



St Patrick's Primary School Handbook



January 2026

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Tel: 01292 690070

e-mail - STPatricks.Mail@south-ayrshire.gov.uk

"Inspired to shine in all I say, all I do and all I am!"

Achievement

Community

Faith

Inclusion

Respect

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A Charter for Catholic Schools in Scotland

The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.

All Catholic schools in Scotland, in honouring Jesus Christ as the Way, the Truth and the Life, will feature the following characteristics:

- a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;
- an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;
- a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents;
- a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes;
- the provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life;
- a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;
- a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;
- a commitment to ecumenical action and the unity of Christians;
- the promotion of respect for different beliefs and cultures and for inter-faith dialogue;
- a commitment to support the continuing professional and spiritual development of staff.

All staff appointed to a Catholic school are expected to support and promote the aims, mission, values and ethos of the school, as illustrated in this Charter.

Welcome by Head Teacher

Welcome to our school. The purpose of this handbook is to help you understand more about St Patrick's Primary. I hope you find it both interesting and informative.

Over the years, our school has developed an excellent reputation within the local community. We are very proud of our academic successes, the high standard of pastoral care we offer our young people and the wide range of activities on offer which we hope will help our young people develop into outstanding citizens.

In St Patrick's, we aim to create a learning culture which ensures that every child is valued and supported in achieving their full potential, so that the whole person is formed. We expect our staff and pupils to have high aspirations so that our young people are stretched academically, spiritually, physically, personally, socially, emotionally and we expect every pupil to achieve their personal best in all that they do.

The aim of Catholic Education is to educate a child for life, developing the talents of the young person in the fullest possible way thereby transforming their life for the better. We appreciate that this task demands that we work in close partnership with others and that the process of education starts long before children come to school. The best prospectus for St Patrick's can be found in our pupils, our staff and our parents.

Throughout the session, various activities, events and meetings will be arranged in order to involve parents and the community in the life of the school. For us to be an excellent school, parental involvement in the life of the school and in the pupils' learning is crucial. Should you wish to discuss your child's progress or have any other concerns, please do not hesitate to contact the school immediately. Our aim is to ensure that every child entrusted to our care is welcomed and that their time in St. Patrick's is happy and successful.

If you are a parent of a child already at the school, thank you for entrusting us with that job.

If you are considering sending your child to St. Patrick's, please come and see the school, meet our young people and staff and talk to us about your own particular interest in our school.

If there is any matter you wish more information on, please do not hesitate to contact the school. I look forward to working with you and your family.

Kind regards
Lynsey May, Head Teacher.

St Patrick's Ambassadors

Article 12 – Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

As your Ambassadors we want to listen to you and try to get things done for everyone in the school. We are very proud of our school and all our achievements.

- We want to continue our Rights Respecting School journey to make our school the best it can be
- We are going to be working with our partners - staff, pupils, parents, parish and QMA - to continue carrying out our school's Vision and Values
- We want to ask you what you think the Ambassadors should do for our school

We will make our school great, with the right choices!

Let us know your suggestions – we're always ready to hear new ideas.



Welcome to Queen Margaret Academy



Welcome letter from the Head Teacher of Queen Margaret Academy

I would like to take this opportunity to welcome you and your child to Queen Margaret Academy. The following guide outlines some of the work of the school while our website will give you regular updates of activities and events.

At Queen Margaret Academy we are an ambitious community of learning and faith where our young people are inspired, motivated and successful. We aim to offer a high quality education for all our young people in a distinctive Catholic context empowering them to maximise their talents and achieve.

Our faith is celebrated regularly through Masses and events, largely conducted by our liturgical committee, led by Fr Willie Boyd and supported by the wider staff body and local parishioners.

Fundamental to a school is a positive culture and ethos. Queen Margaret Academy have 6 values which we base our work:

Community, Ambition, Responsibility, Equity, Faith and Respect.

Throughout a young person's time at Queen Margaret Academy we aim to support them in partnership with home and local parishes to become resilient individuals who will add value to our school and our community.

I look forward to working with you to support our young people in their journey through secondary school.

Yours sincerely

Katie Schlesiger

Contact Details

| | |
|-------------------------|---|
| Name | St. Patrick's Primary School |
| Address | 24 Academy Street Troon KA10 6HR |
| Telephone Number | 01292 690070 |
| Website | https://blogs.glowscotland.org.uk/sa/stpatricksp/ |
| Email address | STPatricks.Mail@south-ayrshire.gov.uk |

| | |
|-----------------------|---|
| Catchment Area | 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 Useful links to additional information to be found in Appendix 2. |
|-----------------------|---|

| | |
|-------------------------------------|---------------|
| Stages of Education Provided | Primary 1 - 7 |
|-------------------------------------|---------------|

| | |
|-----------------------------------|---|
| Accommodation and capacity | Planning Capacity - 213 Current School Role - 95 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. This is allowing for the fact that the class maximum in a composite class is 25 whereas in a single class it is 33 in P4-7, 30 in P2 and P3 and 25 in P1. |
|-----------------------------------|---|

| | |
|--|--|
| | 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, eg, foster carers or kinship carers. |
|--|--|

| | |
|----------------------------------|----------------|
| The Denominational Status | Denominational |
|----------------------------------|----------------|

| | |
|---|-------------|
| Teaching by means of Gaelic Language | Not offered |
|---|-------------|

| | |
|----------------------------|----------------|
| Head Teacher's Name | Mrs Lynsey May |
|----------------------------|----------------|

| | |
|------------------------|--|
| House structure | There are four houses within the school. They are Bentinck (Red), Fullarton (Yellow) Portland (Green) and Welbeck (Blue) |
|------------------------|--|

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| Nursery provision | There is no nursery provision within the school. Our Primary 1 pupils come from 4 South Ayrshire Nurseries and several private nurseries. |
|--------------------------|---|

| | |
|----------------------------------|-----------------------|
| Named Person | Mrs Lynsey May |
| Pupil Support Coordinator | Mrs Patricia McFadyen |

| | |
|-----------------------------|--|
| Parent Council Chair | Mr Thomas Smith: pcstpatricks@gmail.com |
|-----------------------------|--|

