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December 2014

Dear Parent

Each year our schools make available a copy of the handbook which outlines the current policies and practices of the council and of the school. Renfrewshire Council is committed to becoming a high performing public sector organisation and we will work to make Renfrewshire a fairer, more inclusive place where all our people, communities and businesses thrive.

To create a better future, Renfrewshire Council will focus on achieving the following outcomes:

- Increased, sustainable investment in our economy;
- Improved health, wellbeing and life chances for children and families;
- Improved support to vulnerable adults;
- Reduction in the causes and impact of poverty; and
- A safer and strong Renfrewshire.

It gives me great pleasure, as the director of education and leisure services, to commend the school handbook to you as a source of helpful information not only on day to day matters of school procedures, but as an interesting insight into the school itself.

Yours sincerely

A handwritten signature in black ink that reads "R Naylor".

Robert Naylor
Director of Education and Leisure Services

Welcome from the Head Teacher



Dear Parents

A warm welcome to you whether your child has joined us at West Primary for the first time or has resumed his or her education here. I hope you enjoy reading our school handbook and find it informative. It tries to give you some indication of the full curricular programme your child will encounter while at West. We aim to provide a balanced, structured programme of learning which will allow your child to progress at his or her own pace while ensuring equal opportunities for all. We embrace the principles and philosophy of A Curriculum for Excellence and aim to create as many opportunities as possible for your child to develop and grow.

The staff at West Primary will try at all times to provide a quality service for you and your child. We try to provide a safe and secure environment where effective teaching and learning can take place.

It is also our aim to work in partnership with parents to create trust and understanding to help all children achieve their full potential.

It is a credit to all involved with the school that we were awarded the CharterMark Standard of Excellence for customer care, accreditation as a Health Primary School, and our green flag for Eco schools status. We will continue to strive to meet these high standards and keep children at the heart of our work.

If you have any concerns regarding your child's education please don't hesitate to contact the school. We will do our very best to help.

Yours sincerely

Lynn Ferguson

Lynn Ferguson

Head Teacher

School aims

The aims of West Primary School are to:

- To provide a curriculum consistent with national and local authority guidelines which is broad, balanced, coherent and progressive.
- To enable all pupils to achieve a standard of attainment which is appropriate to their age and aptitude.
- To enable the provision of a range of teaching and learning approaches which take account of achievements and individual needs of pupils.
- To provide an effective system of support to meet educational, pastoral, personal and social needs of all pupils.
- To promote an ethos of equality and fairness which respects and values all members of the school community.
- To provide high quality resources, effectively organised, to support effective learning and teaching.
- To maintain an effective team, led by the Head Teacher, to ensure the continued success of the school.

We aim to provide programmes of learning which take account of the capacities and principles of Curriculum for Excellence which will result in happy, balanced, healthy children who will be well mannered and considerate of the welfare of others, will have the ability to make rational choices and will be able to work within a group or independently as the occasion arises. Throughout the curriculum, children are encouraged to be enterprising in their approach and are regularly involved in decision-making about their learning.

Service pledges

Standards and expectations

We will:

- offer all children and young people a free school place;
- provide school premises which meet health and safety standards;
- provide information on your child's progress;
- provide religious and moral education for your child;
- give support and encouragement to parental involvement in schools;
- provide regular information on school activities; and
- provide 25 hours of class contact time in each normal school week for pupils of primary-school age.

Pupils will have opportunities for:

- personal and social development;
- music, cultural activities and creativity;
- access to healthier lifestyles and sports activities; and
- community involvement.

You can also expect:

- a formal written report on your child's progress;
- an annual report on progress within the school improvement plan;
- an opportunity to have a formal meeting with your child's class teacher or teachers;
- us to strive to meet your child's needs; and
- regular reports on the quality of the school.

How can you help?

By law, you must make sure your child receives education.

As a parent, you can help your child by:

- making sure your child goes to school regularly and on time;
- encouraging and supporting your child with any homework given;
- showing that you are interested in how your child is getting on at school;
- encouraging your child to respect the school and the whole school community; and
- being involved in the school.

Throughout this handbook the term 'parent' has the meaning attributed in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carer or anyone else who has parental responsibility for the child.

About our school

School staff

Senior Management Team

Head Teacher - Mrs Lynn Ferguson

The Head Teacher has full responsibility for the successful management of West Primary School, the Nursery and the Language Centre and maintains an overview of attainment and achievement throughout the school. She has responsibility for Religious and Moral Education and Social Studies. She will be happy to answer any questions anyone may have. Certain tasks have been delegated to the very capable team of promoted staff.



Depute Head Teacher (Lower School) - Mrs Shirley Ormond

Areas of responsibility include day-to-day management & pastoral care for Nursery, Primaries 1, 2 & 3, Language Co-ordinator, the development & progression of Global Citizenship, Eco Schools and International Education. Her remit also includes management of Classroom Assistants and supporting and mentoring probationer teachers.



Depute Head Teacher (Upper School) - Mrs Ruth O'Boyle

Areas of responsibility include the progression and development of Mathematics, Relationships and Sexual Health, Equality and Fairness. In addition the DHT (upper school) has responsibility for pastoral care and support for Primaries 4 - 7 and is the co-coordinator for continuing professional development of staff. She has responsibility as co-ordinator for Additional Support Needs including managing Classroom Assistants ASN and supports students and young people on work experience placements.



All members of the management team share the responsibility for target setting, monitoring progress of the curriculum, raising attainment and achievement throughout the school and ensuring effective strategies for promoting positive behaviour are in place.

The remits for our Principal Teachers are as follows: -

Principal Teacher (Lower School) – Mrs Vicki Wiszniewski

Pastoral Care Nursery Classes and Primary 1,2 & 3
Monitor Progress of Maths
ICT Development
Promotion of Active Learning
Technologies
Monitor Progress of Language
Support Nursery/P1 Transition
Expressive Arts
Website



Principal Teacher (Upper School) – Mrs Francesca Park

Pastoral Care Primary 4, 5, 6 & 7
Science
Critical Skills
Monitor Homework Diaries
Developing the House System
Health & Wellbeing – including PE
Modern Foreign Languages Co-ordinator
School Clubs



Principal Teacher (Language Centre) – Mrs Jacqueline Carberry

Day-to-day management of the Language Centre. Effective liaison with parents, base schools, other professionals and outside agencies.
Teaching responsibility for children in the Language Centre. Ensuring clear guidelines for curricular progression. Monitoring and evaluating the needs of the children in the Language Centre.

Office Staff

Miss Roslyn Hart – Senior Clerical Officer

Mrs Cheryl Collins – Clerical Assistant

Mrs Alexis Irwin – Clerical Assistant

Mrs Amanda Sims – Clerical Assistant



The Office staff provide day to day business support for the school. They will often communicate directly with parents on behalf of the Senior Management Team.

Teaching & Support Staff

Session 2014-2015

Teaching Staff	Mrs	S	Milligan	P1a	Room 28
	Mrs	C	Burns	P1b	Room 27
	Mrs	V	Wiszniewski (Principal Teacher)	P1c	Room 30
	Miss	C	Keegan	P2a	Room 3
	Mrs	I	Morrison	P2b	Room 1
	Mrs	J	Saunders	P2c	Room 4
	Mrs	J	Moore	P3a	Room 11
	Mrs	L	New	P3b	Room 12
	Miss	C	Wilson	P3c	Room 13
	Mrs	J	Altan	P4a	Room 15
	Mrs	J	Heywood	P4b	Room 14
	Mr	K	McDonough	P4c	Room 16
	Mr	C	Carson	P5a	Room 18
	Mr	K	McGuffie	P5b	Room 19
	Miss	K	Baron	P6a	Room 9
	Mrs	J	Terris	P6b	Room 10
	Mrs	R	Campbell	P6c	Room 7
	Mrs	M	Clark	P6c	Room 7
	Mrs	F	Park	P7a	Room 8
	Miss	S	Gibson	P7b	Room 6
	Mr	A	Minshall		ICT suite
	Miss	S	Neilson		

Language Centre

Mrs J Carberry, Mrs L Fisher-Dougan, Mrs J Doekter,

Mrs M McInally (ASNA)

