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Head Teacher Introduction

At Glebe Primary we try to ensure that all children achieve their potential in every area of a wide curriculum by setting challenging, yet attainable, targets. In addition, we teach those skills which will enable them to confidently undertake the next stage of their education.

Every member of staff helps to establish an ethos that is happy and industrious, where the children will learn to be independent, to be responsible for themselves and to carry out their tasks in a spirit of co-operation, courtesy and respect for others. It is our belief that the school is an integral part of the community and by creating a welcoming environment, by maintaining good relations with parents/carers and the wider community and by being involved in local events we will promote that ideal.

The role of parents is paramount. Many parents are already involved in school activities and this has been of great benefit to the children. We would hope to maintain, and indeed increase, this involvement, thus enhancing the provision within the school. It is vital that parents/carers, as well as staff, regard the school in a positive manner.

The relationship between pupil and teacher is similar to that between a child and his/her parents, requiring consideration and respect on both sides. Self discipline is promoted at all times and children are encouraged to take responsibility for their own actions.

Praise is emphasised at Glebe Primary and children are expected to behave well and work to the best of their ability.

F MacKenzie

Head Teacher

“Pupils' ability to work independently and their positive attitudes to their own learning” Identified as a key strength of the school by HMLe – Aug, 2007
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
Section 1: School Information

School Contact Details (Address, Telephone, Email, Fax)

Address
Glebe Primary School
Kirk Vennel
Irvine
KA12 0DQ

Telephone Number: 01294-271587
Fax Number 01294-312651
Website address www.glebe.northayrshireschools.co.uk
Email address glebe@ea.n-ayrshire.sch.uk

Head Teacher: Francine MacKenzie can be contacted in any of the ways listed

School Aims, Values, Ethos

Our overall aim is to work in a sustainable way with our partners to build a better North Ayrshire in which all citizens can participate, learn and contribute to the community.

Glebe Primary School Aims

- to maintain high levels of attainment for all pupils
- to ensure children have high expectations and are set realistic and achievable targets
- to support children to achieve their full potential by providing comprehensive and challenging programmes of study
- to use a variety of assessment information to improve learning and reflect on the quality of teaching
- to continue to develop the professional expertise and skills of all staff through an agreed staff development programme
- to encourage children who have additional support needs to realise their full potential by providing and supporting a wide variety of stimulating and appropriate learning experiences for each individual
- to maintain the positive ethos established within the school by providing a safe and caring environment for all pupils
- to continue the positive partnership with parents, Parent Council, PTA and whole school community
- to provide a curriculum which encourages children to be independent, promotes a healthy, responsible lifestyle and fosters an understanding and appreciation of cultural diversity.
Our Values

- Respect
- Excellence
- Honesty
- Respect
- Inclusion
- Equity

School Staff

Head Teacher: Francine MacKenzie

It is the duty of the Head Teacher to manage the school to the benefit of the pupils and the wider community in compliance with the requirements of the statutes relating to the provision of education and the general duty of care owed to staff and pupils. The Head Teacher must formulate aims and policies for the school and ensure their communication to all appropriate parties. It is also the duty of the Head Teacher to act as adviser to the Parent Council and to develop the corporate life of the school.

Depute Head Teachers: Sheena McAdam (P4-7)
Sandra Law (P1-3)

The Depute Head Teachers are required to assist the Head Teacher in the overall management of the school. It is the responsibility of the Depute Head Teachers to be familiar with and instrumental in implementing the policies which have been established to achieve the aims of the school. The Depute Head Teachers have a vital role to play in developing effective communication and positive links between the school and the wider community. In addition, the Depute Head Teachers have a duty to be aware of the administrative requirements of the school. The Depute Head Teachers are each responsible for a department and have a duty to develop and enhance the corporate life of that department. The Depute Heads are accountable to the Head Teacher.