School Staff

Management Team

| Name | Designation |
|----------------|---------------------|
| Mrs L May | Head Teacher |
| Mrs P McFadyen | Depute Head Teacher |

| Name | Teaching Staff |
|---|-------------------------------|
| Mrs McGinley | Primary 1/2 |
| Miss Alexander (NQT) (0.8) / Mrs Gardiner (0.2) | Primary 2/3 |
| Miss O'Shea | Primary 3/4 |
| Miss Mancini | Primary 5/6 |
| Miss Wightman (0.8) / Mrs McFadyen | Primary 6/7 |
| Miss Davidson | NCCT Teacher and Hive Teacher |
| Mrs Gardiner | SAR Lead |
| Ms E McLeod | Violin Teacher |
| Mr S Walker | Brass Instructor |
| Name | Support Staff |
| Mrs K Kelly | Clerical Assistant |
| Mrs R Cameron | Pupil Support Assistant |
| Mrs C Thomson | Pupil Support Assistant |
| Mrs J McKinnon | Pupil Support Assistant |
| Mrs J McCallum | Pupil Support Assistant |
| Mr M Cairns | Janitor |
| Fr Willie Boyd | School Chaplain |
| Mrs T Niesh | Administration Leader |
| Veronica Waitik | Active Schools Coordinator |
| Mrs D McLardy | Cleaning Supervisor |

| | |
|-----------------------|------------------------|
| Mr P Goodall | Cleaner |
| Mrs Lesley Anne Clark | School Nurse |
| Mr Gavin Stalker | Education Psychologist |

Concern about a child

We trust that you are always satisfied by the service we provide in St Patrick's however if you have the need to make a complaint you should in the first instance, contact the School Office (01292 690070) or email the Head Teacher at STPatricks.mail@south-ayrshire.gov.uk and make an appointment with the most appropriate person for example the class teacher, or if it is of a serious nature, the Depute Head Teacher or Head Teacher.

For further guidance on how to best make a complaint please follow the link to South Ayrshire Website: <http://www.south-ayrshire.gov.uk/complaints/>

Absence

Pupil Absence or Sickness:

By 9.30am the Absence Monitoring registers are checked, absences and late-comings recorded and information sent to the office. If there has been no phone call or message from parents/carers before 9.30am the absence is followed up by the office staff.

Choosing a school

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

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

The School Year and School Hours

School Hours

9.00 am - 10.30 am Work Period 1
10.30 am - 10.45 am Morning Interval
10.45 am - 12.15 pm Work Period 2
12.15 pm - 1.00 pm Lunch
1.00 pm - 3.00 pm Work Period 3



Up to date school holiday dates will be found at <https://beta.south-ayrshire.gov.uk/school-holidays>

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). Children due to be enrolled will normally be those whose fifth birthday falls on or before the last day of February following the beginning of the session. South Ayrshire Council designates dates each year on which those children beginning formal education should enrol using the following link. www.south-ayrshire.gov.uk/schools. The January dates are published in the local press and local nurseries and displayed in the school foyer and in church.

Parental Involvement

Many parents and grandparents are former pupils of our school in Academy Street. As a result, the school has a long established tradition of close links and support between home, school and parish and this is important to the ethos of our school and the education and pastoral care of our children.

This session we have once again have an able band of parent helpers who have given their time and energy to help with resourcing and taking forward our School Improvement Plan.

Our Fundraising Group Notice Board in the school entrance foyer is regularly updated with information and we aim at all times to involve parents in their child's learning and build effective relationships which: -

- **Promote learning at home** Each term a curriculum overview is sent home so parents are knowledgeable and receive information about what their children will be learning and how they can support this work at home.
Weekly homework planners are sent home to include a personal learning choice element. The weekly plan allows children and families the opportunity to timetable the learning activities to suit the busy after-school lives of their children.
- **Improve home/school partnership**
We operate an open door policy in St Patrick's. While there are formal parental meetings with their child's teacher during the school session, parents can at all times phone to make an individual appointment to speak with a member of staff should there be cause for concern or a need to highlight a particular problem.
Our school website, Twitter and text messaging service keeps all parents fully informed of school life and alert them to any unforeseen changes to previous arrangements or to send a quick reminder of current diary plans.



- Increase parental representation

All parents are invited and encouraged to get involved and participate in the wide variety of social and educational events in the school calendar. Our active Parent Council and Fundraising Group are welcoming to all and new members are enthusiastically received.

Parents as Partners - Parent Council and Parent Forum

Parents as partners - Parent Council and parent forum

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

- o involved with their child's education and learning;
- o be active participants in the life of the school; and
- o 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:

- o receive information about the school and its activities;
- o hear about what partnership with parents means in the school;
- o be invited to be involved in ways and times that suit them;
- o identify issues they want the parent council to work on with the school;
- o be asked their opinion by the parent council on issues relating to the school and the education it provides;
- o work in partnership with staff; and
- o 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:

- o support the school in its work with pupils;
- o represent the views of parents;
- o promote contact between the school, parents, pupils, providers of early years education and the community;
- o report to the parent forum;
- o be involved in the appointment of senior promoted staff; and

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

The Fundraising Group is mainly responsible for arranging events for parents and raising funds for the school. Volunteers are welcome - please contact the Fundraising Group if you want to join in.

Parent Council Chair Mr Thomas Smith pcstpatricks@gmail.com
Fundraising Group Chair Mr Anthony Baker stpatricksfrg@gmail.com

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@parentforumscotland.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

"Across the school, all children and staff understand and uphold the gospel and school values which underpin the daily life and work of St Patrick's Primary School. The school's ethos reflects a clear commitment to children's rights. This is evident in lessons and the rights are displayed visually throughout the school. Senior leaders are providing strong, supportive leadership and direction, and work very well together as a team. Children are polite and respectful to each other and to adults. They are supportive and help each other in class, particularly when working in groups and pairs, and across the school. Almost all children are motivated, attentive and engage fully in their learning activities. All children contribute effectively to the life of the school through pupil leadership groups. They are actively involved in planning and making changes which impact positively on school life." (Education Scotland Inspection Report Findings 07/02/23)

Vision

We have a clear vision and values which have been developed with all stakeholders in the 2018/2019 session.

