



***ST JOHN OGILVIE
PRIMARY AND
EARLY YEARS***



***SCHOOL HANDBOOK
January 2020***

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St John Ogilvie Primary and Early Years

13 Towerlands Farm Road

IRVINE

KA11 1PZ

Telephone: 01294 218823

Fax: 01294 218823

Email: stjohnogilvie@ea.n-ayrshire.sch.uk

Dear Parent / Carer

On behalf of the staff at St John Ogilvie Primary I would like to extend a warm welcome to yourself and your child and thank you for entrusting us with your child's education.

I hope you will feel welcome in the school and that your child will quickly feel that he/she belongs to our school community. At St John Ogilvie Primary we aim to provide high quality education in a warm, nurturing environment as a stepping stone for future excellence. With your encouragement and support we will strive to ensure that your child fulfils his/her potential and becomes a valued member of our learning community.

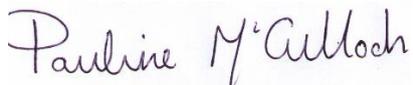
As a Catholic school, religion is taught not just as a subject, but as a way of life. This means that, as Christians, in a Catholic school, our first duty is to treat others with love and respect. In this way we hope our children will learn to work, respect and co-operate with all staff and each other.

Our school fosters an ethos that is open, friendly and caring and we encourage staff, pupils and parents/carers to work in partnership in order to maintain and develop this.

This handbook is intended to provide general information for parents / carers and gives details of some aspects of life at St John Ogilvie Primary. If you require further information, an appointment to visit the school or a personal chat I will be only too happy to help.

Please do not hesitate to contact me if you wish to clarify any points mentioned in the handbook or discuss any issues relating to your child.

Yours sincerely



Mrs Pauline McCulloch

Head Teacher

Communities Directorate (Education Service)

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

VISION, VALUES AND AIMS

OUR VISION

At St John Ogilvie Primary our vision is to work together, help and support each other to be the best we can be and reach our full potential.

OUR VALUES

- Inclusion
- Equality
- Respect
- Honesty
- Trust
- Responsibility
- Nurture

OUR AIMS

1. To create a safe, healthy and welcoming school.
2. To ensure our children feel happy, valued and secure within our community.
3. To support children and families educationally, emotionally and socially.
4. To provide a wide variety of opportunities through high quality learning and teaching experiences in order to maximise each child's potential.
5. To provide a sound Catholic education within a Christian environment.
6. To encourage our children to be independent and take responsibility for their own learning.
7. To equip our children with the knowledge and skills to make healthy choices now and in the future.

SCHOOL CONTACT DETAILS

SCHOOL NAME: St John Ogilvie Primary and Early Years

ADDRESS: 13 Towerlands Farm Road

Bourtreehill

IRVINE

KA11 1PZ

TELEPHONE/FAX: 01294 218823

E-MAIL: stjohnogilvie@ea.n-ayrshire.sch.uk

WEBSITE: <https://blogs.glowscotland.org.uk/na/stjohnogilvieprimary/>

TWITTER: @SJOIrvine

DENOMINATIONAL STATUS: Roman Catholic

STATUS: Co-educational

PRESENT ROLL: 174

CAPACITY: 330

Parents should note that the operational capacity of the school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised.

STAGES COVERED: Primary 1 to Primary 7

EARLY YEARS PROVISION: St John Ogilvie Early Years

Caterpillar Room (2-3 year olds) 15 morning / 15 afternoon

Butterfly Room (3-5 year olds) 35 morning / 35 afternoon

St John Ogilvie Primary is an open-plan school which has served the parish of St John Ogilvie in Bourtreehill, Irvine since it opened on the 20 January 1984. It is set within spacious grounds, providing ample grassed and tarmac areas for pupils. The school has a wide catchment area and serves the communities of:

- Bourtreehill
- Girdle Toll
- Lawthorn
- Montgomerie Park
- Springside
- Perceton
- Dreghorn

