Message from the Headteacher

Dear Parent and Carer,

I’d like to personally welcome you to Corsehill Primary. Thank you for choosing our school for your child and offering us the privilege of being able to be a part of your family’s life.

We have a really talented and committed staff in Corsehill and together we will ensure your child’s every need is met to ensure they achieve their potential. Our staff are caring individuals who will model and encourage our school values of: AMBITION – FAIRNESS – NURTURE – RESPECT – RESILIENCE

Our vision is to develop your child’s curiosity and you will see this for yourselves with the exciting learning opportunities your child will experience. Our Playzone, Learning Zone, Discovery Zone and Outdoor Zone are the highest quality of environments for your child to explore new ideas and challenge themselves while developing skills to help them in the future.

We value you and see you as a key partner in your child’s education. We know we can’t do it without you! I look forward to seeing you at the many opportunities we have including Termly Top Target Meetings, Breakfast Blether, Bug Club Hub, joining us at assemblies, coming to our Mindfulness group, parent council or just helping out in our zones.

Your child’s learning out of school is important too and we value the time you take to share their out of school achievements with us. Having the time to talk together is important and you will have opportunities to do this regularly at Termly meetings and Family Tracking meetings.

There are lots of clubs in school for your child to be involved in too! We will provide you with a sign up form for activities including: netball, choir, football, chess, athletics, lego, gardening, girls football and guitar.

There is lots more for you to find out about our school at this exciting time in your child’s life. You can read our recent HMIE inspection report at https://education.gov.scot/inspection-reports/north ayrshire/8232821

Please keep up to date with all our activities on our school website: https://blogs.glowscotland.org.uk/na/corsehillprimary/welcome/

Our twitter: CorsehillPS

Or download the Primary School APP from your APP store and select Corsehill Primary School.

My door is always open if you would like to have a chat about anything else or give me a call on:- 01294 552418.

Kindest regards,

Wendy Rose (Head Teacher)
Education and Youth Employment Directorate

What we want to achieve

Our Overall Aim
Ensuring people have the right skills for learning, life and work.

Our Priorities
- We are reducing inequalities and delivering improved outcomes for children and young people.
- High quality learning and teaching is taking place in our establishments.
- Self-evaluation and performance improvement are embedded throughout our schools and central support teams.
- Levels of attainment and achievement are improving for all learners.
- High numbers of our young people are entering positive and sustained post-school destinations.
To enable our children to become ambitious and motivated life long learners with a passion to succeed.
To equip children with well developed literacy and numeracy skills in order that they can be successful in life.
To nurture a sense of wellbeing in our children that they grow into respectful young people able to make sound judgements and choose a healthy lifestyle.

To support and inform our parents so that they can work in partnership to help their child be ambitious and achieve success.
To be engaged in the life of the school in order that they can contribute to school decision making and our Improvement Journey.
To develop partnerships between staff, parents and the wider community which promotes a positive ethos and image.
### School Staff and Classes

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Teacher</td>
<td>Mrs W Rose</td>
</tr>
<tr>
<td>Principal Teacher</td>
<td>Mr G Kirk</td>
</tr>
<tr>
<td>Depute Head Teacher</td>
<td>Mrs L Marshall</td>
</tr>
<tr>
<td>A/Principal Teacher</td>
<td>Miss K Bleakley</td>
</tr>
<tr>
<td>Lead Early Years Practitioner</td>
<td>Mrs V McWhinnie</td>
</tr>
<tr>
<td>Early Years Practitioner</td>
<td>Mrs N Muir</td>
</tr>
<tr>
<td>Early Years Practitioner</td>
<td>Mrs N Daniels</td>
</tr>
<tr>
<td>Early Years Practitioner</td>
<td>Miss L Cameron</td>
</tr>
<tr>
<td>Early Years Practitioner</td>
<td>Mrs A Sloan</td>
</tr>
<tr>
<td>Modern Apprentice</td>
<td>Miss B Robertson</td>
</tr>
<tr>
<td>Class Teacher</td>
<td>Mrs E Meechan</td>
</tr>
<tr>
<td>Class Teacher</td>
<td>Mrs D Burns</td>
</tr>
<tr>
<td>Class Teacher</td>
<td>Miss B Sproat</td>
</tr>
<tr>
<td>Class Teacher</td>
<td>Miss R Cunningham</td>
</tr>
<tr>
<td>Class Teacher</td>
<td>Mrs L Hogg</td>
</tr>
<tr>
<td>Class Teacher</td>
<td>Miss L McNeillie</td>
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<tr>
<td>Class Teacher</td>
<td>Mrs R Ennis</td>
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<tr>
<td>Class Teacher</td>
<td>Mrs H Slater</td>
</tr>
<tr>
<td>Class Teacher</td>
<td>Mrs S Clark</td>
</tr>
<tr>
<td>Class Teacher</td>
<td>Miss N Kirkwood</td>
</tr>
<tr>
<td>Class Teacher</td>
<td>Mrs Grier</td>
</tr>
<tr>
<td>Class Teacher</td>
<td>Mrs C Connelly</td>
</tr>
<tr>
<td>Piano Tutor</td>
<td>Mr J Walsingham</td>
</tr>
<tr>
<td>Music Tutor</td>
<td>Miss A MacFarlane</td>
</tr>
<tr>
<td><strong>Non Teaching Staff</strong></td>
<td></td>
</tr>
<tr>
<td>Education Assistant (Support)</td>
<td>Miss L Whyte &amp; Mrs K Duff</td>
</tr>
<tr>
<td>Serenity Room</td>
<td>Mrs J Hutton &amp; Mrs L McDonald</td>
</tr>
<tr>
<td>Classroom Assistants</td>
<td>Mrs G Gillespie, Mrs C Morrison, Mrs E Davis, Mr C Frew, Mrs L McKenzie, Mrs H Rennie, Mrs L Logan, Mrs J Hill, Mrs K Russell</td>
</tr>
<tr>
<td>Janitor</td>
<td>Mr M Fitzpatrick</td>
</tr>
<tr>
<td>Cleaning Direct</td>
<td>Miss S Dalton</td>
</tr>
<tr>
<td>School Nurse</td>
<td>Mrs C Hodge</td>
</tr>
<tr>
<td>School Chaplain</td>
<td>Mr Young</td>
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<tr>
<td>School Chaplain</td>
<td>Mr Young</td>
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</tbody>
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ESTABLISHMENT INFORMATION

ADDRESS: Corsehill Primary School & Early Years
Fergushill Road
KILWINNING
KA13 7GW

TELEPHONE: 01294 552418

PRESENT ROLL: 210 + 43 Early Years Class + 10 Moonbeam Room (under 3's)

STAGES COVERED: Early Years – P7

SCHOOL CAPACITY: 302

Associated Secondary Kilwinning Academy

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.

