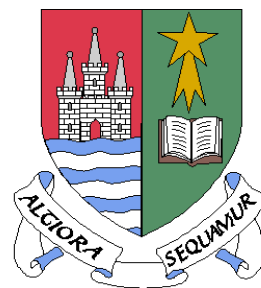




Holmston Primary School



School Handbook 2024 - 2025

WORKING WITH PARTNERS
AND COMMUNITIES TO
MAKE LIFE BETTER

south
AYRSHIRE
COUNCIL

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Welcome

Dear Parents,

Welcome to our school handbook. I hope that you will find it interesting and valuable. It is designed to give you an accurate picture of life in Holmston Primary School and what we offer our pupils and their families.

Holmston Primary is at the heart of the local community that it serves and is very much a community school. It has been called “the village school in the town”. We work hard to create a safe, welcoming and positive ethos, which ensures that all pupils have the opportunity to have their individual learning needs met.

Our school places a strong emphasis on tailoring learning and teaching to ensure that every child’s needs are met. Pupil attainment and their wider achievements are important to us in ensuring that every child is given the opportunity to reach their full potential.

Welcome to Holmston!



R Hardy
Head Teacher

We aim to work in partnership with parents and actively encourage you to take a positive role in the education of your children. With your support we can work together to make sure your child gets the very best primary education available.

Please feel free to visit the school at anytime. We aim to ensure that any queries are dealt with speedily and courteously. Please also visit our website for further information.

We look forward to getting to know you, your children and your family better in the future.



Contact Details

School Address

Holmston Primary School
Holmston Road
Ayr
KA7 3BB

Tel: 01292 612705
E-mail: holmston.mail@south-ayrshire.gov.uk
Website: blogs.glowscotland.org.uk/sa/holmstonps/

Opening Hours

Open	P1 –P4 soft start 8.45am-9.00am P5-P7 – 9.00am
Interval	P1 -P7 10.45 am - 11.00 am
Lunch	P1- P3 12.30 pm - 1.15 pm P5 – P7 12.45 pm- 1.30pm
Close	3.00 pm

Catchment Details

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. Catchment map and area (available from the Resource Planning Section, Educational Services, County Buildings, Wellington Square, Ayr, KA7 1DR

Holmston Primary School is part of the Belmont Academy Cluster alongside Alloway, Doonfoot, Braehead, Kincaidston, Tarbolton and Southcraig schools, although certain streets are also part of the Ayr Academy catchment.

Additional School Information

Holmston Primary is a non-denominational co-educational school situated in the centre of Ayr. The school does not provide teaching by means of Gaelic language. At present the school roll is 197 from P1 to P7. The capacity of the school is 216. Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised. We do not have a nursery but several feeder nurseries from the local area.

The origins of Holmston Primary School can be traced back to the early nineteenth century when Captain John Smith, a mariner, bequeathed the sum of £2000 to fund a school for educating the children of the poor. The original school was built in Smith Street in 1825. In 1884 the school transferred to the present site in Holmston Road and in 1930 changed its name to Holmston Public School and later to Holmston Primary School.

The school has been extended and added to. We have a Gym Hall/Dining Room, Library, Support & Nurture Room, classrooms for each class and large a Play-based Learning Base for Primary 1 and Primary 2. Our lunches are provided from Forehill Primary School.

Each pupil is part of a house: Belmont, Craigie, Castlehill and Greenan and our House Captains are elected from our Primary 7 class.



Holmston Primary School Staff List

Senior Management Team

Head Teacher / Named Person R Hardy
Depute Head Teacher/ PSC K Reid
Principal Teacher K Malcolm

Janitor

J Wilson
J Barr
L McDowall
L MacInally

Teaching Staff

P1 Teacher N Hunter / A Audino
P2 Teacher S Gaffney
P3 Teacher H Messner / G Davies
P4 Teacher G McKenzie
P5 Teacher P Ritchie / C Taylor
P6 Teacher A Dickson / T Gunning
P7 Teacher S Hunter

Catering Assistant
Catering Assistant
Catering Assistant
Catering Assistant

A Cuthbert
K Lang
L Prest
A McCallum

Violin Teacher
Brass Teacher

Ms Burns
Mr McGratten

Minister
Campus Cop

Rev. D Gemmell
S MacPheat

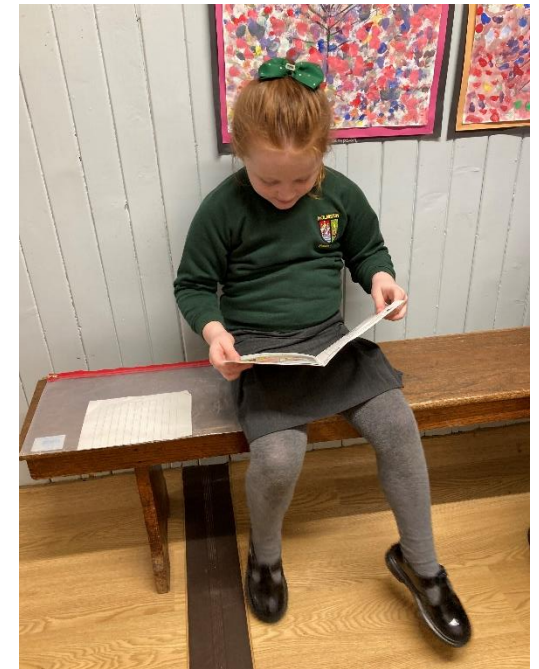
Cluster Pupil
Support Teacher N Coleman

School Assistants (Classroom Assistants)

F McCaulay
E Scott
L Bell
L Rowlands
S Ciobanu

Clerical Assistants

S Young
W Parkhill



Enrolment

The main enrolment exercise for Primary 1 takes place in January when pupils register for education. 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)).

Please note:

The definition of 'parent' used is the broadly framed definition set out in the 1980 Act which is as follows: 'Parent' includes guardian and any person who is liable to maintain or has parental responsibilities in relation to, or has care of a child or young person. This is a wide definition which can include, by way of example, non-resident parents who are liable to maintain or have parental responsibilities in respect of a child and others with parental responsibilities, e.g. foster carers or kinship carers

Transition

Pupils are normally transferred to secondary school 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.

There are excellent transition opportunities available to our pupils. These include transition days, STEM workshop days and visits from staff. Curriculum frameworks are designed to ensure continuity of learning. There are extended transition arrangements for identified pupils to support this process.

Pupils from Holmston Primary usually transfer to :

Belmont Academy
8 Nursery Road
Ayr
KA7 3SN

Tel: 01292 612054

Website: <http://www.belmont.sayr.sch.uk/>

Certain streets within the Belmont Academy catchment are also part of the Ayr Academy catchment. Please see the South Ayrshire website for further details.



Parental Involvement

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

At Holmston, we value our links with parents as partners in their child's education. We have an open-door policy, where parents can contact the school at anytime to discuss their child and obtain advice to help them support their child's learning. If the head teacher is not available parents can discuss the matter with the depute head teacher or make an appointment at a mutually suitable time. At all times, parents are kept informed of events taking place at school, through regular e-mailed newsletters and letters sent home in school bags. Parents' views are sought through parent focus groups, questionnaires and evaluations.

Teachers provide information for parents on processes pupils use for example in mathematics to allow parents to support their child at home.

Homework is sent home regularly, and we realise that everyone's lives are busy. If you find you cannot complete homework, do not worry – just let the class teacher know.

Parents' meetings are held twice a year in October and March where an appointment system is used. Classrooms are open to allow parents to see the work going on which is displayed on the wall, through class or group projects and individual pupil work. Parents then meet with the class teacher. Parent information evenings on aspects of Curriculum for Excellence and open days are held throughout the year and we also encourage parents into the school to help out in classes, lead workshops and share their expertise.

Parents are encouraged to become involved in the work of the school through participating in the Parent Voice Group.

Parents can contact the school on 01292 612705 or through the school e-mail: Holmston.mail@south-ayrshire.gov.uk



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; and
- express their views on school education generally and work in partnership with their children's school.