SCHOOL STAFF

TEACHING STAFF

HEAD TEACHER	Mrs Pauline McCulloch
DEPUTE HEAD TEACHER	Mrs Paula McGuire
CLASS TEACHERS	P1 Mrs Anne Marie McLelland
	P2/1 Mrs Charlotte Craigen
	P3/2 Mrs Valerie McHutchison
	P4 Mrs Laura MacLean
	P5 Miss Natalie Taylor & Miss Romana Pieroni
	P6 Mrs Francesca McLaughlin
	P7 Mrs Rachel McLaren

NURTURE TEACHER	Mrs Mairi Hand
NURTURE ASSISTANT	Mrs Tanya Ferguson
PUPIL SUPPORT TEACHER	Mrs Karen Macnamara

SUPPORT STAFF

CLASSROOM ASSISTANTS	Mrs Angie Bickett	Mrs Lynn Boyd	Mrs Zoe Donnelly
	Mrs Lyn Gray	Mrs Kay Jackson	Mr Michael Lafferty
	Mrs Kirsty McKinnon	Mrs Marion Simpson	
EDUCATION ASSISTANTS	Mrs Louise Gallacher		
	Mrs Jaynie Lamberton		
JANITOR	Mr Tommy Stevenson		
MUSIC INSTRUCTOR	Mr George Sharp – percussion		
AREA INCLUSION WORKER	Mrs Allison Wall		
EDUCATIONAL PSYCHOLOGIST	Dr Kim Whitehead		
SCHOOL NURSE	Mrs Eileen Murney		
EDUCATIONAL BUSINESS OFFICER	Mrs Alison MacMaster		

SCHOOL HOLIDAYS AND IN-SERVICE DATES 2020/2021
(all schools except Arran)

Pupils on holiday	Yellow
Staff only in-service days	Cyan
Children in School	Purple

August 2020

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January 2021

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February 2021

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March 2021

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April 2021

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May 2021

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June 2021

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July 2021

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The start date for session 2021/22 for teachers is Tuesday 17 August 2021 with pupils returning Wednesday 18 August 2021

Primary and Secondary 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. Anyone 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.

Within St John Ogilvie Primary, the following procedures have been put in place:

- The main door remains locked at all times. Visitors to the school are visible through the CCTV installation.
- The door from the foyer leading into the school is fitted with a buzzer entry system
- All visitors must report to the school office on arrival and sign their name in the visitors' book.
- All visitors going anywhere within the school building outwith the reception area will be issued with a temporary badge which they must display clearly.
- Everyone working in or around the school building must wear a badge. This includes staff, workmen, visitors and parent helpers.
- Once the children are in school in the morning, the doors are secured so that they can only be opened from inside the building.
- The doors which the children use to enter and exit the school building (one at the infant area and two at the senior area) are alarmed during class time.
- Pupils who leave the school during the school day (for example for lunch, dental appointments, doctor appointments, etc.) must be signed out and in by the adult who collects them and brings them back to school.

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.

Children are supervised in the playground from 8.45am onwards. Children in P1 - P3 are allowed into school at 8.50 am and supervised in their classroom area by Classroom Assistants and Primary 7 monitors. When it is wet, doors open for all children at 8.50 am. Any child arriving at school after 9.00 am must enter via the main door.

WET WEATHER PROVISION

When wet weather prevents children from going outside to play during intervals, they are supervised in their classroom/open area by the Janitor, Classroom Assistants and the Head Teacher/Depute Head Teacher. Each class has a selection of rainy day games to keep the children occupied. Primary 7 monitors also help to supervise P1 – P3 children in their class.

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 the main entrance door of the school.

Our policy is that no pupil is allowed out of school during school hours unless collected by a responsible adult. These children are dismissed at 12.30 pm and must return to school in time for the start of the afternoon session at 1.15 pm. All children should be uplifted from the front office by an adult who will sign them out and then sign them in again when they return. Pupils are not allowed to leave the school grounds at any time without the permission of the Head Teacher and the parent.

