



St Machan's Primary School Handbook



Session 2019-2020



sustainable thriving achieving

East Dunbartonshire Council

www.eastdunbarton.gov.uk

Dear Parents / Carers

This handbook has been compiled to give you

- Some general information about the school
- A brief outline of our educational aims for your child
- An overview on our curriculum content

It is our hope that as you read through these pages you will be assured that we share the same commitment you have to your child's social, moral, physical and academic welfare and that we hold the highest expectations of educating your child to their full potential. Our aim is to continue to foster the same positive attitudes of honesty, consideration for others, self-discipline and responsibility which are being encouraged in the home.

Through mutual cooperation between the home and school, we can work in partnership with you to provide opportunities for practice of these virtues. We value each child as an individual and hope that the experiences gained in our school will give our children a positive self-image and confidence in their valued contribution to the school and the wider community.

Finally, should you have any questions regarding the school or the curriculum, or any worries regarding your child, please contact the school and I will be happy to arrange a meeting to discuss these points with you.

Yours sincerely,

Rosaleen Miller (Mrs)
Head Teacher
Tel: 0141-955-2205

Shared Vision Statement

The vision at St Machan's Primary is that our children, staff, parents and wider community will work together to ensure a happy, caring and nurturing environment for all. It is our aspiration that all of our pupils are given every opportunity to achieve their full potential.



In St Machan's Primary we aim to provide a safe, happy and nurturing environment where every child is given opportunities for high achievement. We do this through providing the children with a variety of teaching and learning experiences both indoors and outdoors. This is supported by programmes of study that are carefully designed to take into account the age and aptitude of individual children. Through all of this we strive to ensure that children find learning enjoyable and make steady and consistent progress from P1 to P7. We work closely with our associated Early Learning and Childcare Centres and High Schools so that children enjoy smooth transitions from Early Years establishments to P1 and from P7 to secondary school.

As a faith school we aim to live our faith and have a truly Catholic ethos where everyone is valued and respected. The health and wellbeing of each child is paramount to us and we view each child holistically. We provide an atmosphere that allows all children to benefit from challenge and enjoyment in their learning, experience success, achieve their full potential and become people who will make a full contribution to society. Distinctive features of our school include a positive and nurturing ethos for learning, staff teamwork across the primary stages, confident and friendly children who respect and care for each other, children who have a clear voice and role in decision making processes, staff who are highly committed to the wellbeing of all children and to the use of self-evaluation to improve children's learning experiences.

Child Friendly Vision, Values and Aims

A group of pupils from Primary 4-7 have worked with the Head Teacher and Depute Head Teacher this session to update and re write the school's vision statement in a child friendly format. They have consulted with parents, staff and pupils to create the following page for our school handbook. (SIP Committee Group 1 2018).



Vision

Our vision for St Machan's is that everyone feels happy, respected and cared for. Working together with our parents, teachers and priest we will grow in our relationship with God. We want all of the children in our school to be the very best they can be.

Our school motto is, **Semper Fidelis** which means **Always Faithful ...**
to God, our school and our community.



We will...

Succeed
Together
in a
Motivated,
Achieving,
Caring,
Happy
and
Nurturing
School

DEAR YOUNG
PEOPLE,
DO NOT BURY YOUR
TALENTS,
THE GIFTS THAT
GOD
HAS GIVEN YOU!
DO NOT BE AFRAID
TO DREAM OF
GREAT THINGS!
POPE FRANCIS



Values

Be Kind, Be Respectful, Be Responsible



- ♥ Work hard, keep trying and aim for excellence
- ♥ Live our Gospel Values
- ♥ Care for and respect others
- ♥ Help make our school a happy, safe place
- ♥ Learn to be responsible and make good choices

Aims

- To work hard and always put our best effort into our work to achieve our personal goals.
- To help and care for one another to make our school a happy and safe place
- To use our God given talents to help improve our community and the world.
- To have a positive attitude and to keep going when things go wrong, get tricky or hard.