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 the school;
- be invited to be involved in ways and times that suit them;
- identify issues they want the parent council to work on with the school;

- be asked their opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible.

The 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 early years education and the community;
- report to the parent forum;
- be involved in the appointment of senior promoted staff; and
- raise funds for the school for the benefit of pupils (in some schools the PTA/PA fulfils this role).



Parent Council and Parent Forum

The main aims of the Parent Council are to:

- Support the school in its work with pupils
- Represent the views of the parents
- Promote contact between the school, parents, pupils, providers of early years 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 (in some schools the PTA/PA fulfils this role)

The Parent Council at Holmston Primary School is known as **The Parent and Carers Voice**.

We would encourage all parents to come along to the Parent Voice meetings and work in partnership to further enrich the pupils' experiences. The Parent Voice can be contacted through their email: Holmstonparentvoice@yahoo.co.uk

The Office Bearers for the Parent Voice – Holmston's Parent Council are:

Chair Mrs F Hendren

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

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, Aims and Values

South Ayrshire Council's vision is to establish South Ayrshire as the most dynamic, inclusive and sustainable community in Scotland. At Holmston we are committed to this.

At Holmston, staff work with parents to teach pupils respect for themselves and for one another.

The school motto, "Altiora sequamur" or 'Aim for the Highest', embraces the ethos of the school, which has consistently high standards and expectations and encourages innovation and creativity. The following values have been identified by pupils and staff as being the ones that should direct the work of the whole school community:

Our Values:

Honesty Respect Fairness Courage Responsibility

"A compelling, innovative and engaging place to learn for all learners"

From our Primary 1 class to Primary 7 we are committed to ensuring that children experience the highest quality learning and teaching experiences possible. We promote active involvement of pupils in their own learning which should be motivating, challenging and fun!

This means:

- Children should have the opportunity of engaging with a broad range of learning experiences
- Pupils should be clear about the nature and purpose of learning activities. They should be involved in the setting and sharing of their goals
- Pupils need time and space to learn in order to consolidate and master learning
- Pupils should be encouraged to think creatively and encouraged to take responsibility for their own learning

Altiora sequamur



School Ethos, Aims and Values

We aim to create a positive school ethos based on inclusion, equity and equality by:

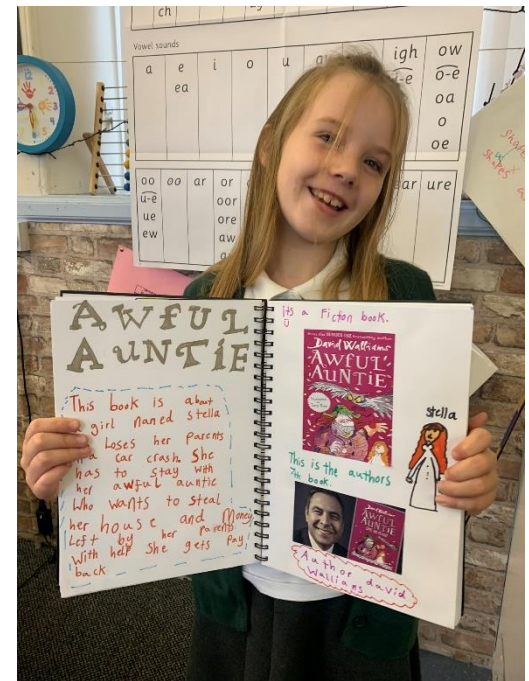
- Helping every pupil benefit from education, with particular regard to pupils with additional support needs
- Ensuring relationships are based on mutual respect and understanding
- Creating a climate where pupils, staff and parents feel valued and proud of their school
- Providing a wide range of experiences and opportunities to enable all pupils to develop in the four capacities
- taking account of children's views and opinions in making our plans for the school.

We aim to provide a stimulating and enjoyable curriculum for our pupils that will:

- Equip pupils with the skills, knowledge, attitudes and expectations necessary for learning, life and work
- Encourage problem-solving, creativity and ambition
- Cater for all needs and abilities
- Foster creativity in education encouraging children to think independently, take risks and experiment
- Be delivered through quality teaching and a wide variety of learning opportunities underpinned by the principles of curriculum design

We aim to continue to improve the standard of achievement and attainment within the school by:

- Promoting an ethos of effort and achievement
- Encouraging and supporting all pupils to work to the best of their ability, achieving the highest possible standards of attainment
- Raising standards of attainment in the core skills of numeracy and literacy
- Providing a high quality service with quality assurance and quality improvement built in
- Monitoring pupil attainment and achievement closely



School Ethos, Aims and Values continued...

We aim to assist our pupils' personal and social development and to teach them the values and responsibilities of citizenship in a democratic society by:

- Promotion of the United Nations Convention of the Rights of the Child (UNCRC)
- Teaching pupils respect for themselves and others
- Encouraging pupils to take responsibility and leadership roles
- Promoting social confidence

We aim to promote an effective partnership that links home, school and community by:

- Keeping parents fully informed by reports, newsletters and workshops
- Actively involving parents in their children's education
- Supporting the work of the Parent Council
- Building relationships with businesses and services in the local area
- Contributing to the community through partnership working

We aim to develop an effective framework for learning by:

- Providing a quality programme of staff development and review
- Supporting and encouraging the self-discipline of pupils
- Striving to achieve an attractive, stimulating and safe school environment that is conducive to teaching and learning and takes into account the different learning styles of our pupils
- Delivering Curriculum for Excellence through the South Ayrshire Council's curricular frameworks



The Curriculum – 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.



The Curriculum and Deep Learning

At Holmston we fully embrace Curriculum for Excellence. Our aim is to educate pupils to be successful learners, confident individuals, responsible citizens and effective contributors.

At Holmston Primary, we have adapted the curriculum in all our classes to centre around the principles of Deep Learning. This concept focuses on teaching and developing six key skills or competencies (6Cs). These essential skills are character, citizenship, collaboration, communication, creativity, and critical thinking.

There are lots of jobs around today that didn't exist ten or twenty years ago and with technology advancing rapidly, the world of work is going to look very different in the future. These six essential skills are embedded into our curriculum and school ethos to ensure that we prepare our pupils to be successful learners, confident individuals, effective contributors and responsible citizens both now, and in the future. We are teaching children to persevere and have that grit and tenacity not to give up; to build resilience and support children to welcome failures, not as set-backs, but opportunities to learn; we are encouraging them to think critically and challenge the world around them, which will prepare them better for lifelong learning and the world of work.

Yes, we are still teaching the Scottish Curriculum, however the way in which we teach it, and the activities the pupils undertake, are planned to ensure that their character, citizenship, collaboration, communication, creativity, and critical thinking skills are being developed, as well as knowledge and understanding. By teaching these skills, we believe that we are providing children with a more rounded school experience, focusing on life skills and the world they live in.

Pupils experience the totality of the curriculum across different contexts of learning. Subjects can be taught discreetly or through interdisciplinary approaches. Opportunities are provided for pupils to share their achievements and learn through the life and ethos of the school. Pupils work independently and in groups and are taught using a range of styles and approaches. Learning experiences are planned using the principles of curriculum design: personalisation and choice, relevance, coherence, challenge and enjoyment, breadth, depth and progression.

Pupils contribute to the planning and assessment process and are actively engaged in their learning. Curriculum for Excellence is a skills based curriculum developing skills for learning, life and work. This means that the focus is on developing these skills and not on the resources used. A variety of resources will be used across the subjects.



Literacy and English

The Literacy and English curriculum includes reading, writing and talking and listening.

Reading

In the earliest stages of learning to read, the look and say method is taught, i.e. look at the word and the picture and try to remember what the word looks like.

'Phonics', the sounding of the letters, is taught alongside the look and say method. The focus is on phonological awareness, which builds upon the work already started before children come to school when they learn nursery rhymes. A structured programme is used in Holmston for the teaching of phonics. Most of this work is done orally and aurally, both within and outwith the contexts of the class or group reading lessons.