Nursery

Mrs D Johnston, Mrs D McIntosh, Mrs F Simpson,

Peripatetic Support Staff

Ms A Conway

Home/School Worker

Mrs M McGuire

Business Support Officer

Mrs K Hill

Clerical Staff

Miss R Hart, Mrs C Collins, Mrs A Irwin, Mrs A Sims

Classroom Assistants

Mrs C Park, Mrs M Robinson, Mr G Hunter

Classroom Assistants ASN

Mrs E Cunningham, Mrs L McAllister, Mrs C Cloudsley

Music Specialists

Mr R Russell, Mrs C McGilvray

Janitors

Mrs A Gilmour Mr G Currie

First term 2016

Date of return for teachers	Tuesday 11 August 2015 (IS)
In-Service day	Wednesday 12 August 2015 (IS)
Return date for pupils	Thursday 13 August 2015
September weekend	Friday 25 September 2015 and Monday 29 September 2015
In-service day	Friday 09 October 2015 (IS)
Mid-term break	Monday 12 October 2015 to Friday 16 October 2015 (inclusive)
St Andrew's Day	Monday 30 November 2015
Schools re-open	Tuesday 01 December 2015
Christmas/New Year	Wednesday 23 December 2015 to Wednesday 06 January 2016 (inclusive)

Second term 2016

Schools re-open	Thursday 07 January 2016
In-service day	Friday 12 February 2016 (IS)
Mid-term break	Monday 15 February 2016 to Tuesday 16 February 2016 (inclusive)
Schools re-open	Wednesday 17 February 2016
Good Friday	Friday 25 March 2016
Easter Monday	Monday 28 March 2016
Schools re-open	Tuesday 29 March 2016
Spring holiday	Monday 04 April 2016 to Friday 15 April 2016 (inclusive)

Third term 2016

Schools re-open	Monday 18 April 2016
May Day	Monday 02 May 2016
In-service day	Thursday 26 May 2016 (IS)
May weekend	Friday 27 May 2016 to Monday 30 May 2016 (inclusive)
Return date for pupils	Tuesday 31 May 2016
Schools close	Tuesday 28 June 2016
Teachers return	Thursday 11 August 2016

(IS) - refers to Teachers' in-service days

School in-service days

- Tuesday 11 August 2015
- Wednesday 12 August 2015
- Friday 09 October 2015
- Friday 12 February 2016
- Thursday 26 May 2016

School dress

Renfrewshire Council encourages each school to adopt a dress code after discussion with parents, pupils and the parent council. The council supports an agreed dress code because of the benefits it brings, including improvements in safety, security, discipline, ethos and community spirit, and a decrease in bullying and expense for parents.

Some types of clothing will not be allowed in school for reasons of safety, decency or indiscipline. Types of clothing which will not be allowed include:

- clothes which are a health or safety risk;
- clothes which may damage the school building;
- clothes which may provoke other pupils;
- clothes which are offensive or indecent; and
- clothes which encourage the use of alcohol or tobacco, or other inappropriate substances.

Pupils will not be deprived of education, any benefit or access to examinations because of not wearing school uniform.

Our uniform consists of:

Boys

Royal blue blazer
Grey trousers
White, blue or grey shirt
School Tie
Grey jumper
Blue fleece
Blue polo shirt
Blue sweatshirt
Woolly ski hat
Grey or white socks

Girls

Royal blue blazer
Grey skirt or pinafore
White, blue or grey
Blouse
School Tie
Grey jumper or cardigan
Blue fleece
Blue polo shirt
Blue sweatshirt
Woolly ski hat
Grey or white socks



P.E. Kit for boys and girls – T-shirt, shorts and gym shoes/trainers

In the interests of health and safety, of both individual and others present, all jewellery, including body jewellery, must be removed before taking part in physical education lessons or physical activities.

Grants for footwear and clothing for children are available to parents receiving:

- income support;
- income based job seeker's allowance;
- pension credit;
- housing benefit;

- council tax benefit; or depending on annual income, child tax credit or working tax credit.

Information and application forms for free school meals are available from schools, registration offices and customer service centres. A form can be downloaded from the council's website: www.renfrewshire.gov.uk

Please help the school and the education authority by making sure that pupils do not bring valuable or expensive items of clothing to school. The council has no insurance to cover the loss of valuable items.

Registration and Enrolment

The date for registration of new school entrants is advertised in all local nurseries, national and local press and on the council's website www.renfrewshire.gov.uk. It is normally in January each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school, when they register their child.

Infant beginners, that is children who reach 5 years of age between 1 March 2013 and 28 February 2014 inclusive, will be registered in January 2015 and will start school in August 2015.

Parents who want to send their child to a school other than the catchment school must make a placing request. Information on this procedure is contained in the leaflet 'Sending your child to school.' The leaflet is available from any school, by phoning our customer contact centre on 0300 300 0330, or on our website www.renfrewshire.gov.uk. It is important to note that a successful placing request into a primary school does not guarantee a successful placing request when a child is transferring to secondary school.

Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information.

School staff will be pleased to meet with parents to explain enrolment procedures for both the school and nursery.

Induction procedures for pupils starting at the school and their parents

Arrangements for meetings with parents and induction days for pupils will be notified during the spring or summer terms.

Primary 1 teachers make every effort to visit the children in their nurseries prior to the summer term, we then have an information evening in June for parents to hear about current practice in P1. Children are invited to spend two afternoons in their new class after this open evening.

Class Organisation

In 2014 – 2015 the school is organised into 19 classes. This includes classes of 22 at primaries 1, 2 and 3.

Assessment and reporting

As part of our ongoing assessment procedures, class teachers will use a variety of materials to support their assessment of each child. This will be done at any time when a child or group of children has completed the programme of work within a particular Curricular Area. Targets are set for each child in these areas and are carefully monitored at all times.

The achievement and attainment will be reported, at Parents' Evenings, through the annual report or at any time when a parent contacts the school.

There are three broad levels of educational development through nursery and primary, each of which are set out below:

Early Level	The pre-school years and P1, or later for some.
First Level	To the end of P4, but earlier or later for some.
Second Level	To the end of P7, but earlier or later for some.

Summary of the School Improvement Plan

What we plan to do this year to improve West Primary School –

- Provide parents with access to the Triple P parenting programme.
- Develop strategies to allow effective communication between managers and all staff.
- Continue to develop strategies for 'Looked After' and vulnerable children in line with national and local advice.
- Continue to provide and support opportunities for Out of School Learning, cultural and sporting activities including the Scout Association.
- Ensure a focus on the teaching of skills for learning.
- Continue to improve pupil access to ICT by providing appropriate hardware.
- Continue to improve nursery / P1 and P7 / secondary transitions.
- Promote meaningful dialogue between Pre-5 and school staff.
- Use assessment information to identify next steps for pupils.
- Continue to work with cluster schools on profiling, pupil learning plans and moderation documents to ensure consistency.
- Continue to improve reporting in line with authority guidance and expectations.
- Improve pupils' achievement in writing by implementing 'Big Writing' throughout the school.

- Improve pupils' achievement in reading by providing resources to better address the literacy outcomes.
- Improve pupils' achievement in maths by providing resources to better address the numeracy outcomes.
- Continue to improve self-evaluation by encouraging and involving all staff in the process.
- Continue to promote and support the 'Teachers' Learning Community'.
- Improve the Staff Review and Development process, with a clearer link to the improvement plan and a positive impact on learning and teaching.

Transfer to secondary school

Pupils normally transfer to secondary school between the ages of eleven and a half and twelve and a half years, so that they will have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the arrangements no later than December of the year before the date of transfer.

Parents who want to send their child to a school other than the catchment school must make a placing request. Information on this procedure is contained in the leaflet 'Transferring from primary to secondary school.' It is important to note that a successful placing request into a primary school does not guarantee a successful placing request when a child is transferring to secondary school.

West Primary School is an associated primary school of Castlehead High School. Pupils will normally transfer to Castlehead High. Parents wishing further information should contact the Head Teacher - Mr M. MacDonald (telephone: 0141 887 4261).