ST.MACHAN'S
PRIMARY SCHOOL
EAST DUNBARTONSHIRE

School Information

Contact Details

Head Teacher: Mrs Rosaleen Miller
Address: St Machan's Primary School
St Machan's Way
Lennoxtown
G66 7HG

Telephone Number: 0141 955 2205

Website: www.st-machans.e-dunbarton.sch.uk

E-mail Address: Office@st-machans.e-dunbarton.sch.uk

About the school:

St Machan's is a Roman Catholic Primary School with a current roll of 169 pupils across stages Primary 1-7.

Organisation of the School Day:

School Opens (Registration): 9am
Morning Break: 10.30-10.45am
Lunch Time: 12.15-1pm
Whole School Dismissal Time: 3pm
Assembly takes place on Friday

Primary 1 pupils attend school on a full-time basis from the first day of the new school session 2019-20.

Out of School Care Facilities:

Craighead Childcare Centre contact details - Diane Hay or Alyson Pollock on 01360 312 276 or 01360 311 884

The Poppy Club, 51-53 School Lane, Lennoxtown.

Main contact: James Davie on 01360 311 946

Email: lennoxtownosc@gmail.com

Community Facilities: Hall available for hire

Staffing



Senior Management Team:

Head Teacher: Mrs R Miller

Depute Head Teacher: Mrs S Cassidy

Teaching Staff:

P1 Mrs G Hemming

P2 Mrs J McNulty

P3 Mrs J Henaux

P4 Miss C Higney

P5 Mrs M Burns

P6E Mrs L Earl

P6W Mrs E Walmsley

P7 Mr B Hood

PE Teacher: Mrs M Reilly

Learning Support Teachers: Mrs A McNulty and Mrs V Gunnee

Support Staff:

Classroom assistants:

Mrs K Gallagher

Mrs J Daly

Support for learning assistants:

Mrs M Minnes,

Mrs P Chisholm (0.5),

Mrs J Campbell

Mrs M MacQueen

Temporary Support for learning:

Mrs H Padda

Family Learning Assistant:

Mrs C Knox (0.4)

Office Staff:

Administrative assistant:

Mrs L McGhee

Clerical assistant:

Mrs L Woodward

Support Co-ordinator:

Mr C Ball

Site Co-ordinator:

Mr D Neill

Child Protection/Named Person:

Mrs Rosaleen Miller

Attendance and Absence

Attendance at School:

Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

Regulation 7 of the Education (School and Placing Information) (Scotland) Amendments, Etc, Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised i.e. approved by the authority, or unauthorised i.e. unexplained by the parent (truancy) or temporarily excluded from school.

Un-notified Absence Policy:

It is East Dunbartonshire Council's policy that parents should notify their child's school if their child is going to be absent. In some instances it might not be possible for parents to pre-notify the school of an absence because their child may have become unwell during the night. In these circumstances, parents should notify the school before registration begins.

If parents do not inform the school of their child's absence, the school will take action to find your child. This will involve contacting you and, where necessary, your emergency contact person(s). If these actions are not successful, the school will ask the school's Attendance Officer to visit your home. In some exceptional circumstances, where the school believes your child could be at risk of harm, contact will be made with the Police and/or Social Work. Parents should also give their child a note on his/her return to school confirming the reason for absence.

Family Holidays:

Every effort should be made to avoid family holidays during term time as this seriously disrupts a child's education and greatly reduces learning time. It should be noted that it not only has an adverse effect on a child while he/she is absent from school, but also leads to extended disruption to a child's education for a period of time when he/she returns to school after the family holiday. Family holidays will only be regarded as authorised absence where prior agreement from the school has been obtained and where it is judged the holiday is important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. This leave will be regarded the same as a family holiday but will be recorded separately from school holidays for attendance purposes. Requests should be made in writing detailing the destination and the duration.

Clearly with no explanation from the parents, the absence is unauthorised.

Information regarding exceptional closures:

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 shall keep you in touch by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio. There will also be updates on the website www.eastdunbarton.gov.uk.