Principal Teacher: Mrs. Christine Nisbet

Science Co-ordinator
Modern Languages in the Primary School (MLPS)

Principal Teacher: Mrs. Jennifer Dickson (0.5)

Expressive Arts Co-ordinator
Extra Curricular Activities co-ordinator
Principal Teacher: (acting) Mrs. Louise McCloskey (0.5)

Family Learning

Parental Engagement

Staff Health Co-ordinator

Class Teachers:  
P1  Miss McGrath  
P21 Mrs Dickson  
P31 Mrs Pennington  
P41 Miss Russell  
P51 Mrs Mackie  
P61 Miss Boyd  
P71 Mr Simpson

P12 Mrs McCloskey  
P22 Mrs Cochrane  
P32 Miss Melrose  
P42 Miss McNair  
P52 Mr Elliott  
P62 Ms Nisbet  
P72 Mrs McGinn

Additional Teaching Staff: Pupil Support  
Ms. Rusling (0.8)  
Miss Kater (0.8)  
Mrs Gall (0.6)  
Miss Speirs (0.8)  
Mrs Baird (0.6) Reading Recovery

Total number of staff 18.6

Classroom Assistants  
Mr Cowan  
Mrs Robertson  
Mrs Dunbar  
Mr Wilson  
Mrs McCowan (0.8)

Mrs Dunn EPY  
Miss Seenan EYP  
Mrs Reid (0.4)

Clerical Assistants  
Mrs McVey  
Miss Stevenson

Janitor  
Mr Russell

School Holidays and In-Service Dates 2019-20
## SCHOOL HOLIDAYS AND IN-SERVICE DATES 2019/2020

(all schools except Arran)

<table>
<thead>
<tr>
<th>Pupils on holiday</th>
<th>Staff only in-service days</th>
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### The start date for session 2020/21 for teachers is Monday 17 August 2020 with pupils returning Tuesday 18 August 2020

Secondary Schools - Pupil attendance will be 190 after deducting 5 in-service days
Primary Schools - Pupil attendance will be 190 after deducting 5 in-service days.
Section 2: School Procedures

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. Any parent/carer or visitor 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.

It is the policy of the school that any member of staff will approach a visitor and ask for verification of identity. This measure ensures that children work in a safe and protected environment. We appreciate your support in carrying out all of the above measures.

Positive Relationships
The school is committed to developing a nurturing approach and promoting positive relationships. Like every community, our school is built on the relationships within it, across it and its connections with others. Every member of staff is responsible for establishing and maintaining positive relationships with each other, with parents and with partners and most importantly with the young people in their care.

Our expectations of behaviour for children and young people are high. Some children may require additional support in relation to their behaviour, and the school will work positively with the young person and the parents, and other partners, as appropriate, to ensure positive outcomes are achieved.

North Ayrshire Council is committed to the principles of restorative practices. This is a solution-focused approach to managing behaviour and resolving difficulties and which promotes healthy relationships that enable better behaviour and better learning.

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.

Playground Supervision
The Council meets the terms of the legal requirement that pupils be supervised in the playground by at least one adult during the interval or lunchtime if there are fifty or more pupils at the school. Our policy reflects that of North Ayrshire Council in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.

An adult presence is provided in playgrounds at break times. Pupils who travel by contracted school transport and arrive at school more than ten minutes before the start of the school day have accommodation allocated to them within the school during inclement weather.

Absence from school premises at breaks
Schools have a duty to look after the welfare of their pupils. This means that the staff should take the same care of pupils as a sensible parent would take, and this includes taking reasonable care of pupils’ safety during intervals and lunchtimes.

It is the policy of North Ayrshire Council that pupils should not leave the school grounds at intervals. Primary pupils should only leave school grounds at lunchtimes when they are going home for lunch with their parents’ agreement. Parents should put this request in writing to the Head Teacher. Pupils will leave and return through main entrance door of the school.

Parents should encourage their children to follow these rules in the interests of safety.
School Dress Code
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 encourages each school to adopt its own code, after consultation with parents and pupils.

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

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

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

School uniform comprises:

- purple sweatshirt
- white polo shirt
- white shirt / blouse with school tie
- dark, plain coloured trousers / skirt
- dark shoes

Parents should note that pupils are required to change their footwear in school so will need to bring their gym shoes on a daily basis.

All items of clothing should be clearly labelled with the child's name in case of loss. It is appreciated that parents and pupils are distressed over the occasional loss of pupils’ 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.

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.*
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.

School Meals
Meals are served daily from the multi-choice cafeteria. The meals are planned to offer a healthy diet for the children. Please inform us if your child has any specific allergies. Parents of children who require a special diet can arrange this by contacting the school or Early Years Class.

There are arrangements in place for children who would prefer to eat a packed lunch.

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

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.

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, and temporary interruption of transport, power failures or difficulties of fuel supply. In such cases, we shall do all we can to let you know about the details of closure or re-opening. We will keep you in touch by using letters, texts (where possible), NAC website, notices in local shops and community centres, announcements in the press and West FM.