Over the years many links have been forged between West primary and Castlehead High School. Visits to the high School are arranged for both pupils and parents in advance of transfer and discussions take place between the Guidance staff at Castlehead High School and our own staff so that relevant information about our pupils is efficiently relayed to the new school.

Nursery Class of West Primary School

Nursery Class Provision

The school's nursery class provides 30 morning and 30 afternoon places for children aged 3 - 5 years. Our morning session runs from 8.30am until 11.40am and our afternoon session runs from 12.30pm until 3.40pm.

Nursery class provision is non-denominational. This means that all nurseries are open to children and parents of all religions and beliefs. Placement in the nursery class does not guarantee a place in the primary school.

Admission to Nursery in Renfrewshire

All Renfrewshire nursery classes follow the council's early years admissions policy.

A funded pre-school nursery place is available for every child aged 3 to 5 years who lives in Renfrewshire. Places can be provided either in a local authority nursery or with a recognised provider in the private and voluntary sector who have been accepted onto Renfrewshire Council's framework to provide pre-school education.

Children become eligible for pre-school education funding from the age of three. The date of eligibility depends on when your child becomes three.

If your child is born on or between:	They will be eligible for a funded pre-school place from:
1 March to 31 August	Autumn term (August)
1 to 30 September	October
1 to 31 October	November
1 to 30 November	December
1 to 31 December	January
1 to 31 January	February
1 to 28 / 29 February	March

In some circumstances children awarded a high priority ranking within the early years admissions policy may start immediately after their third birthday.

You can apply for a nursery place by contacting your preferred nursery, where you will be asked to fill in an application form. Forms can also be downloaded from the Council's website at www.renfrewshire.gov.uk.

On the application form you will be asked to identify your first, second and third choices of nursery. Every effort will be made to meet your first preference but this will depend on the number of places that are available and on the priority given to applications. You only need one application form. If you do fill in more

than one from the preferences you give us in your most recent application will be used, when places we allocated.

Some nurseries only cater for children aged between three and five years of age, however you can put your child's name on a nursery's register from age two, for pre-school education places.

It is important that you make application by the end of February for children aged three to five as all applications for pre-school places for the forthcoming school year (August to June) will be allocated in May. Any applications received after that date will be dealt with at the monthly central admissions panel.

Transfer from Nursery to Primary

Before leaving Nursery a transfer of information record for each child will be prepared by Nursery staff to ensure a smooth transition and continuity of education for the child transferring to primary.

This session the Nursery will be staffed by two Nursery Officers, one Enhanced Nursery officer and access to a teacher once day a week. Depute Head Teacher, Mrs Ormond who has responsibility for the Nursery and Primaries 1,2 and 3, conducts the administration for entry.



At present, there are 8 main components in the early level of A Curriculum for Excellence. The playrooms are set up to support these 8 curricular areas and ensure all children have an interesting and stimulating time at Nursery.

Languages	This focuses on early reading and writing skills as well as supporting children in their talking and listening skills.
Mathematics	Early number skills are developed as well as mathematical concepts such as shape, time, length etc.
Health & Well Being	This focuses on all aspects of health from emotional well being to mental health as well as physical health. Physical play is encouraged outdoors as well as indoors.
Expressive Arts	This ensures children are afforded the opportunity to be creative in art, drama, dance and music. Their feelings can be expressed through these aspects.
Social Subjects	We learn about people in the environment such as people who help us. We sometimes learn about people in the past such as Robert Burns.
Science	This focuses on appropriate scientific concepts such as sinking and floating. We also learn about the environment and Eco issues.

Technologies This is all about how things work as well as the acquisition of computer skills.

Religious & Moral Education We encourage children to be kind to each other, to share and be a good citizen. The only religious education we focus on is Christmas.

Language Centre

Within West Language Centre there are two separate classes – the Language Unit am and pm classes and the Assessment & Development Class.

Children in the Language Unit attend part time while maintaining a place in their own mainstream school. The main aim is to enable children with specific language difficulties to access the curriculum and to return them to full time education in their mainstream school as soon as possible.



The Assessment & Development Class offers a full time placement to children who have reached school age and whose primary difficulty is language but for whom the most appropriate educational provision is not yet clear.

The Language Centre offers specialised teaching, direct and indirect language therapy as appropriate and psychological assessment and advice.

Car Parking

The school has a staff car park to the rear of the building. Dedicated parking for people with disabilities is located at the front of the building near the main entrance. Please do not use this space without authorisation. Do not park on the zig zag lines.

Care and welfare

Your child's welfare is central to the ethos of the school. Please contact the school to share any concerns you have about your child's welfare or wellbeing. The staff will work with you as parents or carers of our pupils, to make sure they are safe, happy and able to benefit from the educational opportunities we offer. This handbook gives details of how we deal with bullying, homework, additional support needs and many other areas that may impact on your child's wellbeing.

At the present time we have several children who suffer from nut allergy and I respectfully ask that no child brings food containing nuts for lunch or snack.

School security

Renfrewshire Council has introduced procedures to ensure the safety and security of pupils and staff when attending or working in a school. We use a number of security measures including a visitors' book, badges and escorts, while visitors are within the school building. Normally, anyone calling at a school for any reason will be asked to report to the school office. The school staff then can make the necessary arrangements for the visit.

Attendance and absence

It is the responsibility of parents of a child of school age to make sure that their child is educated. Most do this by sending their child to school regularly. Attendance is recorded twice a day, morning and afternoon.

Absence from school is recorded as authorised, that is approved by the education authority, or as unauthorised, that is unexplained by the parent (truancy).

Please let the school know when your child is absent from school. If no message is received the school will contact you by text message to alert you to your child's absence.

Please let the school know by letter or phone if your child is likely to be absent for some time, and give your child a note on his or her return to school, confirming the reason for absence. If there is no explanation from a child's parents or carers, the absence will be regarded as unauthorised.

Please make every effort to avoid family holidays during term time as this disrupts the child's education and reduces learning time. The head teacher can approve absence from school for a family holiday in certain extreme situations, for example, in traumatic domestic circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with the head teacher before the holiday. If the head teacher does not give permission before the holiday, it will be recorded as unauthorised absence. The head teacher may also exercise discretion when a parent can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by the head teacher on this basis is regarded as authorised absence.

Parents from minority ethnic religious communities may request that their children be permitted to be absent from school to celebrate recognised religious events. Absence approved by the head teacher on this basis is regarded as authorised absence. Extended leave can also be granted on request for families returning to their country of origin for cultural or care reasons.

A supportive approach is taken to unexplained absence. However the education authority has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary, for poor attendance.

Attendance and absence data

Absence rates are calculated as a percentage of the total number of possible attendances for all pupils of the school in the stage shown. Each morning and each afternoon of each school day is considered as a separate possible attendance. The attendance and absence data is included in the Transferring data section of the handbook.

Where figures or percentages based on a number of pupils under any particular heading is between 1 and 4, no information is given and ***** is inserted in place of the figures. The authority's and Scotland's figures include all education and grant aided primary schools, but exclude all special schools.

Bullying

"Tackling Bullying in Renfrewshire" is the authority's policy on preventing and dealing with bullying in our school. The policy stresses the importance of involving the whole school community - pupils, parents and all the staff in the school.

You can view the anti-bullying policy by asking the school office for a copy of the document or by accessing the policy online at www.renfrewshire.gov.uk.

In West Primary School we take bullying very seriously and always tackle the problem promptly. Bullying is an unacceptable form of behaviour through which an individual or groups of individuals feel threatened, abused, or undermined by another individual. Bullying is behaviour which can be defined as a repeated attack of a physical, psychological, social or verbal nature by those who are able to exert influence over others.

We actively encourage positive behaviour using reward and incentive strategies and have watchful adults in the playground when the children are playing.

We believe in early parental involvement and welcome the support of parents at every opportunity.

It is most important to us that all children in West Primary School receive their education in a safe environment free from harassment. Please feel free to contact the school if there are any matters that are causing you or your child concern or if you have any comments or opinions on bullying.

Child protection

All children have a right to be protected from harm, abuse and neglect. The vision of the Renfrewshire Child Protection Committee is that "It's everyone's job to make sure that children in Renfrewshire are safe."