The school is non-denominational and co-educational.

It is a traditional building, built in 1959 for upper primary children and a semi-open-plan infant wing built in 1975, joined to the original building by a link corridor. There are ramps throughout the school facilitating access, to all areas, by disabled persons.

School Day
Primaries 1 – 3 Supervised early entry for Primary 1, 2 and 3 children from 8:50am
4 – 7 9:00am to 12:30pm
1:15pm to 3:00pm

Interval 10:40am – 10:55am

Lunch 12:30pm – 1:15pm

Breakfast Club 8:00am to 9:00am
## SESSION 2019 – 2020

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Teachers return (In-Service)</th>
<th>Friday 16th August 2019</th>
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<tbody>
<tr>
<td></td>
<td>Pupils return</td>
<td>Monday 19th August 2019</td>
</tr>
<tr>
<td></td>
<td>In Service day</td>
<td>Monday 23rd September 2019</td>
</tr>
<tr>
<td></td>
<td>School closes</td>
<td>Friday 11th October 2019</td>
</tr>
</tbody>
</table>

### Term 2

| Teachers return (In-Service) | Monday 21st October 2019 |
| Pupils return                | Monday 22nd October 2019 |
| Local Holiday                | Friday 15th November 2019 |
| Local Holiday                | Monday 18th November 2019 |
| School closes                | Friday 20th December 2019 |

### Term 3

| Pupils return                | Monday 6th January 2020 |
| Local Holiday                | Friday 7th February 2020 |
| Local Holiday                | Monday 10th February 2020 |
| In Service day               | Tuesday 11th February 2020 |
| Pupils return                | Wednesday 12th February 2020 |
| School closes                | Friday 3rd April 2020 |

### Term 4

| Pupils return                | Monday 20th April 2020 |
| May Day                      | Monday 4th May 2020 |
| Local Holiday                | Monday 25th May 2020 |
| In Service Day               | Monday 26th May 2020 |
| Pupils return                | Wednesday 27th May 2020 |
| School closes                | Friday 26th June 2020 |

## SESSION 2020 – 2021

| Teachers return | Monday 17th August 2020 |
| Pupils return   | Tuesday 18th August 2020 |
We expect a high standard of behaviour from our pupils and aim to promote positive relationships. The relationship between pupil and teacher is like that between child and parents. Both sides must respect each other and see each other’s point of view. We use restorative practices where children and staff are encouraged to find a solution to disagreements together.

The school has a code of conduct to ensure the safety and well-being of all and parents are asked to support the school fully in this matter.

Some children may require additional support in relation to their behaviour and the school will work positively with the young person and the parents to ensure positive outcomes are achieved.

We operate a House System in Corsehill Primary. All children from our Early Years Class onwards are assigned a House. Each year the children vote for their House Captain and Vice Captain. Throughout the year they can achieve points for their house for demonstrating appropriate behaviour and achievements. The winning house receive rewards throughout the year and at the end of the year we have a House Reward.

Your child’s achievements out of school are just as important to us. Please share these with us to celebrate with them and to be included in their profiles.

At the end of the session we hold an Awards Assembly in the Kilwinning Abbey Church where we recognise the achievements and hard work of the children in our school.
As adult presence is provided in playgrounds at break times in terms of the schools (Safety and Supervision of Pupils) (Scotland) Regulations, 1990.

Children who come on the contact bus will be supervised by the janitor prior to the start of the school day. We provide more than the minimum requirement at Corsehill, as we always have at least two adults in the playground. We value the opportunity for outdoor play and children will only be kept inside during extreme weather conditions. Our parents and children helped us to fundraise to install a fantastic new fitness trail. We have a good variety of outdoor toys and games and children are able to access an all weather pitch, a netball and basketball court, a football pitch and an outdoor balancing area. We have ‘Activity Huts’ organised by our pupil leader group, allowing children to participate in technology, art, craft and literacy activities.

Primary 6 pupils are trained in playground games and lead an outdoor play team called ‘Bouncing Bananas’ offering younger children the opportunity to participate in a range of activities. Primary 7 pupils undertake ‘Sports Leadership’ training and assist in the playground.

Our ‘red caps’ are children who are trained to enable them to have restorative conversations with children in the playground.

Our ‘yellow coats’ are P1 – P3 who carry out first aid and acts of kindness.

**School Day**

Schools have a duty to look after the welfare of their pupils. It is the policy of North Ayrshire Council that pupils should not leave school grounds at intervals. Primary pupils should only leave at lunchtimes when they are going home for lunch. Please encourage your child to adhere to these rules for their own safety.

Almost all children stay in school for lunch. If your child goes home for lunch, a letter containing the appropriate information should be sent to the school office.

At home time we prefer infants to be collected by an adult. We expect that all P4, 2 & 3 pupils will have an adult collect them at the end of the day.

**School Security**

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

The procedure for this school is that anyone calling at the school will be admitted via the secure entry system and will be met by a member of staff who will determine the nature of the visit and make the necessary arrangements.
It is the Policy of North Ayrshire Council to support the introduction of a reasonable and flexible dress code in schools in its area. The Council will encourage each school to adopt its own code, after discussions with parents, pupils and the Parent Council.

The Council believes that establishing a school dress code has many benefits. These include improvements in safety, security, discipline and community spirit and a decrease in bullying and in expense for parents.

The Council will support schools in encouraging and helping pupils to stick to the chosen dress code. However, some types of clothing will not be allowed at school in any circumstances, for reasons of safety, decency or discipline.