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

PERSONAL BELONGINGS

All items of clothing should be clearly labelled with the child's name in case of loss. 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 in this area 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

Our school policy is that pupils are encouraged to wear school uniform. Outdoor shoes are not worn in the building, so the children are asked to change into soft gym shoes when they come in each day. School sweatshirts, polo shirts, cardigans, v-necks, jackets and ties are available to order from the school office.

All items of clothing should be clearly labelled with the child's name in case of loss. When placing a uniform order from the school, parents have the option of having their child's initials embroidered on the front of polo shirts, sweatshirts, cardigans, v-necks and jackets at no additional charge.

The school colour is **red** and the following uniform has been adopted by our school:

- Black/grey trousers for boys.
- Black/grey skirt or trousers for girls.
- White polo shirt and a red sweatshirt with the school logo.
- Shirts and school ties can also be worn with a red v-neck jumper/cardigan/tank top.

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. A PE kit consisting of a white t-shirt with the school logo and a red pair of shorts is available to purchase from the school office. Parents have the option of having their child's initials embroidered on the t-shirt at no additional charge.

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. No jewellery should be worn at gym times and should either be left at home or removed to take part as there are obvious implications for injury. Please remember this when considering allowing children to get their ears pierced during term time as the children's safety is paramount. Children who are unable to remove their earrings are asked to bring plasters into school to place over their earrings in order for them to participate safely in PE sessions. The school is not responsible for supplying plasters.

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. Meals are supervised by Primary 7 Lunch Monitors, Classroom Assistants and the Head Teacher / Depute Head Teacher. St John Ogilvie Primary operates a cashless lunch system.

Children who are entitled to a free midday meal also have the opportunity to have free milk at playtime.

Accommodation is provided for those who prefer packed lunches. Parents are asked to ensure that containers are safe, suitable for purpose and have the child's name clearly shown on the outside. Fizzy drinks are not allowed in school. Please note that we promote a nut free school and respectfully request your support in this matter.

MOBILE PHONES

While the benefits of mobile phones are recognised, they can be a serious distraction to work. All mobile phones should be switched off and kept in school bags. 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.

NO SMOKING POLICY

As a result of legislation regarding smoking in public places, smoking is not permitted anywhere within St John Ogilvie Primary School campus which includes both the school building and the school grounds.

INFORMATION IN EMERGENCIES

We make every effort to maintain a full educational service but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases, we shall do all we can to let you know about the details of closure or re-opening. We 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. It is therefore vital that parents/guardians keep the school up to date with changes in telephone/mobile numbers.

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.

In the event of an evacuation of the building, pupils will be escorted safely to Annick Primary School (01294 211654) by our staff and parents will be notified accordingly.

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.

LISTENING AND LEARNING

If you have any concerns regarding your child please contact the Head Teacher immediately so that we can try to rectify the situation as soon as possible by working together.

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 the Head Teacher. 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 Services 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 who receive 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.

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 safe walking route or through the link attached below:

<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:

<https://www.north-ayrshire.gov.uk/Documents/EducationalServices/school-transport-policy.pdf>

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 should note that Birth and Baptismal Certificates (if applicable) should be brought to the school on Enrolment Day. At the time of enrolment, parents are requested to inform the school about any condition, medical or otherwise, which might result in some special arrangements having to be made within the school.

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.

During the summer term, parents of prospective pupils are invited to visit the school and explore their future base. During this term, meetings are organised for parents so that they will become informed partners in their child's education. Meetings with parents will also be held in order to explain the curriculum and school policies and given an opportunity for questions to be answered.

We will of course be delighted to discuss placing requests to the school during the session. Parents are requested to call at the school and discuss placements. All staff will make you very welcome.

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.

It is important that schools are able to account for all pupils on a daily basis. For this reason parents are asked to inform the school by phone before 9.30am on the first day of absence. If no contact has been made by that time, Mrs Lamberton, Education Assistant, will contact parents to confirm that pupils are indeed absent and safe. This may involve phoning home, work or other emergency contact numbers.

