Primary 5-7s is as follows: one child £1, two children £1.50 and three children £1.80 per day.

## Transport

The Council has a policy of providing free transport to primary pupils who live more than one mile from their catchment school by the shortest suitable walking route. This policy is more generous than the law requires. This provision may be reviewed at any time. Parents/carers who consider they are eligible can apply on the council website. 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.

There is discretion in certain circumstances to grant privilege transport for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.



Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to 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/carers' responsibility to ensure their child arrives at the pick-up point in time. It is also the parent/carers' responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in a loss of the right to free transport.

The council does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances.

In the case of early entry requests if a child is offered a place in the catchment area school, transport will be provided in accordance with the Council's policy as stated above.

## Medical and Health Care

At the beginning of each session parents/carers are asked to complete a form indicating such information as home and work contact numbers and the name and telephone number of an emergency contact person. If your child becomes ill in school we will contact you in the first instance. If you are unavailable we will then use the emergency contact number. If your child has a serious medical problem it is important that you liaise closely with school staff. Parents/carers are also required to complete a form giving their consent for a number of checks, which are available. They may be carried out by the Public Health Nurse, Occupational Therapist, school doctor or audiologist. Dental inspections are carried out in Primary 1 and you are advised if your child needs treatment. If your child has medication to take in school you will be requested to complete a form giving permission for the medication to be administered.

**Head lice infestations are on the increase as the lice become more and more immune to the lotions and shampoos used to eradicate them. Please ensure you check your child's head using a bone comb on a weekly basis.**

If a child is unable to attend school as a result of pro-longed ill-health, North Lanarkshire Council must make special arrangements for the child to receive education elsewhere, other than at an educational establishment. In North Lanarkshire, children are treated at the paediatric in-patient unit within Wishaw General Hospital. It is not common for children to have extended stays in Wishaw General; therefore North Lanarkshire Council does not require a dedicated hospital education service. Children who resident in North Lanarkshire, and are in hospital in Glasgow, may access education through the Hospital Education service (HES) This service is provided by Glasgow City Education and Social Work Services. For further information, please contact the school.

## Information in Emergencies

We make every effort to maintain a full educational service, but in emergencies on some occasions circumstances arise which lead to disruption. For example, schools may be affected by 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 informed by



using emails, texts and announcements in the press, on local radio and the North Lanarkshire Council website and Twitter.

## Parent Forum

All parents/carers of children in our school are automatically members of the Parent Forum. The Parent Forum is composed of all the parents/carers of children at the school. As a member of the Parent Forum you can expect to:

- get information about what your child is learning
- get information about events and activities at the school
- get advice/help on how you can support your child's learning
- be told about opportunities to be involved in the school
- have a say in selecting a Parent Council to work on behalf of all parents/carers at the school
- be invited to identify issues for the Parent Council to work on with the school.

## Parent Council

Parent Councils came into existence on 1<sup>st</sup> August 2007.

The Parent Forum determines the composition of the Parent Council. The head teacher is the professional adviser to the Parent Council.

The Parent Council's rights and duties include:

- Supporting the work of the school
- Representing the views of parents/carers
- Consulting with parents/carers and reporting back to the Parent Forum on matters of interest
- Promoting contact between the school, parents/carers, pupils, providers of nursery education and the wider community
- Fundraising
- Taking part in the selection of senior promoted staff
- Receiving reports from the head teacher and education authority
- Receiving an annual budget for administration, training and other expenses
- Improving home school partnership and facilitating parental involvement

Members of Parent Councils, on a voluntary basis, may also have an advisory role in decisions on placing requests by parents/carers in respect of those situations where the number of placing requests for a particular school or for a particular stage in a particular school exceeds the number of places available.

The Parent Council is elected on an annual basis by the Parent Forum. The Parent Council meet roughly twice a term. The head teacher has a right and duty to attend all meetings of the Parent Council.

Meetings of the Parent Council are open to members of the public.

### Office Bearers

Chairperson – Mrs. Jennie McGregor

Secretary – Ms Pamela Alexander

Treasurer – Mrs. Jemma Donohoe



## Supervision in non-class times

All parents/carers and visitors are requested to enter the school by the front security door and to sign in at the office. Parents/carers must not go straight to a classroom but to go to the office where queries will be dealt with and a further appointment arranged, if necessary.

Children in Primaries 4-7 enter and leave by the back gate adjacent to the gym hall, which is open between 8.45am and 9am. Children in Primaries 1-3 enter and leave by the side gate leading to the garden area. Parents/carers are requested to leave their children at the gate, so that the only adults present in the playground are school staff. If a child arrives at school after 9.00am and the gates are locked, he/she should go to the main security door at the front entrance to be admitted.