In St Patrick's Primary we strive to provide a secure, happy, caring school in which each child is nurtured and empowered to achieve his/her full potential through effective learning and teaching experiences of the highest quality. We are inspired by our Patron Saint, St Patrick; To be inspired to shine in all we say, in all we do and in all we are.

Values

As a Catholic school, our Christian Faith and Gospel Values permeates all aspects of our school life. Having revisited our Values in session 18/19 and in consultation with parents, pupils, staff and our local community our new school values are:

- Achievement, Community, Faith, Inclusion & Respect.

Aims

At St Patrick's Primary we strive to;

- To foster an open, welcoming and caring school in which all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included.
- To nurture successful learners by providing all pupils with the best opportunities to achieve their full potential and prepare them for a life of learning.
- To inspire responsible citizens who develop positive attitudes to serve the common good, promote social justice and opportunity for all.

- To form confident individuals with a self-belief and passion for using their God given talents to pursue excellence for themselves and others.
- To encourage effective contributors with enterprising attitudes, resilience and independent skills capable of positively impacting on the communities in which they live.
- To develop as a community of faith, promoting Gospel values and respecting the dignity of all God's children.



We are currently a Rights Respecting Gold School.

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 Broad General Education

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 the early years 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 Core Curriculum

In all Scottish schools we teach children through what we call the '**core curriculum**'. This core curriculum consists of a range of subject areas but also includes things children learn as part of whole school initiatives. With the implementation of *Curriculum for Excellence* we also include, as part of the core curriculum, things children learn out with the school day e.g. at after-school clubs, during visits to places of interest in the community and at clubs in the evening.

Curriculum for Excellence has created a unified set of purposes and principles for the whole curriculum in Scotland, throughout the early years, primary school and secondary school. Purposes of the curriculum 3 - 18 to develop the 4 Capacities within pupils as:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

Our curriculum is designed on the basis of the following set of key principles:

Challenge and enjoyment

Children and young people should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambition for all.

Breadth

All children and young people should have opportunities for a broad, suitably weighted range of experiences. The curriculum should be organised so that they learn and develop, through a variety of contexts within the classroom and in other aspects of school life.

Progression

Children and young people should experience continuous progression in their learning from 3 to 18 within a single curriculum framework. Each stage should build upon earlier knowledge and achievements. The Experiences and Outcomes within each Curricular Area are set out in lines of development which describe progress in learning. Progression is indicated through Curriculum levels, which are explained below: -

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

Depth

There should be opportunities for children to develop their full capacity for different types of thinking and learning. As they progress, they should develop and apply increasing intellectual rigour, drawing different strands of learning together.

Personalisation and choice

The curriculum should respond to individual needs and support particular aptitudes and talents. It should give each child and young person increasing opportunities for exercising responsible personal choice as they move through their school career.

Coherence

Taken as a whole, children and young people's learning activities should combine to form a coherent experience. There should be clear links between the different aspects of children and young people's learning.

Relevance

Children and young people should understand the purposes of their activities. They should see the value of what they are learning and its relevance to their lives, present and future.

In general, in enrolling a child at this school a parent accepts that the child will receive the curriculum offered, which meets the national guidelines. This means that, with very limited exception, pupils cannot be withdrawn from particular subjects/parts of the curriculum or specific activities forming part of the curriculum at the school. The limited exceptions, when a pupil may be withdrawn by parental request, exist in relation to (i) religious observance and instruction and (ii) sex education programmes.

The Core Curriculum

Teaching staff plan learning experiences using the outcomes and experiences from Curriculum for Excellence. They ensure that they are building on prior learning and meeting the needs of all learners. This covers a broad range of curricular areas, Literacy and English, Numeracy and Mathematics, Health and Wellbeing, Social Subjects, Technologies, Expressive Arts, Sciences, Religious and Moral Education and Modern Languages.

Literacy and English Language

The English Language curriculum consists of four main strands:

- Talking
- Listening
- Reading and
- Writing



To deliver this area of the curriculum, we use a range of reading resources from the Dandelion Readers to classic children's novels. Talk 4 Writing is used throughout the school to support our writing programme. Curriculum Visions and Single Word Spelling are introduced around P4 with Jolly Phonics and Jolly Grammar being used to support learning in the early years.

Reading Aloud

We use a combination of class novels, reciprocal reading, Dandelion reading scheme to teach reading aloud. As part of this we are teaching the reading strategies of predicting, connecting, self-questioning, skilling, compare, visualising, inferring, synthesising, scanning, summarising and paraphrasing.

Comprehension

As a child progresses through the school he/she must develop a greater understanding of the written word and be encouraged to look for facts and ideas which are inferred, as well as recalling names, events, places etc. They should also be encouraged to make an emotional response to what they have read. Asking a child to retell a story in their own words can be a good way to establish how much they have understood.

Reading for Information

A great deal of this type of work is carried out through topic work. Here the children have to find out relevant facts and details necessary to enhance their understanding and knowledge of the topic. Higher order reading skills such as skimming and scanning, should be developed to help the children locate information quickly. At St Patrick's Primary we use Bloom's questions to scaffold this work.

Recreational Reading

All children enjoy sharing books and have an opportunity to read for enjoyment. Everyone in the classroom, including the teacher reads. The children keep a note of books read, reviews are written from time to time, books discussed, etc. The teacher reads to the children and non-fiction books are used to extend reading skills. We take part in the Scottish Reading Schools Initiative to promote independent reading.

We have a school library but we aim to regularly visit our local library.

Written Language



All stages give the children some experiences in the different types of writing. Most writing is now taught through specific writing targets and reinforced through topic work so giving a wide range of imaginative, descriptive, note taking, letter writing and recording information activities.

ICT is used to support pupils who find the written activity difficult. Mark making is encouraged in our early level classroom and a range of tools are provided to develop pencil grip and hand strength.

Spelling



Work begins in our P1 with exploring the sounds within words, syllabification and rhyme when ready the children are encouraged to look at letter patterns in words, single letter sounds and double letter sounds (digraphs)

For example c a t = cat o i l = oil sh ee p = sheep

Common words which do not follow a phonic pattern (i.e. the) are also introduced at a child appropriate rate.

Knowledge about Language

Punctuation, grammar, etc are also taught. Where appropriate this will be topic related and relevant to the child's personal interest.