From First Level onwards, the focus for teaching and learning moves to more complex skills of comprehension, and children are encouraged to 'interrogate' reading materials to ensure they fully understand what they have read. A variety of resources are used to meet the needs of the learners. These included: Story Worlds, Story Street, Street Wise, Project X, Oxford Reading Tree, Literacy Evolve and a range of group and class novels.

Pupils in P1 sit an online baseline test at the start of the school year and again at the end of the year.

Pupils in Primary 1, 4 and Primary 7 sit the National Standardised Assessments (NSA) during the summer term.

Our pupils in P4, P5, P6 and P7 also use the Accelerated Reader programme to help them choose appropriate books and develop their skills in reading through promoting reading for pleasure.

Writing

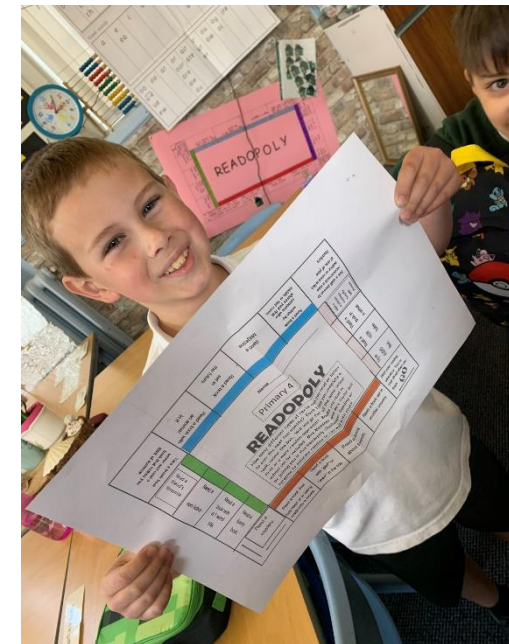
Children are encouraged to write independently from the earliest stages. Displays are used in every classroom to support the work in this area of language and are a useful reference point for all children.

Pupils are also given plenty of opportunities to practise and develop their writing skills across the curriculum, writing for a range of different purposes and genres. They are encouraged to link their reading to their writing.

Staff have been trained in using Talk for Writing approaches and these are embedded across the school

Talking and listening

Talking and listening are linked closely to reading and writing. Children are given a range of experiences to develop their talking and listening skills throughout the curriculum. This includes class-led assemblies, debates, pupil-led services, class discussions and leadership opportunities.



READ, WRITE, COUNT

The Read, Write, Count programme aims to support parental engagement in literacy and numeracy. Giftbags are distributed annually to all P2 and P3 pupils in Scotland by Scottish Book Trust. The gift bags contain essential literacy and numeracy materials to support children's learning, as well as advice and support to parents. Studies show a direct link between a strong family learning environment and progress in reading, writing and counting. In addition to the parent guide included in the gift bags, the Parent Club website (<https://www.parentclub.scot/>) offers a range of hints, tips and advice to help parents engage in their child's learning.

Reading Schools

The First Minister's Reading Challenge has been replaced with the Reading Schools accreditation. It is an inclusive, exciting programme for all children, fostering a love of reading for pleasure. Research shows that reading for pleasure is crucially important for children's development. The Reading School programme is open to all local authority and independent primary and secondary schools across Scotland, as well as libraries and community groups. You can find out more information about Reading Schools at the [Reading Schools](#) website.

Holmston Primary is accredited as a Silver Reading School and we are currently working towards Gold.



Numeracy and Mathematics

“To face the challenges of the 21st century, each young person needs to have confidence in using mathematical skills, and Scotland needs both specialist mathematicians and a highly numerate population” Building the Curriculum 1

It is the policy of our school that all pupils will be given the opportunity to develop their understanding of Numeracy and Mathematics in a variety of motivating contexts as identified in Curriculum for Excellence.

Pupils will be encouraged to develop highly positive attitudes to Numeracy and Mathematics through challenging, relevant and motivating learning experiences. They will develop an appreciation of the awe and wonder of numbers through planned active learning which provides opportunities to observe, explore, investigate, collaborate, experiment, play, discuss and reflect.

A variety of resources are used to meet the needs of the learners, and we use a concrete, pictorial, abstract approach to the teaching of mathematical concepts.

Pupils in Primary 1, 4 and Primary 7 sit the National Standardised Assessments (NSA) during the summer term.

Problem-Solving and Enquiry

The fundamental nature of mathematics is problem-solving and enquiry.

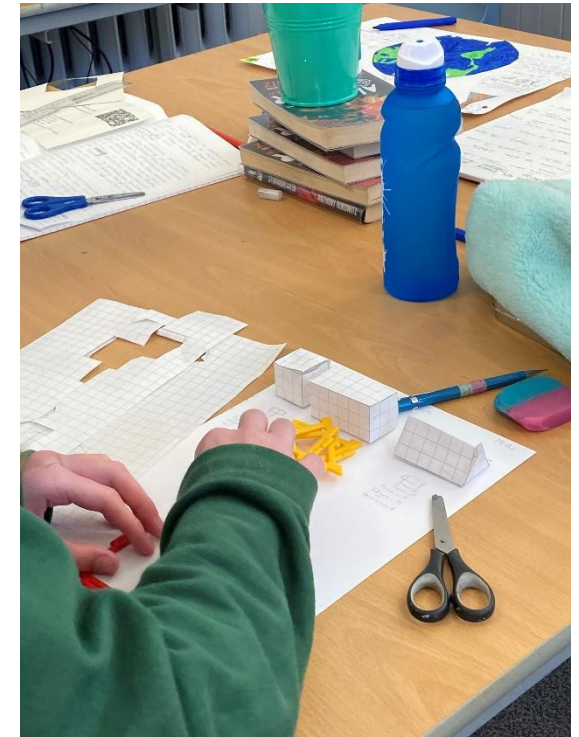
In order to become confident, pupils must have many opportunities to practise tackling problems and investigations at all stages from Primary 1 to Primary 7 and across different areas of the curriculum. In all classes pupils will be given opportunities to tackle problems collaboratively and independently.

Strands

The school programme is taken from the Experiences and Outcomes from Curriculum for Excellence and uses the South Ayrshire Skills framework.

This is broken down into 3 main areas:

- Number, Money and Measure
- Shape, Position and Movement
- Information Handling



Social Studies

Social studies are structured into the following three key areas:

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

Through Social Studies, skills and concepts that are in constant use are developed, as well as knowledge and understanding of facts and events and how these affect our lives.

Educational visits may be arranged to places of interest and members of the local community are invited to the school to add practical and personal contributions.

Sciences

Science is an important part of everyday life. Through learning in the sciences, children and young people develop an interest and understanding of the living, physical and material world. Key concepts are identified under the following five key areas:

- planet Earth
- forces, electricity and waves
- biological systems
- materials
- topical science

Holmston is engaged with the Authority and National agenda on STEM, ensuring our pupils are equipped for the 21st century by developing the necessary skills in science, technology, engineering and maths.

Technologies

Technologies is structured into the following key areas:

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

We have a fully equipped ICT suite, class set of I-pads and interactive whiteboards in all classes. Pupils use their ICT skills to access a number of other curricular areas such as reading, maths and Social Studies as well as developing their coding and programming skills.

Modern Languages

Learning other languages enables children and young people to make connections with different people and their cultures and to play a fuller part as global citizens.

At Holmston French is taught from Primary 1 and Scots is taught school wide in January, as we celebrate the life of Robert Burns. Makaton is also delivered in a number of classes.



Expressive Arts

Music

There is a progressive development of musical skills, knowledge and understanding. The children enjoy regular music making activities with a wide variety of available instruments.

Peripatetic specialist teachers undertake individual tuition in violin, cello, bass and brass.

Our school choir is open to Primary 6s and 7s and performances take place throughout the year.

Art and Design

Through Art and Design, children are encouraged to express themselves visually and to appreciate and enjoy their own and the work of other artists. Their imaginations are stimulated through various media. All children are encouraged to develop their creative talents through participating in activities that include the use of different materials.