Types of clothing which will not be allowed include:

- Clothes which are a health or safety risk
- Clothes which may damage the school building
- Clothes which may provoke other pupils
- Clothes which are offensive or indecent
- Clothes which encourage the use of alcohol or tobacco

**Our school dress code is:**

All children
- White polo shirt with school crest
- Dark trousers or skirt
- Gingham Dress – Red (P1 – P3) Navy (P4 – P7)

Sweatshirts
- Nursery Yellow with sunshine crest
- P1 – P3 Red with school crest
- P4 – P7 Navy blue with school crest

Cardigan
- P1 – P3 Red with school crest
- P4 – P7 Navy blue with school crest

Jackets (optional)
- P1 – P3 Red with school crest
- P4 – P7 Navy blue with school crest

Black school shoes should be worn in preference to trainers.

Personal belongings should not be brought into school. Parents should note that the authority does not carry insurance to cover the loss of such items.

**At Corsehill Primary school, we like our children to be smart and to take pride in their appearance and our school, so the wearing of uniform is strongly encouraged. Examples of uniform can be seen at the office and orders placed.**
It is appreciated that parents and pupils are distressed over the occasional loss of pupil's clothing and / or personal belongings. Parents are asked to assist in this area by ensuring that valuable items of clothing or personal belongings are not brought to school. It is especially helpful if names are put on all items of clothing.

It is recommended for Health and Safety reasons that jewellery is kept to a minimum, especially on Gym days when all jewellery must be removed. Newly pierced ears should be covered with tape.

**Dress code for PE:**

For health and safety reasons all children must wear suitable clothing for PE. This consists of shorts and t-shirts with soft shoes for indoor activities.

We adhere strictly to health and safety guidelines and pupils must remove any item that may cause danger, i.e. metal buckles, jewellery. These items are the responsibility of the pupil. Long hair should be tied back.

**Footwear and Clothing Grants**

Parents receiving Universal Credit will normally be entitled to grants for footwear and clothing for their children. Universal Credit claimant’s monthly income must not exceed £610.00, however, some parents earning more than this may still be eligible. Parents who still receive Income Support, Income based Job Seeker’s Allowance, any income related element of Employment and Support Allowance, Support under part V1 of the Immigration and Asylum Act 1999, Child Tax Credit only (with income under £513), Working Tax Credit or Housing Benefit may also still be entitled to grants for footwear and clothing for their children.

Parents who may be unsure whether they can apply should contact the Council’s Welfare Reform Team on 0300 99 4606 or the Council Contact Centre on 01294 310000 for further advice.

Information and application forms may be obtained from schools.

**Personal Belongings**

It is appreciated that parents and pupils may be distressed over the occasional loss of pupil's clothing and / or personal belongings. Parents are asked to assist by ensuring that valuable items of clothing or personal belongings are NOT brought to school.

*Parents should note that the authority does not carry insurance to cover the loss of such items*

**Mobile Phones**

While the benefits of mobile phones are recognised, they can be a serious distraction to work. Pupils whose mobile phones disrupt lessons may have them confiscated until the end of the school day. Repeated disruption may result in phones being retained until uplifted by a parents.

Inappropriate use of text messages and / or photographs, recordings (video and audio) whilst in school may be treated as a breach of the school’s code of conduct or a serious incident, which could be referred to the police.
School meals and packed lunches are served in the dining hall. Children of parents receiving job seekers’ allowance or income support are entitled to a free midday meal. Information and application forms for free school meals may be obtained from Educational Services, Cunninghame House, IRVINE, KA12 8EE or on 01294 310000.

Only children of parents receiving job seekers' allowance or income support will be entitled to free milk.

All children in Primary 1 to 3 are entitled to a free school meal daily. The cost of a meal is £2.00 which includes two courses and a drink. Children are supplied with a menu in advance. You are welcome to provide your child with a packed lunch if you prefer. We encourage children to make healthy choices and encourage our school value of being respectful by being mannerly in the dinner hall. Children are rewarded with a ‘Golden Ticket’ which merits them to have a seat at our ‘Golden Table’ on a Friday.

Arrangements for those with special dietary requirements can be made when advance notice and details are supplied to the cook from a dietician. Ayrshire and Arran Health Board supply each child with a toothbrush and toothpaste and children are shown how to clean their teeth by a qualified Dental Hygienist. We encourage the children to brush their teeth after snack and meal times.

**Free School Meals**

Children of parents receiving job seeker’s allowance or income support are entitled to a free midday meal and free milk. Parents and Carers should contact 01294 310000 for further information.

Please note: ALL pupils P1 – P3 are entitled to a free school meal, which includes milk.

Other than P1 – P3 pupils, only those children whose parents receive job seeker’s allowance or income support will be entitled to free milk. Milk may however be available for purchase in the school during the lunch period.

**Fair Trade Tuck Shop**

Our children organise and manage their own Tuck Shop every interval. Healthy snacks are available from 20p.
**Information in Emergencies**

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases, we shall do all we can to let you know about the details of closure or reopening. We shall keep you in touch by sing letters, texts, notices in local shops and community centres, on West FM and the NAC website.

**Listening and Learning**

It is the policy of North Ayrshire Council to try to encourage feedback on the education service from parents and pupils. This is part of our overall commitment to giving the best possible service and to working in partnership.

We are therefore very interested in feedback of all kinds, whether it is compliments, suggestions or complaints. If you wish to register a comment of any type about the school you can do this by writing, telephoning or making an appointment to see someone. All feedback is welcome and helps us keep in touch.