Talking

All children are actively encouraged to speak with their teachers, enter into discussion with their group and also on a one-to-one basis. They discuss the work they are doing e.g. television programmes, topic work, poems, etc. Children are encouraged to speak clearly and fluently. We encourage pupils to voice their opinions in an appropriate and respectful manner. There are opportunities to develop debating skills throughout the school. The school also use Word Aware to enhance pupils vocabulary.

Listening

This is a skill that has to be developed and every stage should provide opportunity for this to happen.

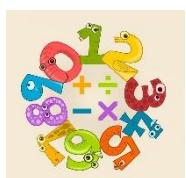
Children are encouraged to listen actively and with understanding. Opportunities are provided for the children to listen to each other, the radio or guest speakers, etc.

Modern Language in the Primary

Currently, we are implementing 'Modern Languages 1+2' as per Scottish Government Guidelines. This will result in ALL pupils in the school being taught a level of French appropriate to their age and stage. Primary 1 and 2 will be introduced to Gaelic and P3-7 will be introduced to Makaton.

Numeracy and Mathematics

In Mathematics there are three main organisers. These are Information Handling; Number, Money and Measurement; Shape, Position and Movement. Our core approach is using the Concrete, Pictorial, Abstract (CPA) Pedagogy with the following resources to support learning - Heinemann Maths, Number Talks, Leckie and Leckie and White Rose Maths although staff are encouraged to use an active



approach to maths, linking activities to life experience. Jotters, textbooks or workbooks are used to consolidate skills.

Information Handling

Here the children are taught how to collect, organise, display and interpret graphs, tally charts and databases. Where possible we try to relate this work to everyday life experiences. All children have access to a computer when necessary. We are beginning to develop our knowledge of computer analysis of results.

Our pupils are highly motivated by the work we do with our Number Talks work having a positive impact.

Number, Money and Measurement

Here we encourage the children to understand and use number facts, different methods of calculating numbers, including the use of a calculator, to look for patterns, sequences and relationships as well as being able to measure weight, length, area and volume. Where necessary, the children use apparatus and an activity approach to learning is encouraged. Decomposition is the method of subtraction used. All tables to 10 are covered and the children are encouraged to learn them. In all classes daily mental work is encouraged with the teacher using an interactive approach where possible.

Shape, Position and Movement

This is an excellent area in which to encourage the children to have a positive attitude to mathematics. It is a very practical area involving the knowledge of a range of shape, scale, co-ordinates, symmetry and angles.

Social Studies

Through social studies our children develop their understanding of the world by learning about other people and their values in different times, places and circumstances.

Our pupils study a range of interdisciplinary topics some of which have a heavier focus on history, geography, science etc. Where relevant a little of each curricular area is included in a topic.

Expressive Arts

Music, Art & Design, Drama and Dance all form the Expressive Arts and these are delivered mainly by the class teacher. Much of this work is also topic related. Within the expressive arts the children are encouraged to display and demonstrate their work.



Dance is also covered during PE times.

Music Specialist

Brass instrumental tuition is given to some pupils in P6 and P7. Stringed instrumental tuition is given to some pupils in P4, 5, 6 and 7. Any parent with a great desire for their child to be considered to play a musical instrument should contact the Head Teacher.

P.E.

All pupils have a minimum of 2hrs practical high quality PE each week. This is a mixture of 'keepfit/fitness' and learning new skills. The children are asked to dress appropriately - indoor kit: shorts, sandshoes, T-shirt, outdoor kit: jogging bottoms/leggings, hoodie and trainers.

Children are encouraged to bring and leave kit in school for each term. Parents will be contacted if their child keeps forgetting to bring his/her P.E. kit. All jewellery should be removed before taking part in PE.

Earrings may be taped although parents are required to provide appropriate tape.

We have a sports day when all of the children take part in a variety of events.

P5 have swimming lessons for ten weeks within the school session.



Sensitive Aspects of Learning

Occasionally some aspects of learning can be of a sensitive nature. We will aim to make parents aware if this is likely to be the case. For example if we had been discussing families and there had been a recently bereavement for a child we would make contact with parents to discuss how we could best support the child.

Relationships, sexual health and parenthood are discussed at an age appropriate level within school following God's Loving Plan teaching resources from the Scottish Catholic Education Service.

Opportunities for Wider Achievement

At St Patrick's Primary we celebrate all personal achievements of pupils and when possible and appropriate staff too.

Achievements from within school and beyond are recognised daily in every class. Pupils are encouraged to share with their teacher and peers any home achievements or achievements at local clubs or competitions.

We scan local papers for pupil achievements and these are displayed in our school. In our P1-7 classes achievements are celebrated at their weekly assemblies.

We have a wider variety of out of class activities to support opportunities for achievement. These run at breakfast club, lunch-time and end on to the school day.

Parents are invited throughout the year to share their child's learning.

Active Schools

Our Active Schools Co-ordinator is involved in supporting out of school activities.



Active Schools is a term given to all schools in Scotland that provide pupils with Schools is to give school-aged children the tools, motivation and opportunities to be more active throughout their school years and into adulthood.

Kirsty Wilson, our Active Schools Co-ordinator works hard to liaise with children, staff and parents to engage children in a range of activities which aim to encourage our children to lead a more active life.

Religious and Moral Education

As a Catholic school, Religious Education and observance play an essential part in the education of Roman Catholic children. We have a close relationship with the clergy from Our Lady of the Assumption and St Meddan parish.

Masses and religious services are celebrated regularly and if possible, we walk to Our Lady of the Assumption and St Meddan to join with others of the parish to celebrate the Liturgy. The school is seen as playing an important role in the wider life of the Parish.



Through Religious Education, we seek to develop an understanding and love of our own faith, knowledge of Christianity and other World Faiths and a better understanding and tolerance of ourselves and others. Learning through Religious Education enables children to develop their knowledge and deepen their understanding of the Catholic faith.

The area of moral and sexual relationships is taught through the programme; God's Loving Plan. This programme helps children to develop healthy and respectful attitudes to their bodies and to relationships with families and friends. The important resource connects children's learning about who they are and how they relate to others, to their learning about God and their relationship in faith. It helps children to understand how love can be at the heart of their lives.