Dance

Through Dance, pupils are encouraged to develop their technical skills and the quality of their movement. They will have the opportunity of to use their imagination and skills to develop dance sequences. Scottish social dances are also taught as part of the curriculum. Primary 5 have the opportunity to be professionally tutored in preparation for the Day of Dance At Ayr Town Hall and the school also competes annually in Dance Mania at the Gaiety Theatre

Drama

From their earliest years, children use imaginative play to explore, order and make sense of themselves and the world about them.

Drama extends and builds on this natural process and helps to build confidence and self-esteem. To help develop a range of dramatic techniques and skills, children have the opportunity to role-play, improvise, use movement and mime, and to use sound to express their own and others' ideas.

The opportunity to develop these skills often arises through other curricular areas, and in Holmston, these may often be linked to topic and language work.



Religious and Moral Education

Religious Education makes a distinctive contribution to the curriculum in helping pupils towards a consistent set of beliefs, attitudes and practices within our own community and beyond. We have a structured programme, which is taught by class teachers and includes input from the school chaplain. Through the work in RME we encourage harmony, appreciation and consideration for the beliefs of others. Our school's associated church is The Auld Kirk, Ayr.

Religious and Moral Education with Personal and Social Development and Health are undertaken in accordance with national guidelines set out in the Scottish Government letter of 21st February 2011 entitled 'Curriculum for Excellence – provision of religious and moral education in non-denominational schools', the SOIED Circular 6/9. The Education (Scotland) Act 1980 and the Scottish Government circular dated February 2011, "Curriculum for Excellence – Provision of Religious Observance in Schools"

Religious education is taught throughout the school. The aim of RE is to help pupils to explore and understand religion as it is found in the local community and in the wider world. Pupils will become familiar with Christianity and other major world religions – Judaism, Hinduism and Islam. Pupils will learn what other people believe, how they worship and celebrate and how religion affects their everyday life. Religious observance is held at regular intervals and reflects South Ayrshire's policy. The purpose of religious observance is to celebrate important occasions in the life of the school and community. Any parents wishing further information should contact the Head Teacher.

The Christian faith is upheld in the school. Hymns, Carols, Christian songs, and Bible stories are an integral part of the curriculum.

Any parent, who wishes, has the right to withdraw his/her child from religious education. The head teacher must be notified of any such request and where possible a meeting with the parents will be arranged, in order to make appropriate provision for pupils withdrawn from religious education or observance.

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 will be noted as an authorised absentee in the register.



Health and Wellbeing

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

Whilst integrating Health and Wellbeing across all curricular areas, some aspects will be taught through focused programmes. Children and young people should feel happy, safe, respected and included in the school environment and all staff in the school are proactive in promoting positive relationships in the classroom, playground and the wider school community.

This area of the curriculum is also concerned with educating our children to cope with life. It is a vital area of learning and teaching and the work we do in this area helps our pupils to deal with difficult situations, but also helps in creating young, relaxed and confident learners.

We have a comprehensive and progressive programme in place, which focuses on developing skills such as independence, interdependence, self-awareness and self-confidence. Staff and pupils will also discuss issues such as personal safety, sexual health and parenthood, drug and alcohol abuse, Road Safety, Bully Proofing and Keeping Healthy.

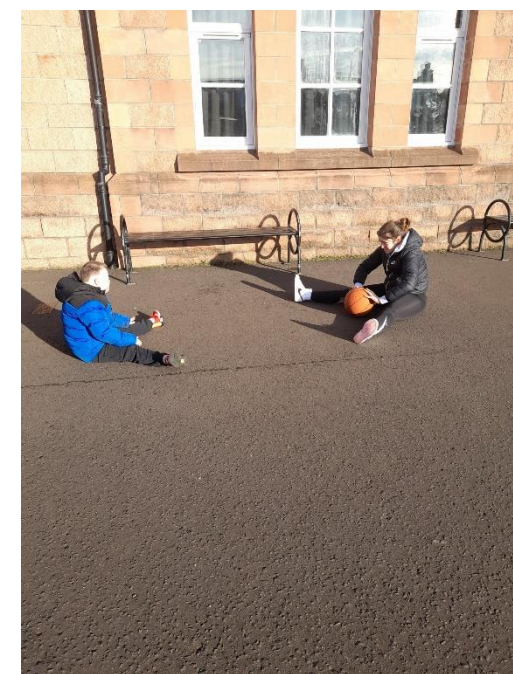
We also provide pupils with leadership opportunities to develop their own skills and confidence. Senior pupils buddy younger pupils. Pupils can also contribute through our Pupil Council, JRSOs, Reading Reps, and Equalities groups.

At Holmston, our pupils have 2 hours of PE each week. Children are encouraged to be active at break times. After school clubs are provided to enable children to take part in various activities. Our Active Schools Coordinator works closely with the school to provide a number of opportunities for all our pupils to learn new skills, and support classes with their PE Curriculum.

Each month there is a focus on one of the wellbeing indicators from the 'Getting it Right for Every Child' (GIRFEC) agenda: Safe, Healthy, Achieving, Nurtured, Active, Responsible, Respected, Included.

Any areas where children require to access sensitive aspects of learning, such as further work on emotional or physical development programmes will be communicated to parents by telephone in the first instance followed by a letter inviting the parents to discuss the programme to be delivered.

Further information about Curriculum for Excellence and ways in which you can support your child at home can be found on the 'Parentzone' website: www.educationscotland.gov.uk/parentzone



Health and Wellbeing Relationships Policy

At Holmston Primary School we aim to create a happy, safe, caring, stimulating and inclusive learning environment for all.

As a Rights Respecting School the school upholds the Articles of the United Nation Convention for the Rights of the Child as right holders and duty bearers alongside the school values of Responsibility, Honesty, Courage, Respect and Fairness. These underpin all rules and expectations and relate to Getting it Right for Every Child and relationships between all stakeholders within the school.

We have just one rule:

Be kind, Be safe, Be respectful

For the children this is clarified as;

- Be kind, be safe, be respectful in the way we learn.
- Be kind, be safe, be respectful in the way we behave towards ourselves and others.
- Be kind, be safe, be respectful in the way we treat our property, the property of others and the environment.

Promoting positive relationships is a shared responsibility. **All stakeholders** will respect the culture and beliefs of others and their families. We expect parents to support the school in maintaining positive relationships and good behavioural choices, which in turn aids good learning for all.

We believe that implementing the principles of Restorative Practice help us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected.

Being restorative focuses on building positive relationships based on responsibility, respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour choices. This approach helps pupils in developing the skills to maintain positive relationships with others.

All members of staff are trained in the key principles of Restorative Practice and understand the importance of modelling positive language and behaviour. They take time to develop positive meaningful relationships with colleagues and pupils. After a restorative conversation is held between the parties involved a natural and appropriate consequence will be agreed to repair the damage caused. Children and adults are encouraged to repair relationships and “put things right” together.



Health and Wellbeing Relationships Policy

We believe that children achieve best when there is partnership between home and school and this applies particularly to behaviour. Good discipline is a shared responsibility of all staff. We know that if we expect children to behave well, the adults in school and at home must model good behaviour themselves. As part of promoting positive behaviour and providing positive role models, pupils are provided with opportunities to take on responsibilities within their own class and across the school.

Incidences of negative behaviour that require a formal or informal restorative conversation are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour and rebuilding and restoring positive relationships.

The key principle when dealing with incidences of negative behaviour is to give all individuals a chance to have their say and become actively involved in the process. We aim to help children see that their agreed consequence is a way of putting things right.

We aim to teach the children the importance of forming good relationships and equip them with the skills to do this. We have high expectations of all pupils and believe that they should behave positively and respectfully because it is the right thing to do. The school has a number of ways of encouraging and rewarding positive behaviour, for both groups and individuals, as it believes that this will develop an ethos of kindness and cooperation.

We are mindful of the manner in which we address any incidences of negative behaviour as we recognise that all children are unique individuals. The stages of the Restorative Approach underpin our method in dealing with incidences of negative behaviour to ensure that it is suitable for the pupil's age and level of understanding.

Pupils with low levels of emotional maturity or with additional support needs can require support in recognising how their actions have affected others or how they feel about an incident.



Wider Achievement

We recognise that pupils should have a wide range of opportunities and experiences from which they can realise success and achievement.