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

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

- The Council has a Two Stage Policy when dealing with complaints from parents.
- It is helpful if complaints are made initially to the Head Teacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- We will try to respond as quickly as possible, but often issues are complex and need time to investigate. It is therefore helpful if you can give some details of the issue and ask for an early appointment to discuss it.
- If you are not satisfied with our response then you still have the right to request that your complaint is raised as a Stage 2 Complaint. Should you wish to request this you should contact Education and Youth Employment at Cunninghame House, Irvine, KA12 8EE, Telephone (01294 324400).
- If, after receiving our final decision on your complaint, you remain dissatisfied with our decision or the way we have handled your complaint, you can ask the SPSO to consider it. We’ll tell you how to do this when we send you our final decision.
- You should also note that you have the right to raise unresolved concerns with your local Councillor, MSP or MP.
- Parent Councils have an important role in developing links between the school and the wider parent body and can often be helpful in helping to deal with issues of general concern. However, parents are advised that individual, more personal complaints are not appropriate for raising via Parent Councils due to the need for appropriate confidentiality.
North Ayrshire Council has a policy of providing free transport to all primary pupils who live more than two miles from their catchment area school by the recognised shortest safe walking route. This policy is more generous than the law requires and the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or education offices. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. 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.

**Pick up Points**

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 council's limits.

It is the responsibility of parents to ensure that their child arrives at the pick up point in time. It is also the parents' responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Misbehaviour can result in children losing the right to free transport.

Find out more at:-


**Drop off and Pick up Procedures**

In the interests of Health and Safety we ask you to adhere to our policy on drop off and pick up procedures. Cars should only park at the main front playground when dropping off children. Children should not be dropped off in the staff car park. For security reasons the school gates are locked during the school day and access is only through the main office.

- Gates open at 8:00am Close at 9:15am
- Gates open at 11:15am Close at 12:45pm
- Gates open at 2:45pm Close at 4:00pm
Registration and Enrolment

The date for registration of school beginners is advertised in the local press and is normally in January each year. Pupils will be registered in the school for their catchment area and parents provided with information about the school and procedures for making a placing request, if necessary.

Arrangements for meetings with parents and induction days for pupils will be notified during the spring or summer terms. Parents of pupils who have moved to the area or who wish their child to transfer to the school should contact the school office for information about appropriate procedures and to arrange a visit to the school.

Attendance at School

All parents of a child of school age have a duty to ensure that their child attends school regularly. Attendance is recorded twice a day, morning and afternoon.

Absence from school is recorded in the school register as authorised, unauthorised or temporarily excluded.

Parents are asked to inform the school by telephone / text before 10am on the morning of their child's absence, giving an indication of how long the absence is likely to last.

If there is no explanation from a child's parents as to why the child is absent from school, we will call home or have unauthorised absences investigated. The authority has the power to write to, interview, or prosecute parents or to refer pupils to the Reporter of the Children's Panel if necessary.

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents should inform the school by letter before going on holiday, of the dates. Holidays taken during term time will be categorised as unauthorised absences.

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. Only written requests detailing the destination, the duration and the provision that will be made for their continuing education will be granted. Such extended absences will be recorded separately from the normal attendance and absence information.

Your child's attendance is carefully monitored every 4 weeks by the HT. Perfect attendance certificates will be presented at assemblies for this period.

Structure of Classes

Primary schools educate pupils at seven broad year stages, Primary 1 to Primary 7. A year stage is defined as a group of pupils entering primary education at a common date. Schools are staffed based on the total number of pupils. However, the numbers of pupils at each year stage will vary. This means that Head Teacher's are required to organise classes to make best use of available staff, resources and space to the benefit of all children in the school.

Pupils may, therefore, be taught in a single stage class or a composite class where two or more year stages are grouped together. This may also change as pupils move from one year to the next.

National guidelines on the curriculum indicate that pupils should progress through learning experiences tailored to their own needs and abilities. This means that pupils in all classes follow programmes designed to help them progress at their own level. This applies to all pupils regardless of whether or not they are in a composite or single year stage class.

The National agreement on class sizes states that the maximum number of pupils in a class is 25 in P1, 30 in P2–P3, and 33 in P4–7. In a composite class, the maximum number is 25.
Transfer Primary / Secondary

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

Corsehill Primary School is an associated primary school of:-

Kilwinning Academy, Dalry Road, KILWINNING

Tel:- 01294 551316

Head Teacher:- Mr Swan

We try to make the transition from primary to secondary as smooth as possible. Throughout the year there is an excellent transition programme in place with events such as discos and competitions for pupils to meet children from other schools. Visits to Kilwinning Academy are arranged for P7 pupils to give them an opportunity to follow the secondary school timetable. Parents are invited to a meeting at Kilwinning Academy in June to meet members of the staff of Kilwinning Academy who will give a general talk and answer any specific questions. All P7 pupils in the cluster have the opportunity to go on a residential trip in the summer term.
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. GLOW, Scotland’s unique, world-leading, online network supports learners and teachers in this and plans are already in place for parents across the county to have access to GLOW.

Teachers and practitioners will share information to plan a child’s “learning journey” from 3 – 18, ensuring children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education where every single teacher and practitioner will be responsible for literacy and numeracy – the language and number skills that unlock other subjects and are vital to everyday life. There is emphasis too on health and wellbeing – to ensure that the school is a place where children feel safe and secure.

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 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.

There are new ways of assessing progress and ensuring children achieve their potential. Ultimately, Curriculum for Excellence aims to improve our children’s life chances, to nurture successful learner, confident individuals, effective contributors, and responsible citizens, building on Scotland’s reputation for great education.

A Curriculum for Excellence aims to enable young people to meet the four capacities listed overleaf.
Further information about Curriculum for Excellence and the Experiences and Outcomes can be found on the Curriculum for Excellence website.

www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence
Literacy

The Curriculum for Excellence experiences and outcomes are used to assess each child’s progress in Language and to identify next steps in learning for each pupil. Literacy consists of reading, writing, talking and listening including spelling, grammar and poetry. Our aims are to train the children to read thoughtfully and critically and to enable them to express themselves clearly and intelligently in writing and in speech. Rigby Star and Bug Club are a relevant and motivating reading resource which you can help your child learn at home by accessing online with the log in your child will be given. This resource gives your child unlimited access to a wide range of books. We provide a ‘Bug Club Hub’ twice a week after school and once a week in the local library for families to be able to access this resource.

Our library is run by classroom assistants and parent helpers. This gives children access to a wide variety of writing styles. We hope to encourage the children to enjoy reading books. Opportunities are provided to select and buy books from the Book Fair from time to time. Pupils visit the local library to meet authors and also to become familiar with facilities which the library provides. We encourage pupils to join the library. As part of the Kilwinning Community School approach, we encourage the pupils to use the community base at Kilwinning Library for homework and research. Wednesday evening is timetabled for pupils of Corsehill.