Should you have doubts about deteriorating conditions during the day, it may be advisable to contact the school. Parents should ensure that the school is aware of the emergency arrangements made for their child and have responsibility to update us with contact numbers.

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.
Section 3: Educational Grants: Footwear, Clothing, Free School Meals and Transport

Footwear and Clothing Grants
Parents receiving Universal Credit will normally be entitled to grants for footwear and clothing for their children. Universal Credit claimants 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 £16,105), 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.

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 in P1-3 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.

School Transport Policy
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 suitable walking route or through the link attached below:

[https://www.north-ayrshire.gov.uk/Forms/EducationalServices/free-school-transport.doc](https://www.north-ayrshire.gov.uk/Forms/EducationalServices/free-school-transport.doc)

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 other times throughout the year but may be subject to delay while 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 places are available and no additional costs are incurred.

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 (see above section). It is the parents’ responsibility to ensure that their child arrives at the pick-up point on time. It is also the parents’ responsibility to ensure that their child behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Misbehavior can result in children losing the right to free transport.

Please see attached link to the Council’s School Transport Policy:

Section 4: School Registration, Enrolment and Attendance

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.

Parents are provided with information about the school and procedures for making placing requests, if required. Arrangements for meetings with parents and induction days for pupils will be notified during the spring and 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.

Parents are welcome to contact the Head Teacher at any time by visiting or telephoning the school.

Attendance at School/Lateness
It is the responsibility of parents of children of school age to educate their child(ren). Most do this by ensuring that their child(ren) attend(s) school regularly.

Attendance is recorded twice a day, morning and afternoon. Absence from school is recorded as authorised, unauthorised or temporarily excluded.

Parents are asked to inform the school by letter or telephone if their child is likely to be absent for some time, and to give the child a note on his or her return to school, confirming the reason for absence. If there is no explanation from a child’s parents, the absence will be regarded as unauthorised.

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. Such absence will be authorised only where certain and very specific family circumstances exist. The majority of family holidays taken during term time will be categorised as unauthorised absence.

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.

The School Inclusion Worker investigates unexplained absence, and the authority has the power to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children’s Panel, if necessary.

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 Teachers 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 to Secondary School**
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 4 years of secondary education. Parents will be informed of the arrangements no later than January of the year preceding the date of transfer at the start of the new session.

Glebe Primary School is an associated primary school of:

Greenwood Academy  
Corsehillmount Road  
Dreghorn  
IRVINE  
KA11 4HL

Telephone: 01294-213124

Head Teacher: Christine McGuire

During their time in P7, pupils are taken to Greenwood Academy as part of the induction programme. Teachers from local primary schools and their secondary colleagues have worked together to create a Pupil Profile of Achievements which will be completed in Primary 7 and passed onto the secondary school. Teachers from both schools liaise to ensure a smooth transition which focuses on progression for pupils. Parents will be informed of the details of the visits when appropriate.
Section 5: Curriculum for Excellence

Curriculum for Excellence is the national curriculum for Scottish schools for learners from age 3 to 18. It aims to raise standards, prepare our children for a future they do not yet know and equip them for the jobs of tomorrow in a fast changing world.

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 country 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 learners, 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.
Extra-Curricular Activities

The number and variety of activities that a school offers outwith the normal school curriculum contribute greatly to the ethos of the school and enhance its position in the community. At Glebe Primary we have established a reputation for providing just such a variety and a very large number of children have benefited enormously from the activities offered. Ongoing activities include choir, badminton, athletics, football, netball, recorder, hockey, running, chess and cycling proficiency.

Assessing Children's Progress in the Broad General Education (BGE) Early Years – end of S3

Assessment is a central part of everyday learning and teaching for children and young people. Evidence of progress is gathered on an ongoing and informal basis through asking questions, observing children working together and making formative comments on their work. Children may also assess their own work or that of their classmates; this is called self and peer assessment. Some assessment is more formal such as projects, investigations and standardised assessments.

The assessment of children’s progress throughout the BGE (Early – S3) is based on teachers’ views: their professional judgement. Teachers draw on their professional knowledge and understanding of the child; on the benchmarks for literacy and numeracy, which provide clear information about what children and young people should be able to do and demonstrate by the end of a Curriculum for Excellence Level; and on a wide range of assessment information.

Teachers of P1, P4, P7 and S3 are asked at the end of every school year whether children have achieved the relevant Curriculum for Excellence level for their stage in reading, writing, talking and listening (literacy), and their ability to understand and work with numbers (numeracy). 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 or fourth level by the end of S3.

