



Culzean Primary and Early Years Centre



January 2024

Address: Maybole Community Campus, Kirkoswald Road, Maybole, KA19 8BP

☎: 01655 885886

E-mail: Culzean.mail@south-ayrshire.gov.uk

Website: www.blogs.glowscotland.org.uk/sa/culzeanprimaryschool/

‘Learning Together at the Heart of the Community’

Respect Honesty Kindness Resilience



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Welcome by Head Teacher

Dear Parent/Guardian,

At Culzean Primary School and Early Years Centre we recognise that our children come to us with a wide of range of skills, talents, hopes and enthusiasms. We promote success in our pupils by encouraging them to realise their potential.

We hope that all our children will become successful learners, confident individuals, responsible citizens and effective contributors to society.

We provide a wide range of planned experiences in order to promote an enthusiasm and motivation for learning and to develop a set of positive values and attributes that will prepare them for the future.

We have high expectations of our pupils and encourage them to “be all that they can be”.

I hope this handbook will provide you with all the information that you require about our school.

Please do not hesitate to contact me if you have any queries or require further information.

Yours faithfully

F. McDougall

Fiona McDougall
Head Teacher

Contact Details

Name	Culzean Primary School								
Address	Maybole Community Campus Kirkoswald Road Maybole KA19 8BP								
Telephone Number	01655 885886								
<u>X (Formally Known as Twitter)</u>	@CulzeanPS								
Email	culzean.mail@south-ayrshire.gov.uk								
Catchment area	<p>Details of the school's catchment area and street names are available for inspection at the school and parents can also access them on the Council's website at www.south-ayrshire.gov.uk .</p> <p>Catchment map and area available from the School Management Section, Educational Services, County Buildings, Wellington Square, Ayr KA7 1DR.</p> <p>The catchment area for Culzean is the town of Maybole and outlying areas.</p>								
Stages of Education provided / Present school roll	<p>The present roll of 290 pupils are in fourteen classes from Primary 1 to Primary 7</p> <p>There are 80 children in the Early Years Centre.</p> <p>The total capacity and current planning capacity of the school is 434.</p>								
Denominational Status	Non-Denominational								
Gaelic Language	No								
Head Teacher	Mrs Fiona McDougall								
Depute Head Teacher/ Pupil Support Co-ordinator/Named Person	Mrs Carol Kay								
House structure	The children are organised into four houses with new names to be decided in session 2023-2024.								
Nursery provision	Yes								
Parent Council Chair	Milissa McCulloch Parent Council can be contacted via school on 01292 885886								
School Year	August - June								
School Hours	<table style="width: 100%; border: none;"> <tr> <td style="width: 30%;">Breakfast Club</td> <td>8.15 – 8.50</td> </tr> <tr> <td>Opening Time</td> <td>9.00 a.m.</td> </tr> <tr> <td>Morning Interval</td> <td>10.50 a.m. to 11.05 a.m.</td> </tr> <tr> <td>Lunchtime</td> <td>P1-3 - 12.30 p.m. to 1.15 p.m. P4-7- 12.45 p.m.-1.30 p.m.</td> </tr> </table>	Breakfast Club	8.15 – 8.50	Opening Time	9.00 a.m.	Morning Interval	10.50 a.m. to 11.05 a.m.	Lunchtime	P1-3 - 12.30 p.m. to 1.15 p.m. P4-7- 12.45 p.m.-1.30 p.m.
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	Closing Time 3.00pm
EYC Hours	8.00 – 6.00 (Various patterns available)

School and EYC Staff

Name	Designation
Mrs Fiona McDougall	Head Teacher
Mrs Carol Kay	Depute Head Teacher
Mrs Natalie Monteith	Early Years Centre Depute Manager
Miss Lynne Robertson	Early Years Centre Depute Manager
Mrs Laura McGarva	Principal Teacher
Mrs Jane Forbes	Acting Principal Teacher
Mrs Debbie Bell	Nurture Teacher
Mrs Gillian Thomson/ Mrs Lesley Mair	P1 Teacher
Miss Jenna Calder	P1 Teacher
Miss Tammy McNeillie	P2 Teacher
Mrs Kayleigh Burns	P2 Teacher
Miss Zoe Clive	P3 Teacher
Mrs Karen McDonald	P3 Teacher
Mrs Tricia Cassells/ Mrs Sarah Boyd	P4 Teacher
Miss Emma Pollock	P4 Teacher
Miss Sophie Caldwell	P5 Teacher
Mrs Evonne Duncan/ Mrs Eva McBride	P5 Teacher
Mr Calum Stewart	P6 Teacher
Miss Beth McClymont	P6 Teacher
Mrs Louisa Stevenson	P7 Teacher
Mrs Sam McAllister	P7 Teacher
Ms Pauline Ryding	Cluster Pupil Support Teacher
Mrs Rachael Fullard	Cluster Pupil Support Teacher
Miss Erin McCaig / Mrs Beth Wade/ Mrs Laura McGarva / Mrs Jane Forbes	NCCT Cover
Mrs Catrin Hughes	Nursery Teacher
Miss Erin McCaig	Nurse Teacher (0.8)
Stephanie Haywood	Senior Early Years Practitioner
Rachael Henderson	Senior Early Years Practitioner
Leigh Smith	Early Years Practitioner (Acting Senior Early Years Practitioner until March 2024)
Caitlin Mossie Mirren Wilson Natalie Moore	Early Years Practitioners – The Burrow (Two-year-old room)
Jay Sinclair	Early Years Practitioners – The Lookout

Rhian McDerment	(Three to Five-year room)
Lee Fleming	
Susan Moffat	
Nicola Noonan	
Laura McHallum	
Tracy Campbell	
Lisa Piper	
Zoe Wilson	
Michelle Leiper	
Lee Hogg	
Nicole Smith	
Kerry Steele	
Morgan Cannell	
Laura Donald	
Thais Wos	
Mrs Shelby Cannon	Clerical Assistant
Mrs Stephanie Doherty	Clerical Assistant
Mrs Lynn Maxwell	Clerical Assistant
Miss Gillian Dorans	Administration Team Leader
Mrs Lisa Cocker	School Assistant
Mrs Lesley Da Silva	School Assistant
Mrs Laura Farrell	School Assistant
Mrs Aileen Fisher	School Assistant
Mrs Bobbie Gamble	School Assistant
Mrs Linda Izzat	School Assistant
Miss Sarah Jess	School Assistant
Mrs Kelley Lester	School Assistant
Mrs Audrey McCulloch	School Assistant
Mrs Melanie Mitchell	School Assistant
Mrs Karen Simpson	School Assistant
Mrs Sharon Maxwell	Cleaning Supervisor
Mr McKay	Janitorial Team
Mr Stewart	
Mrs McLung	
Mr Cree	
Mrs Michelle Brown	Catering Manager
Mrs Lyndsey Yuille	School Nurse
Mrs Roseanna Mohammed	Educational Psychologist
Mrs Fiona Brown	Speech and Language Therapist
Mr Gonzalez	Woodwind Instructor
Mis Tracy Nelson	Music Instructor
Mr Walker	Brass Instructor

Mrs Emma Parker	Active Schools Co-Ordinator
Miss Cailan Hart	Active Schools Modern Apprentice

Arrangements if you have a concern

If you have a concern about your child's progress, you may make an appointment to see the class teacher, in the first instance. If you have further concerns please make an appointment with the office to speak to a member of the management team.

Absence or sickness procedure

If your child is ill and cannot attend school please phone the school office to let us know as soon as possible in the morning.

If we have not heard from you by 9.15 am a member of our clerical team will message you to find out the reason for absence.

Parental Complaints Procedure

If you have any comments or complaints please approach the Head Teacher in the first instance. If the Head Teacher does not resolve the issue to your satisfaction, you should

- Visit one of South Ayrshire Council's Customer Service Centres, or any local office.
- Phone South Ayrshire Council Customer Services Team on 0300 123 0900
- E-mail: listeningtoyou@south-ayrshire.gov.uk
- In writing to:
Customer Services, South Ayrshire Council, Freepost NAT 7733, Ayr, KA7 1DR
- Anyone can make a complaint to us, including the representative of someone who is dissatisfied with our service.

If you have a concern and wish to complain to the Care Commission directly, please write to:

Care Commission Office
Sovereign Road, Suite 3
Academy Road
Irvine, Ayrshire
KA12 8RL

Arranging a visit to the school

Any parent seeking or being offered a place in the school, can, if they wish, arrange to view the school and discuss school policy, curriculum etc. with the Head Teacher prior to enrolment. Appointments for this can be made by phone.

Enrolment

Culzean Primary

The main enrolment exercise for Primary 1 takes place in January when pupils register for education. Registration is undertaken online via the South Ayrshire Council website. Details will be published in the local press. Parents and children will then be invited to take part in our infant

induction programme. This will include classroom visits, parents meeting and opportunities for the children to learn together across EYC and P1.

At all other times, parents should contact the school office and make an appointment to meet the Head Teacher (unless you are making a placing request, see section Choosing a School).

Culzean Early Years Centre

All children who will be aged 3 or 4 years old during the following school session will be invited to attend their preferred Early Years Centre and complete an online application form in February. Again this will be intimated in the local press, nursery class and public places.

At all other times, parents should contact the school office and make an appointment to meet the Head Teacher.