In using this resource, we work closely with parents and carers to ensure that young people are supported as they grow, particularly when coming to deal with physical and emotional impact of puberty. Good communication between home and school is encouraged to ensure that the more intimate aspects of child's growth are dealt with sensitively and skilfully by parents and teachers working together

Homework

Homework is given 4 nights in each week, generally within a planned programme on a Monday to allow pupils to learn to time-manage and organise their tasks. A pupil may be asked to complete a piece of work begun in class, practise a new process or learn a new spelling rule. They may also research facts to develop their topic knowledge to present to their peers. Within each programme of work there is an element of personalisation and choice.



In any event, the task should normally take no longer than 30-40 minutes for a primary 7 pupil and proportionally less for younger children.

Transitions

Moving to Primary school

Curriculum for Excellence provides a valuable opportunity to enhance the transitions between nursery and primary. The Early Level spans pre-school to the end of primary one (for most children) and naturally promotes collaborative working between the primary and nursery sector.

In school we ensure that an effective liaison programme is established with our associated nursery establishments in South Ayrshire. This includes:

- Primary staff visiting associated nurseries
- Associated nursery staff visiting school

- Transfer of information through summative reports and Pupil Profiles
- Pupil Induction Afternoons
- Parent Information Meetings
- Meet the Teacher Afternoon for Parents in August

The curriculum in primary schools will build on what your child has learned before starting school. Play will still be important in Primary 1, but some approaches to learning will gradually change - for example, your child will begin to read and write more independently. The nursery will pass on a copy of your child's summative report, so that the teacher in Primary 1 can plan the next stages in your child's learning. Pupils normally transfer to primary school between the ages of four and a half and five and a half years.

Information on registration/enrolment procedures for primary school will be given in the local press early in the calendar year and can also be found in our local parish and in the school front entrance.

Moving to Secondary school

Staff members from our associated primaries and Queen Margaret Academy convene Cluster Group meetings to discuss shared issues.

As part of cluster working, Primary 7 pupils visit Queen Margaret Academy for an extended programme of work in various departments.

Mrs Browne and members of the Senior Management Team of Queen Margaret Academy visit our primary seven pupils to discuss issues and convey information prior to transition. It is always a pleasure to meet former pupils who come along and give an insight into high school from their perspective.



Pastoral Care and Support for Learning teachers visit to share information. Children who require additional support in certain areas may have an extended transition which begins with a transition review meeting involving parents and school staff from both schools.

An information evening is held in the high school for parents and pupils in the final term. Pupils normally transfer to secondary school at the end of their primary 7 year.

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 consider a number of factors 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 what class structures exist for the new school session. In certain circumstances class restructuring may have to take place during the summer break or after a school session has started. However, such cases will be very exceptional. Parents will be informed at the earliest opportunity of likely re-classification of classes to allow appropriate discussions to take place. Further information is available at the school.

Religious and Moral Education

St. Patrick's is a Roman Catholic School. In 'The Catholic School' the Holy See reminds us of the essential qualities we are trying to foster. It states ' The Catholic School is committed to the development of the whole man since; in Christ all human values find their fulfilment and unity. Its task is fundamentally a synthesis of Faith and Life. It must be a community whose aim is the transmission of values for the living through contact with people whose daily life bears witness to it.'



Religious education in Roman Catholic schools make an important contribution to the development of our children and young people as successful learners, confident individuals, effective contributors and responsible citizens. Education in faith in denominational schools contributes to the development of the whole person, allowing children and young people to consider, reflect upon, and respond to important questions about the meaning and purpose of existence, the range and depth of human experience and what is

ultimately worthwhile and valuable in life. It increases children and young people's awareness of the spiritual dimension of human life through exploring the world's major religions and views, including those which are independent of religious belief, and considering the challenges posed by those beliefs and values. It supports children and young people in developing and reflecting upon their own values and their capacity for moral judgement. Through increasing awareness and appreciation of the value of individuals within a diverse society, children and young people can develop responsible attitudes to other people. It is intended that this awareness and understanding will assist in counteracting prejudice and intolerance as children and young people consider issues such as sectarianism and discrimination more broadly. Specifically, the process of learning in religious education in Roman Catholic schools assists children and young people to make an informed mature response to God's call to relationship. This encourages children and young people to act in accordance with an informed conscience in relation to matters of morality through developing their knowledge and understanding of significant aspects of Catholic Christian faith.

Schools must provide religious and moral education to every child and young person in accordance with their legal requirements. Religious education in Roman Catholic schools is a statutory core subject for all pupils attending primary and secondary education, including those in years S5 and S6, and it is their entitlement to have this taught in a meaningful and progressive way.

Religious education in Roman Catholic schools is one of the eight core curriculum areas within Curriculum for Excellence. It should contribute to the totality of the curriculum through the delivery of the experiences and outcomes as part of a broad general education and as a continuing core subject throughout the senior phase S4 to S6. The principles and practice papers for religious education in Roman Catholic schools and the corresponding experiences and outcomes enable individual schools to take full consideration of local circumstances and community expectations and to involve parents, learners and the wider community when planning for teaching and learning. In Roman Catholic schools the experiences and outcomes should be delivered in line with the guidance provided by the Scottish Catholic Education Service.

Parental right to withdraw

Under section 9 of the Education (Scotland) Act 1980, the conscience clause advises that parents have a statutory right to withdraw children from participation in religious education in Roman Catholic schools. School will provide parents with sufficient information on which to base a decision, and ensure that parents are aware of the content of the religious education that the school wishes to undertake. This is especially relevant within the context of Curriculum for Excellence since this area of their education contributes to pupils thinking for themselves and making their own decisions about what they believe to be true about human living. Without this aspect of their education, learners will not enjoy the full benefits of Curriculum for Excellence.

Where a child or young person is withdrawn, the school will make suitable arrangements for them to participate in a worthwhile alternative activity. In no circumstances will a pupil be disadvantaged as a result of withdrawing from religious education in Roman Catholic schools. An additional factor which parents should consider is that in choosing a denominational school for their child's education, they choose to opt in to the school's ethos and practice which is imbued with religious faith and it is therefore more difficult to extricate a pupil from all experiences which are influenced by the school's faith character.