(a) Parental Communication with School in Case of Emergency

It is important that parents keep contact with the school to a minimum in the case of an emergency. When you telephone the school you will be asked for a contact number and your message will be repeated back. Please ensure the pupil's name, class and/or teacher's name is given.

Where possible you should telephone before 2.30pm if there are any changes to childcare arrangements.

Comments, Compliments and Complaints Procedure:

We are keen that you should be completely satisfied about your child's education and we encourage feedback on our services from parents and pupils. We are, therefore, interested in feedback of all kinds, whether it be comments, compliments, or complaints.

If you want to register a comment of any type about the school you can do this by writing, e-mailing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us 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 relationship between the family and the school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible.

In relation to making a complaint:

- Stage 1 - Frontline resolution, we will always try to resolve the complaint quickly and to the customer's satisfaction wherever we can. This resolution will be provided within five working days, unless there are exceptional circumstances.
- Stage 2 - Investigation, if you are dissatisfied with the decision at stage 1, the complaint will be investigated, acknowledged in three working days and a decision provided as soon as possible but within twenty working days.
- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.
- You should also note that you have the right to raise unresolved concern with your local councillors, MSP or MP.

Parental Involvement and Engagement

Parents Welcome:

All East Dunbartonshire Council schools welcome parental involvement. As research has shown when parents are involved children do better in school. Parents are always welcome in St Machan's Primary School. It is advisable to telephone the school and make an appointment, but where there is a problem, which needs urgent attention, we will make every effort to deal with it immediately.

Our annual sponsored Fun Day, Christmas Concert, Malawi Coffee Morning and Sports Day are some of the major events which are widely supported by all parents. Throughout the year children experience various educational outings, visits and field trips and on these occasions parents provide tremendous help to the teachers. Parents and partners as well as other volunteers are also very much involved in events such as Book Week, Health Week, Family Baking Mornings and Reading Cafes.

We have an active Parent Council and Parent Teachers' Association (PTA). These provide invaluable support to the school and have been instrumental in supplying the school with many additional items such as mini ipads, library furniture, televisions,

CD players, listening centres, infant furniture, computing systems, sports medals and Christmas parties. The PTA also helps finance transport costs of educational visits and cost of theatre groups which perform within the school.

Mrs C Knox is St Machan's family learning assistant and is actively involved in planning and organising events to welcome parents into the school.

Reporting To Parents

There are various opportunities throughout the school year when parents can discuss their child's progress with the class teacher and view children's work. All information about these meetings is conveyed to parents by letter or e-mail. Parents meet with teachers in October and March and written reports are issued in June. At any point, parents or staff may request a consultation to address individual needs or discuss the progress of a child. Other opportunities to meet with teachers are held throughout the year. Curriculum Information/ Meet The Teacher events are held in September to allow parents to meet their child's teacher and hear about the curriculum to be followed in the coming year. There are invitations throughout the year for family learning including 'stay and play' sessions in Primary 1 and an information evening / afternoon in numeracy and literacy for Primary 1 parents at the start of the new session.

Homework

The school has a clearly defined policy on homework, a copy of which can be obtained from the Head Teacher or from the school website - www.st-machans.e-dunbarton.sch.uk

Homework allows parents to become familiar with the work their child is doing in school. It is also a valuable opportunity for parents to spend some time with their child and helps to consolidate the learning which has taken place in school. Each child is issued with a homework diary which is an excellent means of communication for both parents and teachers.

Our family learning assistant currently holds a homework club in the school on Tuesday 3-4pm.

Communication

Newsletters

A monthly newsletter is issued giving information on current and forthcoming events within the school. At the end of November we prepare a Christmas Calendar outlining important dates for December. All letters and newsletters are communicated by e-mail which reduces the amount of paper being used. If parents prefer, however, a paper copy can be sent home on request. In addition, we use text messaging to inform and remind parents of any important events.

Assembly

Across the session we hold whole school assemblies or stage assemblies to provide differentiated age appropriate presentations to pupils. Assemblies take place every week and each class has the opportunity to lead the assembly once a session. Parents and family members are invited to participate in these assemblies and to enjoy a cup of tea or coffee afterwards.