Talking and listening is encouraged throughout the school where children’s opinions and feelings are sought and valued. Children’s listening and talking skills is extended through the use of blooms taxonomy and debono.

We have a standardised script for handwriting and children are encouraged to consider the presentation of their work.

We teach Digital Literacy throughout our curriculum and all classes have access to lap tops and ipads.
**Numeracy and Mathematics**

We place a great deal of importance on mental agility. Our teachers are trained in Number Talks and Maths Recovery numeracy strategies. New Heinemann Active Mathematics is used as a resource from Primary 1 to Primary 7. This is a complete course in number and mathematics with particular emphasis on a practical approach where children learn through activity. There is an increased emphasis on problem solving, investigation activities and work which promotes understanding and the usefulness of maths in real life everyday situations. We encourage the use of games, active learning activities and computer activities to further enhance the enjoyment of Mathematics throughout the school.

**ASSESSMENT**

Teachers assess your child’s progress continuously. Detailed records of your child’s attainments are kept in his / her assessment / achievement folder and ‘Box of Brilliance’. Teachers also use Standardised Assessments to make judgements on your child’s progress.

Staff work together to plan and provide A Curriculum for Excellence through play and active learning. There is a strong emphasis on personalisation, choice and developing independence. Children are fully involved in the learning process and have the opportunity to work in small groups where high quality learning and teaching takes place. You will see our children are enthusiastic and motivated about their learning. The teacher is the facilitator of providing challenging experiences that allows children to have control over their learning, creative and investigative activities.
Expressive Arts

Drama, Dance, Art and Music are encouraged throughout the school. We encourage the children to take an interest in their surroundings and strongly feel that an attractive school plays an important part in the positive ethos in our school. Class teachers keep a detailed record of work covered in class.

Dance

Through dance, learners have rich opportunities to experience inspiration and enjoyment. Taking part in dance contributes to physical education and physical activity. We all learn Scottish dancing as part of our curriculum.

Art & Design

Art & Design is taught throughout the school using Borders Art to ensure systematic progression. Class topics are used as a stimulus for art work.

Music

We are fortunate to have a music specialist, Miss Connelly in school to teach our children music and also have music specialists who come into school – Mr Walsingham who gives piano tuition and Miss MacIntosh who teaches the glockenspiels. Primary 4 and 5 children are currently learning to play the recorder and tin whistle.

Drama

Drama is promoted in all areas of the school. In addition to role play areas in the Learning and Discovery Zone, the children play participating in our school shows. Last year we performed ‘The Lion King’ and this year we are rehearsing for ‘Oliver!’
Social Studies

This area of the curriculum includes people, past events and societies, people, place and environment, people, society, economy and business.

Emphasis is placed on the study of the local environment, leading to an awareness of how people live and work in different communities and different countries and how they lived and worked in the past.

We take a topic-based approach to this wide area, concentrating on one subject area during the course of a term and ensuring breadth and balance over the year. An enterprising approach is promoted in every curricular area.

Technology

I-pads are available in all classes and children and educational apps allow very effective teaching and learning to take place. E-profiles are being implemented in classes making sure children are involved in recognising their achievements and identifying next steps in their learning. We have purchased digital camcorders, digital cameras and multimedia projectors which are all well used. We have also added Interactive Smartboards in every class to our already impressive list of ICT equipment which is constantly being updated and improved. We recognise that technological developments in society are rapidly affecting learning and that developing technological skills and digital literacy is vital to the developing child in the 21st century.

Health and Wellbeing

We promote a healthy lifestyle by ensuring all children receive 2 hours P.E. every week. In addition, Corsehill has taken the Fit Fifteen Pledge which means all children participate in physical activity for fifteen minutes daily.

We help to develop healthy mindset and children's emotional literacy through the use of comprehensive learning and teaching programmes and our active community and learning. Partnerships help to support our children’s learning and development within social, food health and physical education, allowing opportunities for experiential leaning within a range of real life contexts.

Our children regularly practice mindfulness work to develop their growth mindset and experience restorative practice. Staff all work to support children as individuals, taking time to have focused wellbeing conversations linked to SHANARRI and celebrating their successes and wider achievements.
RELIGIOUS & MORAL EDUCATION

Religious Education and Observance

Corsehill Primary School welcomes pupils of all denominations.

Our Religious Education programme makes good use of the child's own environment and experiences.

While the programme gives prominence to the Christian Religion, it also includes the exploration of other major faiths: and in particular Islam and Hinduism and so prepares children for the multicultural and multi faith world in which they live.

Topics covered include:

- Welcoming a Baby
- Customs
- Places of Worship
- Festivals
- Celebrations

We have a whole school assembly once a week, the content of which varies but will always focus on promoting sound moral values and the promotion of equality.

Mr A Young takes services at assembly and also visits classrooms to develop themes. Parents have the right to withdraw their children from religious observance. Please contact Mrs Rose who will make appropriate alternative arrangements if you wish to exercise this right.

Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events.

One Plus Two

The 1 + 2 initiative is prevalent throughout our school day from soft start to more in depth lessons. It is integrated through lessons to make relevant links and to consolidate vocabulary. Children have opportunities to learn multiple languages through the use of ICT, games and written activities.
Improving Science, Technology, Engineering and Mathematics (STEM) education is a key priority for Curriculum for Excellence and is a key aspect of our School Improvement Plan. To address this, we have recently created a learning environment to promote the teaching and learning of STEM which our children have named 'The Discovery Zone.'

Making connections between science, technology, engineering and mathematics through interdisciplinary topic work allows our young people to broaden their understanding of concepts and skills. Through independent and collaborative work, they are able to develop a range of skills and attributes by:
- Observing; asking questions, planning and designing procedures and experiments; collecting, measuring and recording evidence; using tools, equipment and software; taking account of safety and hazards; thinking creatively;
- Designing and building models; presenting, analysing and interpreting data to draw conclusions; evaluating results and reporting on findings; making connections and applying learning in new contexts.