There are out of class activities most days. These usually take place from 3.00pm – 4.00pm. Classes are mainly run by Active Schools coaches, staff members and partners in education, e.g Ayr Rugby Club.

Out of class activities are offered to pupils in Primary 1 – Primary 7. Most recent out of class activities have included: Netball, Football, Dance, Rugby and Multisports.

Personal achievements are celebrated at assemblies and displayed on the “Our Achievements” wall and in class.

Rights Respecting School Award

The School achieved the Gold Rights Respecting School Award in 2018. The RRSa recognises achievement in putting the Convention on the Rights of the Child at the heart of a school’s planning, policies, practice and ethos.

Achievements in 2023 – 2024

Last sessions achievement opportunities included:

- Primary 6 Pupils took part in Euro Quiz
- Almost all P7 attended a residential at Dolphin House
- P7 completed Sport Leaders Award.
- P1 & P2 pupils participated in the Christmas Nativity.
- P.4 – 7 participated in Vikings alongside Scottish Opera
- P.3 helped refugees in Ukraine with a Shoe Box Appeal
- P3 learned Makaton to communicate with their Southcraig friends
- Pupils participated in Sports Day.
- Pupils participated in Children in Need fundraising activities
- Primary 3 published a book
- P.4 linked with a school in India and learned an Indian Dance
- P.5s took part in the Day of Dance.
- Some P.3s and P.4s took part in Dance Mania at the Gaiety Theatre
- All classes took part in Science Week and worked with industry experts
- The School won an award for Active Travel
- The School were accredited with Silver Reading Schools Award



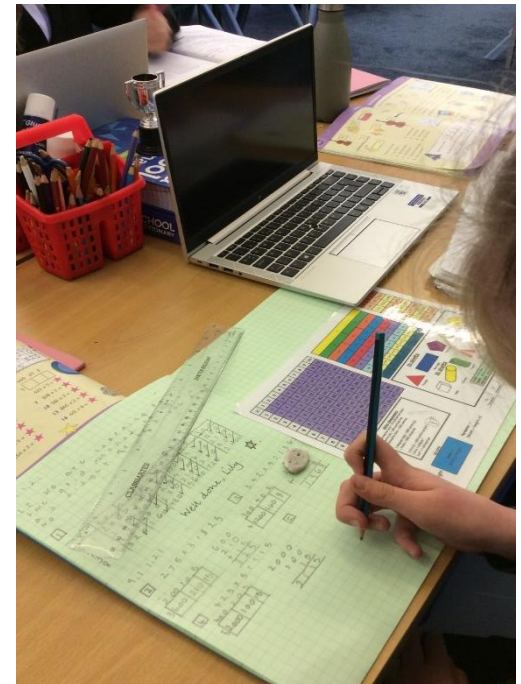
Composite Classes

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.



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 to be included.

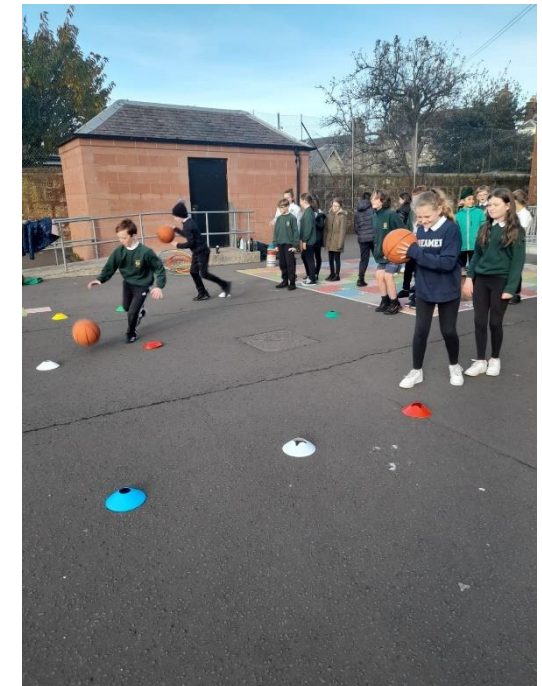
The national legislation around equal opportunities and social inclusion includes:

- 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 Around the Child meetings 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 out with 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 or named individual for that establishment (if this is not the same individual) 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 , Holmston Primary's Pupil Support Co-ordinator is **Mrs Reid**.

Useful websites are noted in Appendix A.



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.

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 take place when the teacher feels it is appropriate. The assessments will, as far as possible, accommodate the needs of children who require additional support.

At Holmston we also use standardised testing in P2, P3, P5 and P6 at the end of the school year.



Tracking and Monitoring Progress

The progress of individual learners is tracked and monitored during the session. Staff have termly meetings with the SMT to report on progress of individuals in the core areas. Progress through the curriculum is reported to parents during parents' meetings in October and March and in the progress reports in November February and June.

Level	Stage
Early	The pre-school years and Primary 1 or later for some
First	To the end of Primary 4, but earlier or later for some
Second	To the end of Primary 7, but earlier or later for some
Third and Fourth	Senior 1 to Senior 3, but earlier for some. The fourth level broadly equates to SCQF level 4
Senior Phase	Senior 4 to Senior 6 and college or other means of study

Teachers will assess your child's progress within each level using the criteria set out in the table below.

The four stages of progress through a level	What this means
Beginning to learn at the new level	<ul style="list-style-type: none"> Your child is beginning to experience and explore learning associated with a new CfE Level. Your child is beginning to experience opportunities to develop knowledge of some new key concepts and develop some skills at the new Level.
Making some progress in learning with the level	<ul style="list-style-type: none"> Your child is experiencing an increasing breadth of learning at the level. Your child is beginning to develop his/her knowledge and understanding of key concepts, is developing new skills and is beginning to apply this learning.
Making good progress in learning within the level	<ul style="list-style-type: none"> Your child has experienced most of the learning associated with the level. Your child can demonstrate a depth of knowledge and understanding in some key concepts, is developing a range of skills and can apply their learning. Your child is working with increasing independence.
Making very good progress in learning with the level	<ul style="list-style-type: none"> Your child has experienced almost all of the learning required at the level. Your child demonstrates a depth of knowledge and understanding of almost all key concepts, has developed almost all related skills and can apply their learning consistently. Your child is working independently within, and at times, beyond, the level.



Assessment

In summary, the standards and expectations of assessment are:

- Greater breadth and depth of learning
- Greater focus on the secure development of skills and knowledge
- Progress across a breadth of learning
- Application of learning in different and unfamiliar contexts
- Effective planning and tracking of progress
- Summary of achievements
- Effective preparation of children for the next stage in learning

Reporting

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

During October and March parents are given an opportunity to meet formally with teachers to discuss their child's progress. At least two weeks' notice is given for each meeting.

At Holmston we also have open afternoons, where parents can come to the school and see the work going on in the classroom. These are informal sessions and parents can talk to class teachers, pupil support teacher and members of the management team if they wish.

Holmston has an open-door policy, where parents can come in and discuss matters involving their child. If a parent would prefer to see a particular person they should contact the school where a suitable time to call will be arranged.

Parents will receive an annual written report towards the end of the school year. This gives an overview of the progress within each curricular area and the Curriculum for Excellence Levels that the child is working in.



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 supported within the school by a pupil support co-ordinator or similar named individual within the school 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 Pupil Support Co-ordinator or named individual for that establishment along with parents/carers and the Team with the family 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 the 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 and can support them through challenging times?

Our staff will know your child well and all staff are available to help and support our pupils. Our Pupil Support Co-ordinator will evaluate any challenges your child may be facing and put in place the most suitable interventions and measures to help. This may be delivered by staff in school or external agencies if required.

If you believe that your child may require additional support, please contact the school.