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.

Our attendance is lower than the North Ayrshire average due to parents/carers taking children on holiday during term time. I would remind you that 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 authority has the power to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

If a child is to be dismissed early from school for any reason e.g. dental appointment then the school must be informed and details of the arrangements to be made for the child given. Children will not be released from school unless collected by a responsible adult.

TIME KEEPING

Please encourage your child to arrive in school on time and before the bell at 9.00am. The Head Teacher monitors attendance and time keeping on a weekly basis. Parents will be contacted if this is deemed unsatisfactory.

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.

St John Ogilvie Primary School is an associated primary school of:

St. Matthew's Academy
Jack's Road
Saltcoats
KA21 5NT
Tel: 01294 606680
Head Teacher: Mr Stephen Colligan

Primary 7 pupils participate in events at the secondary school to which they will transfer. For almost all pupils this is St Matthew's Academy. Teachers from both schools liaise to ensure a smooth transition, which focuses on progression for pupils. The transition programme consists of visits of secondary school staff to St John Ogilvie to talk to the pupils and teach classes. Secondary school guidance staff also liaise with the Head Teacher and Primary 7 teacher to gain information about individual pupils and attend our Parents' Evening in May to give parents the opportunity to ask questions or pass on information. There is also an open evening organised at St Matthew's Academy in November where parents can see round the school and meet members of staff. Parents will be informed of the details of the visits when appropriate. Pupils spend two days at St. Matthew's in June when they follow a timetable, meet other children who will be in their class and experience secondary school life.

Pupils with additional support needs have an enhanced transition programme with extra meetings of professionals, parents and school staff to plan for a smooth and successful transition. The pupil may also spend additional time at St Matthew's Academy to help make transition easier for them.

Primary 7 pupils create an E-Portfolio of Achievements, which are passed onto the secondary school.

TRANSITION

An effective Induction Programme is in place to ensure a smooth transition from Early Years to Primary 1. Although our main feeder is St John Ogilvie Early Years we also welcome children from a number of other Early Years establishments in the area. The Primary 1 Class Teacher visits all nursery children in April / May who are due to start our school in August. This gives them the opportunity to get to know your child and talk to staff about their progress.

All children who are due to start our school in August are invited to participate in 3 induction afternoons in order to get to know each other as well as their new teacher. The Head Teacher meets with parents during the first induction afternoon and talks to them about the practicalities of their child starting school as well as answering any questions which they may have. Pre-school children are also invited to participate in our School Sports Day.

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.

Curriculum for Excellence: The Capacities



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.

Pupils are active participants in their learning. They are consulted on what they would like to learn in relation to particular topics being studied and their views and ideas are taken into account. They are involved in identifying learning targets for themselves and working to ensure they achieve them. This information is shared with parents via written communication and through their attendance at numerous events in school including Parents' Meetings, Curricular Afternoons and Celebrations of Success.

The school curriculum is based on the guidance provided in the document 'Curriculum for Excellence' which aims to provide world class learning experiences for every child and young person from 3 – 18 years, preparing them for life in the 21st century. It includes the following curricular areas:

Languages and Literacy

Reading

Writing

Listening and Talking

Modern Languages

Numeracy and Mathematics

Number, Money and Measurement

Problem Solving

Information Handling

Shape, Position and Movement

Social Studies

People, past events and societies

People, place and environment

People in society, economy and business

Expressive Arts

Art and Design

Drama

Music

Dance

Sciences

Planet Earth

Forces, Electricity and waves

Materials

Biological Systems

Technologies

Craft, design, engineering, graphics

Information Technologies

Religious and Moral Education

Catholic Christianity
Wellbeing

Other World Religions

Development of beliefs and values

Health and Wellbeing

Mental, Emotional, Physical & Social

Planning for Choices and Changes

Substance Misuse

Food and Health

Relationships, Sexual Health & Parenting

Physical Education, Physical Activity & Sport

In the course of delivering this curriculum, we aim to provide the children with challenging and enjoyable activities, which include elements of personalisation and choice and which are relevant to the pupils' life experiences. The children will also be involved in enterprising activities, activities which encourage creativity and ones which promote good citizenship.