Parental Involvement

What opportunity is there for parents to be involved in their child's learning?

In Culzean, parents are viewed as valuable partners in their child's learning.

As a school, we place a strong emphasis on partnership working, and are keen in Culzean to foster strong links with parents, and to work in partnership with all parents and members of the community to the benefit of the pupils.

In Culzean we recognise that this support can play a vital role at all stages of school and we aim to foster a positive and open ethos, encouraging all parents to become actively involved in the life of the school.

Formal Parents' afternoons / evenings are held twice throughout the year, where parents are given the opportunity to meet with teachers to discuss their child's progress. In addition, we run a series of open afternoons, where parents are given the opportunity to visit their child's class and work alongside them for a short while "Learning Together".

Regular newsletters are issued to all parents, keeping them fully informed about what is happening in the school. Each class teacher sends home a Curricular Flyer which highlights the key teaching points and themes for the term ahead.

Culzean Primary School has a variety of communication methods with the main method being Xpressions. We also communicate through our X (formally Twitter) page.

This year at Culzean Primary School we have introduced Learning Journals, which is an online learning and communication platform. Learning Journals is a simple way for teachers and students to record and share what is happening in the classroom. Learning Journals allows pupils to document their learning, be creative and enhance their digital skills.

Each student is provided with their own e-portfolio where evidence of their learning can be uploaded. When a child has posted, parents/carers can be notified via app notification or email if they choose to do so. Parents/carers are only notified about their own child's work, and all data is safe and secure.

There are many benefits to using this platform:

- Pupil learning and achievement can be shared with parents/carers
- School information e.g. curricular flyers, newsletters can be viewed
- Learning Journals can be accessed easily through personal devices

A number of parents regularly volunteer to assist on school trips and assist in a number of other ways within classes – art & craft, library, reading, gardening. We always welcome parents to assist the school in as many ways as possible and if you would be willing to assist then please contact the school.

Parents are regularly invited to be involved in decisions about school policy. through surveys via Microsoft Forms or face to face data collection during Parents' evenings/open afternoon and nights.

In Culzean we aim to:

- **promote learning at home by**
 - sending out termly curriculum newsletters;
 - providing homelink books, games and resources;
 - running parent workshops/open afternoons;
 - encouraging the use of educational websites;
 - promoting active homework tasks;
 - providing opportunities for family homework;
 - sharing learning experiences on Twitter.
- **improve home/school partnerships by**
 - holding formal parents nights twice per year;
 - children sharing information to parents during open afternoons and evenings;
 - running social events for both parents and children;
 - communicating with parents through the website and Twitter.
- **encourage parental representation through:**
 - electing a Parent Council at the AGM in August;
 - holding regular Parent Council meetings;
 - inviting guest speakers to the Parent Council meetings;
 - parent representation on school committees.

Parents as Partners - Parent Council and Parent Forum

Parent Councils are the formal representative body for parents with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents locally. Parents are welcome to be:

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

All parents/carers are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum all parents 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;
- enjoy taking part in the life of the school in whatever way possible.

The parent forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. Parents are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

The main aims of the Parent Council are to:

- support the school in its work with pupils;
- represent the views of parents;
- promote contact between the school, parents, pupils, providers of nursery education and the community;
- report to the Parent Forum;
- be involved in the appointment of senior promoted staff;
- raise funds for the school for the benefit of pupils.

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.

Parent Council Chair: Milissa McCulloch

Email Address: culzean.mail@south-ayrshire.gov.uk

The Scottish Parent Teacher Council is a national organisation for PTAs and PAs in Scotland, Parent Councils can join too, and it runs an independent helpline service for all parents. They can be contacted by phone on 0131 474 6199, fax 0870 706 5814 or email on sptc@sptc.info or write to SPTC, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB.

National Parent forum of Scotland

enquiry@parentforumsotland.org

The National Parent Forum of Scotland has been set up to give Parent Councils and parents an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level.

School Ethos

What is the ethos, values and aims of the school?

Culzean Primary School's Vision

“Learning Together at the Heart of the Community”

Our Vision at Culzean Primary is to achieve excellence and equity through raising attainment for all, and to recognise the range of skills, talents, hopes and enthusiasm of all our pupils thereby encouraging them to realise their full potential. We provide a wide range of planned experiences to enthuse and motivate our pupils for learning, while continuing to develop a set of positive values and attributes that will prepare our pupils for the future. We work in partnership with pupils, parents and the wider community to create a positive environment where all opinions, skills and talents are valued and recognised.

(Draft Version – Consultation Underway)

Our Values

Our core values were created in 2023 as part of the new school merger process where we consulted parents, pupils, staff and our local community:

Respect, Honesty, Kindness and Resilience.



As a Rights Respecting Silver accredited school, we ensure the rights of the child are at the centre of all we do.

The Curriculum

The Curriculum for Excellence

Curriculum for Excellence has been implemented across Scotland for all 3-18 year olds – wherever they learn. It aims to transform Scottish education, **raise standards of achievement**, and provide young people with the skills, knowledge and attributes they will need for learning, life and work in the twenty first century. This is encapsulated in the aim to improve the life chances of every young person in Scotland and develop their four capacities as: successful learners, confident individuals, responsible citizens and effective contributors.

Curriculum for Excellence enables professionals to teach subjects creatively, to **work together** across the school and with other schools, to share **best practice** and explore learning together.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth and builds on what they have learned at each stage. They

will ensure that children continue to work at a pace that is appropriate for them but which also challenges and supports them to achieve their very best.

Every child is entitled to a **broad general** education, whatever their level and ability. Every single teacher and practitioner will be responsible for **literacy and numeracy** – the language and numbers skills that unlock other subjects and are vital to everyday life. All teachers are also responsible for the health and wellbeing of children and young people.

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

All pupils are entitled to personal **support** to help them fulfil their potential and make the most of their learning opportunities with **additional support** wherever that's needed.



How is the curriculum structured?

Curriculum for Excellence aims is to improve our children's life chances, to nurture, successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

The Scottish Government's view of the curriculum is that it is 'the totality of all that is planned for children and young people throughout their education'.

The four contexts for learning are:

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

This is achieved in Culzean by careful consideration of not only what is taught but also how it is taught. It is vital that our pupils are active and involved in their own learning.

Within each classroom, pupils are encouraged to work collaboratively, with a good understanding of how an effective team works. They are given opportunities to learn in an active and experiential way.

Formative Assessment is used extensively throughout the school. This allows pupils to know what is expected of them in their learning and also assess how well they have completed a task. Clear learning outcomes and success criteria ensure that all pupils know what they are trying to achieve.

All pupils are given the opportunity to find out about skills for learning, life and work within our core curriculum. We invite local businesses into the school to teach pupils about the world of work and work alongside local companies and charities to develop work based skills in our pupils. Focussed Life-skill lessons on finance and housing are given to the Primary 7s.

Pupils are given a wide variety of experiences and learning opportunities in Literacy, Numeracy and Health and Wellbeing both in and out of the classroom. We encourage the use of the outdoors in our learning. Our Active Schools partnership activities are wide and varied, from active sports like basketball and football to the challenge of orienteering. Both Gardenrose and Cairn achieved Gold SportScotland status and we continue to strive for excellence within PE at Culzean.

Parents can find out more about our curriculum by reading our selection of development flyers, by consulting www.educationscotland.gov.uk or, more specifically, by asking at school.

Literacy and English

Our programme of work is skills based and seeks to cover experiences and outcomes which will allow our pupils to engage fully in society.

At Culzean we place a strong emphasis on the development of literacy as it is the core of thinking and is necessary to allow our children to reflect, communicate and develop ideas. It is an essential passport to learning.

We cover the 3 recognised areas of:

- Reading;
- Writing;
- Talking and listening.

We aim to enable our pupils to:

- Develop their ability to communicate their thoughts and feelings and respond to those of other people;
- Develop the high order skills in listening, talking, reading and writing;
- Use different media effectively for learning and communicating;
- Develop a secure understanding of how language works and use language well to communicate ideas and information in English and French;
- Enhance their enjoyment and their understanding of their own and other cultures through literature;
- While we use published texts to support the learning and teaching in languages, very strong connections are made across the other areas of the curriculum. We also seek to use everyday contexts to make the children's learning effective;
- All pupils from EYC to P7 are taught to speak in French, appropriate to their level, and follow our programme of learning. Some written work, e.g. labelling may also be taught. We follow the guidance of the Scottish Government's 1+2 pilot;
- Pupils in P6 and P7 are taught to read, write and speak in French;
- All pupils also study Scots each year through our programme of study, and learn Scots poetry and song;

- We welcome parents to our Scots Celebration each year, where the winners of the Scots Recitation competition say their poems, and each class sings/ performs for the whole school.
- We celebrate pupils from other cultures' home language and encourage sharing their traditions and vocabulary, where suitable.

Numeracy and Mathematics

Our programme of study aims to support our pupils to:

- Develop essential numeracy skills, including arithmetical skills which allow them to participate fully in society;
- Pupils participate in daily number talk activities to deepen their understanding of number processes;
- Develop a secure understanding of the concepts, principles and processes of mathematics and apply these 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;
- Establish firm foundations for further specialist learning, including for those who will be the mathematicians of the future.

The main lines of development in mathematics will be:

Information handling

Exploring, understanding and developing secure skills in using

- Data and analysis;
- Ideas of chance and uncertainty.