Support for Pupils

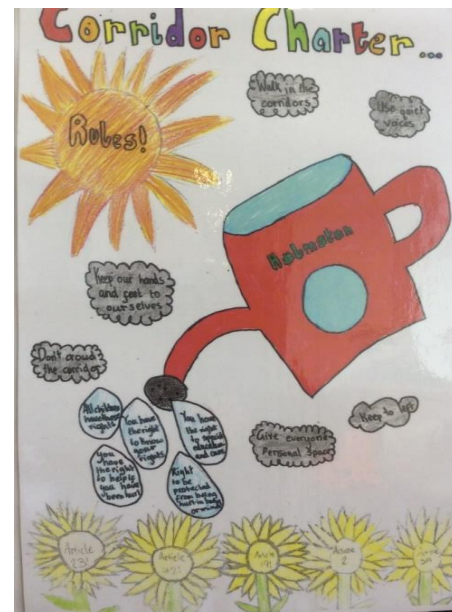
Additional support for learning

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.



Support for Pupils

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 2. 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 Pupil Support Co-ordinator or named individual for that establishment 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 **My Plan** will be completed. The Pupil Support Co-ordinator or named individual for that establishment 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 the 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.

Stage 5 – Authority Specialist Placements or Outwith Authority Placements

Where a child or young person is placed in a specialist authority base or outwith the local authority they will be deemed to be supported at Stage 5. All placements will be confirmed by the Central Admissions Group (CAG) or GIRFEC Advisory Resource Forum (GARF) following recommendations at the Team with the Family meeting with the parents/carers, professionals supporting and the child where appropriate.

Support for Pupils

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 out with 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 considered and recorded through their child's 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.

Support for Pupils

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 individual for that establishment.

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.

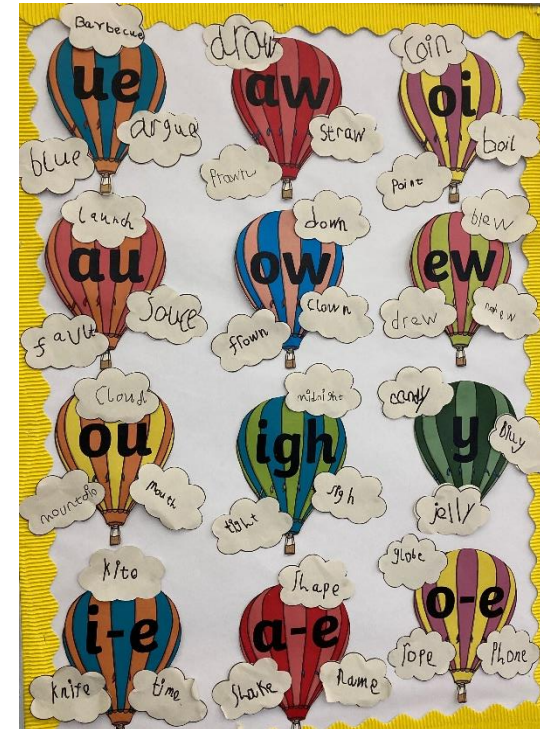
What can parents do if they don't agree with the authority?

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 Manager linked to 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.



Support for Pupils

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 612504

Principal Educational Psychologist

County Buildings
Wellington Square
AYR
KA7 1DR
Tel: 01292 612819

Co-ordinator (Inclusion)

Educational Services
County Buildings
Wellington Square
Ayr
KA7 1DR
Tel: 01292 612292

Enquire

Scottish Enquire 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 core functions which are:

- Consultation and advice;
- Assessment;
- Intervention;
- Training;
- Research and policy development



Services can be delivered at different levels, including the level of the child, the school or the local authority. The Educational Psychologist can work with school staff and parents/carers to assess a child's strengths and areas of development, as well as work directly with a child/young person to provide support. They can also work with school staff to support in the development of policies and interventions that will benefit children such as relationship-based policies, teaching and learning, 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 with the Educational Psychologist regarding a child, school staff will ask parental permission first. Once this is provided, the school will keep the parent or carer up to date with discussions. If the child or young person is then formally referred to the service, parents will be involved in direct discussions with the educational psychologist.

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.

Educational Psychologists maintain a note of young people's names who have been discussed with them and will only open Psychological Service case files if a formal referral has been received and accepted. Parental permission is sought prior to opening a Psychological Services case file.

Further details on the service can be found on their website: www.eps.south-ayrshire.gov.uk

Getting It Right for Every Child (GIRFEC)

Information Sharing

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>



Child Protection

Procedures and guidance are important but cannot, in themselves, protect children; a competent, skilled and confident workforce, together with a vigilant public, can. 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 keep 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 listen and take them seriously;
- identifying when children and young people may need help; and
- 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, Mr Hardy, who will lead on 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', that something is not right, talk about this to the school's Child Protection Co-ordinator or another member of staff.



School Improvement

At Holmston Primary we are continually striving to raise the standard of education we provide and the attainment of our pupils. The trend is towards continual improvement. Information for 2023 – 2024 is shown below.

Children attaining appropriate Curriculum for Excellence levels in Literacy, Numeracy and Health and Wellbeing

	P1	P4	P7	Combined
Listening and Talking	83%	78%	96%	85%
Reading	83%	75%	96%	84%
Writing	75%	69%	92%	78%
Literacy	75%	69%	92%	78%
Numeracy	79%	75%	96%	83%
HWB	100%	94%	96%	97%



Our priorities for 2024/25 are:

1. To continue to implement and embed a Deep Learning approach to curriculum design in order to develop skills for learning, life and work.
2. To improve our approaches to differentiation/adaptive teaching in our classrooms ensuring we meet the needs of ALL our learners.
3. To increase partnership working with a wider range of stakeholders to enrich the pupil learning experience and develop the 6Cs

The School Standards and Quality Report and Improvement Plan detail how the school has improved and plans to improve over the next year. This can be accessed from our school website. Throughout the year parents views are sought through the Parent Council (Parent Voice), Focus groups and parental questionnaires.

Parents can obtain information on the school's most recent HMIE inspection from Scottish Schools Online at the following link: <http://www.educationscotland.gov.uk/scottishschoolsonline/>



School Policies and Practical Information

Choosing a school

Parents have the right to choose to send their child to a school other than the catchment denominational or non-denominational school for the area they live in, this is known as a Placing Request. It is not possible to guarantee all Placing Requests will be successful. However, parents have the right of appeal should their application be unsuccessful. Parents should also be aware that if they decide to submit a Placing Request their child will no longer automatically be considered for a place in their catchment school.

Full details of the Placing Request process are available on the Council's web-site using the following link [Placing requests - South Ayrshire Council \(south-ayrshire.gov.uk\)](https://www.south-ayrshire.gov.uk) or you can contact Educational Services on 01292 612162.

Homework

Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons.

Homework activities vary significantly, particularly between younger and older pupils, including but not limited to home reading activities, longer projects or research and more directed and focused work such as spelling lists or maths practise.

We appreciate that many of our families have busy lives and trying to fit homework in can be a battle with trying to balance clubs, family time or finding a quiet space to work. As a result, we know that it is not always possible for homework to be completed.

The general principles for homework are:

- It should be something the children can do with limited input.
- It should not take long to complete
- For many pieces, homework can be marked by the parent
- It should practise skills used in class or be linked to work being covered in class.

We would always encourage you to support your child to develop life skills such as cooking and baking or helping out at home and whilst shopping.



School Policies and Practical Information

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.

Leadership Opportunities

We offer a range of opportunities for pupils to develop leadership skills. These include House Captains and Vice Captains, School Captains, Junior Road Safety Officers, Play Leaders, Digital Leaders, Reading Reps, Inclusion Leaders and Equality Ambassadors and P1 buddies

Our Playground Leaders are trained to support younger pupils play a range of playground games and our ICT Digital Leaders are trained to teach other pupils about aspects of ICT Lego this has included Mindstorms alongside being responsible for the sound and visual equipment for assemblies and shows.

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 15 minutes before school opens for classes, during breaks and between classes

Regular meetings between the playground supervisors and leadership team are important to share information and to maintain the mutual respect and ethos in the school. This may include sharing information about suspected incidents of bullying or abuse etc.

Soft Start

Doors open at 8.45am for Primary 1 – 4 to facilitate an optional soft start for these stages. It ensures that the transition from the playground into school is less stressful.



School Policies and Practical Information

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 (eg. armed services or emergency services).