As with all Catholic schools, the religious education curriculum is determined by the Church authorities. The formal instruction is presented at each stage through *This is our Faith* programme. This programme, approved by the Bishops of Scotland for use in Catholic schools, is carefully structured to take account of the child's age and stage of development and ensure a sense of unity and coherence from Primary 1 to the end of their secondary education. In presenting Christianity the programme uses Scripture, Doctrine, Tradition, Liturgy and the Witness of Christian Living as its main source.

Primary 3 children receive the Sacrament of Reconciliation.

Children in Primary 4 will receive the Sacraments of the Eucharist.

We also have a programme for the study of Other World Religions (normally Judaism and Islam) taking place from Primary 3 onwards.

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

Health and Well Being - Including School Disciplinary Policy

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.

Promoting positive behaviour in St Patrick's Primary School is the responsibility of all staff and this policy should a fair and consistent approach. The relationship between pupils and staff focuses on building trust, mutual considerations, understanding and tolerance. Everyone should be aware that promoting positive behaviour is necessary to ensure the safety and well-being of all (United Nations Convention on the Rights of the Child Article 19).

St Patrick's Primary is a Rights Respecting School at GOLD Level, which means that we uphold UNICEF values, based on the United Nations Convention on the Rights of the Child (UNCRC). The Convention outlines, what adults must do to enable children to grow and be healthy (Article 24); to learn (Article 28); to receive protection (Article 19); to have their views listened to (Article 12) and to be treated fairly (Article 2). Our Positive Behaviour Policy links to the UNCRC through Class and School Charters (created with the children) which are evident throughout the school.

United Nations Convention on the Rights of the Child

The Convention says that every child has:

- The right to a childhood (including protection from harm)
- The right to be educated (including all girls and boys completing primary school)
- The right to be treated fairly (including changing laws and practices that are unfair on children)
- The right to be heard (including considering children's views) These articles are part of our policy.

The values of St Patrick's Primary are: Respect, Achievement, Faith, Inclusion & Community The whole community should strive to demonstrate these values at all times.

Aims of Policy

Our aims are:

- To develop a consistent approach to promoting positive behaviour.
- To reduce instances in which pupils are displaying behaviour that needs supported to be more positive.
- To work in partnership with parents to promote positive behaviour
- To ensure that we create a caring environment where pupils are both safe and happy

- To support the development of the whole child while approaching discipline in a holistic manner
- To encourage pupils to be responsible citizens and recognise the contributions that they can make in school and in the wider community in line with A Curriculum for Excellence

South Ayrshire Council's Anti-Bullying Statement

Combating Bullying

In recent years there has been an increasing degree of attention given to the issue of bullying in schools. Although there are relatively few instances of bullying in South Ayrshire schools, it is widely recognised that being bullied is a frightening experience and can have a seriously detrimental effect on a child's or young person's educational and personal development.

Children and young people have the right to work and learn in an atmosphere that is free from victimisation, harassment and fear and South Ayrshire Council is committed to working in partnership with schools and parents in ensuring that all of our pupils feel safe and happy within our schools.

Statement of Intent

The aims and objectives of South Ayrshire Council in formulating this statement are:

- To reduce and eradicate wherever possible instances in which pupils are subjected to bullying in any form.
- To establish appropriate procedures for dealing with incidents of bullying in all our schools.
- To ensure that all pupils and staff are aware of their school policy and fulfil their obligations to it.

St Patrick's Primary Statement

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

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 ASN 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 ASN 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 ASN 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 ASN 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 Coordinators, ASN teams, Psychological Services and Quality Improvement Managers.

If you need further information on any of the above contact your school Pupil Support Coordinator.

At St Patrick's Primary School our pupil support coordinator is Patricia McFadyen, Depute Head Teacher.

Your child's named person is Mrs Lynsey May Head Teacher.

In school we have a pupil support teacher and school assistants who support pupils who require additional support with physical or emotional care and also in their learning.

All staff work continually to promote equality and equity and strive to ensure every pupil benefits from education regardless of any individual needs or challenges.

Mrs May, Head Teacher is responsible for logging and reporting to our authority any incidences of racism.

School and Community/Citizenship and Equality



Pupils at St. Patrick's Primary are encouraged to be active and responsible citizens. By raising awareness of citizenship issues, pupils have the opportunity to participate in decision making across all areas of the curriculum. Teachers help pupils to become responsible citizens by developing their ability to make informed choices and decisions, learning the importance of taking action, individually and as part of a group. All children from P1-P7 are involved in a Pupil Voice Committee.

We are keen to develop caring and considerate pupils in our school and regularly raise money to help local, national and international causes. We support The Fishermen's Mission in Troon, Missio, South Ayrshire Foodbank to name a few. Through our Fundraising Group, links have been forged with some local businesses which sponsor our school calendar on an annual basis.

Members of the choir visit Nursing Homes and participate in community singing events with other schools both within Troon and in other locations.

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.

From August 2017, new national standardised assessments (NSA) were introduced in all schools in Scotland. These assessments will provide an additional source of nationally consistent evidence for teachers to use when assessing children's progress. Schools across South Ayrshire use a wide range of assessments.

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.

How is Learning in the Senior Phase Assessed?

Learning in the Senior Phase is assessed using procedures and processes agreed by the Scottish Qualifications Authority or other awarding bodies.

Tracking and monitoring Progress

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

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Assessment is undertaken on a continual basis and is an important part of the planning process in the school. Assessment in St Patrick's Primary has a number of purposes. These include:

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



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

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

Children are learning within, and being assessed on a particular level depending on age, stage and ability.

Across the school, staff are using a careful approach to planning across all curricular areas. Linked to this, is assessment, where staff track and record children's progress through learning at all levels - Early, First and Second. Assessment is not an add-on to learning, but is integral to daily classroom practice.

It is expected, through the assessment of learning we will:



- provide quality feedback to all young people;
- monitor and track progress all young people are making;
- provide information to parents about their child's progress and achievements.

Assessments take place throughout the year and information on these is shared in pupil work folders, jotters, profiles and at any parent / teacher meeting.

Class teachers assess on an on-going basis, and record next steps for children in daily planning documentation.

All pupils have a learning journey, which forms the basis for discussions between children, their peers and teachers on their learning. Class teachers have regular and meaningful discussions with all children about their learning and achievements. It is an opportunity to celebrate successes and agree next steps in learning.