The government has also introduced new national standardised assessments which cover some aspects of reading, writing and working with numbers. These assessments are completed online and are automatically marked by the online system giving teachers immediate feedback to help plan next steps and support children’s progress.

Teachers remain best placed to know how the children in their class are progressing. Their professional judgement will continue to be the most important way of assessing your child’s progress at school.

As a parent, you continue to have a key role in helping your child to learn. Your child’s teacher will keep you informed about how your child is progressing. Please contact us if you have any concerns about their learning, assessment or for more information on how you can support your child’s learning at home.

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 on a reading marker. Parents are encouraged not only to read with their child but also to discuss the story and pictures.

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.

Spelling is also an important part of homework from P3 onwards (although some children may be asked to practice even earlier). Math’s homework will be given to consolidate understanding and proficiency at all stages of the school.

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.
Section 6: School Improvement

S&Q Report/Improvement Plan

Schools in North Ayrshire follow a Quality Improvement process designed to highlight strengths and identify areas for improvement. The process is based on the school’s self-evaluation process with Heads of Service and Senior Managers involved in at least three formal validation visits each session.

This validation process involves talking to pupils, staff and parents about learning and improvements made by the school. This results in actions for improvement for the school to take forward in their planning process.

In addition, themed reviews are undertaken from time to time e.g. to look and report on the quality of the Broad General Education (3-18) and Senior phase Education within secondary schools. This process is based upon standards and expectations contained within the following National Standards documentation:

- National Improvement Framework
- How Good is Our School? 4
- How Good is Our Early Learning and Childcare?

A Standards and Quality Report and School Improvement Plan are produced on an annual basis by every school and centre. Staff, Parents/Carers, Young People and School Partners will play an active role in the development of these key school documents.

The School Context

Glebe Primary School is situated in the centre of Irvine with a current school roll of 355 pupils. We are proud of our relationships with pupils, parents/carers and the community we serve. We hope that you find Glebe Primary to be a caring learning environment where your child can reach his/her full potential. We value excellence, honesty, respect, inclusion, equity and responsibility, and we are working to support your child to be a responsible citizen, successful learner, confident individual and an effective contributor.

Statement of School Aims

The school seeks to provide a well-balanced, resourced and differentiated curriculum in a safe, secure and pleasant environment, where all members and users of the school, regardless of race or gender, are treated with mutual respect. All children are encouraged to achieve their maximum potential. We are supported in our work by a programme of self-evaluation, planning, school policies and guidelines and by maintaining and developing our partnership with parents and the local community.
**Attainment**

Throughout the year we gather lots of information on how our pupils are progressing in their learning. To monitor their progress, we watch the children working through tasks, listen to what they say, ask important questions, set challenges and work together to ensure the children are making progress through the experiences and outcomes of a Curriculum for Excellence.

We are asked by the authority (NAC) to summarise our pupils' progress in reading, writing, listening and talking and maths at the end of each level (Early-P1; First-P4; Second-P7). Attainment highlights of session 2017-18 include:

* Standardised Assessments used at key stages (P1, P4 & P7) show that between 80%-90% of our pupils perform very well.
* We are raising attainment in general, or staying within reasonable levels of the previous year, at all stages and in all measured areas of the curriculum, except at P7.

**Learning and Achievement**

Our pupils participate in activities within the community, and the community is involved in the life of the school. Local nursery children are invited to attend events such as Infant Assemblies, concerts put on by the Infant Department and the induction programme. The children are involved in sporting activities with other local schools, events run by the authority and library service and often have success in local and national competitions. Many of our pupils participate in the Ayrshire Festival of Music and Dance and, in order to promote our Scottish culture, the school runs its own Burns poetry recitation competition. Children who perform well, compete in subsequent events organised by Irvine Burns Club and the Ayrshire Association of Burns Clubs, where we enjoy much success. Members of the public and residents of nearby nursing homes are entertained by the children throughout the year. In October we hold a Harvest Festival, inviting local senior citizens to the school for tea and entertainment. This year children donated to the Salvation Army food bank. There is a variety of extra-curricular activities in which children can participate, including many sports activities; chess club; science clubs; Lego club; choir, running club and cycling proficiency. We held a Strawberry Tea, celebrating the musical talent of our children. It was well attended by parents/carers and was much enjoyed by all.
We are an Eco school and have attained our second Green Flag. We have also been awarded our Silver Award for Rights Respecting School status and have achieved our Fair Achieving award.