Number, money and measurement:

Exploring, understanding and developing secure skills in using

- Basic arithmetical and other number processes, including estimation;
- Measurement;
- Patterns and relationships;
- Equations and expressions.



Shape, position and movement

Exploring, understanding and developing secure skills in using

- Properties of 2D shapes and 3D objects;
- Symmetry, angles and transformations.

Health and Wellbeing

This session we are continuing our journey towards gold level in our Rights Respecting School journey. A rights-respecting school teaches children's rights and also models rights and respect in all its relationships.

We take a holistic approach to health and wellbeing and we aim to promote learning about:

- Health – mental, emotional, social, and physical;

- Physical education and physical activity including sport;
- Eating for health and hygienic practices;
- Personal safety;
- Drugs, alcohol and tobacco;
- Relationships and parenthood;
- Planning choices.



We provide opportunities for pupils to:

- Experience positive aspects of healthy living and activities for themselves (both during and after school);
- 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;
- Take part in nurture based activities.

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

Children and young people should feel happy, safe, respected and included in the school environment and all staff in the school are pro-active in promoting positive behaviour in the classroom, playground and the wider school community.

Religious and Moral Education

Religious and moral education includes learning about Christianity and other world religions, and supports the development of beliefs and values.

When delivering religious and moral education we will help our pupils 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 response which religion can offer to questions about the nature and meaning of life;
- Develop 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.

We have weekly assemblies, which pupils often lead or contribute to. Religious assemblies are separate from those which celebrate success and achievement, or share developments in school. We welcome visiting speakers.

Technologies

This includes craft, design, engineering, graphics, and food, textile and information technologies.

We aim to develop our pupils' skills in order for them to participate in modern life so that they can:

- Develop an understanding of technologies and their impact on society – in the past, present and future;
- Apply knowledge, understanding and practical skills to design and create products, processes and solutions that meet needs in play and daily life;
- Gain the confidence and skills to embrace and use technologies.

For each of these technologies, the main lines of development will be:

Investigating and designing: including

- Learning about technologies and their effect on society;
- Investigating resources and materials;
- Developing design skills and knowledge.



Producing: including

- Using technologies effectively;
- Planning and organising.

Evaluating: including

- Evaluating and improving products and solutions;
- Evaluating the impact of products, systems and processes.

Social Studies

Topics have been selected which are age and stage appropriate and which allow our pupils, through investigative, creative and critical thinking, individually and in groups, to:

- Learn to access and use information from different kinds of sources, and think critically about evidence and arguments in order to arrive at their own conclusions;
- Learn to justify these in discussion and debate;
- Develop their skills in literacy and numeracy;
- Learn about their community and country's past and present so that they develop an understanding of the political and social changes which have shaped Scotland;
- Develop their own values;
- Gradually build up a framework of historical, geographical, social, economic and political knowledge and understanding;
- Learn about the values, beliefs and cultures of societies at other times and in other places so that they can become more willing to question intolerance and prejudice, and to develop respect for other people;
- Learn about and apply concepts that stimulate enterprise and influence business, and allow them to gain an understanding of Scotland's contribution to global economy;
- Be challenged to consider how they can contribute to the wellbeing of society.

Pupil's experiences will be grouped in the following way:

People in the Past: including

- People in societies;
- People and events in the past.



People in place: including

- People and landscapes;
- People and communities.

People and Society: including

- Society and the economy;
- Decision-making in a democracy.

Expressive Arts

Expressive arts include experiences and outcomes in art and design, drama, dance and music. We aim to give our pupils opportunities to learn to:

- Express themselves in different ways and be creative;
- Experience enjoyment (and contribute to other people's enjoyment) through creative expressive performances and presentation;
- Develop important skills specific to expressive arts and also transferable skills;
- Develop an appreciation of aesthetic and cultural values and ideas.

Our main lines of development will be:

- Creating;
- Presenting;
- Evaluating.

We work closely with Maybole Regeneration Project and the CLD team to provide opportunities for our pupils to participate in stage performances and productions.

Opportunities for Wider Achievement

We try to enrich pupil experience wherever possible, giving them chances to try out new things, and experience success in everyday events and in additional ways, both in and out of school.

The school is pro-active in working with the local community and other agencies to extend the children's experiences. The school works closely with Thriving Communities, sports leaders and local community organisations.

Pupils raise funds for the local food bank, Children in Need, and Sports Relief/Comic Relief throughout the school session.

Our school is a silver accredited Rights Respecting school and we take account of children's views and opinions when making plans for the school and their learning. Pupil

representation and voice at all levels underpins decision-making at Culzean ensuring opportunities are provided for pupils to be independent and to take responsibility. We do this through a variety of ways such as personalisation and choice within daily learning, assemblies, class surveys as well as formal committees. We have already established an active Pupil Council, House Ambassadors, a rights respecting schools committee and junior road safety officers. As a new school we are excited for future committee opportunities.



By providing such a wide variety of learning experiences, our children are motivated to contribute confidently to the school and wider community.

We encourage and celebrate Wider Pupil Achievement, through outdoor learning, cultural activities, global citizenship and participation in sporting and musical events. We track these wider achievements to ensure all pupils are having an opportunity to pursue their talents and skills both in and out with school.

At Culzean we intend to offer a wide range of educational field trips and workshops to support learning. We work closely with Active Schools, Carrick School of Rugby Specialist Coaches, Carrick Academy Sports leaders and our own school Young Leaders to offer a range of sport, physical activity and healthy lifestyle activities.

We currently offer music instrumental tuition in woodwind, brass and percussion. After school clubs, which vary throughout the session, include: multi-sports, STEM, football, gymnastics, rugby and choir.

At assemblies we celebrate success in all activities and children are encouraged to share their experiences with everyone.

Composite Classes

Primary schools have pupils at seven year stages, primary 1 to primary 7. A year stage is defined as a group of pupils entering primary education at a common date. Composite classes are those where children of more than one-year stage are grouped together to form a class.

Schools are staffed to agreed standards based on the total number of pupils within the school regardless of the numbers of pupils at each year stage. This means that the head teachers are required to take management decisions to organise classes to make best use of available staff, resources and space. Balancing up the various factors involves both educational and organisational considerations.

Head teachers take into account a number of considerations when organising their class structures. In allocating children to composite classes, head teachers bear in mind the progress children have made in their learning. For example, a group of children of similar ability, or working at broadly the same pace - particularly in mathematics/numeracy and/or language/literacy - may be allocated to the same class. Parents should be reassured that, by using information about how pupils are progressing to inform groupings for composite classes, no child is being disadvantaged by being “kept back” or “pushed on”.

Normally such classes will be formed before the start of a new school year so that all involved know that class structures exist for the new school session. In certain circumstances class restructuring may have to take place during the summer break or after a school session has started. However, such cases will be very exceptional. Parents will be informed at the earliest opportunity of likely re-classification of classes to allow appropriate discussions to take place. Further information is available at the school.

Religious and Moral Education

The Education (Scotland) Act 1980 imposes a statutory duty on local authorities to provide religious observance in Scottish schools.

It is therefore our duty to provide religious observance which is an inclusive, valuable and meaningful experience for all. Scottish Government Ministers consider religious observance to be an important educational experience for children and young people at all stages of primary and secondary school.

At Culzean Primary we recognise that some of our school community contain pupils and staff from faiths other than Christianity or with no faith commitment, and this is taken fully into account in supporting spiritual development. It is of central importance to us that all pupils and staff can participate with integrity in forms of religious observance without compromise to their personal faith.

There is therefore a clear distinction between assemblies devised for the purpose of religious observance and assemblies for other purposes, such as celebrating success.

There is a statutory provision which allows parents to withdraw children from participation in Religious Observance, should this be in conflict with their belief system. If you wish your child to be withdrawn from Religious Observance, please make an appointment to speak with the Head Teacher to discuss the matter. We will always try to provide parents with sufficient information on which to base this important decision, and will respect their wishes.

Parents with different faiths or beliefs other than Christianity may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions (days) in any one school session and the pupil noted as an authorised absentee in the register.

Health and Well Being – Including School Relationships Policy

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

Children and young people have the right to feel safe, be healthy and active; to be nurtured; to achieve their potential; to be respected; given responsibility and to be included in the school environment. All staff in the school are pro-active in promoting positive behaviour in the classroom, playground and the wider school community.

Culzean Primary is committed to creating an environment where positive relationships are at the heart of joyful learning. All staff, pupils, parents and stakeholders are expected to demonstrate the highest standards of conduct, accept responsibility for their behaviour and encourage others to do the same. We strive to create an environment where our core values of **respect**, **honesty**, **kindness** and **resilience** are promoted and celebrated.

Pupils are learning how to react in different situations and experiences and staff will model positive regulation strategies to enable children to be successful learners, confident individuals, responsible citizens and effective contributors in society.

Aims:

- To create an environment which promotes positive relationships and respectful attitudes from all where everyone is treated fairly and with respect;
- To teach strategies of self-regulation and restorative approaches;
- To encourage partnership at home and in the community with the implementation of the policy.