Reporting

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

The Curriculum for Excellence assessment data and the data relating to pupils performance in SQA examinations in the Senior Phase (S4-S6) for South Ayrshire schools is reported to members of the public in the annual performance report, which is published in February each year.

Each school will have their own arrangements for reporting to parents and will share this with parents on an annual basis. As a minimum expectation parents will receive one written report during the course of the academic year. Parents will also be invited into school on at least one occasion during the academic year to discuss their child's progress. At St Patrick's Primary School written reports will be issued in May 2024.

Below are the dates of our parents evening for this session where you are encouraged to come into school and discuss your child's progress.

Parents evening dates session 2026 - 4th February 2026 (Staged Intervention pupils only)
29th April 2025 - Parents Night for all.

Reporting pupil progress to parents can take many forms. Please see table below for examples. (Education Scotland -reporting to parents and carers)

| Reporting activities for individual learners | Reporting activities for group/class/school/setting |
|---|--|
| <ul style="list-style-type: none"> Learning conversations – pupil and teacher/ pupil and pupil and/or pupil and parent/carer Learners' reflections on their learning/Learning Logs Achievement Logs Parents' consultation meetings involving parents, teachers and learners, as appropriate Homework/Shared Learning activities Learning profiles/folios Monthly/termly tracking information Written reports Monthly/termly progress reports Review meetings Progress within additional support for learning plans Interagency meetings On-going feedback in classwork | <ul style="list-style-type: none"> Assemblies Open days/events Leading learning events 'Meet the teacher' sessions School concerts/shows Achievement wall displays Wall displays showcasing learning School/class newsletters highlighting learning Pupil led Glow blogs Curriculum workshops Information events 'Soft starts' where parents can join their children in class Class showcase events Social media Curriculum workshops led by learners and/ or staff School website/Twitter Class Blogs Parent Council meetings Pupil Council meetings |

Transition

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

In South Ayrshire we use curricular frameworks which are designed to ensure continuity of learning between nursery and secondary.

Firstly pre-school children are matched with a P6 buddy and throughout the course of their transition visits P6 buddies work with the pre-school child developing a nurturing relationship. Once in P1 this buddy will be in P7 and will continue to support them.

During the summer term, parents of children about to enter the Primary 1 class in August will be invited to the school for two visits. For the child, this is an opportunity to meet new classmates and the teacher and to experience some school activities. This is also a chance for parents to meet each other and some of the staff. School routines and arrangements will be explained and questions answered. A welcome pack will be given to each child and the parents will be able to ask detailed questions if necessary. If you would like a home visit from the Head Teacher or Depute Head Teacher please contact the school office. An appointment at a convenient time during the month of June will be arranged.

Pupils come to us from a variety of nurseries we will make contact with their nurseries once enrolment is complete. It is likely that we will visit your child in the nursery and where possible speak to their nursery manager.

Transfer to Secondary School

Pupils are normally transferred between the ages of $11\frac{1}{2}$ and $12\frac{1}{2}$ to ensure that they will have the opportunity to complete at least four years of secondary education. Parents will be informed of the transfer arrangements no later than December of the year preceding the date of transfer at the start of the new session. Queen Margaret Academy is the secondary school linked to St Patrick's Primary School.

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?

Whilst every member of staff at St Patrick's Primary endeavours to know every child personally we do have members of staff with specific remits to ensure that children are supported appropriately especially during challenging times.

Mrs McFadyen, Depute Head Teacher is responsible for coordinating child plans for those children with additional support needs including those who are looked after/accommodated. She meets regularly with appropriate staff in school and liaises with external agencies such as social work, Barnardos etc.

Our Child Protection Coordinator is Mrs Lynsey May

Additional support for learning

South Ayrshire Council has duties outlined in the Standards in Scotland's Schools etc Act (2000), and the Education (Additional Support for Learning) (Scotland) Act 2004 (As amended). These include the production of a policy for additional support needs; authority arrangements for identification and assessment of additional support needs; preparation of plans (including a CSP where appropriate); maintain and review additional

support needs on an ongoing basis. South Ayrshire Council is committed to a policy of inclusion to carry out these duties of support. The authority is also committed to maintaining a range of specialist establishments and services to support the whole continuum of needs.

What are additional support needs (ASN)?

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

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

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

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

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

Staged intervention can be broken down into the following stages:

Stage 1 - In class support

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

Stage 2 - in school support

Where a child's additional support needs require intervention from a specialist teacher (e.g. Additional Support for Learning staff) or targeted support from a School Assistant they will be deemed to be supported at Stage 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 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 the 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 Form (GARF) following recommendations at the Team with the Family meeting with the parents/carers, professionals supporting and the child where appropriate. At Stage 5 children and young people are required to have a My Plan. Where the Plan is held by another service all educational targets must be incorporated into this plan and a formal review TEAM WITH THE FAMILY meeting will take place a minimum of annually or more often if appropriate.

Coordinated Support Plan

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 Assessment and 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 the 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.

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.

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

Queen Margaret Academy

Dalmellington Road

Ayr

KA7 3TL

Tel: 01292 612819

Co-ordinator (Inclusion)

Educational Services

County Buildings

Wellington Square

Ayr

KA7 1DR

Tel: 01292 612426 or 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 to their service delivery including:

- 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 or chat to the Educational Psychologist regarding a child, school staff will always ask parental permission first. Once this is provided, the school or psychologist will keep the parent or carer up to date with discussions although it is likely that the parent will be involved in direct discussions with 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

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 and protect them from harm. School staff help keep children and young people safe and well by:

- Helping them learn about their personal 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 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

How has the school improved over the last twelve months?

How has the school improved the attainment of young people?