Renfrewshire Council has a child protection policy and guidelines are in place to make sure that all council staff are alert to the welfare of children they come into contact with. Our staff work closely with other agencies to protect children and

keep them safe. All school staff receive training each year and must report any concerns they have about the welfare of children. In every situation, the welfare of the child overrides other considerations.

Mobile phones

The benefits of mobile phones are recognised. Many young people and their parents regard them as an essential means of communication. Mobile phones can continue to be brought into schools however the following limitations will apply in Renfrewshire schools and establishments:

- All phones should be turned off and kept out of sight during the school day within the school campus.
- Photographing or recording of sound or images of staff, other pupils or visitors to the school is not allowed at any time within the school campus or on school transport.
- Mobile phones may be confiscated where these rules are broken.
- Any recordings made on school premises or school transport found on confiscated phones will have to be deleted on their return.
- Any photographs or recordings of staff in any situation, whether taken on school premises or elsewhere, found on confiscated phones will have to be deleted from phones on their return.
- Education and leisure services expects that schools will, through normal collegiate procedures, develop or review existing policies on the use of mobiles phones that take account of the views of all staff, parents and pupils.
- Schools should ensure that pupils, parents and staff are aware that should a pupil breach the policy they will be disciplined in line with the school's positive behaviour/discipline policy.
- Individual school policies should clearly state for the benefit of staff, pupils, parent and visitors any variations from the restrictions on use of mobile phones set out below.
- Pupils and parents should be notified that mobile phones will be confiscated where these limitations are breached.
- An increasing range and variety of mobile phones possess the ability to access the Internet and to use Bluetooth technology to communicate. These technologies provide unparalleled sophistication and complexity which can provide access to a wealth of online resources and possibilities. Pupils and parents should be aware that this also leaves pupils open to dangers such as Cyberbullying, grooming and access to inappropriate material. Reference should be made to Renfrewshire's anti-bullying policy for further guidance in this area.
- Staff should not delete photographs or recordings from confiscated mobile phones.

- When staff confiscate mobile phones or other devices they should ensure that these are retained in a safe place that cannot be accessed by others. This may be a lockable drawer or cupboard, a base area or a delegated area in the school office. Confiscated mobile phones should normally be passed to the school office or senior member of staff as soon as possible after confiscation.

Legal aspects

- There are a number of aspects of the law that may apply to mobile phone misuse and the responses to that misuse. In the most serious cases there may be a crime involved – an incident that is being filmed might be an assault or breach of the peace. The misuse of a mobile phone might be an offence under the Communications Act 2003, if it involves a call or message that is grossly offensive or is of an indecent, obscene or menacing character; and, the distribution of certain pornography might be an offence under the Civic Government (Scotland) Act 1982.
- In situations which are so serious that a school might call in the police it is for the police, not the school, to consider what, if any, criminal offence may apply.

These restrictions on use apply equally during any school activity that takes place off campus.

Pupils breaking the rules will be disciplined in line with the school's positive behaviour or discipline policy.

School meals

Children of parents receiving income support or income based job seekers allowance and in some cases child tax credit, are entitled to a free midday meal. Information and application forms for free school meals are available from schools, registration offices, customer service centres or may be downloaded from the council's website: www.renfrewshire.gov.uk

Children who are also entitled to free school meals are entitled to free milk at lunchtime. Milk may also be available for sale in the school during the lunch period. Parents will be aware of the benefits of milk to young children. Milk is the ultimate soft drink for children, which provides a good array of nutrients in comparison to energy content and is beneficial to dental health.

In West Primary School all children in Primaries 1 – 3 are entitled to a free school lunch from January 2015.

We operate a cashless card cafeteria system in the school promoting a healthy and balanced choice at lunchtimes. All pupils and staff are issued with their own personal computerised card. Pupils can put money into a machine, which is then used to pay for their school lunch. Children who are entitled to free school meals also are given the



same card.

Special diets, which are required for medical or religious reasons may be arranged by contacting the school.

Pupils may bring their own packed lunches and eat them in the dining hall. Please remember to keep food and drink in separate containers and not in the child's school bag. Please ensure the lunch box is clearly labelled with the child's name and class. As we have a number of children who suffer from nut allergy I ask that no food containing nuts be brought for lunch or snack.

School transport

Renfrewshire Council's current policy is to provide home to school transport to all primary school pupils who live more than 1.609 kilometres (1 mile) from their catchment school by the recognised shortest safe walking route. Parents who think they are eligible can get an application form from the school or education and leisure services in Renfrewshire House, Paisley or online at www.renfrewshire.gov.uk. These forms should be completed and returned before the end of February for those pupils beginning school in August to allow the appropriate arrangements to be made. However parents may make an application at any time.

In special circumstances, the director of education and leisure services has discretion to grant permission for pupils to travel in transport provided by the education authority, where spare places are available, at no additional cost to the authority.

Pickup points

Where home to school transport is provided, some pupils will require to walk a reasonable distance from home to the transport pick-up point but this should not exceed the authority's agreed limit of 1.609 kilometres (1 mile).

It is the parent's responsibility to make sure that their child arrives at the pickup point on time and behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Children who misbehave can lose their right to home to school transport.

Placing requests

Renfrewshire Council does not provide transport for those pupils who are granted a placing request, other than in exceptional circumstances.

Assisted support needs

Renfrewshire Council provides home to school transport for children assessed to attend any school because of their assisted support needs. The educational psychology service will normally carry out the assessment. Seat belt and

wheelchair restraints are provided in the vehicle used to transport pupils to school and units.

Playground supervision

An adult presence is provided in playgrounds at break times, as required by law. This compulsory presence is augmented by Classroom Assistants and ASNAs. The school has a number of outdoor play activities, which help to maintain a happy ethos at intervals and lunchtimes.

Pupils leaving school premises at breaks

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

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

Equalities

Renfrewshire Council values the variety of individuals and communities, living and working within Renfrewshire and their contribution to the political, economic, cultural and social life of the area. This is reflected in our equalities policies including Promoting Race Equality in Education and our schemes for disability and gender equality.

Recent equalities law concerns six equalities themes:

- race;
- disability;
- gender;
- religion and belief;
- sexual orientation; and
- age.

School education is open to all pupils and all reasonable measures will be taken to make sure that the curriculum is available to every child. Equalities law places duties on public organisations, including education authorities and schools to:

- promote equality of opportunity between people of different races, between disabled and other people, and between men and women;
- eliminate unlawful discrimination on grounds of race, disability or gender;

- eliminate harassment on grounds of race, disability or gender;
- promote good race relations among different racial groups;
- promote positive attitudes towards disabled people;
- encourage participation of disabled people in public life; and
- take account of disabled people's disabilities, even where that involves treating disabled people more favourably than others.

The council supports the right of each citizen to a quality of life which is free from violence, discrimination and harassment. The council will take steps to ensure that all citizens, regardless of race, ethnic or national origin, religion, social background, marital status, gender, disability, age or sexuality have full access to its services, taking all possible measures to prevent discrimination in the way its services are delivered.

The school chaplain, Rev Graeme Clark, visits the school twice per month to either conduct assemblies or visit the children in their classrooms. West Primary promotes equalities through the curriculum delivery at all stages and our Assembly programme aims to offer children a range of opportunities to participate in events, which promote cultural diversity. All incidents of a racist nature are monitored.

Parents can help to monitor our success in promoting equality of opportunity for all by providing equalities related information when asked.

Medical and health care

Medical inspections are carried out at various times during a child's primary school years. As parents you will be given notice of these and encouraged to attend, except for vision and hearing tests and dental examinations. The head teacher will assume that your child will attend all inspections unless told otherwise. Parents are told about any recommended action or treatment. All examinations are carried out by Greater Glasgow and Clyde Health Board staff.

Parents should notify the school of any medical requirements or allergies that their child may have. If medication is required it is better if this can be provided out with school hours but, in cases where it is necessary that during the child's time in school it is given, parents should contact the school to make appropriate arrangements. Staff are not obliged to give medicine to pupils.