UNCRC Rights of the Child

In June 2023 we became a silver Rights Respecting School and we are continuing this journey towards gold. We developed a school charter linking to article 12 and 28. Our school charter is:

- **Ready to learn**
- **Respectful and kind**
- **Safe and supportive**

This promotes our inclusive school ethos and encourages pupils to respect everyone's rights and ensure we have a safe and supportive learning environment. Each week this charter is celebrated at assembly through certificates for those upholding the rights of the whole school charter.

The role of Parents

Parents have a central role to play in promoting the values and charter of the school. We strongly believe in partnership working and aim to involve parents when appropriate. Parents can assist by:

- ensuring staff are aware of any personal circumstances which may result in their child displaying behaviours not usually typical to them e.g. bereavement, house move;
- Addressing any concerns to the office who will direct appropriately;
- Trust that the school will fully investigate and respond to any concerns regarding behaviour;
- Work with the school to promote positive relationships.

Equal Opportunities and Inclusion

In terms of the United Nations Convention on the Rights of the Child (UNCRC) and national law and policy, our school is committed to respecting children's rights to have equal opportunities and be included.

The national legislation around equal opportunities and social inclusion includes:

- Children and Young People (Scotland) Act 2014;
- Education (Additional Support for Learning)(Scotland) Act 2004 (as amended 2009) ‘the ASN Act’;
- Equality Act 2010;
- Disability Discrimination Act 2005;
- Human Rights Act 1998;
- Children (Scotland) Act 1995.

South Ayrshire puts this into practice through the following core beliefs:

- ***Presumption of mainstream:*** All children and young people have the right to an education within a mainstream school (Standards in Scotland’s School Act 2000);
- ***Most inclusive option:*** Wherever possible, children and young people will be provided with an education within their own community and/or within their own catchment school (the ASL Act);
- ***Staged intervention:*** If there are concerns about how a child or young person is coping within a mainstream placement, the model of staged intervention will be followed and this may include Team with the family (TWF) meeting to assess and plan with available resources (the ASL Act). There is a particular focus in gathering the views of children, young people and their parents relating to the support required to minimise barriers to learning;
- ***Links to community:*** If it is agreed that a placement outwith a child’s community is appropriate to meet their needs, it is important to consider ways in which a child can maintain links and relationships with peers from their own community (the ASL Act);
- ***Involvement of child and parent/carer:*** It is vital that the child, young person and parents/ carers are involved in all of these processes, and that the child or young person’s views are taken account of in any decisions made. (UNCRC) (the ASL Act)and the Children (Scotland) Act 1995);
- ***ASN legislation:*** all processes and meetings will comply with the timescales of the ASN legislation.

Each school has a Pupil Support Coordinator who has pastoral care responsibilities to ensure each child’s needs are met. They will work alongside Pupil Support staff within their own school and also centrally. Central staff include Inclusion Co-ordinators, ASN teams, Psychological Services and Quality Improvement Managers

If you need further information on any of the above teams, contact your school Pupil Support Coordinator – Carol Kay (Depute Head Teacher)

Culzean Primary School is committed to ensuring that no pupil, staff member or school user, receives less favourable treatment on the grounds of sex, gender re-assignment, race, colour, nationality, ethnic or national origins, mental status, disability, sexual orientation, age, trade union activity, political or religious beliefs.

It is the policy of the school to provide a variety of curricular activities, thus ensuring that all pupils have equal opportunities in **all** areas of academic, practical and social studies.

In Culzean Primary, we believe that all children should be encouraged to achieve their full potential. Therefore, all staff work continually to promote equality and equity and strive to ensure every pupil benefits from education regardless of any individual needs or challenges. We aim to do this by providing equality of opportunity, instilling respect and tolerance of others and celebrating and valuing differences.

The support of language and signing for the deaf interpreters can be accessed if needed.

The contact person in this school is the Depute Head Teacher - Carol Kay

Assessment

How is learning in the Broad General Education Assessed?

Assessment is a central part of everyday learning and teaching for children and young people. Teachers gather evidence on an ongoing and informal basis through asking questions, observing children working together and making comments on their work. Children may assess their own work or that of their classmates. Some assessment is more formal, such as projects, investigations, case studies and tests. The assessment of children's progress throughout primary school and in secondary S1–S3 is based partly on teachers' views: their "professional judgement". In making these judgements, teachers draw on their professional knowledge and understanding of the child using a very wide range of assessment information including standardised assessments.

The professional assessment judgements of teachers are expressed in terms of a child or young person's progress within and through levels. Most children are expected to have achieved the early level by the end of P1, first level by the end of P4, second level by the end of P7 and third level by the end of S3. Many will achieve fourth level by the end of S3.

All schools in South Ayrshire Council have been using standardised assessments, along with a range of other assessment information for several years, to monitor the progress of individual learners and support their learning. From August 2017, new national standardised assessments were introduced in all schools in Scotland. These assessments will provide an additional source of nationally consistent evidence for teachers to use when assessing children's progress.

National Standardised Assessments

Every child in P1, P4, P7 and S3 will undertake national standardised assessments covering some aspects of reading, writing and working with numbers. Assessments will be completed online and will be automatically marked by the online system, giving teachers immediate feedback to help children progress. The assessments will be used to help teachers understand how well your child is progressing with his or her learning and to plan next steps. There will be no pass or fail.

The exercises in the tests are adaptive to your child's response and offer an evaluation of your child's skills in these key areas. In other words, the system is designed so that if a child is struggling with the questions they will get easier, and if a child is doing well the questions will become more challenging.

A time limit of 50 minutes for each assessment has been set. This is an absolute maximum,

to ensure that no child feels an unnecessary time pressure when undertaking the assessments. Your child will not be expected to take assessments covering reading, writing and working with numbers in one sitting. In South Ayrshire, national standardised assessments will usually take place when the teacher feels it is appropriate for the child. The assessments will, as far as possible, accommodate the needs of children who require additional support.

Tracking and monitoring Progress

The progress of individual learners is tracked and monitored during the session.

In order to improve pupil attainment and achievement, termly Pupil Progress meetings take place between each member of staff and the Head Teacher. A wide range of information and data are discussed in order to build as complete a picture as possible about each individual child and allow the school team to identify and address barriers to learning. The progress of each child is discussed along with strategies or interventions to support their progress.

Tracking and monitoring is an integral part of the planning and assessment process and is carried out on a continual basis throughout the academic year. Planning for Assessment, Tracking and Monitoring ensures:

- breadth and depth in learning;
- young people develop a range of skills for learning, life and work;
- monitoring how young people apply their learning to different situations;
- supporting teachers to plan learning effectively for all young people;
- to provide a summary of achievements.

Within Curriculum for Excellence, learning is arranged in levels as follows:

Level	Stage
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to SCQF level 4
Senior Phase	S4 – S6 and college or other means of study

Reporting

Reporting - how will your child's progress be reported?

In Culzean there are two formal Parents Evenings November and May. This provides parents with the opportunity to formally discuss their child's progress and learning journey and to look at a variety of their work across the curriculum.

There will be a final summative report in Term 4. This report will show 'level achieved' and 'current stage of progress towards next level' for all curricular areas. In addition, this report will share information regarding the child's social and personal development and a short written comment.

We also operate an open door policy and encourage parents to contact the school directly if any issue or question arises.

Transition

How do we ensure that there is a smooth transition between stages?

- All of our planning processes and curricular frameworks are designed to ensure continuity of learning between the stages;
- Staff share relevant information where appropriate, and have transition opportunities to hand on curricular information to the next stage;
- Our Staged Intervention paperwork is clear and well documented, highlighting each child's needs, and short and long term targets. Receiving staff meet with each child's existing teacher to ensure targets and learning remain consistent and appropriate;
- Reporting to parents is shared from stage to stage;
- Termly pupil progress meetings between staff and the Head Teacher ensure that all pupils continue to attain their expected levels each year;
- Our EYC pupils access a transition programme to visit the infant classes, to meet school staff and to ensure a happy, confident transition;
- Primary 7s take part in several transition events during the course of the year with Carrick Academy, and the pupils also have an extended visit in June to ensure smooth transition;
- Identified pupils can access enhanced transition arrangements, if required.



Almost All of our P7 pupils move on to:

Carrick Academy,
Kirkoswald Road,
Maybole,
KA19 8BP.

Head Teacher- Mrs Elaine McEwan
Tel: 01655 883003



Transfer to Secondary School

Pupils are normally transferred between the ages of 11 ½ and 12 ½ to ensure that they will have the opportunity to complete at least four years of secondary education. Parents will be informed of the transfer arrangements no later than December of the year preceding the date of transfer at the start of the new session.

Support for Pupils

Getting It Right for Every Child (GIRFEC)

The Children and Young People (Scotland) Act 2014 introduces an approach for all children's services to work together to meet every child's needs. The '**Getting It Right for Every Child**' (known as "GIRFEC") Practice Model is an assessment and planning framework which centres on the individual and specific needs of each child. Every child under the age of 18 is entitled to have a **Named Person** who should be available to help and support the child and do whatever is necessary to promote, the child's 'wellbeing'.

All children have rights in terms of the UNCRC to be Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included, (sometimes referred to as 'SHANARRI indicators'). All assessments of 'wellbeing' needs or what support and help is needed for a child will take account of these SHANARRI indicators.

If a child needs help or support, the Named Person along with parents/carers and the team with family (TWF) will assess the child's wellbeing. If the child is receiving additional support or assistance in school, or from other services, (for example from social work; health services or 3rd sector or charity partners) then in consultation with parents/carers the Team with family will assess whether there are any wellbeing needs and if necessary, review the Child's My Plan.