We are currently associated with a 'STEM Ambassador' to support our young people.
ENCOURAGING CREATIVITY

We want every child in Corsehill to achieve their full potential.

We provide opportunities for children to be creative in their learning and ensure they be the best they can be.

We benefit from music tuition in a range of instruments and offer various kinds of dancing instruction.

Each year all children will have the opportunity to participate in our fabulous school shows such as ‘Bugsy Malone’ or the ‘Lion King’.

We look forward to welcoming you as part of our audience.
We are very fortunate in that we have MANY extra curricular clubs within the school. These include: football (girls & boys teams) chess, athletics, basketball, gardening, choir, guitar, coding, sewing, gymnastics, dance, badminton, STEM, tennis and eco-art.

We also have strong links with NAC Sports Development Team.

**Committees**

All pupils in the school are involved in committees and clubs, these include Pupil Council, Technology Committee, Website Committee, Press Committee, Eco Committee and Charities Committee, Junior Road Safety Officers and Rights Respecting School Committee.
Assessment and Reporting

The 3 – 18 curriculum aims to ensure that all children and young people develop the attributes, knowledge and skills they will need for life, learning and work.

In each subject, the children will progress through the levels at a pace appropriate to their ability. As a broad guide – all children progress at different rates – the approximate stage of schooling at which pupils can be expected to attain the various levels is as follows:

- **Early Level:** Early Years Class – P1 (Secure by end of P1)
- **1st Level:** P2 – P4 (Secure by end of P4)
- **2nd Level:** P5 – P7 (Secure by end of P7)
- **3rd Level:** S1+

By means of the continuous assessment, the teacher knows how each pupil is progressing and when he/she is ready to move on to the next level. In order to confirm this in reading, writing and mathematics, the children will be assessed by class teachers on a variety of aspects. This type of assessment is called summative assessment and it sums up a pupil's achievement to date.

At other times we may use Scottish Standardised Assessments to assess your child.

As your child makes progress throughout the school, you will learn about methods we employ to assist your child to progress. Pupils are assessed on a continuous basis by their class teacher and records of their progress are maintained. You will be invited to Termly Top Target Meetings four times a year to engage in learning conceptions with your child and their teacher.

Homework

Parents have a very important role in helping their children to get the best out of school and it is important that they take an active interest in their child's progress at school. This can be done by:

- Encouraging hard work and high standards at all times
- Stressing the importance and relevance of what is learned at school
- Supporting the school's policy on homework and discipline

The type of homework will vary depending on the age and ability of individual pupils. Reading commonly forms part of the homework set and will be specified by the teacher. Parents are encouraged not only to read with their child but also to discuss the story and pictures. You will be issued with a login for our online reading programme. This will allow your child to access a wide selection of texts.

In the early and middle stages oral reading should be practiced regularly at home whereas in the upper primary, where children are competent in the mechanics of reading, a greater emphasis may be placed on silent reading and comprehension. Reading for enjoyment should be encouraged at all stages.

Phonics and Spelling are also an important part of homework. Maths homework will be given to consolidate understanding and proficiency at all stages of the school.

To provide our children with a wide variety of learning experiences at home we use Education City as a resource. You will be provided with an individual login for this.

From time to time pupils are given assignments and Personal projects which may involve research, investigation, preparing a speech, learning a poem or a similar activity.

We really appreciate the involvement of parents and are very grateful to those parents who so faithfully sign reading markers and jotters to confirm that they have overseen each piece of work.

We offer a homework club twice a week in school and once in our local library to support families. Here you can make use of technology to support your child’s learning.

If you have any queries regarding homework, you can message the class teacher using the Dojo app.
In line with North Ayrshire Council policy, educational provision is open to all pupils, regardless of sex, age, religion, race, disability or any other potential barrier and all reasonable measures will be taken to ensure that the curriculum is available to every child. Schools also have a duty to promote equality and to eliminate racist and other discriminatory behaviours.

Equality Act 2010

The Equality Act 2010 has been drawn up to tackle inequality and prevent discrimination against people on the basis of 'protected characteristics'. It brings together several existing laws and aims to make understanding the law simpler and also introduces a new single public sector equality duty, which requires public bodies to actively advance equality.

The duties set out in Chapter 1 of Part 6 of the Equality Act apply to all schools. These provisions protect pupils at the school and in the case of admissions, those applying or wishing to apply for admission. Former pupils are also protected from discrimination or harassment.

Guidance on the Act and its requirements for schools in relation to the provision of education can be accessed here:

**Child Protection**

Educational Services has a fundamental duty to contribute to the care and safety of all children and young people in North Ayrshire. In fulfilling this duty, the service must engage in close partnership with parents / carers and relevant agencies, primarily Social Services and Health and where appropriate the Scottish Children’s Reporter’s Administration. Service will work in partnerships with a number of levels within the establishment or school, within the cluster or local area and through Integrated Children's Services and Community Health Partnership.

The Standard Circular entitled “Protecting North Ayrshire Children” provides guidance for policy and practice within all educational establishments. The Council is one of the key partners in North Ayrshire. Child Protection Committee, multi-agency group which takes the lead role in ensuring that our children and young people are cared for, protected from harm and grow up in a safe environment.

Each school has a named Child Protection Co-ordinator who is the main point of contact for school staff and for external agencies seeking contact with the school on child protection matters. There is an extensive staff training programme available to staff and, in addition, at the beginning of each school session of all staff receive an update on child protection policies and procedures.

**Inclusion**

North Ayrshire Council is committed to the well-being and educational development of all learners. The process of inclusion requires all involved in the business of learning and teaching to demonstrate commitment, innovation and flexibility in order to ensure that all children and young people have access to quality learning opportunities and experiences.

Only in exceptional circumstances would it be deemed lawful to proceed to consider alternative educational planning for a child or young person.