Minor accidents are dealt with by the school's qualified first aider. If a pupil takes ill or has an accident at school which requires that they be sent home or for treatment, the school will provide first aid and contact parents or carers. So it is very important that the school has up to date contact details for all parents or carers and an additional contact person in case parents or carers can't be reached. This information should be current and the school notified of any changes. We will not send children home from school unaccompanied.

In the event of a serious illness or accident, a member of staff will accompany the child to a doctor or hospital and parents or carers will be notified

immediately.

The School Health Service is provided by Greater Glasgow and Clyde Healthboard. Our school nurse, is specifically trained in school nursing and can be contacted at Tannahill clinic on 0141 314 0519.

Our school doctor, Dr Umesh, is a member of the Community Paediatric team.

At the present time we have several children who suffer a nut allergy and I respectfully ask that children do not bring any items of food containing nuts for lunch or snack.

Behaviour and discipline

Discipline within the school is a corporate responsibility. All members of staff are involved and a staged system of referral and intervention is in place.

The main rules of the school arise from two themes:

- consideration for others
- safety

These themes are shown in our school rules, which were compiled by our pupils.

Our School Rules

Always be friends.
Take care of our school and keep it tidy.
Never leave our school without permission.
Be in your line on time.
Be friendly and never cheeky.
Don't touch things that don't belong to you.
Be sensible and quiet when walking around the school.

Our aim is to make our school a caring, supportive place, where a pupil's self esteem is developed and where the emphasis is on self-discipline. We concentrate on positive methods – designed to create a fruitful relationship between pupil and teacher.

The vital role of parents is recognised and at an early stage parents are advised of any behavioural problem and invited to meet members of staff for consultation. In our experience it is rare for a discipline problem to persist in the face of supportive parental involvement.

Our aim is to promote positive behaviour by offering a system of incentives and rewards. Our House System supports this, as do our regular 'Activity' afternoons for Primary 5, 6 & 7.

Primaries 1-4 are involved in our 'Golden Time' initiative where children maintain points enabling them to participate in Golden Time activities at the end of each week.

Sanctions must also be in place and a broad outline of how our policy operates is as follows :-

- Pupils reprimanded in various ways by class teacher
- Extra work – apology, exercise etc.
- Teachers inform parents.
- Denial of activities, daily behaviour report, period of detention.
- Referred to Principal Teachers.
- Support strategies/incentives.
- Promoted staff discuss situation with parents and seek support.
- Referred to depute Head Teacher.
- Head Teacher involved, interview with parents.

If all attempts to control a child's unacceptable behaviour fail, then exclusion may follow.

Wet weather arrangements

On wet mornings the door at the Primary 1 and 2 entrance will be opened at 8.50am and pupils may come in and make their way straight to class.

At interval and lunchtime children will remain in class monitored by Primary 7 pupils. An adult presence of Classroom Assistants and Senior Management will patrol the corridors.

Curriculum matters

School curriculum

The curriculum in all Scottish educational establishments is currently under review as a result of developments through the Scottish Government's Curriculum for Excellence initiative. The curriculum in Scotland is built on the values of wisdom, justice, compassion and integrity. It has been recognised that all children and young people should develop skills for life, skills for learning and skills for work which will prepare them for a world that is changing very fast. The curriculum in our school will continue to develop over coming years to ensure that all our children become successful learners, confident individuals, responsible citizens and effective contributors.

We are in an exciting and challenging time as we endeavour to further develop and embed a Curriculum for Excellence. To achieve its four capacities and seven principles we will continue to employ a range of teaching strategies, strive to build effective relationships with parents and other agencies and endeavour to promote collaborative working.

In all areas of the curriculum, equal opportunities are offered to all children, irrespective of difference in sex, nationality or creed. Each child is offered a wide and varied range of subjects and will be encouraged to achieve the highest possible standard throughout.

We are currently developing Cooperative Learning and Critical Skills strategies and further implementing the Assessment is for Learning philosophy.

Language

There are two aspects of the language area of the curriculum. The first covers the experiences and outcomes in the language a young person needs in order to engage fully in society and in learning.

The second covers experiences and outcomes in additional languages.

In West Primary School the main language spoken is English. Additional support is available from the Authority for those children for whom English is not their first language.

The second language taught in West Primary School is French and from Primary 5 children are involved in learning French.

Learning through the languages area of the curriculum enables children and young people to:

- Develop their ability to communicate their thoughts and feelings and respond to those of others
- Develop the high levels of skills in listening, talking, reading and writing

which are essential for learning, work and life

- Use different media effectively for learning and communication
- Develop a secure understanding of how language works, and use language well to communicate ideas and information in English and other languages (in West Primary this is French)
- Exercise their intellectual curiosity by questioning and developing their understanding, and use creative critical thinking to synthesise ideas and opinions.
- Enhance their enjoyment and understanding of their own and other cultures through literature and other forms of language.
- Develop competence in different languages so that they can understand and communicate in the wider world.

Competence and confidence in literacy, including competence in grammar, spelling, punctuation and the spoken word, is essential for progress in all areas of the curriculum. All teachers have the responsibility for promoting language and literacy development. We are at present focusing on writing skills by developing the Big Writing approach.

In West School we recognise that very strong connections between learning in languages and learning in the other areas of the curriculum are essential. We actively pursue opportunities to work in a cross-curricular way and to create contexts for learning which help promote understanding and relevance for the children.

Mathematics

Mathematics includes specific aspects of numeracy which will be developed both in mathematics and in other areas of the curriculum.

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 them in different contexts
- Have an understanding of the application of mathematics, its impact on our society past and present, and its potential for the future

In West Primary School we place importance on the value of active learning. In the early stages children have the opportunity to explore mathematics through purposeful play.



As children progress through the school they will learn about the development of mathematics and its connections with other areas of learning in a relevant and active way. This cross-curricular approach helps to set contexts helping children find greater understanding.

The main components in the development of mathematics are:

- Information handling
- Number, money and measure
- Shape, position and movement

We are now introducing the Teejay Mathematics resources throughout the school.

The Expressive Arts

The Expressive arts include experiences and outcomes in the contexts of art and design, drama, dance and music. The main lines of development are creating, presenting and evaluating.

Through activities of this kind children are encouraged to develop their powers of observation, personal response, critical analysis, evaluation and communication.

Learning in the expressive arts provides opportunities to underpin and enrich learning in all other curricular areas more widely.

West Primary School recognises the tremendous scope to work in partnership with a wide range of artists and musicians, co-ordinators and organisations in culture and the arts who are able to enrich young people's experiences and learning. Also our own community of parents, neighbours and staff have a wealth of skills and experience to contribute.

Citizenship

We continue to develop many ways of including citizenship at West Primary School.

In learning about caring for the environment and supporting and respecting others the children have been involved in a wide range of activities including Pupil Council, Eco Committee, Junior Road Safety Officers. In Primary 7 pupils take on responsibilities as House Captains and monitors and as Buddies for Primary 1 and are involved in planning and organising fundraising for a variety of causes. In Primary 6 pupils have the opportunity to volunteer as paired readers for Primary 1 & 2 and to train as playground leaders.

The challenges the children experience have enabled them to work collaboratively, play, organise and make decisions which affect themselves and others and as such help prepare young people with strategies which can be applied throughout their lives and help them become responsible citizens with enquiring minds able to make successful choices.

We actively pursue ways to ensure children are healthy and safe in our school and its environment. We have been involved in conjunction with staff, children and other agencies in devising a school travel plan which helps raise awareness of a number of issues for our children as they travel to and from school.

There has recently been the opportunity for staff and pupils to look afresh at the playtime activities and with the help of our classroom assistants we now have a wide variety of supervised activities in which the children can take part.

The development of our car park a few years ago, helped ease congestion on the street at the front of the school. All parents are asked to support our efforts to keep our children safe on the road by adhering to the parking arrangements around our school.

Children are actively encouraged to present to the whole school at assemblies, on all activities that they take part in, in and out of school.

Science

Science includes experiences and outcomes in five organisers, planet earth, forces, electricity and waves, biological systems, materials and topical science.

In West Primary School the most important goal for science education is to stimulate, nurture and sustain the curiosity, wonder and questioning of children and young people.