There is adult supervision at both gates each morning (8.45am-9.00am) and each afternoon (3.00pm – 3.10pm). This does not apply to all schools in the Council but we wish to ensure that our children are as safe as possible upon entering and leaving school.

If a child has to be collected for an appointment during the school day, parents/carers are requested to sign him/her out of school. The same applies regarding a child who arrives in school later than 9am – he/she must be signed in. Children who are not collected at 3pm are taken to the office and the parent is contacted.

During intervals and lunchtimes, the playgrounds are supervised by our additional support needs staff, as well as the janitor and members of the senior leadership team. Again, this goes beyond the basic requirement (see below) but it is to ensure that we can keep our children as safe as possible in the playground.

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

## Placing Requests

You have the right to make a placing request for your child to be educated in a school other than their catchment school. In December each year, the authority will advertise its arrangements for placing requests. There are sound educational reasons for trying to ensure that the transfer or admission of children to a school takes place at the start of a school session. Other than those who are moving home, to a new area, parents/carers are advised to time any placing requests so that they take effect from the beginning of the new school session. Every effort will be made to try to meet the parental wishes, but you should note that it is not always possible to grant every placing request to a particular school.

Placing requests to primary school does not necessarily ensure that your child will have a direct entry into the associated secondary. Advice on this must be sought from the primary school head teacher. Further information on placing requests and procedures is available from the school or the council's website.

Parents/carers and young people have a right under the Additional Support for Learning Act 2009 to make a placing request for their child or young person to attend a nursery (including partnership nursery), special school or special class managed by the home authority. In the event of a successful



placing request the authority are not required to provide transport. The Act also enables parents/carers and young people to make a placing request to attend a school/establishment belonging to another authority.



## Important Addresses

### Education and Families

Municipal Buildings  
Kildonan Street  
COATBRIDGE  
ML5 3BT  
Tel. - 01236 812222

### Education Manager

Lorraine McBride

### Cluster Improvement and Integration Lead

Lois Mullaney - MullaneyL@northlan.gov.uk

### Councillors for the School

Cllr Claire Barclay - Mobile: 07939280059, Email: barclaycl@northlan.gov.uk  
Cllr Gillian Fannan - Mobile: 07939280058, Email: fannang@northlan.gov.uk  
Cllr Paddy Hogg - Mobile: 07939280060, Email: hoggp@northlan.gov.uk  
Cllr Tom Johnston - Telephone: 01236 738986, Email: johnstont@northlan.gov.uk

Councillors can be contacted directly or through:

Member Services  
Civic Centre  
Windmillhill Street  
Motherwell  
ML1 1AB  
Tel. - 01698 302222

### Community Learning and Development Office (North)

Pivot Community Centre  
Glenmanor Ave.  
Moodiesburn  
G69 0DL  
Tel. – 01236 638393  
Email – CLD-North@northlan.gov.uk

### Chief Executive Area Office

Civic Centre  
Windmill Street  
Motherwell  
ML1 1AB  
Tel. – 01698 302555

### Contacts in relation to Support for Learning

Help and advice on any matter relating to Support for Learning can be obtained from: Elspeth Green (Cluster Inclusion and Intervention Lead), who can be contacted by emailing GreenE@northlan.gov.uk.

You can also get more help and advice from:

### Enquire

The Scottish advice service for additional support for learning. Operated by Children in Scotland, Enquire offers independent confidential advice and information on additional support for learning. Enquire also provide a range of factsheets.

Tel. – 0345 1232303

Email - info@enquire.org.uk

www.enquire.org.uk for parents/carers and practitioners

www.enquire.org.uk for children and young people



**Children in Scotland – Resolve Mediation**  
 Tel. - 0131 3138844  
 Email – [resolve@childreninscotland.org.uk](mailto:resolve@childreninscotland.org.uk)

**Social Work**  
 Tel. – 01236 638700

**Independent Adjudication**  
 Scottish Government  
 Directorate for Learning  
 Support and Wellbeing Unit  
 Area 2C North  
 Victoria Quay  
 Edinburgh  
 EH6 6QQ

**NHS Lanarkshire**  
 Kildrum Health Centre  
 Tel. – 01236 721354

**Reference to Additional Support Needs Tribunal (Scotland)**

ASNTS  
 Health and Education Chambers  
 First Tier Tribunal for Scotland  
 Glasgow Tribunals Centre  
 20 York Street  
 Glasgow  
 G2 8GT  
 Tel. – 0141 3025860  
 Email – [www.asntscotland.gov.uk](http://www.asntscotland.gov.uk)



## Qualifying Statement

Although this information is accurate at time of printing, there could be changes 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.