The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act, October 2002, requires local education authorities to prepare and implement accessibility strategies to improve, over time, access to education for young people with disabilities. Access covers:

- The physical building and grounds
- The curriculum (both formal and informal)
- Information on any educational planning that might affect the child's young person's education

The Education (Additional Support for Learning) (Scotland) (2009) Act sets out certain duties on local education authorities and confers certain rights on children and their parents. These duties include the need to:

- Identify, assess and address the need for additional support for any child or young person failing to benefit from school education, for whatever reason
- Seek and take account of the views of the child or young person on issues relating to their education
- Engage in helpful partnership working with parents / carers and staff from other agencies

These are the various pieces of legislation that support the right to inclusion and that define the main features of that right.

**Additional Support for Learning**

Any child who needs more or different support to what is normally provided in school or pre-schools is said to have ‘additional support needs’. This includes children who may need extra help with their education as a result of issues arising from social and emotional difficulties, bullying, physical disability, having English as an additional language, a sensory impairment or communication difficulty.
The Additional Support for Learning Act


Main provisions of the Act

- The Act provides the legal framework underpinning the system for supporting children and young people in their school education and their families.
- This framework is based on the idea of additional support needs. This broad and inclusive term applies to children or young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education and to be included fully in their learning.
- The 2009 Act automatically deems that all looked after children and young people have additional support needs unless the education authority determine that they do not require additional support in order to benefit from school education.
- In addition, education authorities must consider whether each looked after child or young person or whose school education they are responsible requires a co-ordinated support plan.

Duties under the 'Additional Support for Learning' legislation

North Ayrshire must assess any pupil with additional support needs and provide with any support necessary for them to benefit fully from their education. All the evidence says that it is best to intervene early to prevent any difficulties developing and taking root. For example by making sure reading is very well taught and that all pupil gets encouragement and support at home we can hopefully reduce later difficulties.

Whatever the type of challenge that arises, it is important to detect it early, develop a shared understanding of what is needed (the school may request extra specialised help to do this) and take action to help to pupil achieve. Whenever we start this process for any child or young person, we will always explain to them and to their parents/carers what our concerns are and what we will do to help.

The school can get support from a range of visiting professionals including Educational Psychologists. These professionals are regularly in all schools and teachers and others will ask for informal advice on supporting pupils for example on the best way to support a pupil who is having difficulties with reading. If the school wants more detailed individual help then they would talk to you about formally involving the educational psychologist. The educational psychologist can only be involved in consultation, collaborative assessment and planning interventions for your child after you agree to this.

For a few children and young people their needs are so complex that professionals from two or more agencies need to work together over a significant length of time to enable the child to benefit from school education.

The authority approach to staged intervention has been updated to take ensure it is line with the CYP (2014) and ASL (2004) (amended 2009) Acts. The aim is to ensure children and young people get the right support at the right time.

Where a child or young person has additional support needs, extra planning is required every time there is a move to a new class, new school or college. How far ahead this transition planning needs to start depends on the particular type of needs but for most children and young people with Additional Support Needs transition planning should start at least one year before the date of the planned move.

Detailed advice on transition planning is provided in the Supporting Children's Learning Code of Practice, which can be accessed at the following link:

**Dispute Resolution Procedures**

If you feel that things are not being done properly to support your child then the Council has a range of ways to work with you to resolve any issues. You can ask at any time for a copy of the booklet called 'Resolving Disagreements'. This booklet will give you ways to make sure your concerns are listened to and addressed.

**Further Support**

The following organisations are able to provide advice, further information and support to parents of children and young people with ASN.

1. **Enquire: Scottish Advice and Information Service for Additional Support for Learning**
   - Website: [http://enquire.org.uk/](http://enquire.org.uk/)
   - Helpline: 0345 123 2303
   - Email: info@enquire.org.uk

2. **Scottish Independent Advocacy Alliance**
   - Website: [http://www.siaa.org.uk/](http://www.siaa.org.uk/)
   - Telephone: 0131 260 5380
   - Email: enquiry@siaa.org.uk

3. **Scottish Child Law Centre**
   - Website: [http://sclc.org.uk/](http://sclc.org.uk/)
   - Telephone: 0131 667 6333
   - Email: enquiries@sclc.org.uk
Ensuring their Wellbeing

The Children and Young People (Scotland) Act 2014 puts children and young people at the heart of planning and services and ensures their rights are respected across the public sector. It seeks to improve the way services work to support children, young people and families.

- The Act ensures that all children and young people from birth to 18 years old have access to a Named Person.
- The Act puts in place a single planning process to support those children who require it.
- The Act places a definition of wellbeing in legislation.
- The Act places duties on public bodies to co-ordinate the planning, design and delivery of services for children and young people with a focus on improving wellbeing outcomes, and report collectively on how they are improving those outcomes.

Taking a 'Getting it Right for Every Child' approach to supporting every child is a priority within our school and we aim to assist every child in our school to reach their potential. The wellbeing of children and young people is at the heart of Getting it Right for Every Child. The approach uses eight areas to describe wellbeing in which children and young people need to progress in order to do well now and in the future.

| The eight indicators of wellbeing (SHANARRI) |
| Safe | Healthy | Achieving | Nurtured |
| Active | Respected | Responsible | Included |

Why we have to get it right for every child

Education and Youth Employment must safeguard, support and promote the wellbeing of all children and young people and address need at the earliest opportunity. These functions are the responsibility of schools and establishments and those who work in them and with them. All who work in Education and Youth Employment and in partnership with Education and Youth Employment have a responsibility to ensure the wellbeing of North Ayrshire’s children and young people.

For more information on Getting it Right for Every Child in North Ayrshire go to www.girfecna.co.uk
**Psychological Services**

The Educational Psychology Service in North Ayrshire is part of and contributes to the aims of Education & Youth Employment by improving outcomes for children and young people. Educational Psychologists work together with teachers, parents and other professionals to help children and young people make the most of their lives, within educational settings and the wider community. Educational Psychologists are involved in working with individuals, but also have a significant role in offering training, support and consultation to education establishments on a wide range of issues.

Your child’s school / early years centre already has a system of staged intervention for identifying, assessing, monitoring and reviewing the ongoing progress of all children and young people. As part of this wider system of support, each school and authority early years centre has a link educational psychologist.

When concerns arise about a particular pupil the school takes action to address these concerns. If the concerns continue, school / early years may have an informal discussion with the educational psychologist, and ask about general advice.