We value the support of all parents. Parents regularly help out in school and in class activities and their expertise and support greatly enhances the learning experiences of the children.

Our assemblies are central to our supporting our Catholic ethos and often focus on living our faith through the Gospel Values.

Parent Councils



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

Parents are welcomed to be:

- involved and engaged with their child's education and learning;
- be active participants in the life of the school; and
- express their views on school education generally and work in partnership with their children's schools.

All parents / carers are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum all parents can expect to -

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;

- be invited to be involved in ways and times that suit you;
- identify issues you want the parent council to work on with the school;
- be asked your opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible.

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. Parents / carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils, providers of Early Learning and Childcare education (*if applicable*) and the community
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff.
- To raise funds for the school for the benefit of pupils (in some schools the PTA fulfils this role).

Parent Council Contact Details:

Name	Title	E-mail address
Mrs Rosaleen Miller	HT	rmiller@st-machans.e-dunbarton.sch.uk
Mrs Suzanne Cassidy	DHT	scassidy@st-machans.e-dunbarton.sch.uk
Fr John Deighan	Church Rep	frjohndeighan@gmail.com
Mrs Jillian McNicol	Chairperson	jilliangelston@hotmail.com
Miss Lisa Earl	Clerk	learl@st-machans.e-dunbarton.sch.uk

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

Parent Teacher Association (PTA)

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



PTA Contact Details:

Mrs Louise Cruikshanks e-mail address - stmachanspta@googlemail.com

The Scottish Parent Teacher Council is the national organisation for PTAs in Scotland and runs an independent helpline service for all parents. They can be contacted by phone on 0131 226 4378, fax 0870 706 5814 or email on sptc@sptc.info or write to SPTC, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh EH3 6BB.



Pupil Voice Groups/ Pupil School Improvement Committees

Children in St Machan's are encouraged to be involved in decisions and plans for our school through membership of various pupil voice groups and committees. All pupils are given the opportunity to join a group and meetings are held fortnightly. Throughout the session the Head Teacher and staff meet to listen to the pupils' views and involve them in discussions and decision making.



School Ethos Religious Instruction and Observance

As a Catholic school, faith permeates every aspect of our work. It influences how we view the world, how we live our lives and how we develop and nurture relationships in school. Catholic education takes place within the context of the wider community, in partnership with home and parish.

Explanation and exemplification of Curriculum for Excellence with regards to the teaching of religious education is contained in the 'This Is Our Faith' document. The learning outcomes of the 'strands of faith' highlight the need for pupils to be actively engaged in their learning and faith.

In St Machan's we aim to lead children to a Catholic Christian awareness of each other and work together to establish a happy, caring and tolerant school community where each person is valued and respected. Through 'This Is Our Faith' children learn about scripture, prayers, special feasts, celebrations and other world religions. Sacramental Preparation is also an important part of each child's spiritual journey with the Sacrament of Reconciliation taking place in March for Primary 3 children. Pupils in P4 will receive the Sacrament The Holy Eucharist in May/June. Sex and Moral Education is taught through the programme called 'God's Loving Plan' which runs from P1 to P7. Parent meetings are held annually for P6 & P7 parents

regarding the lesson content at these stages so parents can work in partnership with us at this important stage of development.

The partnership between home, school and parish is pivotal to the Catholic Faith and we work closely with parents and Father Deighan to ensure children are fully supported in their faith journey. Children attend Mass in St Machan's Church on First Friday and special feast days and there are occasions throughout the year when Mass is celebrated in school. During Advent and Lent children from Primary 4 to Primary 7 are able to attend Confession. In addition, there are opportunities for children and staff to visit Schoenstatt Convent for retreats and celebrations.

School Chaplain:

Father John Deighan, St Machan's Church, Chapel Street,
Lennoxtown
Phone : 01360 310 276

Father John Deighan, St Paul's Church,
16 Birdston Road, Milton of Campsie
Phone: 01360 310 355

Parents who wish to exercise their right to withdraw their child from religious instruction and /or observance should contact the Head Teacher in writing, and alternative arrangements will be made for your child.