How do we ensure that there is someone in school who knows your child really well and can support them through challenging times?

Initially the teacher will notice children or young people who need additional support to achieve their potential. For most pupils the help they need can be given by the class teacher, in class, without anyone else being involved. For example, the teacher may alter the environment, their teaching approach or materials being used, etc. They may also speak to the Pupil Support Coordinator or Principal teacher in school for advice or help.

If you have a concern or comment about your child's progress, initially, you can arrange to meet with the class teacher to discuss your concerns more fully. Thereafter you may wish to meet with the Head Teacher or Depute Head to discuss what we can do to assist your child further in their learning, and if any further measures are required, to enable your child to reach their full potential, for example the provision of additional support for learning.

Our Cluster Support teacher and our school assistants both currently provide Additional Support for Learning in classes, individually and in small groups. All staff share resources and expertise to ensure the most effective measures are in place for your child. A wide selection of resources, including digital assessment, and learning programmes assist teaching staff in delivering high quality learning experiences, suited to each child's particular needs.

Each child's progress in class work and in assessments is discussed at termly pupil progress meetings between teaching staff and the Head Teacher, who tracks attainments and progress throughout the school.

Monitoring of various aspects of learning, and achievement, e.g. Literacy jotters, Big Writing assessments, homework etc., is regularly undertaken by the Senior Leadership Team, to ensure consistency and high expectations throughout the school.

Additional support for learning

South Ayrshire Council has duties outlined in the Standards in Scotland's Schools etc Act (2000), and the Education (Additional Support for Learning) (Scotland) Act 2004 (As amended). These include the production of a policy for additional support needs; authority arrangements for identification and assessment of additional support needs; preparation of plans (including a CSP where appropriate); maintain and review additional support needs on an ongoing basis. South Ayrshire Council is committed to a policy of inclusion to carry out these duties of support. The authority is also committed to maintaining a range of specialist establishments and services to support the whole continuum of needs.

What are additional support needs (ASN)?

Some children and young people need extra help in school to make progress. It is the duty of the education authority to support all children and young people with additional support needs. Children and young people may need help with their reading or writing; to make sure they can get into and around the school; or to support their learning through difficult family circumstances. Additional support needs can last for any length of time. Further examples of situations where additional support may be needed for a child or young person who:

- has a learning difficulty;
- is highly able;
- has emotional or social difficulties;
- is bereaved;
- is deaf or blind;
- is being bullied;
- is not attending school regularly;
- is 'looked after' by the local authority.

How do we make sure we can meet the additional support needs of pupils in South Ayrshire?

All children and young people may need additional support at some point to help them make the most of their education. Most children are supported through their own class teacher and appropriate class based strategies and supports.

If a pupil needs more help than the class teacher can provide, then a process of providing the right support begins. We call this staged intervention. Staged intervention is our way of assessing, identifying and then providing the necessary additional support and/ or strategies for a child or young person.

Staged intervention can be broken down into the following stages:

Stage 1 - In class support

Where additional supports can be delivered through the use of class based strategies/interventions.

Stage 2 – In school support

Where a child's additional support needs require intervention from a specialist teacher (e.g. Additional Support for Learning staff) or targeted support from a School Assistant they will be deemed to be supported at Stage 1(b). An action plan should be created and reviewed.

Stage 3 - Additional support from a service that is universally available

Where support for a child's Additional Support Need cannot be met solely through school based interventions the school and family may seek support from other universal services. The Named Person will contact the appropriate service/agency to discuss/identify what supports are universally available to meet the identified wellbeing need. **Consent from parents and child (12+) will be sought prior to a request being made.** An Action plan will be created and formally reviewed.

Stage 4 - Specialist help from a multi-agency team

At this stage a **wellbeing assessment** will be completed. The Named Person will contact the appropriate multi-agency team, and work in partnership with parents and learners to discuss/identify what targeted supports are required to minimise the barriers to learning.

A team with family meeting (TWF) will be convened to determine how agencies can provide support.

All children at Stage 4 will benefit from **at least one targeted support**. Further universal supports may also be part of the support provided to children at this level.

Coordinated Support Plan (CSP)

For a small number of children or young people, a Coordinated Support Plan (CSP) may be needed. This is prepared when there is 'significant' involvement from professionals from one or more agencies outwith education that will last for longer than 1 year. For further information see www.enquire.org

Supports available

Educational Services have developed a range of enhanced services to help meet the identified needs of children and young people. These services assist establishments in responding to the additional supports required. These can be accessed throughout the staged intervention process. These supports include:

- Psychological Services;
- Peripatetic Services e.g. Visual Impairment and Hearing Impairment;
- Looked After and Accommodated Service;
- School Support Assistants;

- Additional Support for Learning Teachers;
- Home Tutoring;
- Outreach services from Specialist Centres;
- Counselling Services.

Educational Services will also access support, where appropriate, from colleagues within the Health and Social Care Partnership in order to address a range of concerns. Where necessary, establishments can access advice and direct support from e.g. Speech and Language Therapy, Occupational Therapy and Physiotherapy.

How can parents help to support children and young people with additional support needs?

As parents/carers, you will be fully involved in both the assessment of your child's needs and the plan of any outcomes detailed on your Child's Plan. Parent's and children's views should be taken into account and recorded through the Child's Plan. Opportunities are also given by South Ayrshire Council to parents/carers to contribute to policy and procedure development including the Additional Support for Learning Parents Forum, engagement during improvement visits and consultation on the Children's Service Plan.

Parents should be fully aware of and be involved in the arrangements to support their children. They can bring supporters or advocates to any meeting at school to discuss their child.

What role do children and young people play?

All children and young people will have the opportunity to make their views known about decisions that affect them. Children and young people's views should be taken into account and recorded through their plan. They will be encouraged to take part in any meeting where people are discussing them. They will help to set their own targets and to review these.

How can parents make requests for assessment?

Assessment is a process of gathering information to inform and direct strategy and intervention to support a child's additional support needs. It should take account of a child's strengths and areas of difficulty. Assessment can take the form of observations, samples of work, specific assessment tools, discussions with staff involved with children, discussion with the child and parents, etc

As a parent or carer you will be fully consulted and kept informed at all stages of the assessment process by the Pupil Support Co-ordinator or Named Person.

The Education (Additional Support for Learning) (Scotland) Act (2004) makes sure that parents or young people can ask an education authority to arrange for an assessment or examination. The request can be for an educational, psychological or medical assessment or examination. Requests for assessment must be in writing or some other permanent form which can be referred to in the future. The request should contain the reasons for the request and the education authority must meet this request unless it is unreasonable. Parents can expect a response to such requests within four weeks and will be notified of the person in the authority who is dealing with the request. These requests should be sent to the Inclusion Co-ordinator.

What can parents do if they don't agree with the authority?

Initially parents should discuss their concerns with the head teacher of their child's school. If this is not possible, parents can also speak to the Quality Improvement Officer for their child's school.

Parents can also use 'Listening to You'. This is an online service which allows you to log concerns and complaints. See www.south-ayrshire.gov.uk/listeningtoyou

If the above has been exhausted there are more formal avenues to resolve concerns and disputes including mediation, appeals and tribunal processes. Information on these will be available in schools and also from the education authority.

Where can parents get support and information relating to additional support needs?

If parents and young people are still unhappy at the decision, then they should be assisted to know their rights to seek alternative methods of resolving the matter, through mediation, for example or to make a reference to the Additional Supports Needs Tribunal for Scotland. Telephone numbers and webpages are listed below.

Quality Improvement Manager

County Buildings
Wellington Square
AYR
KA7 1DR
Tel: 01292 612201

Principal Educational Psychologist

Queen Margaret Academy
Dalmellington Road
Ayr
KA7 3TL
Tel: 01292 612819

Co-ordinator (Inclusion)

Educational Services
County Buildings
Wellington Square
Ayr
KA7 1DR
Tel: 01292 612406, 612292 or 612504

Enquire

ScottishEnquire helpline: 0845 123 2303
Textphone: 0131 22 22 439
Email: info@enquire.org.uk
Enquire, the Scottish advice service for Additional Support for Learning provides free, independent and impartial advice through its helpline.

Scottish Child Law Centre

54 East Cross Causeway
Edinburgh
Midlothian
EH8 9HD
Tel: 0131 667 6333
Email: enquiries@sclc.org.uk

The Scottish Child Law Centre provides free legal advice and information for and about children and young people.

Resolve

Children in Scotland
5 Shandwick Place
Edinburgh, EH2 4RG
Tel: 0131 222 2456

Advocacy Service

John Pollock Centre
Mainholm Road
Ayr, KA8 0QD
Tel: 01292 285372

Psychological Service

Educational Psychologists have five key elements to their service delivery including:

- Consultation and advice;
- Assessment;
- Intervention;
- Research and training;
- Policy development;

This can be delivered at different levels, from that of the child to the school or to the local authority. For example, the Educational Psychologist can work with school staff and parents/carers to assess a child's strengths and difficulties as well as work directly with a child/young person to provide support. They can also work with school staff to support them to develop policies and supports that will benefit all of the children in a school such as behaviour policies, playground supports, etc.