Educational visits are planned to enhance the learning experiences of the pupils.

Each year pupils in Primary 7 are given the opportunity to participate in a residential visit to Arran Outdoor Education Centre.

RELIGIOUS AND MORAL EDUCATION

Religious Education is seen as an integral part of the general school education and not as a separate, different activity. The programme gives a prominent place to Christianity but also includes exploration of the other major faiths. Pupils have a need to understand how important religious faith is to the believer and to develop sensitivity and tolerance to the belief of others especially where they differ from one's own.

In St John Ogilvie Primary we follow the Scottish RE Programme *This is our Faith* which was introduced by the Diocese of Galloway. As part of this programme pupils are prepared to receive the sacraments. This takes place in partnership with the parish and their parents with pupils receiving the Sacrament of Reconciliation in Primary 3 and the Sacraments of Confirmation and Eucharist in Primary 4. On Holydays of Obligation during term time, we attend Mass at St John Ogilvie Church.

Our School Chaplain is Father Boyd from St John Ogilvie Parish, Bourtreehill. Father Boyd is also responsible for St Mary's Parish, Irvine. The Parish Team help the children prepare for the sacraments of Reconciliation, Confirmation and First Holy Communion.

The Health Education Programme includes teaching aspects of sexual health as appropriate to the age and level of understanding of the pupils. As a faith school we follow the curriculum guide God's Loving Plan.

Under the terms of the Education (Scotland) Act 1980, parents have the right to ask for their child to be withdrawn from religious observance. The school will deal with such requests with sensitivity and understanding. The Head Teacher will offer to meet with any parent wishing to withdraw their child to ensure that they are clear about the school policy on religious observance.

In particular, parents should be reassured that the religious observance planned by the school adopts an open and respectful approach and does not seek to compromise the beliefs of any pupils or their families. Where a child is withdrawn from religious observance, suitable arrangements will be made for the pupil to participate in a worthwhile alternative activity.

A CHARTER FOR CATHOLIC SCHOOLS IN SCOTLAND

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

All Catholic schools in Scotland will feature the following characteristics:

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

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

EXTRA-CURRICULAR ACTIVITIES

The range of extra-curricular activities on offer at any one time depends on the expertise and availability of staff / parent leaders. Throughout the session we aim to offer after school clubs for a variety of classes e.g. athletics, football, netball, badminton, hockey, etc.

Parents who are prepared to assist in any extra-curricular activities / clubs are very welcome and are asked to contact the Head Teacher to discuss the matter further. Any parents who assist with after school clubs are fully disclosure checked by North Ayrshire Council.

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 class mates; 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.

Oral reports to parents are conducted in October. Written and oral reports are issued in May giving an assessment of each child's performance, including strengths and development needs, in specific curricular areas. Comment is also made on the personal and social development of the individual.

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 in their homework diary. 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 practise even earlier). Maths 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.

Children are expected to work hard while they are in school, and homework issued, should enhance and support this work. Homework provides an opportunity for parents to monitor progress and participate in their child's education. Homework tasks will be issued between Monday and Thursday. Homework will not normally be set at weekends or holiday periods. Red homework bags are provided for P1 – P3 children. Please encourage your child to look after their homework bag.

We would ask parents to check their child's homework and sign his/her homework diary. The signature indicates to the teacher that the exercise is the child's own, unaided work and that the parent considers the standard of presentation satisfactory. Where a child is genuinely unable to complete a set task, the work should still be signed by the parents as an indication that the child has done his/her best. If there are any problems, parents are encouraged to contact the school so that support for their child can be put in place.

It is hoped that you, as parents, will be involved in your child's education and give them every encouragement, where appropriate, in providing some practical help by listening to reading, asking them times tables, etc. Parents are not expected to have to reteach school work in order for a child to complete a homework task. We really appreciate the involvement of parents and are very grateful to those parents who so faithfully sign homework diaries and jotters to confirm that they have overseen each piece of work.