If needed, a consultation meeting involving the educational psychologist can then be arranged. This will be discussed with you beforehand. This may be a one off, or may lead to longer term involvement. Through this process the educational psychologist can, if required, contribute to the ongoing assessment and support for your child. The educational psychologist will be involved while there is a specific role for them within the collaborative assessment process.

Find out more at:


**Data Protection**

Personal data is required to be collected by North Ayrshire Council in order to deliver education services. It is necessary to collect personal data regarding pupils, parents, carers and other individuals to enable us to carry out our duties under the Education (Scotland) Act 1980 and the Education (Scotland) Act 2016. The Data Protection Act 2018 sets out the legal basis for processing data. You can refer to our privacy notice for details of the different basis under which we may process individuals’ data.


We may also share or receive an individual’s personal data with the following:

- Scottish Government & Education Scotland
- Private Nurseries’
- Strathclyde Passenger Transport
- Scottish Children’s Reporter Administration
- Social Work Services
- Scottish Public Services Ombudsman

Where we are required we will also make disclosures required by law and may also share information with other bodies responsible for detecting/preventing fraud or auditing/administering public finds. Individuals’ have legal rights under the data protection legislation including the right of access. Further details can be found in the Council’s Privacy Policy at:

Medical and Healthcare

Medical examinations are carried out at various times during a child's primary school years. Parents are given notice of these and encouraged to attend. Vision and hearing test and dental examinations, which parents need not attend, are also carried out and parents informed of any recommended action or treatment. All examinations are carried out by Ayrshire and Arran Health Board staff.

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

Miss Whyte, Mrs McDonald and Mrs Gillespie hold a First Aid Certificate. In the Early Years Class Mrs Muir holds a First Aid Certificate.

If a pupil takes ill or has an accident at school which requires that the child is sent home or for treatment, First Aid will be provided and parents or carers contacted.

For this reason, it is important that the school has contact details for parents / carers. This information should be updated as required.
PARENT ASSISTANTS

Do you have some free time to come along?

Sharing Your Hobbies, Interests or Work
Children love to hear and see exciting things from the world around them. We have had snakes, chickens and lambs visit us. Please bring things to show the children or tell them stories or information about your hobbies or job!

Playing Games
We have many Literacy and Numeracy games for the children to practise and consolidate their learning. Taking turns and co-operating together are important skills and it is great when the children can have an adult to participate.

Problem solving and Investigative Activities
Be prepared to come along and join in with some active learning that may involve you getting down on the floor with the children. Suitable clothing is advised - especially with messy activities.

I'm A Working Parent - How Can I get involved?
Don't feel you have to commit to being a regular helper. We realise our parents are busy people so even if you have one spare hour every now and again please feel free to come in and help. Educational visits are another opportunity where you might like to offer to assist.

we keep parents informed?
We hope you will be a frequent visitor to the school to see, at first hand, how your child is progressing and you will be invited to parent’s curriculum evenings and family afternoons. We hold Termly Target Meetings for you to discuss your child’s progress and be involved in identifying their next steps. Your response to these invitations matters to us.

Our regular newsletters will keep you informed about school events however most parents find the school Twitter @corsehillps to be the most useful means of communication. Class teachers will issue you with a class dojo login and they will use this to keep in touch with you. You will also receive termly parents information leaflets from your child’s class to let you know what the class will be involved in over the term.

You may also receive text reminders about events / school closures etc. We use text messaging to alert parents if their child is not in school when the register is taken too.

Main achievements of the school may be found in our Standards & Quality report on our website. Plans for improvement are in our School Plan which is also available on our website.

If you are worried or concerned about your child, do not hesitate to contact the school.

Getting Involved

**Breakfast Blether**

Every last Friday of the month we invite you to join us for our informal coffee club. This allows us to chat about what is happening in the school as a whole and for you to have the opportunity to raise any concerns or share any ideas for improvement.

**Parent Council and Parent Forum**

The Scottish Parliament has passed a law called the Scottish Schools (Parental Involvement) Act 2006 to encourage and support more parents to become involved in their child's education.

The main aims of the Act are to:

- Help parents become more involved with their child’s education and learning.
- Welcome parents as active participants in the life of the school.
- Provide easier ways for parents to express their views and wishes.

To help achieve these aims, all parents are automatically members of the Parent Forum at their child's school and are entitled to have a say in selecting the Parent Council (the representative body) to work on behalf of all parents at the school.

The objectives of the Parent Council are:

- To work in partnership with staff to create a welcoming school which is inclusive for all parents.
- To promote partnership between the school, its pupil and all its parents.
- To develop and engage in activities which support the education and welfare of the pupils.
- To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of pupils.
- To be involved in the recruitment process for appointing the Head Teacher and Depute Head Teacher of the school.
Corsehill Primary School has a Parent Council:

Staff Members are: Mrs Rose & Mrs Marshall

Chairperson: Mrs Coombs & Mrs Rose

Secretary: Mrs L Weir

Treasurer: Mrs T Wilson

Members: Mrs J Curran & Mrs A Taylor

Any parent or carer of a child at the school can volunteer to be a member of the Parent Council. The Head Teacher is the professional adviser to the Parent Council and has a right to attend and speak at Parent Council or Parent Forum meetings.

Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science.

Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education. Furthermore, the website has details about schools including performance data for school leavers from S4-S6; and links to the national, and local authority and school level data on the achievement of Curriculum for Excellence levels.

Parentzone Scotland can be accessed at https://education.gov.scot/parentzone.
The Scottish Government and its partners collect and use information about pupils through the Pupil Census 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
- plan and implement targeted approaches to reducing the poverty-related attainment gap
- share good practice
- conduct teacher workforce planning
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland
- publish statistical publications and additional tables about School Education
- providing school level information

Data Policy

Information about pupils’ education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available to Scottish Government.

The individual data collected by Scottish Government through the Pupil Census is used or statistical and research purposes only.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed...
survey, including the purpose of each and the published data, can be found on the ScotXed website (www.scotxed.net).

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that this data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils’ rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mike Wilson at mick.wilson@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

Important Contacts

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