Education authorities by law are required to issue a copy of the school handbook to parents/carers in December each year. It details the current policies and practices of both the council and the school.

## Photographs/Video Footage

On occasion, events in school may receive coverage from the local or national press resulting in photographs/video footage of children appearing in newspapers, leaflets and/or school/authority documents. Parents/carers who would not wish their child to be included should write to the head teacher to make this known.

We regularly take photographs of pupils carrying out their work and a special events. These photographs may be used within the school, in newsletters, in the local press, on the school website and in the school Twitter feed. Again, parent/carers who do not wish their child to be included in these photographs should write to the head teacher.





# Glossary of Specialist Terms

## **ACEs**

Adverse Childhood Experiences (ACEs) are specific traumatic events which occur before the age of 18. Without appropriate support these can have a negative effect on a child's attainment, relationships and health.

## **ACEL**

Achievement of a Curriculum for Excellence Level (ACEL) is information which teachers submit to the Scottish Government each June. This shows which children in Primary 1, 4 and 7 have achieved the expected level. Most children will achieve Early Level by the end of Primary 1, First Level by the end of Primary 4 and Second Level by the end of Primary 7. However, some children will achieve these level earlier and some will achieve them later.

## **Curriculum**

The range of subjects taught in every class and school, e.g. Numeracy, Literacy, Social Studies, etc.

## **Group Teaching**

Children are normally taught and work in groups with other children – for Literacy and Numeracy these groups are normally ability groups where children of a similar ability progress at a similar rate; for most other curricular areas children are taught in mixed ability and social groups.

## **Out of School Hours Learning**

Subjects which are not taught in the formal curriculum, e.g. after school clubs.

## **PEF**

The Pupil Equity Fund (PEF) is additional money given directly to schools by the Scottish Government for the purpose of raising attainment in Literacy, Numeracy and Healthy and Wellbeing in order to close the gap between the most and least deprived children.

## **SIMD**

Scottish Index of Multiple Deprivation (SIMD) is a grading put on each postcode in Scotland to show how deprived the area is. 1 is the most deprived and 10 is the least deprived. 29% of our pupils live in SIMD 1 or 2. In general, across Scotland, children living in SIMD 1 and 2 are less likely to achieve well in school. We work hard to ensure that deprivation is not a barrier to learning and we work to close the gap between those living in SIMD1/2 and those living in SIMD 3+.

## **SNSA**

Scottish National Standardised Assessments (SNSA) are completed by children in Primary 1, 4 and 7. The assessment covers Numeracy and Literacy and is completed on a computer or tablet.

## **Transition**

This term usually relates to the movement of children from nursery to primary, or primary to secondary.



## School Holiday Arrangements: 2023/2024

<b>August 2023</b>	
In-service day	Monday 14 <sup>th</sup> August 2023
In-service day	Tuesday 15 <sup>th</sup> August 2023
Pupils return	Wednesday 16 <sup>th</sup> August 2023
<b>September 2023</b>	
September Weekend	Friday 22 <sup>nd</sup> and Monday 25 <sup>th</sup> September 2023
<b>October 2023</b>	
October Week	Monday 16 <sup>th</sup> to Friday 20 <sup>th</sup> October 2023
<b>November 2023</b>	
In-service days	Monday 13 <sup>th</sup> November 2023
<b>Christmas 2023</b>	
Christmas and New Year	Monday 25 <sup>th</sup> December 2023 to Friday 5 <sup>th</sup> January 2024 (inclusive)
<b>February 2024</b>	
February Break	Monday 12 <sup>th</sup> and Tuesday 13 <sup>th</sup> February 2024
In-service days	Wednesday 14 <sup>th</sup> February 2024
<b>April 2024</b>	
Spring Break	Friday 29 <sup>th</sup> March to Friday 12 <sup>th</sup> April 2024 (inclusive)
Easter Weekend	Good Friday 29 <sup>th</sup> March and Easter Monday 1 <sup>st</sup> April 2024
<b>May 2024</b>	
In-service	Tuesday 2 <sup>nd</sup> May 2024 (may be subject to change)
May Day	Monday 6 <sup>th</sup> May 2024
Holiday Weekend	Friday 24 <sup>th</sup> May and Monday 27 <sup>th</sup> May 2024
<b>Summer 2024</b>	
School Closes	Wednesday 26 <sup>th</sup> June 2024