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.

In West School relevant teaching contexts and activities will be developed to a depth relevant to the stage, class or group being taught. Teachers may integrate aspects of living, material and physical world as appropriate.

Social Studies

Social studies include experiences and outcomes in historical, geographical, social, political, economic and business contexts.

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
- Form their own beliefs and view of the world and develop their understanding of different values, beliefs and cultures
- Establish firm foundations for lifelong learning.

In West Primary School experiences and outcomes will be grouped in the following way:

- People, past events and societies
- People, place and environment
- People in society, economy and business

Staff select contexts for learning and combine the experiences and outcomes to meet the needs of our own community. We try to focus on key periods and turning points in Scotland's past and present, and on key elements of Scotland's geography, its place in the United Kingdom, Europe and the World.

Technologies

This curriculum area has experiences and outcomes in six organisers, namely:

- Technological developments in society
- ICT to enhance learning
- Business
- Computing science
- Food and textiles
- Craft , design, engineering and graphics

Experiences and outcomes will promote innovative, creative learning approaches with a strong emphasis on practical activities. In West Primary School the technologies provide a wide range of opportunities to design challenging and motivational cross-curricular work throughout all stages of the school.

Learning through technologies enables children and young people to:

- Develop an understanding of technologies and their impact on society—in the present, past and future
- Apply knowledge, understanding and practical skills to design and to create products, processes and solutions that meet needs in play, work

and daily life

- Gain the confidence in the skills to embrace and use technologies now and in the future
- Evaluate the technological processes and products critically and constructively, taking account of cultural, ethical, environmental and economic factors
- Experience work-related learning



Information and Communications Technology (ICT) has had a massive impact on education in recent years. Computers can support learning across the whole curriculum and can provide us with quick access to vast amounts of information. At West Primary, we have benefited greatly from the government's initiative to promote ICT in schools.

Our computer suite has 33 PCs and an interactive 6ft whiteboard where children will be taught a progression of skills and activities based on word processing, databases, spreadsheets and graphics work. In addition, all classes have access to 2 PCs to support the skills taught to the class in the computer suite. Pupils have supervised access to the Internet. This will enable our children to gain the knowledge and skills to be successful in the future. It is expected that netbooks will be available for access by all pupils during session 2012-2013.

All of our classrooms are furnished with an interactive whiteboard. This aspect of the curriculum is continuing to develop and we will be learning with Glow as the session progresses.

Health and Wellbeing

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

In West Primary School learning through health and wellbeing enables our young people to:

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

- apply their physical, emotional and social skills to pursue a healthy lifestyle
- make a successful move to the next stage of education
- establish a pattern of health and wellbeing which will be sustained into adult life

Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and as such it is the responsibility of all staff to contribute to learning and development in this area. We strive to provide a caring, nurturing environment where positive relationships promote health and wellbeing.

The approach in West Primary School will be a holistic one, promoting learning that is coherent, progressive and meaningful. The lines of development will cover the following contexts:

- Mental, emotional, social and physical wellbeing
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood
- Planning for choices and changes

West Primary School promotes partnership working and regards consultation with parents as vital when addressing sensitive health issues, promoting an atmosphere of trust, respect and support.

Active Learning

Active learning is learning which challenges children's thinking using real life and imaginary situations. It takes full advantage of the opportunities for learning presented by:

- Spontaneous play
- Planned, purposeful play
- Investigating and exploring
- Events and life experiences
- Focussed learning and teaching

In West Primary School, in particular in the early years all areas of the curriculum are enriched and developed through purposeful play. This is an approach which explores the scope for a more learner centred and differentiated approach in primary1 and gives opportunity for a very smooth transition building on the good practice of the pre-5 setting.

Eco School

At West Primary School, we have one Eco School Green Flag. This is an international initiative designed to encourage whole-school action for the environment. It is an environmental management tool, learning resource and recognised award scheme.

We have an established Eco-committee, involving staff and pupils which is working on developing the seven elements for Eco School accreditation. We aim to embed environmental awareness within the curriculum throughout the school. This will help us to gain our second Green Flag.

If you would like further information on Eco Schools, please visit the website at www.ecoschoolsscotland.org

Health Promoting School

Fresh, cool water is available for every child in the school and water bottles are available to buy encouraging children to drink water throughout the day.



Children are actively encouraged to take part in physical activity through lunchtime running and after school football, netball and basketball. Our running club has become very popular as a lunchtime activity for staff and pupils and the pupils have successfully taken part in a variety of running events. At lunchtime children from primary 6 can choose to take part in a health drop in.

We were delighted to have achieved accreditation as a Health Promoting School, an initiative which was led by a Working Party involving pupils, parents and staff.

Curriculum for Excellence

For further information parents can find out more at www.parentzonescotland.gov.uk and www.curriculumforexcellencescotland.gov.uk

Assessment is for Learning

Assessment is for Learning (Aifl) can be defined as all those activities undertaken by teachers and their pupils, which provide feedback to modify the teaching and learning activities in which they are engaged. Current research has given evidence to tell us that children learn best when:

- They understand clearly what they are trying to learn, and what is expected of them.
- They are given feedback about the quality of their work and what they can

do to make it better.

- They are given advice about how to go about making improvements.
- They are fully involved in deciding what needs to be done next, and who can give them help if they need it.

Assessment is for Learning strategies are embedded in our practice. The five areas are as follows: -

1. Sharing Learning Intentions
2. Mark Less to Achieve More
3. Tuning into Learners' Minds
4. Stepping Forward with Feedback
5. Promoting Assessment by Pupils

Additional support for Learning

Education (Additional Support for Learning) (Scotland) Act 2009

The above Act commenced on November 14th 2010 and is a revision of and replaces the 2004 Act of the same name.

Under the Act, children or young people have additional support needs where they are unable to benefit from school education without the provision of additional support.

In the Act, 'additional support' means provision which is additional to, or otherwise different from, the educational provision made generally for children or young people of the same age in a local authority's schools, or as is appropriate to the circumstances, in early years establishments or any other education provision.

The Act aims to ensure that all children or young people are provided with the necessary support to reach their potential.

Extending Support in Renfrewshire : A partnership Approach for Additional Support Needs

This is the policy which operates and is embedded in our **Extended Support Framework** in Education and Leisure Services. It applies to all mainstream schools, specialist provision, and all early years establishments including partner nurseries.

The Extended Support Framework provides a pathway through universal and targeted services to meet additional support needs. The policy and framework are fully incorporated into the **Getting It Right For Every Child** (GIRFEC)

model across all learning establishments and provisions.

Further information is available by contacting your school directly or by visiting -

www.renfrewshire.gov.uk/els/additionalsupportforlearning

Independent sources of information and advice nationally include -

[Enquire](#) – the Scottish advice service for additional support for learning

Telephone – 0845 123 2303

E mail – info@enquire.org.uk

[Scottish Independent Advocacy Alliance Ltd](#) - a national organisation which promotes and supports advocacy

Telephone – 0131 260 5380

E mail – enquiry@siaa.org.uk

Educational Psychology Service

Educational psychologists use their knowledge of psychology, learning and education to provide a specialist service to schools and pre five establishments. They work in collaboration with teachers, parents and other professionals to help children and young people make the most of their lives, particularly in educational settings.

This school has a system in place for monitoring and reviewing the progress of all children. As part of this system, we have named educational psychologists who visit the school on a regular basis and who are part of the school's extended support team.

When concerns arise about a particular pupil, the school plans action to address these concerns. Parents are kept informed throughout this process. When those working with your child would like the help of the educational psychologist, they will discuss this with you and arrange a meeting involving the psychologist.

Through this process the educational psychologist can contribute to the ongoing assessment of your child, where appropriate.

Specialist support service – teachers teaching in more than one school

The specialist support service makes provision for children and young people who have a range of additional support needs. The service comprises of teachers who work in the pre-5, special, primary and secondary sectors. Staff in the service work in partnership with staff in the establishments to plan and deliver an appropriate curriculum. The service also provides staff development and

advice on resources.