There is a Homework Policy in place which details the amount and type of homework expected at each stage in the school. The Head Teacher monitors homework closely and will contact parents if children are not completing and returning their homework within the time allocated.

SECTION 6: SCHOOL IMPROVEMENT

STANDARDS AND QUALITY REPORT / SCHOOL 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/carers 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.

Detailed information on the main achievements of the school in the last 12 months and plans for how we propose to further develop the school over the next 3 years can be found in the Standards and Quality Report and School Improvement Plan which are available on the school website at <https://blogs.glowscotland.org.uk/na/stjohnogilvieprimary/>

This session our School Improvement Plan has the following strategic priorities:

1. To enrich the quality of learning experiences and raise attainment in Literacy.
2. To enrich the quality of learning experiences and raise attainment in Numeracy and Mathematics.
3. To cultivate an environment where pupils' views are consistently sought, valued and acted upon.
4. To enrich the quality of learning experiences both indoors and outdoors for all early years children.
5. Moderation of reading strategies developed across the cluster to ensure consistency.

Copies of our School Improvement Plan and Standards and Quality Reports are available on request from the school office.

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

Education 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 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 North Ayrshire 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. Mrs McCulloch, Head Teacher is our Child Protection Co-ordinator.

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

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in November 2005. In June 2009, the Act was amended. These amendments form the Education (Additional Support for Learning) (Scotland) Act 2009 and came into force on November 2010.

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:

<http://www.gov.scot/Resource/Doc/348208/0116022.pdf>

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)

<i>Safe</i>	<i>Healthy</i>	<i>Achieving</i>	<i>Nurtured</i>
<i>Active</i>	<i>Respected</i>	<i>Responsible</i>	<i>Included</i>

Why we have to get it right for every child

Education Services 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 Services and in partnership with Education Services 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 Services 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 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.

<https://www.north-ayrshire.gov.uk/Documents/EducationalServices/eye-privacy-policy.pdf>

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:

<https://www.north-ayrshire.gov.uk/privacy-policy.aspx>

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.

ADMINISTRATION OF MEDICINES

It is recognised that occasionally pupils may require to receive medication during the course of the school day. We will try to assist whenever possible. Any medicine must be brought to school by a parent/carer and the appropriate 'permission to administer' form completed and signed. School staff are only authorised to administer medicine prescribed by medical practitioners.

Asthma inhalers – If your child has need of an inhaler in school, please ensure that this has the pupil's name clearly marked on it.

HEAD INFESTATION

If a parent through normal family hygiene discovers head lice, the parent should make contact with the school, in confidence, so that the teacher concerned can be made aware of the situation. If any parent is unsure how to treat infestation please contact the school for advice or telephone Eileen Murnie, school nurse, on 01294 468615. Monthly newsletters regularly remind parents / carers to check their child's head on a regular basis for head lice and treat accordingly if necessary.

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 Head Teacher, Depute Head Teacher, Class Teacher or Senior Early Years Practitioner. 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:

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

PARENT COUNCIL

St John Ogilvie Primary has a Parent Council as well as a Fundraising Committee.

Members of the Parent Council are:

Joint Chair: Mrs Lesley Bell & Mrs Jacqui Quirk

Secretary: Miss Shelley Stewart

Treasurer: Mrs Jennifer Black

Church Representative: Mrs Pauline McCourt

Contact details: Any member of the Parent Council can be contacted through the school office.

The school is indebted to the Parent Council for the time and passion they give to providing the children with many additional opportunities. As well as organising many fundraising activities they run discos, provide funds for the purchasing of resources over and above that which would normally be provided through the school budget and support the school run activities.

Any parent or carer of a child at the school including early years 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>.

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.

DISCLAIMER:

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

- a). Before the commencement or during the course of the school year in question.**
- b). In relation to subsequent school years.**

IMPORTANT CONTACTS

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