Where parents are in the emergency services and routinely take holidays out with 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);



School Policies and Practical Information

Attendance

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.

Routine and expected visits out with school

Holmston Primary recognises the need for young people to be regularly involved in outdoor activities and learning which will involve visits out with 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 out with 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.



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, are made from flammable material, in practical classes;
- could cause damage to flooring;
- 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.

Please note jewellery is not encouraged as this could be lost or become a risk at PE. If a child must keep stud earrings in, then these should be taped over.

At Holmston Primary School, the school uniform consists of

- A white polo shirt
- A green sweatshirt or cardigan with school badge
- Black or grey trousers or skirt / tunic
- a green checked school dress
- White shirt
- School tie
- Blazer

It is our intention to standardise the school uniform and would aim for pupils to wear white polo shirt and green sweatshirt or cardigan. White polo shirts and trousers/ skirts/ tunics can be bought from any store, while ties, blazers and cardigans can be purchased from the School Uniform Shop in Dalblair Road, Ayr. They can also be purchased online from Tesco at [My Clothing](#)



School Policies and Practical Information

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.

School Meals

Holmston operates a pre-order meals system where pupils order their lunch in the morning. The meals are imported from Forehill Primary.

Children are helped and supervised in the dining hall by the senior leadership team.

Children who have special dietary requirements will be catered for. Parents should contact the school to make arrangements.

Tables are available in the dining hall for pupils who wish to bring a packed lunch.

Free School Meals and Clothing Grant

The current criteria for entitlement is detailed below, however this is reviewed annually and updated information is available on the Council website - [Free school meals and clothing grant - South Ayrshire Council \(south-ayrshire.gov.uk\)](https://www.south-ayrshire.gov.uk)

Children of parents receiving

- Child Tax Credit where household income is £19,995 or less
- Child Tax Credit and Working Tax Credit where the household income is £9,552 or less
- Universal Credit where earned income is £796 or less per month
- Income- based Jobseekers Allowance
- Income Support
- Any Income related element of Employment and Support Allowance
- Support under part VI of the Immigration and Asylum Act 1999

From August 2024, free school meals are available to all P1-P5 pupils and all pupils attending special schools.



School Policies and Practical Information

School Transport guide to parents

South Ayrshire Council has a policy of providing free school 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 suggested suitable walking route. Parents who consider they are eligible for free school transport should complete the online Free School Transport Form which can be obtained via [School transport application form - South Ayrshire Council \(south-ayrshire.gov.uk\)](https://www.south-ayrshire.gov.uk). Applications should be completed and submitted by the end of April 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 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 first paragraph). It is the parent's responsibility to ensure that their child arrives at the pick-up point on 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.



School Policies and Practical Information

Transport Guide to Parents

Seatbelt statement

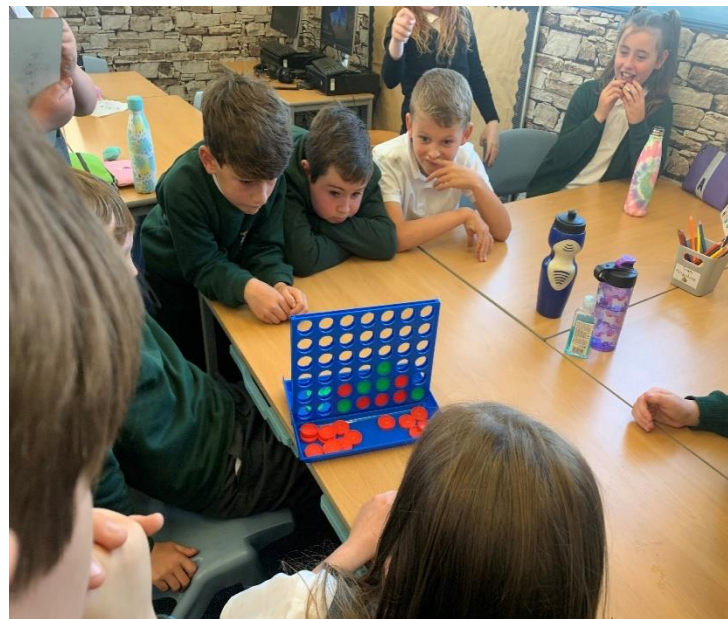
All dedicated home to school transport services operating within South Ayrshire and all transport used to provide educational off-site visits must be fitted with seatbelts. All children and young people are expected to use the seatbelt provided and remain seated with their seatbelt fastened for the duration 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 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 Education Support Services, County Buildings, Wellington Square, AYR KA7 1DR at any time during the year. Parents should note that privileged seats are allocated in October and are not available on local service contracts. Privileged seats can be withdrawn if an entitled pupil requires transport and cease at the end of each school session.



School Policies and Practical Information

Insurance

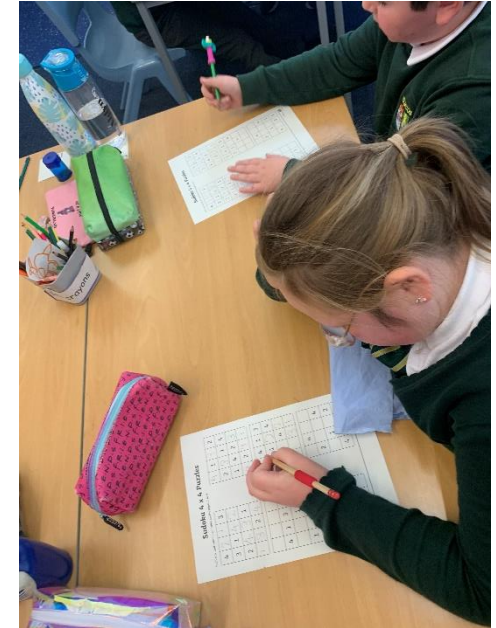
South Ayrshire Council holds Public Liability, Employers' Liability and Officials Indemnity Insurance. In addition, South Ayrshire Council has an on-site and off-site activities insurance policy. Further information regarding insurance and an appropriate claim form can be obtained from the school or Educational Services, County Buildings, Wellington Square, AYR KA7 1DR, telephone 01292 612294.

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 and Smart Watches

At Holmston, pupils are not allowed to use mobile phones or smart watches within school hours. They may bring mobile phones or smart watches to school to contact parents at the end of the school day, but the phone or watch must remain switched off in their school bag during the school day. If a child is using a mobile phone or watch this will be removed and held at the school office until the end of the day when it can be collected by a parent or guardian. If a child needs to contact home, they can use the landline phone in the school office at any time.



School Policies and Practical Information

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.

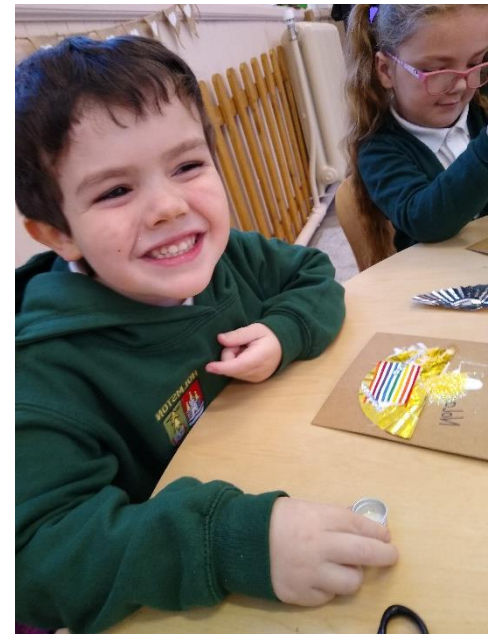
In South Ayrshire we want to support collaboration amongst teachers and pupils and therefore we promote and support the use of the common platform, Glow.

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 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.



School Policies and Practical Information

Health and Medical Information

Children in Primary 1 are offered a health check which includes recording of height and weight and an eye test. All pupils are also eligible for the Flu Nasal Spray annually.