The teams support the additional needs of:

- children with a significant hearing and or visual impairment;
- bilingual learners who are at early stages of learning spoken English;
- looked after and accommodated children and young people who are experiencing difficulties in school;
- children at early stages of primary school who have a developmental coordination disorder along with attention difficulties;
- young people who attend the extended new directions provision; and
- pre-5 children who have been identified as having significant support needs.

Homework

Homework is an integral part of learning and teaching. It provides the opportunity for the development of self reliance, self discipline, self confidence and participation in taking responsibility for learning by your child. It also strengthens the link between home and school in providing an opportunity for parents and carers to share in the learning process. Homework can take many forms and will reflect the age, stage and area of learning currently being undertaken by your child. It will be issued on a regular basis and will be varied, meaningful and interesting.

West Primary School has a homework policy based on Renfrewshire Council's policy and guidance. You can request a copy of this policy from the school office.

Our homework policy ensures that children receive homework to reinforce class work, establish good work habits and encourage parental involvement. This involves a great variety of activities to support both class and group work.



Parents are the most important people in a child's life. Parental interest and encouragement influence the child's feelings about work in school and at home. The undivided attention of one adult is something that children value highly at any time. The recommended time to be spent at each stage is as follows: (P1-3, no longer than 15 minutes per night.), (P4, no longer than 20 minutes per night), (P5-6, no longer than 30 minutes per night), (P7, no longer than 45 minutes per night).

Parents are asked to sign all homework tasks to acknowledge that their child has completed them.

Enterprise in education

Enterprise in Education is being used thoughtfully and effectively to meet a broad range of learners' needs.

It lies at the centre of Curriculum for Excellence and promotes a wide range of opportunities, including cross curricular work for our children and young people from 3-18 to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

Enterprise skills are often linked to employability skills. Collectively such skills ensure our children are ready for their future world of work. It is especially important that skills gained are transferrable and there is a focus on developing Skills for Learning, Skills for Life and Skills for Work.

Within West Primary this approach to learning is being developed and enterprise activities are integrated into the curriculum. Our aim is to develop skills which include:

- Planning and organising
- Time management
- Ability to solve problems
- To work with others to achieve common goals
- To think critically and creatively

Yearly we participate in National Entrepreneur Week. During this week the Primary 7's have an opportunity to go on a day work placement with a relative. The whole school is also given an Enterprising Challenge. In the past this has involved challenges such as creating a school song or, most recently, creating an item to sell at our Christmas School Fayre! A showcase is organised at the end of the week to present ideas, sometimes with a Dragon's Den format!

Throughout the year we actively encourage parent speakers to come into the school to talk to the children about the world of work as well as speakers/businesses to enhance our topics. We also seek links and partnerships with local businesses. One such successful opportunity was when creating our DVD for our pre-entrants to ease the transitions from nursery to school.

The children are also involved in all stages of planning and organising fundraising events as well as Fair-trade activities.

Extracurricular activities

During the session most classes will have at least one outing, where the educational value is enhanced by thorough preparation in advance and follow up work on completion.

Such trips have involved visits to: -Deep Sea World, Kelvingrove Museum, The Scottish Parliament, Vikingar, Clyde Muirshiel Country Park, Robert Burns Birthplace Museum, Holyrood Palace and Paisley Museum and Art Galleries.

Since May 2006 we have organised a P7 trip to Lockerbie Manor Adventure. The activities the pupils are able to choose from include rock climbing, orienteering, ghyll scrambling, kayaking and hill walking. We are looking forward to another successful trip in May 2012.

Netball is offered to our P7 pupils and training and matches, run by Mrs Wiszniewski take place within the school. Mr Carson is helped by Mr McDonough at the P6 /P7 basketball club. Our basketball players have participated very successfully in the Basketball Paisley Festivals. Mrs Park organises the football team who play their matches on Thursday afternoons in the Paisley and District Schools' League. Mrs Milligan's Primary 7 running club is very popular and she regularly takes teams to local events.

Our staff work closely with our Active Schools' Sports Coordinator Paul Keegan to ensure that a wide range of sports clubs and activities are available to all pupils. The most popular clubs have been the schoolympics clubs for P1-P2, the multi sports clubs for P3-P5 and the P6-P7 badminton and hockey clubs. These clubs are offered in 6 week blocks either at lunchtimes or after school. The girls' football club for P5-P7 has been running for the past 3 years, training takes place the school hall and 5 tournaments a year are held at St Mirren Park. Dance activities are usually offered by instructors from Right2Dance who are based in the school building.

Home school community links



Parent council

By law schools have a duty to promote parents' involvement in children's education. Parents are welcomed to be:

- involved with their child's education and learning;
- be active participants in the life of the school; and
- express their views on school education generally and work in partnership with their children's schools.

Every parent who has a child at our school is a member of the Parent Forum. The parent council is a group of parents chosen to represent the parent forum. As a member of the Parent Forum, each parent can expect to:

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;
- be invited to be involved in ways and times that suit you;
- identify issues you want the parent council, to work on with the school;
- be asked your opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible.

The types of things the parent council may get involved in include:

- supporting the work of the school;
- gathering and representing parents' views to the Head teacher, education authority and Education Scotland, previously Her Majesty's Inspectorate of Education (HMIe);
- promoting contact between the school, parents, pupils, and the local community;
- fundraising;
- organising events;

- reporting to the parent forum; and
- being involved in the appointment of senior promoted staff.

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at www.parentzonescotland.gov.uk.

Since August 2007 our school has had a Parent Council. The Parent Council is a group of parents selected by members of the Parent Forum to represent all the parents of children at our school. Parent Councils are very flexible groups and the Parent Forum can decide on the type of group it wants to represent their views.

Main features of Parent Councils

- The Parent Forum decides on the type of Parent Council and constitution that is right for the school.
- Only parents of children at the school can be members of the Parent Council.
- The Parent Forum can agree that the Parent Council constitution allows other people to be co-opted.
- The local church or denominational body can nominate someone to be co-opted onto the Parent Council of a denominational school.
- The Parent Council chair must be a parent of a child at our school.
- The head teacher or their representative has a right and a duty to attend Parent Council meetings, unless the parents and head teacher decide otherwise.
- Schools can choose to set up a Combined Parent Council which would cover more than one school.

Friends of the West

Dear Parents

The Parental Involvement Act 2006 brought in by the Scottish Parliament means that every parent would automatically become a member of the Parent Forum in their child's school. From this Forum, a Parent Council is created to act as the voice of the parents.

"Friends of The West" was adopted as the name for our Parent Council. We meet regularly and we have adopted a model that incorporates a fundraising arm to look after the events and activities which we hope to organise during the school year. We continue to expand on that model to ensure that, as a Parent Group, our views are being heard in proper circles.

As always, our main aim is the welfare of all our children and for all parents to

actively support them in their formative years.

Gillian McIlveen (Friends of the West Chairperson)

Home school links

The Home Link Service is one of the services working to support children and families in Renfrewshire. We are a multi disciplinary team based in different areas across Renfrewshire and appointed in teams linked to the school clusters in each area.

The main aim of the service is to increase the educational attainment of young people by developing links between home and school thus ensuring that pupils identified through the school's Extended Support Framework as facing issues at home, or in school, which are proving to be barriers to learning are offered additional support.

Support offered to pupils can be given individually or in a group setting. Parents are kept fully involved and initially a home visit will be offered to discuss the referral, and thereafter progress will be reviewed and evaluated on a regular basis keeping parents and pupils fully informed.

Support is also offered to pupils having been identified as being anxious at times of change. Moving from pre5 to primary, primary to secondary school and from secondary to further education or employment. As this can be a stressful time to both pupils and parents we can work with you and your child's school to ensure a smooth transition, and help them learn how to cope with change.

Home Link service is a non statutory service and staff work in partnership with parents or carers and school staff. We also work in partnership with other agencies including Counselling and support services, Health, Social Work and Community Learning and Development and other identified local voluntary and government agencies.

Here in West Primary we have strong support from our Home School link worker who supports children and families in a variety of ways. P6 benefit specifically from the health 'Drop-In' which is held weekly at lunchtime, in conjunction with the home link worker and the health co-ordinator. In addition, some in P7 benefit from this very structured support preparing for the transition from Primary to Secondary school.