Over £2000 was raised by the school for various charities chosen by the pupils via the Pupil Council. These donations supported a variety of charities both local, relating to pupils in the school or local community, and worldwide. The majority of the money went to support a special needs school in Uganda. This gave opportunities for pupils to explore global issues.

We have many partners with whom we work to support learning and teaching at Glebe Primary: parents on the PTA committee and individual parents who run extra-curricular clubs; NAC Music Service; Greenwood Cluster; Glasgow Science Centre; Ardagh Glass; GlaxoSmithKline and the Eglinton Ranger Service to name but a few! We are very grateful for all the support given to provide the pupils at Glebe Primary with so many interesting educational opportunities.

We ensure that learning outcomes are clearly stated; staff make effective use of assessment information to identify pupils' needs. Assessment records are kept in Forward Plan folders and individual Pupil Assessment folders and are used to inform the next steps for teaching and learning.

Particular Strengths of the school

* Over time, attainment results show improvements in Numeracy and Literacy at most stages of the school.
* Visitors comment on the welcoming ethos and positive atmosphere in the school, and notice the well-behaved and polite children who are enthusiastic about their learning.
* The staff provides high quality planning and assessment to ensure all children are progressing across the four capacities of Curriculum
for Excellence.
* The stimulating learning environment has been designed to actively engage children in their learning.
* Opportunities for all children in the school to be involved in their learning through Learning Logs and Target Setting with their class teacher and their parents/carers.
* Continuous self-evaluation involving staff, pupils and parents/carers leading to improvements in all aspects of school provision.
* The excellent support given to the school by the Parent Council, PTA and all parents.
* Staff work very well as a team and many take a leadership role to develop the curriculum or improve the school.

School Improvement Plan

In summary, our priorities for this session are:

1. to enrich the quality of learners' experiences and attainment in **Health & Wellbeing, Literacy and Science**
2. to optimise parental engagement in the learning of children and young people and embed a Rights Respecting ethos in Glebe Primary
3. to embed and enhance the principles of GIRFEC within the school
4. to improve our performance

Last session we worked hard to ensure we are Getting It Right For Every Child. We enriched the quality of learners' experiences in Literacy and Health and Wellbeing. We worked on making sure effective assessment and moderation are embedded in our school and cluster and ensuring the 1+2 strategy was on track. Evaluations from parents, pupils and staff demonstrate that our work is having a positive impact on our pupils' learning.
Section 7: Support for your Child

Equalities
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 via the Scottish Government website via here:

http://www.gov.scot/Publications/2012/02/7679/3

Child Protection
The Education and Youth Employment Directorate 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 the Health and Social Care Partnership and where appropriate the Scottish Children’s Reporter’s Administration. The Service will work in partnership 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 and Safeguarding North Ayrshire’s Children” provides guidance for policy and practice within all educational establishments. The Council is one of the key partners in the North Ayrshire Child Protection Committee, a 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 all staff receive an update on child protection policies, safeguarding 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. Our Inclusion Strategy states that:
• An inclusive approach to education supports an ethos of achievement and high expectation, recognises difference, respects these differences and sees differences between learners as opportunities for learning.
• An inclusive approach to education promotes tolerance and a positive understanding of diversity.
• An inclusive approach to education alleviates the barriers to learning, supports the achievement of all and has positive relationships at its heart.

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 schools 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 for 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/
   Helpline: 0345 123 2303
   Email: info@enquire.org.uk

2. Scottish Independent Advocacy Alliance
   Website: http://www.siaa.org.uk/
   Telephone: 0131 260 5380
   Email: enquiry@siaa.org.uk

3. Scottish Child Law Centre
   Website: http://www.sclc.org.uk/
   Telephone: 0131 667 6333
   Email: enquiries@sclc.org.uk
Getting It Right for Every Child – 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 coordinate 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)

<table>
<thead>
<tr>
<th>Safe</th>
<th>Healthy</th>
<th>Achieving</th>
<th>Nurtured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active</td>
<td>Respected</td>
<td>Responsible</td>
<td>Included</td>
</tr>
</tbody>
</table>

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 and 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 achieve their full potential, 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:

http://www.northayr-edpsychs.co.uk/

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 funds. 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 Health Care
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 tests 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.