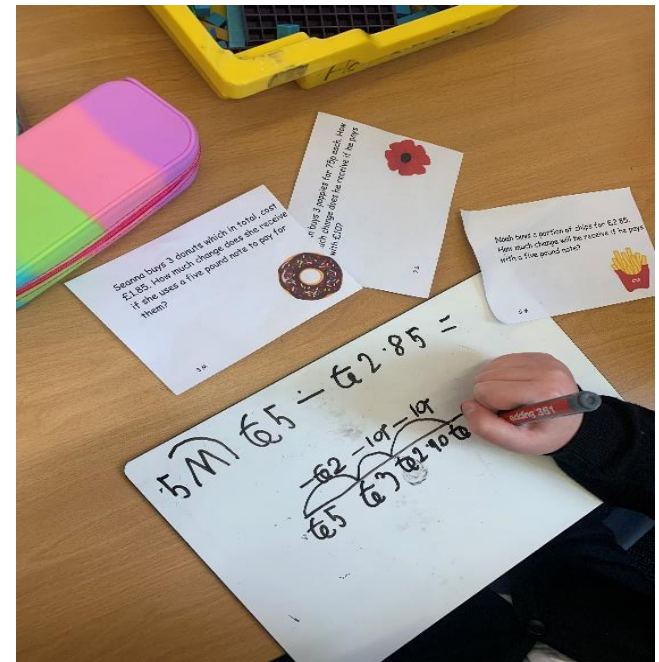
Health education is undertaken on a regular basis, fitting in with Health topics.

When children take ill during the day we try to contact parents to come and take them home. If both parents are working we contact one of the friends or relations named on the Emergency Contact forms. If no contact is made the child remains in school. In the case of accidents it may be necessary to get children to hospital quickly for treatment. Parents will be informed in case a signature is required for an operation.

Members of staff **cannot** administer medicines, inhalers etc. to children. Parents or Guardians are invited to come into the school during the day to give their children medicines or alternatively they can complete an “Administration of Medicine” form, available from the school office, giving permission for a member of staff to administer the said medication.

Pupils **should not** be given medicines/tablets to bring to school for self-administration. This is in case tablets/medicines accidentally fall into the hands of younger children.

Parents should inform the school office of change of address, change of emergency contacts and any allergies or special medical requirements which may affect their child’s well-being.



School Policies and Practical Information

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

NHS - 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 tooth brushing 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 Improvement Teams will also deliver oral health improvement 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



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

When you enrol your child at school or early years centre you are required to provide some personal information about yourself and your child in order to access services provided by Educational Services.

How we will use the information about you and your child?

All personal data is processed by Educational Services staff. We will only collect personal data from you that we need in order to provide educational services and oversee the provision of these services to your child. We will use your personal data to contact you; if the school requires to discuss your child's education, in an emergency and to keep you fully involved in your child's educational journey.

Who we share your information with

Your child's personal information will only be shared where it is appropriate to do so in order to ensure full access to services such as national assessments, health promotion, transport, school meals, careers and online services.

In addition, the Council has a duty to protect public funds and to this end, we may check the information you have given with other information we hold, share your information with other Council Services and share your information with other local authorities, for the purpose of protecting public funds and to prevent or detect fraud or crime.

Data Protection Act

What are my rights?

You have various rights in relation to the personal data that the Council holds about you. This includes the right to ask us to provide you with access to your personal information and to rectify any inaccuracies contained within the personal information.

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](tel:01292612223)

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 |
(<https://ico.org.uk/for-the-public/>)

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.

Data Protection Act

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

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.

Appendix A – Helpful Addresses and Websites

Educational Services, County Buildings, Wellington Square, AYR, KA7 1DR

www.south-ayrshire.gov.uk

www.education.gov.scot/parentzone/

www.hmie.gov.uk

Local Councillors

Chris Cullen

Phone: 07583 036 853

Office Tel: 01292 612647

Email: Chris.Cullen@south-ayrshire.gov.uk

Mary Kilpatrick

Phone: 07721 397 536

Office Tel: 01292 612693

Email: mary.kilpatrick@south-ayrshire.gov.uk

Brian McGinley

Phone: 07794 037 562

Office tel: 01292 612481

Email: brian.mcginley@south-ayrshire.gov.uk

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

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

SCHOOL POLICIES AND PRACTICAL INFORMATION

National policies, information and guidance can be accessed through the following sites:

<http://www.scotland.gov.uk/Topics/Education>

<http://www.scotland.gov.uk/Topics/Health>

<http://www.scotland.gov.uk/Topics/People/Young-People>

Children (Scotland) Act 1995 – <http://www.legislation.gov.uk/ukpga/1995/36/contents>

Standards in Scotland's Schools (Scotland) Act 2000 – <http://www.legislation.gov.uk/asp/2000/6/contents>

Education Scotland's Communication Toolkit for engaging with parents –

<http://www.educationscotland.gov.uk/learningteachingandassessment/partnerships/engagingparents/toolkit/index.asp>

Appendix A – Helpful Addresses and Websites

SCHOOL POLICIES AND PRACTICAL INFORMATION

The Scottish Government guide Principles of Inclusive Communications - provides information on communications and a self-assessment tool for public authorities – <http://www.scotland.gov.uk/Publications/2011/09/14082209/0>

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system - <http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

A guide for parents about school attendance explains parental responsibilities with regard to children’s attendance at school – <http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

PARENTAL INVOLVEMENT

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others – <http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents and Parent Councils – <http://www.educationscotland.gov.uk/parentzone/index.asp>

SCHOOL ETHOS

Supporting Learners - guidance on the identification, planning and provision of support

<http://www.educationscotland.gov.uk/supportinglearners/>

Journey to Excellence - provides guidance and advice about culture and ethos – <http://www.journeytoexcellence.org.uk/cultureandethos/index.asp>

Health and wellbeing guidance on healthy living for local authorities and schools - <http://www.scotland.gov.uk/Topics/Education/Schools/HLivi>

Building Curriculum for Excellence Through Positive Behaviour and Relationships - outlines the Scottish Government’s priority actions around positive behaviour in schools and is also a source of support – <http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

Appendix A – Helpful Addresses and Websites

CURRICULUM

Information about how the curriculum is structured and curriculum planning

<http://www.educationscotland.gov.uk/thecurriculum/>

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas

<http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experiencesandoutcomes/index.asp>

Advice, practice and resources to support the experiences and outcomes on literacy, numeracy and health and wellbeing

<http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/index.asp>

Information around the Scottish Government’s ‘Opportunities for All’ programme –

<http://www.skillsdevelopmentscotland.co.uk/our-services/services-for-individuals/opportunities-for-all.aspx>

ASSESSMENT AND REPORTING

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework –

http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf

Information about Curriculum for Excellence levels and how progress is assessed –

<http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp>

Curriculum for Excellence factfile - Assessment and qualifications –

http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp

Information on recognising achievement, reporting and profiling –

<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

Appendix A – Helpful Addresses and Websites

SUPPORT FOR PUPILS

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs – <http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended – <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers – <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

Enquire is the Scottish advice service for additional support for learning – <http://enquire.org.uk/>

Parenting Across Scotland offers support to children and families in Scotland – <http://www.parentingacrossscotland.org/>

SCHOOL IMPROVEMENT

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, inspection reports – <http://www.educationscotland.gov.uk/scottishschoolsonline/>

Education Scotland's Inspection and review page provides information on the inspection process – <http://www.educationscotland.gov.uk/inspectionandreview/index.asp>

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy – <http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN>

Information on how to access statistics relating to School Education – <http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>

TRANSITIONS

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond – http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement - provides guidance on career information, advice and guidance strategy – <http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

Information on Skills for learning, life and work –
<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/skillsforlearning.asp>

Information around the Scottish Government's 'Opportunities for All' programme –
<http://www.skillsdevelopmentscotland.co.uk/our-services/services-for-individuals/opportunities-for-all.aspx>

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services –
<http://www.skillsdevelopmentscotland.co.uk/our-story/key-publications/career-management-skills-framework.aspx>

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning –
<http://www.skillsdevelopmentscotland.co.uk/>

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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.

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有關更多資訊，請聯絡：

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مزید جانکاری کے لیے براہ کرم درج ذیل پر رابطہ قائم کریں:

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