The Head Teacher's door is always open to parents and she will be happy to discuss any matter relevant to the well being of the pupil and the pupil's family. It should be noted that class teachers, although delighted to see parents, cannot easily leave classes to do so. Therefore where possible appointments to see class teachers should be made at lunchtime or 3.00pm most days.

Letters to parents detailing school happenings are issued regularly as required. Parents are informed of serious problems when necessary (see School Discipline). Parents' evenings are held in October/November and March/April when parents can meet the class teacher and discuss their child's work. We

operate an appointment system to help parents with more than one child in the school and to avoid the problem of queuing. Open evenings to showcase the work of the children, when parents, relatives and friends can visit, are held throughout the session.

The parents of new entrants are invited to visit the school between Easter and June. Once a child is in the school parents will be invited in groups and will be introduced to the work of the school either for information evenings/afternoons or curricular workshops for some practical experience.

We have established a website and are working to maintain and develop this (www.west.renfrewshire.sch.uk).

Pupil council

The pupil council is made up of children who were chosen by children from Primaries 3 to 7. They meet regularly to discuss how to make the school better. The children are increasingly involved in decision making regarding their learning and different aspects of their school life.

Community links

School & Community

At West Primary we are keen to encourage our children to become caring and considerate pupils. We try to achieve this by providing our children with opportunities to look towards the needs of others.

Parents and friends are invited annually to our Christmas Nativity Play, Burns Supper, French Afternoon, Ugly Bug Ball and Summer Sports Day.



A range of fund raising activities to support both the school and various charities are organised each year. Our daffodil tea has become an annual event, as has our gathering of Easter Eggs at Easter time.

Maxwellton Park Day Nursery has been established in the school for many years and is now in partnership with Renfrewshire Council. It runs from Monday through to Friday between 8.45am and 3.15pm. Further information can be obtained from Mrs E. Williams on 0141 889 9528. After school care is also run in the school and details of this can be obtained by contacting Mrs Williams.

In the evenings the school is used for a variety of events organised by the Right2Dance Project and other local organisations.

We have forged very positive links with local businesses and in particular we wish to thank the Co-operative Funeral parlour, Ikea, B&Q, Maxwellton Park Day Nursery and Right2Dance for their support.

School lets

To apply to use school facilities contact the Community Facilities Section at St Catherine's Primary School. Contact details are in the important contacts section at the end of this handbook.

Other useful information

Listening to learn - Complaints, Comments and suggestions

Renfrewshire Council encourages feedback on its services from parents and pupils as part of our overall commitment to giving the best possible service and to working in partnership. We are, therefore, interested in feedback of all kinds, whether it be compliments, suggestions or complaints.

If you want to register a comment of any type about the school you can do this by writing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible. If we have made a mistake we will apologise quickly and clearly and try to put things right.

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

- It is helpful if complaints are made initially to the Head teacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- It is helpful if you can give some details of the issue and ask for an early appointment to discuss it.
- We will try to respond as quickly as possible, but often issues are complex and we need time to investigate.
- If you are still unhappy with the service or with our response then you will have the right to take up the matter further. You can put your complaint in writing or fill in a complaint form, available in the school or any council office. We can help if you have difficulty with this. Completed forms should be sent to: Renfrewshire Council, Education and Leisure Services, Renfrewshire House, Cotton Street, Paisley PA1 1LE. Telephone 0141 842 5578.
- If you are still unhappy after the further investigation and reply you can

take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.

- You should also note that you have the right to raise unresolved concerns with your local councillor, MSP or MP.

Data protection

Information on pupils, parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative purposes. The information is protected by the Data Protection Act 1998 and may only be disclosed in accordance with the law. For more information please contact the school.

Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases, we will do all we can to let you know about the details of closure or reopening. We will keep in touch using letters, e-mail and text messaging, notices in local shops, churches and community centres and on the school and council's websites, announcements in the press and on local radio.

To help us keep you informed it is important that you make sure we have the most up to date emergency contact information for your family.

Important Contacts

Director of Education and Leisure

Robert Naylor	Renfrewshire House Cotton Street Paisley PA1 1LE	Email els@renfrewshire.gov.uk Phone: 0141 618 7193 Fax: 0141 842 5655
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Homelink Service Staff

Paisley Team 1 / Renfrew & Erskine Team	St Fergus Primary School Blackstoun Road Paisley PA3 1NB	Email susan.bell@renfrewshire.gov.uk Phone: 0141 848 6357 Fax: 0141 848 6650
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Paisley Team 2 / Johnstone & Linwood Team	St Paul's Primary School Orchy Crescent Paisley PA2 0NN	Email susan.bell@renfrewshire.gov.uk Phone: 01505 816344 Fax: 01505 812505
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Community Learning & Development

Community Facilities Section	C/o St. Catherine's Primary School Brabloch Crescent Paisley PA3 4RG	Email comfac.els@renfrewshire.gov.uk Phone: 0141 848 6140
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Adult Learning Services	Linwood CE Centre Brediland Road Linwood PA3 3RA	Email als.els@renfrewshire.gov.uk Phone: 01505 320573 Fax: 01505 329749
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Youth Services	West Primary School Newton Street Paisley PA1 2RL	Email youthservices.els@renfrewshire.gov.uk Phone: 0141 889 1110 Fax: 0141 840 5353
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Registration Area Offices

Paisley Area	Paisley Registry Office 1 Cotton Street Paisley PA1 1BU	Email registrar.cs@renfrewshire.gov.uk Phone: 0141 840 3388 Fax: 0141 840 3377
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Johnstone Area	Johnstone Registry Office 16/18 McDowall Street Johnstone PA5 8OL	Email registrar.cs@renfrewshire.gov.uk Phone: 01505 320012 Fax: 01505 331771
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Customer Service Centre

Customer Service Centre	Renfrewshire House Cotton Street Paisley PA1 1AN	Email registrar.cs@renfrewshire.gov.uk Phone: 0300 300 0300 Fax: 0141 840 3377
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Websites

You may find the following websites useful.

www.west.renfrewshire.sch.uk/ -the school website

- <http://www.parentzonescotland.gov.uk/>- parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.
- www.hmie.gov.uk - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <http://www.scottishschoolsonline.gov.uk> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.
- www.renfrewshire.gov.uk- contains information for parents and information on Renfrewshire schools.
- <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <http://www.respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <http://www.ltscotland.org.uk/>- provides information and advice for parents as well as support and resources for education in Scotland
- <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities.

Glossary

CFE - Curriculum for Excellence

ASN – Additional Support Needs

EMA – Education Maintenance Allowance

DDA – Disability Discrimination Act

EHRC – Equality Human Rights Commission

IA – Impact Assessment

SIP – Service Improvement Plan

ASL – Additional Support for Learning

LTS – Learning and Teaching Scotland

SQA – Scottish Qualifications Authority

FOI – Freedom of Information

HGIOS/AifL – How Good is our School/Assessment is for Learning

S1 – 1st year of secondary school

HT/PT/GT – Head Teacher/Principal Teacher/Guidance Teacher

CLAD – Community Learning and Development

RLL – Renfrewshire Leisure Ltd

GIRFEC – Getting it Right for Every Child

Although this information is correct at time of printing in December 2011, there could be changes affecting any of the contents before or during the course, of the school year or in future school years.

Parent feedback

Please take a few minutes to fill in and return the questionnaire on the next page. Your feedback will help us improve the handbook next year.

Tell us what you think

Your feedback will help us to improve our handbook.

Did you find

Please tick

- | | | |
|----------------------------------|------------------------------|-----------------------------|
| 1. the handbook useful? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. the information you expected? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. the handbook easy to use? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Please tell us how we can improve the handbook next year.

Name of school: _____

Thank you for filling in the questionnaire. Your views are appreciated. Please return this questionnaire to:

Marianne McGuire

Education Officer (Improvement)

Renfrewshire Council

Education and Leisure Services

Renfrewshire House

Cotton Street

Paisley

PA1 1LE

email address: marianne.mcguire@renfrewshire.gov.uk