The school continually strives to ensure that pupils achieve their very best. On-going assessments of children's progress include the use of computer adaptive assessments. We use these assessments alongside classwork and teacher professional judgment to help build a holistic picture of the children. The results of the assessments for St. Patrick's Primary were as follows: -

Education Scotland Inspection December 2023

| Quality indicators | Evaluation |
|--|------------|
| Learning, teaching and assessment | good |
| Raising attainment and achievement | good |
| Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale | |

Curriculum for Excellence Levels

Literacy and English

| | P1 Early Secure or above % | P4 First secure or above % | P7 Second secure or above % |
|----------------|----------------------------------|----------------------------------|-----------------------------------|
| 2019-20 | COVID | | |
| 2020-21 | 92 | 65 | 69 |
| 2021-22 | 63 | 80 | 78 |
| 2022-23 | 60 | 64 | 69 |
| 2023-24 | 71 | 73 | 76 |
| 2024-25 | 73 | 85 | 81 |

*Please note with percentages above due to small class sizes 1 child can equal up to 10% in some classes.

Maths and Numeracy

| | P1 Early Secure or above % | P4 First secure or above % | P7 Second secure or above % |
|----------------|----------------------------------|----------------------------------|-----------------------------------|
| 2019-20 | COVID | | |
| 2020-21 | 100 | 76 | 88 |
| 2021-22 | 100 | 93 | 83 |
| 2022-23 | 90 | 79 | 88 |
| 2023-24 | 88 | 82 | 95 |
| 2024-25 | 80 | 85 | 100 |

***Please note with percentages above due to small class sizes 1 child can equal up to 10% in some classes.**

School Policies and Practical Information

What additional information is available to parents?

- A list of available school and authority policies and how they can be accessed through the school website.
- We run a number of after school clubs that the children can opt-in to which vary throughout the year. Letters will be sent home when there is an applicable club for your child.

Pupil Voice

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

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

Choosing a School

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 website using the following link [Placing requests - South Ayrshire Council \(south-ayrshire.gov.uk\)](http://Placing requests - South Ayrshire Council (south-ayrshire.gov.uk)) or you can contact Educational Services on 01292 612162.

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);

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

St Patrick's 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.

In St Patrick's Primary children are proud to wear their uniform and do so consistently.

Uniform consist of:

Boys: Black or grey shorts or long trousers.
Green sweatshirt, jumper or cardigan with green, white polo-shirt or school shirt with school tie.
Green blazer (optional)

Girls: School kilt, grey skirt or pinafore.
Green sweatshirt, jumper or cardigan with green, white polo-shirt or school shirt with school tie.
Green blazer (optional)

In P7 ONLY there is an option of a green hooded St Patrick's sweatshirt to be worn when Leavers Hoodies arrive..

P.E. t-shirts with your child's House colour, or plain white and dark shorts are the preferred uniform for PE.

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 between classes and after classes finish at the end of the school day.

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

Parental Complaints Procedure

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

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

- Visit one of South Ayrshire Council's Customer Service Centres, or any local office.
- Phone South Ayrshire Council Customer Services Team on 0300 123 0900
- E-mail: listeningtoyou@south-ayrshire.gov.uk
- Write to: Customer Services, South Ayrshire Council, Freepost NAT 7733, Ayr, KA7 1DR

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

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

Care Inspectorate, Renfrewshire House, Cotton Street, Paisley, PA1 1BF.

School Meals and Free School Meal Information

Our school meals are supplied from the production kitchen at Troon Primary. Children may opt to take a school meal one day and a packed lunch the next day.

Pupils who bring a packed lunch from home eat alongside children who are purchasing food from the cafeteria. Mealtimes are supervised. Primary 7 children act as helpers to the new entrants.

Pupils are not allowed to leave the school grounds at any time without prior permission.

Children who require a special diet on medical grounds can be catered for. The Headteacher should be contacted if such a facility is required. Menus are available to view on the South Ayrshire Council Website:
www.south-ayrshire.gov.uk/schools/menus.aspx

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)

Children of parents receiving

- Scottish Child Payment for pupils in P6 & P7 (Free School Meals Only)
- Income Support
- Income-based Job Seeker's Allowance
- Income-based Employment and Support Allowance
- Support under part VI of the Immigration and Asylum Act 1999
- Universal Credit where earned income is not more than £850

From August 2025, free school meals are available to all P1-P5 pupils and all pupils attending special schools

Education Maintenance Allowance (EMA)

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

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). 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.

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.

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

The school policy on use of mobile phones should be in line with the Management Guideline on The Use of Mobile Devices in Educational Establishments.

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 or inappropriate use of social media.

Health and Medical Information

Information should be given on any medical matters pertaining to pupils. There should be an indication of the procedures followed if a child/young person takes ill at school. Parents should be made aware of the necessity to inform the school of any particular medical requirements and of the arrangements to be made if a child/young person has to be taken home. Parents should ensure that the school has a contact number for them and in addition the name and number of an emergency contact.

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.

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

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.

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.

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

| <u>Organisation</u> | <u>Address</u> | <u>Telephone Number</u> |
|-------------------------------------|------------------------------------|-------------------------|
| Councillor K Bell Conservative | County Buildings Ayr KA7 1DR | 01292612375 |
| Councillor C Mackay SNP | County Buildings Ayr KA7 1DR | 01292612174 |
| Councillor B Pollock Independent | County Buildings Ayr KA7 1DR | 01292612382 |
| Councillor P Saxton Labour | County Buildings Ayr KA7 1DR | 01292612177 |

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

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

School Policies and Practical Information

Can be found on the school website and paper copies can be received in school.

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>

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>

Scottish Catholic Education Service's resource 'This is Our Faith' which supports the teaching and learning of Catholic religious education:
<http://www.sces.uk.com/this-is-our-faith.html>

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 literary, numeracy and health and wellbeing:

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

Broad General Education in the Secondary School - A Guide for Parents and Carers:
http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64

Information on the Senior Phase:

<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/seniorphase.asp>

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/>

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>

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>

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 includes specific requirements on education authorities and others under the new legislation in relation to transition:
<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

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/>

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>

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>

Scottish Credit and Qualifications Framework (SCQF)

<http://www.scqf.org.uk/>

Scottish Qualifications Authority - provides information for teachers, parents, employers and young people on qualifications:
<http://www.sqa.org.uk/>

Amazing Things - information about youth awards in Scotland:
<http://www.awardsnetwork.org/index.php>

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

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

For further Information please contact:

0300 123 0900

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

Aby uzyskać więcej informacji, proszę skontaktować się z:

0300 123 0900

本出版物還有純文字中文版。

有關更多資訊，請聯絡：

0300 123 0900

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

0300 123 0900

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

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

0300 123 0900