The Educational Psychologist will work collaboratively with many different people to improve the educational outcomes for children and young people. Much of their work involves consulting and working through others, especially those who see the child/ young person on a regular basis such as school staff and parents/ carers.

The Psychological Service works within South Ayrshire's staged approach to supporting young people with additional support needs. The first stage of the process involves support at the classroom level by class teachers and other support staff based within the school. If a school wish to consult or chat to the Educational Psychologist regarding a child, school staff will always ask parental permission first. Once this is provided, the school or

psychologist will keep the parent or carer up to date with discussions although it is likely that the parent will be involved in discussions.

If a parent wishes to request the involvement of an Educational Psychologist, they should discuss this initially with staff at their child's school. This could be their child's class teacher or the school's Pupil Support Coordinator. The school can then consider what preliminary assessments and interventions may be required to support your child. If further advice or intervention is required, schools can arrange a consultation with the school's educational psychologist. See the service's website for further details on what a parent can expect from a consultation with an educational psychologist.

If a parent has particular concerns they wish to discuss further with their school's educational psychologist they can contact the Psychological Service to discuss any concerns. All psychologists are based in Queen Margaret Academy and can be contacted on 01292 612819.

Educational Psychologists maintain consultation notes for children who have been discussed but only open Psychological Service case files if there is to be direct work with a child or family or there is a high frequency of consultations required. Again parental permission is sought prior to opening a Psychological Services case file.

Each educational establishment in South Ayrshire has an allocated educational psychologist and the details of this can be found on their website: www.eps.south-ayrshire.gov.uk as can other information on South Ayrshire's Psychological Service.

Child Protection

School staff provide support to children and young people in their daily work and have a vital role to help protect them from harm. School staff help keep children and young people safe and well by:

- helping them learn about their personal safety, including internet safety;
- being a trusted adult who children and young people may turn to for help, and who will take them seriously;
- identifying when children and young people may need help;
- understanding the steps that must be taken when there are concerns for children's and young people's safety.

The school has a Child Protection Co-ordinator who will co-ordinate the school's response to concerns for children's and young people's safety and where they may be at risk of significant harm. The Authority has a designated officer for Child Protection who will ensure schools work effectively to keep children safe and well. If you have any concerns about the safety and wellbeing of a child or young person, including a 'gut feeling', talk about this to the school's Child Protection Co-ordinator or another member of staff.

The Child Protection Co-ordinator in Culzean Primary and EYC is Mrs McDougall

In South Ayrshire educational establishments /schools we work closely with partner services including in health, social work, police, Children's Reporter, 3rd sectors and charities to ensure that children and families receive the help and support they need as quickly as possible. To improve the quality of the services we all provide, we may wish to share information about your child. You may therefore be asked for your agreement to

share this information with relevant services. You have a choice about whether or not your child's information is shared and have the right to refuse to give your consent, in most cases.

In exceptional cases, where we consider that any child is at risk of harm, we may share information, without consent to protect them. All members of staff working in South Ayrshire educational establishments /schools are trained to follow child protection procedures.

If you would like further information please refer to the Ayrshire **GIRFEC** website: <http://www.girfec-ayrshire.co.uk/home/> and the **Guide to information Sharing for parents/carers in Ayrshire and Arran**. <http://www.girfec-ayrshire.co.uk/wp-content/uploads/2014/08/GIRFEC-Parents-and-Carers-e-guidance-June-2017.pdf>

School Improvement

How has the school improved over the last twelve months?

Curriculum for Excellence levels

This year we are required to record attainment in all eight curricular areas.

The tables show the percentage of pupils achieving the levels expected or higher than expected for their age group.

Combined trends from Cairn and Gardenrose primaries as provided by South Ayrshire Council

Culzean PS	Early Secure P1				First Secure P4				Second Secure P7			
	2018 2019	2020 2021	2021 2022	2022 2023	2018 2019	2020 2021	2021 2022	2022 2023	2018 2019	2020 2021	2021 2022	2022 2023
Reading	84	79	84	83	59	78	80	86	89	74	78	74
Writing	86	76	79	83	59	76	67	67	75	64	72	68
Listening & Talking	89	86	79	89	62	95	80	93	89	74	78	98
Numeracy & Maths	93	86	82	89	66	83	74	74	64	76	69	74

*CFE Levels are not available for 2019-2020 session due to school closures during the Covid-19 Pandemic.

How has the school improved the attainment of young people?

School Improvement Plan

During Session 2022-2023 Gardenrose and Cairn Primaries and EYCs prepared to merge. Many areas of school life, policies and procedures, curriculum and pedagogy, resources and relationships were audited and adapted where necessary to ensure seamless transition for pupils, staff and parents of both schools. This will continue to be the priority for school session 2023-2024.

This year, our School Improvement Priorities are:

- 1) **Raising Attainment in Literacy**
- 2) **Raising Attainment in Numeracy**
- 3) **Driving Excellence and Equity for all**

For further details on our school improvement plan please visit our website:

www.blogs.glowscotland.org.uk/sa/culzeanprimaryschool/

School Policies and Practical Information

What additional information is available to parents?

We are currently revising our policies to suit the needs of our new school and we will consult with pupils, parents and stakeholders to include their views on new developments. Policies will be published on our website following consultation.

Pupil Voice

Pupil groups are an important way for our pupils to have a voice in their own learning, enabling them to influence and enable change. Pupils are selected having made their wish to be involved known. At Culzean we will have a:

Pupil Council
Rights Respecting Schools Committee
Sports Committee
Mental Health Committee
JRSO Committee

Pupil Voice

Consultation with pupils about their views on their school environment and their learning is important and valuable to our school. We recognise that giving young people a “voice” as partners in the process of school improvement, leads to more effective learning organisations.

Pupil Councils are one means of ensuring that young people develop positive attitudes and an opportunity to take part in “real life” decision-making within their own school setting.

Choosing a school

Under the placing request arrangements parents have the right to choose a school other than the catchment denominational or non-denominational school for their area. This is known as a placing request and application forms can be obtained from the school office or Educational Services, County Buildings, Wellington Square, AYR KA7 1DR, telephone 01292 612465. Unfortunately, it is not possible to guarantee that a placing request will be successful but parents will have the right of appeal should it be unsuccessful. Full details of the placing request arrangements are contained in the application form or on the Council website: <http://www.south-ayrshire.gov.uk/schools/placing-requests.aspx>.

You should be aware that if you decide to make a placing request your child would no longer be automatically considered for a place in their catchment school.

Attendance

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. In secondary schools attendance is recorded each period.

Regulation 7 of The Education (Scotland and Placing Information) (Scotland) Amendment etc Regulations 1993 requires each child/young person’s absence from school to be recorded in the school register as authorised: e.g. approved by the authority, or unauthorised; e.g. unexplained by the parent (truancy) or excluded from school.

Family holiday not authorised by the school

Family holidays taken during term time will be categorised as unauthorised absence. Only in exceptional and very limited circumstances will schools authorise a family holiday during term time. Such circumstances may include:

- A family holiday judged to be important to the well-being and cohesion of the family following serious or terminal illness, bereavement or other traumatic events;
- Where a parent’s employment is of a nature where school holiday leave cannot be accommodated (e.g. armed services or emergency services).

Where parents are in the emergency services and routinely take holidays outwith the school holiday when the option is available of taking leave during the school holiday, the absence will be considered unauthorised.

A family holiday classified under the ‘authorised absence’ category should not include such reasons as:

- The availability of cheap holidays;
- The availability of desired accommodation;
- Poor weather experienced during school holidays;
- Holidays which overlap the beginning or end of term;

- Parental difficulty obtaining leave (with local judgement applied in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences);

EXTENDED LEAVE WITH PARENTAL CONSENT

Almost all family holidays will be recorded as unauthorised absence. Extended leave with parental consent will not be considered the same as a family holiday. Extended leave with parental consent will be recorded separately outside the figures for attendance and absence, and include 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 reasons)
- Leave in relation to the children of travelling families

Advice to parents

Schools will follow-up all instances of pupil non-attendance in order to record accurately the reason for absence using the above coding system. **It would be extremely helpful in this regard, if parents contact school at the beginning and end of the absence period** – indicating their awareness of the absence and reason for absence at the beginning of the period and expectation of return to school at the end of the absence period. Where no information is provided absences will be considered to be unexplained and therefore recorded as unauthorised.

Attendance is monitored monthly and we will alert parents if the attendance falls below 90%.

Routine and expected visits outwith school

Culzean Primary School recognises the need for young people to be regularly involved in outdoor activities and learning which will involve visits outwith the school. These visits will be routine and are expected part of Curriculum for Excellence. Routine and expected visits will be to local venues, involve easily managed activities, happen on a regular basis and be completed within regular school times.

Parents/carers will be advised about the general plans for routine and expected visits. However, you will not necessarily be informed every time your child goes outwith the school. Parental consent for these visits is given via the annual parental consent which is issued to parents at the beginning of each new session.

Education Statistics Privacy Notice

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

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

- plan and deliver better policies for the benefit of all pupils;
- plan and deliver better policies for the benefit of specific groups of pupils;
- better understand some of the factors which influence pupil attainment and achievement
- share good practice; target resources better enhance the quality of research to improve the lives of young people in Scotland.