If a pupil takes ill or has an accident at school, which requires that the child be sent home or for treatment, First Aid will be provided and parents or carers contacted immediately. (In the event of a serious illness or accident, a member of staff will accompany the child to a doctor or hospital and
parents/ carers will be notified immediately.)

For this reason it is important that the school has contact details for parents/ carers and an additional contact person in case parents/ carers cannot be reached. It is also important that the school is kept fully informed and updated with regards to any medical condition.

It is the parent’s responsibility to notify the school and keep medical information updated as required.

Children will not be sent home unaccompanied.
Section 8: Parental Involvement

Parental Engagement and Involvement

North Ayrshire Council Positive Family Partnership Strategy

NAC Parental Involvement Strategy

All schools have clear systems in place for communicating with everyone in the parent forum. Communications with parents are clear, jargon-free, specific and easily accessible. A variety of methods and approaches are used by schools to communicate with the parent forum including face to face, traditional communication methods and digital media e.g. Twitter, Facebook. Considerations will always be given when communicating with parents who have literacy, language and communication challenges.

Schools ensure that parents know who to contact when they wish to discuss their child’s learning or wellbeing and will seek to provide a private space for such discussions and make sure parents are given adequate time and support. Consideration will be given to family circumstances.

Parents are welcome to contact the school at any time to arrange an appointment to discuss any matter with the class teacher, Depute Head, Head Teacher or Head of Centre. New families are welcome to contact the school and request a suitable visiting time at any point throughout the session.

Parents are given opportunities to understand the way learning and teaching takes place in the classroom. This may be in the form of class visits to take part in the learning experience alongside their child or attending events which share the learning. Frequent invitations are issued to parents to participate in school activities such as open days, class assemblies, workshops and to assist with outings and visits, sports and concerts. There will be a series of early meetings for the parents of Primary 1 pupils and parents are kept informed of events with a range of newsletters, website updates, texts, invitations and social media sites.

A variety of methods will be used to ensure information about your child’s progress is shared. Schools are encouraged to provide parents/carers with information on their children’s progress at regular intervals throughout the year through a range of activities. There is an expectation that part of this will be in a written format.

Reporting Examples:

<table>
<thead>
<tr>
<th>Individual Learners</th>
<th>Groups of learners</th>
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</thead>
<tbody>
<tr>
<td>Written reports/ tracking reports</td>
<td>Assemblies</td>
</tr>
<tr>
<td>Learning conversations with pupil/ teacher/ parent/ carer</td>
<td>Open day events</td>
</tr>
<tr>
<td>Pupil reflections on their learning in logs</td>
<td>School concerts/shows</td>
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<tr>
<td>Parent/ carer consultation/ Parents’ Meetings involving parent/ teacher/ pupil, as appropriate</td>
<td>Social media</td>
</tr>
<tr>
<td>Home/ school diaries</td>
<td>Curriculum workshops led by children and young people and staff</td>
</tr>
<tr>
<td>Profiling activities</td>
<td>Parent Council meetings</td>
</tr>
<tr>
<td>Learning walls and displays</td>
<td>School / class newsletters</td>
</tr>
</tbody>
</table>
Parent Council

The Chair of the Parent Council is Miss Cheryl Dickson and the Treasurer is Mr Hugh Gilbert. The Chair of the PTA is Mrs Joanne Matthews and the Vice Chair is Nicola McDermid, both of whom can be contacted via the school office or by email: glebe@ea.n-ayrshire.sch.uk

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 the 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.
Section 9: Pupil Data Collection and Protection Policies

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
- provide a window on society, the economy and on the work and performance of government by
  - publishing 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 on secure servers 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 by Scottish Government.

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

Your data protection rights
Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with their data policy and the National Data Linkage Guiding Principles. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government as part of a Data Access Panel. At all times the rights of the individual (children or adults) under the GDPR and other relevant legislation will be ensured. Further information can be found on:

https://www2.gov.scot/topics/statistics/scotxed/schooleducation/ESPrivacyNotices
Concerns
If you have any concerns about the ScotXed data collections you can email the Data Protection & Information Assets Team on dpa@gov.scot or the Head of Education Analytical Services, Mick Wilson, at mick.wilson@gov.scot or by writing to Education Analytical Services, Area 2A-North, 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.

Alternatively complaints may be raised with the Information Commissioners Office at casework@ico.org.uk.
Important Contacts

**Head of Service**
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North Ayrshire Council  
Cunninghame House  
IRVINE  
KA12 8EE  
01294 324416

**Head of Service**
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