School Uniform Policy

Given that there is a substantial parental and public approval of uniform, schools in South Ayrshire are free to encourage the wearing of school uniform. In encouraging the wearing of uniform, account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals will be the subject of widespread consultation with parents and pupils. Against this background it should be noted that it is the policy of South Ayrshire Council not to insist on pupils wearing uniform or having specialist items of clothing as a prerequisite to their attending and engaging in all of the activities of the curriculum.

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

- potentially, encourage friction (such as football colours);
- could cause offence (such as anti-religious symbolism or political slogans);
- could cause health and safety difficulties, such as loose fitting clothing, dangling earrings etc;
- carry advertising, particularly for alcohol or tobacco; and could be used to inflict damage on other pupils or be used by others to do so.



CULZEAN PRIMARY SCHOOL UNIFORM

- School tie
- School Jumper with badge
- White Polo shirt/blouse.
- Smart dark-coloured trousers
- Black/grey skirt.
- Shoes (not trainers).



Playground Supervision

The Safety and Supervision of Pupils (Scotland) Regulations 1990 sets out the legislative requirements in respect of the supervision of children.

The regulations apply to special schools and primary schools with 50 or more children and young people. At these schools, children and young people must be supervised by at least one person.

Appropriate staff will carry out playground supervision under the guidance of the head teacher. Supervision should be 10 minutes before school opens for classes, during breaks between classes and after classes finish at the end of the school day.

Regular meetings between the supervisor/s and head teacher are important to share information and to maintain the good behaviour in the school. This may include sharing information about suspected incidents of bullying or abuse etc.

Parental Complaints Procedure

A complaint is an expression of dissatisfaction by one or more members of the public about the Council's action or lack of action, or about the standard of service provided by or on behalf of the Council.

If you have any comments or complaints please approach the Head Teacher in the first instance.

If the Head Teacher does not resolve the issue to your satisfaction, you should:

Visit one of South Ayrshire Council's Customer Service Centres, or any local office.

Phone South Ayrshire Council Customer Services Team on 0300 123 0900

E-mail: listeningtoyou@south-ayrshire.gov.uk

Write to: Customer Services, South Ayrshire Council, Freepost NAT 7733, Ayr, KA7 1DR

Anyone can make a complaint to us, including the representative of someone who is dissatisfied with our service.

If you have a concern (early years and childcare only) and wish to complain to the Care Inspectorate directly, please write to:

Care Inspectorate, Sovereign Road, Suite 3, Academy Road, Irvine, KA12 8RL

School Meals and Free School Meal Information

School meals can be paid online through ParentPay and contactless is the preferred option to pay. You can, however, still send money into the school office if needed. Packed lunches are brought by the pupil and stored in the classroom.



The current criteria for entitlement are included below, however this is reviewed annually in April and updated information will be available on the Council website <http://www.south-ayrshire.gov.uk/schools/meals/free-school-meals.aspx>

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit (only where income is less than £16,105), Child Tax Credit and Working Tax Credit (where income is less than £7,330 Universal Credit where earned income is £610 or less per month, income related element of Employment and Support Allowance and Support under part VI of the Immigration and Asylum Act 1999 are entitled to a free school meal. Information and on-line application forms for free school meals can be accessed from the above link.

Free school meals are available to all P1-P3 pupils and P4 pupils at the following schools – Braehead Primary School, Culzean Primary School, Dalmilling Primary School, Girvan Primary School, Kincaidston Primary School, Muirhead Primary School, Newton Primary School, Sacred Heart Primary School, St Cuthbert’s Primary School and St John’s Primary School.

Educational Maintenance Allowance (EMA)

Pupils who stay on at secondary school after the statutory leaving age may be eligible for an Education Maintenance Allowance. The allowance is subject to a learning agreement between the pupil and the school. Information and on-line application form can be accessed from the following link

[https://beta.south-ayrshire.gov.uk/article/28209/Education-maintenance-;](https://beta.south-ayrshire.gov.uk/article/28209/Education-maintenance-)



Footwear and Clothing Grant Information

The current criteria for entitlement are included below, however this is reviewed annually in April and updated information is available on the Council website <http://www.south-ayrshire.gov.uk/schools/clothing-grant.aspx>

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit (only where income is less than £16,105), Child Tax Credit and Working Tax Credit (where income is less than £16,105, Universal Credit where earned income is £1,342.08 or less per month. Income related element of Employment and Support Allowance, Council Tax Reduction, Housing Benefit and Support under part VI of the Immigration and Asylum Act 1999 are entitled to a clothing grant. Information and on-line application forms for clothing grants can be accessed from the above link.

Transport Guide to Parents (excludes nursery provision)

South Ayrshire Council has a policy of providing free transport to all secondary pupils whose main address is more than three miles and primary pupils whose main address is more than two miles from their catchment school by the recognised shortest safe walking route. Parents who consider they are eligible for free school transport should obtain an application form from the school, Educational Services, County Buildings, Wellington Square, AYR KA7 1DR Tel – 01292612284 and www.south-ayrshire.gov.uk/schools. 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.

Strathclyde Partnership for Transport (SPT) organise mainstream school transport on behalf of South Ayrshire Council. If you have any concerns or complaints relating to the service provided you should in the first instance contact the school who will forward your complaint to SPT alternatively you can e-mail SPT at school.transport@SPT.co.uk.

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

Children who have Additional Support Needs and/or particular medical conditions may also be entitled to free school transport. The school can advise you on how to access this support.

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 limit (see above paragraph). It is the parent's responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent's responsibility to ensure their child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicles. Misbehaviour could result in your child losing the right to free transport.

The education authority does not provide transport for those pupils in receipt of a placing request.

Seatbelt statement

All dedicated home to school transport services operating within South Ayrshire and all transport used to provide educational off-site visits must be fitted with seatbelts. All children and young people are expected to use the seatbelt provided and remain seated with their seatbelt fastened for the duration of the journey.

Strathclyde Partnership for Transport will monitor compliance with these requirements on all dedicated home to school transport services through roadside inspections. School staff will monitor compliance with these requirements on vehicles used to provide educational off-site visits.

Signage will be prominently displayed in vehicles or an announcement will be made by drivers to remind children and young people that seatbelts are provided on the vehicle.

South Ayrshire Council, transport contractors and school staff will work in partnership to promote the wearing of seatbelts across the Authority. Parents should also encourage their children to wear the seatbelts provided.

Privileged Seats

Pupils who are not entitled to free school transport may on occasion apply for a privileged seat. A privileged seat is where there is a vacant seat on a dedicated school contract. Parents can make an application for a privileged seat by submitting a letter to Educational Services, County Buildings, Wellington Square, AYR KA7 1DR at any time during the year. Parents should note that privileged seats are not available on local service contracts and are allocated during October. Privileged seats can be withdrawn if an entitled pupil requires transport and cease at the end of each school session.

Insurance

South Ayrshire Council holds Public Liability, Employers' Liability and Officials Indemnity Insurance. In addition, South Ayrshire Council has an on-site and off-site activities insurance policy. Further information regarding insurance and an appropriate claim form can be obtained from the school or Educational Services, County Buildings, Wellington Square, AYR KA7 1DR, telephone 01292 612264.

Valuable Items

The Council is concerned at the level of claims being received regarding the loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessary expensive items of clothing are not brought to school. Parents should note that the Council does not carry insurance to cover loss of such items and any claims submitted are likely to be met only where the Council can be shown to have been negligent.

Use of Mobile Phones

Pupils are discouraged from bringing mobile phones to school as they are not permitted to use them in school during the school day. If they are brought to school they should be handed to the class teacher for safe keeping and will be returned at the end of the day.



Use of Social Media

Online social media tools can be excellent for supporting teaching and learning, providing exciting opportunities for schools to engage, communicate and collaborate with pupils and the wider community. Their use is carefully considered by the school to ensure the safety of the school community. The benefits of using social media tools should significantly outweigh any concerns and schools should be able to demonstrate the steps they have taken to reduce any identified risks.

In South Ayrshire we want to support collaboration amongst teachers and pupils and therefore we promote and support the use of the common platform, Glow.

If pupils are using online communities where they self-register the school will encourage them to read and follow the terms and conditions of the site and ensure they are aware of how to stay safe online.

When using any form of social media to communicate with pupils (including Glow) staff will ensure that they:

- only share information that they would be willing to share in school or a school-related setting;
- maintain a formal, courteous and professional tone when communicating with pupils;
- maintain professional boundaries;

- do not exchange personal information such as phone numbers and personal e-mail addresses;
- do not discuss their own private and personal relationships with pupils;
- take care to avoid becoming personally involved in pupils' personal affairs;
- decline pupil-initiated 'friend' requests;
- manage their privacy settings and keep them under review;
- report any inappropriate use of social media by a pupil or concerning a pupil to their Head Teacher or line manager.

The school has a clear and documented process in place for the reporting and recording of inappropriate use of social media.

Health and Medical Information



MEDICAL AND HEALTH CARE

Routine medical examinations and inoculations are carried out at various stages in the school, along with sight and hearing tests.

Parents are invited to attend when necessary. Dental inspections are also available at regular intervals and dental treatment can be given if desired by parents.

When a child takes ill or has an accident at school, one of the First Aid team will attend to him/her. If required, the parent will be contacted, if possible, and arrangements made to have the child escorted home, or to a relative or friend.

In some circumstances, it may be necessary to seek immediate medical assistance. If so, the child will be taken to his/her own doctor (when possible) and if required, to accident and emergency.

It is vital that parents advise the school of any medical requirements that the child may have and the name and address of emergency contacts.

It is also very important to keep your parents' / guardians' contact details up to date.

Please also note that medication can ONLY be administered at school if and when official consent form has been completed.

Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions, circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases, we shall do all we can to let you know about the details of closure or re-opening. We shall keep you in touch by using Groupcall and local media outlets.

IT IS VITAL TO KEEP YOUR EMERGENCY CONTACT RECORDS UP TO DATE.

Health Promotion and Nutrition

Children and young people need the right balance of food and nutrients to develop and grow. Healthy Eating is about getting that balance right and all our menus are nutritionally analysed to meet the Scottish Government Schools (Health & Nutrition) (Scotland) Act 2007 and promote key messages to improve diet to positively influence current and future health.

The Schools (Health Promotion and Nutrition) (Scotland) Act 2007 and the Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2008 build on the achievements of Hungry for Success by establishing standards for all food and drink in schools.

The focus is on getting the balance right and helping pupils make informed choices. A wide range of appealing healthy food and drinks are promoted through marketing, education and active encouragement.

We educate and encourage children and young people to opt for healthier choices, not only in school but also outside school.

Further guidance can be found at:

www.scotland.gov.uk/Resource/Doc/222395/0059811.pdf

NHS Ayrshire & Arran- Oral Health Promotion Initiatives in Nursery and Primary Schools

NHS Ayrshire & Arran is implementing two oral health programmes - *Childsmile* and the *National Dental Inspection Programme* (NDIP) in local schools.

Childsmile:

The Childsmile Programme's aim is to improve the dental health of children in Scotland and it is funded by the Scottish Government. Childsmile has 3 main elements:

- A core tooth brushing programme – In Ayrshire & Arran, daily supervised toothbrushing takes place in all nursery schools and many primary schools. Free Childsmile oral health packs containing a toothbrush and fluoride toothpaste are given out twice a year to children at nursery school and on entry to primary school in primary 1. During their first year of life, all babies are given an oral health pack and a drinking cup to encourage healthy weaning by swapping bottle for cup as soon as baby is able to drink from a cup. All children should be registered with a dentist (General Dental Practitioner) and visit regularly to help keep their teeth as healthy as possible. **Remember - water and milk are recommended as safe drinks for teeth for all children.**
- **An infant programme** – Childsmile Practice promotes oral health from birth. Parents of newborn children may be referred to the programme by their Health Visitor. Dental Health Support Workers visit parents in their home to give information, oral health advice and to arrange regular visits to the local Dental Practice.

- **A nursery and school programme** - this initiative provides preventive oral health programmes for children aged 3 years and upwards. It targets children in identified nursery and primary schools, who will benefit from additional preventive care. This care will involve the application of fluoride varnish to children's teeth by Childsmile Clinical Teams in the nursery and primary schools. The Childsmile and Oral Health Promotion Teams will also deliver oral health promotion messages, and be supported by Dental Health Support Workers who are the main contact point for parents, teachers, all school staff, dental practice staff and School Nurses.
- For more information about the Childsmile Programme, please visit the website at www.child-smile.org

Culzean primary also participate in the fluoride varnish and pupils receive this twice a year in primary 1.

The National Dental Inspection Programme:

Each year at school, all primary 1 and all primary 7 pupils will be offered a dental inspection in school, by a dentist. It is important that each child's dental health is assessed so that the child and their parents can maintain dental health and take the necessary steps to remedy any problems that may have arisen. There is also a need to monitor children's dental health at national and regional or local levels so that reliable dental health information is available for planning and evaluating initiatives directed towards improvements. The National Dental Inspection Programme fulfils both these functions by providing an essential source of information for keeping track of any changes in the dental health of Scottish children.

Data Protection Act

Education Statistics Privacy Notice

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Why do we need your data?

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

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils

- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

The full Education Statistics Privacy Notice can be found at the undernote link or by requesting a copy from the school office.

<https://www.gov.scot/topics/statistics/scotxed/schooleducation/ESPrivacyNotices>

Your Rights and Further information

Parents have the right to request access to their child’s education record under the Pupils’ Educational Records (Scotland) Regulations 2003.

The Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act 2002 enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities; Scottish Government and its agencies; Scottish Parliament; Local Authorities; NHS Scotland; Universities and further education colleges; and the Police.

Public Authorities have to allow access to the following information:

- The provision, cost and standard of its service;
- Factual information or decision-making;
- The reason for decisions made by it.

The legal right to access includes all types of ‘records’ information of any data held by the Scottish public authorities. From 1st January 2005, any person who makes a request for information must be provided with it, subject to certain conditions.

For more information about these rights please see the full privacy notice.

If you have a complaint

If you are unhappy with the way the Council has dealt with your personal data, you can complain to the Council’s Data Protection Officer:

Data Protection Officer, Information Governance Team, Legal & Democratic Services,
County Buildings, Wellington Square, Ayr KA7 1DR

Email: DataProtection@south-ayrshire.gov.uk | Telephone: 01292 612223

If you remain dissatisfied, you have the right to complain to the Information Commissioner:

Information Commissioner’s Office

45 Melville Street

Edinburgh

EH3 7HL

Email: scotland@ico.org.uk.

Telephone: 0131 244 9001

If you have no Internet Access

Please contact us at the above postal address or telephone number if you wish a copy of any of the above information and you do not have access to the internet. We will provide you with a hard copy of the information.

How to access our full Privacy Notice

The Educational Services full privacy notice is available from the school website or please ask staff in the school office and they will provide you with a hard copy.

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About Us and How we will use your information

Each year parents are asked to complete the Annual Data Check and a Disability Monitoring form to allow the school to update the information held about children and young people. The information will be processed by South Ayrshire Council as local education authority, having a main business address at County Buildings, Wellington Square, Ayr KA7 1DR. You can contact the Council at our postal address, by telephone on 01292 612223 or by email. The Council’s Data Protection Officer can be contacted at the above postal address, at the above telephone number, or by email at dataprotection@south-ayrshire.gov.uk.

The information you submit will be used to provide educational services in terms of our statutory functions as education authority. Personal information which you supply to us may be used in a number of ways, for example:

- for teaching, registration, assessment and other administrative duties;
- to make the appropriate contact in an emergency;
- to target resources appropriately.

Sharing information

The information may be shared with other services or public bodies for statistical, operational and analysis purposes. **For example**, with other Council services areas and external partners which may include Universities and similar organisations for research purposes, Glow (the national secure intranet for schools), Strathclyde Partnership for Transport and Transport Contractors (where appropriate), Ayrshire Valuation Joint Board (Electoral Register pupils over the age of 14 years only) NHS Ayrshire and Arran in relation to health programmes in school, annual data collections by the Scottish Government and provision of national examinations.

The Council has a duty to protect the public funds it administers and to this end, we may check the information you provide with other information we hold and share your information with other Council Services and other local authorities, for the purposes of protecting public funds and to prevent or detect fraud or crime.

In South Ayrshire we respect parents’ and we respect parents’ and children’s’ rights to privacy and confidentiality and will ensure that we share information in compliance with Data Protection and Human Rights laws.

If we consider that an individual is at risk of significant harm, we may share information with Police Scotland, social work services or health services without seeking consent from the individual, and in accordance with our legal duties.

Your Rights and Further information

Your information will be retained in line with the Council's retention schedule and securely destroyed when the retention period has expired.

<http://www.southayrshire.gov.uk/documents/doc%2020170329%20scarrs%20schedule%20v2.0.pdf>

Parents have the right to request access to their child's education record under the Pupils' Educational Records (Scotland) Regulations 2003.

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- The reason for decisions made by it.

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Helpful addresses and websites

South Ayrshire Council Educational Services	County Buildings AYR KA7 1DR
Mr Brian Connolly Maybole North Carrick & Coylton	County Buildings AYR KA7 1DR
William Grant Maybole North Carrick & Coylton	County Buildings AYR KA7 1DR
Ian Campbell Maybole North Carrick & Coylton	County Buildings AYR KA7 1DR
Websites	www.education.gov.scot/parentzone/
	www.south-ayrshire.gov.uk
	www.hmie.gov.uk

Although this information is correct at time of publication, there could be changes affecting any of the matters dealt with in the document: -

- a) before the commencement or during the course of the school year in question:
- b) in relation to subsequent school years.



CULZEAN PRIMARY SCHOOL
Maybole Community Campus
Kirkoswald Road
Maybole
KA19 8BP
Tel: 01655 886

Text only versions of this publication are available in Polish, Chinese and Urdu.

For further Information please contact:

0300 123 0900

Dostępna jest wersja tej publikacji w języku polskim, zawierająca wyłącznie tekst.

Aby uzyskać więcej informacji, proszę skontaktować się z:

0300 123 0900

本出版物還有純文字中文版。

有關更多資訊，請聯絡：

0300 123 0900

اس اشاعت کے نسخہ کا صرف متن اردو زبان میں دستیاب ہے۔
مزید جانکاری کے لیے براہ کرم درج ذیل پر رابطہ قائم کریں:

0300 123 0900

Do you know anyone who is registered blind or has a visual impairment?

If you do and you think that they would like a larger print version or an audio cassette version of the text contact Council staff on:

0300 123 0900