Links With The Local And Wider Community



Each December there is a Joint Christmas Carol Service with Lennoxtown Primary School pupils and staff, held alternately in Campsie Parish Church and St Machan's Church. Furthermore, both schools have come together over the last four years to enjoy a Christmas Pantomime at the Memorial Hall.

St Machan's has developed strong and effective partnerships with the local and wider community and has a 'twin' school, Katete Primary in Malawi. Local businesses support the school in a variety of ways and provide opportunities for children to experience and participate in a range of activities. Fundraising for charity takes

place throughout the year but particularly during Lent when all classes raise money for Katete Primary, SCIAF and other worthwhile charities.

Furthermore, children in Primary 7 visit local care homes each Christmas to perform a selection of Christmas carols for the residents. Residents are invited to a showing of our annual Christmas concert.

Recently, St Machan's Parish have formed partnership with St Vincent De Paul Charity Foundation which has provided support for families in the school and local community. A group of children are working with staff as 'Minnie Vinnies' to identify and support local causes.

St Machan's has a long-established relationship with the sisters of Schoenstatt Convent. Our pupils engage annually in Advent activities and attend a retreat each May. Opportunities are provided for St Machan's staff retreats and for our 'Kirkintilloch and the Villages' cluster schools' staff development work, which supports and strengthens staff both in their personal faith journey and as teachers of the Catholic faith.

The school work closely with St Ninian's High School to ensure effective transition for our Primary 6 and Primary 7 pupils. Recently, we have established a 'Music for Mass' group which has enabled staff and pupils from both schools to work together with Fr Deighan to enable a choir of pupils to contribute to First Friday Masses and sacramental celebrations.

Promoting Positive Behaviour

The Health and Wellbeing programme which is taught from Primary 1 to Primary 7 covers all aspects of physical and emotional health and includes a range of activities specifically designed to promote positive behaviour and self-esteem. This is further enhanced by regular assemblies where children's achievements are recognised and celebrated by the whole school community. There are high expectations of all children to behave well in school and when representing the school at events in the



local community. The school is working on creating a new Positive Relationships Policy to reflect recent staff development work and training on implementing a whole school nurturing approach and on promoting nurture principles.

Equal Opportunities and Social Inclusion

In East Dunbartonshire, all children and young persons are entitled to participate fully in a learning community which promotes equality of opportunity and seeks to protect against all forms of discrimination.

The school believes that pupils and staff have the right to learn in a caring and safe environment. Staff will not tolerate any behaviour or attitudes which lead to staff and pupils being humiliated or harmed because of their age, race, colour, language, nationality, ethnic origin, cultural and religious beliefs, sexual orientation, gender, marital status and disability.

The Equality Act (2010)

The General Equality Duty was created by the Equality Act (2010) and replaces the race, disability and gender equality duties. The duty came into force in April 2011 and covers age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation.

The school is committed to the requirements of the Equality Act (2010) and as such we will have due regard to the need to:

- Eliminate discrimination, harassment and victimisation;
- Advance equality of opportunity between children and young people who share a characteristic and those who do not;
- Foster good relations between different groups.

The school will take cognisance of the Equality and Human Rights Commission's 'Technical guidance for schools in Scotland' in the development of its policy and practice.

A copy of this document can be obtained from all schools in East Dunbartonshire Council, and from the Chief Education Officer who is based at The Marina, Strathkelvin Place, Kirkintilloch, Glasgow G66 1TJ. Tel: 0300 1234510.

Development of Pupils' Spiritual, Moral, Cultural and Social Values

The school is committed to supporting the development of its pupils as whole people and as a result, wishes to encourage their development in spiritual, moral, social and cultural terms.

These key human aspects of learning are supported through the following arrangements by:-

- Creating a school ethos which, in every way possible, gives value to these

aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.

- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring that staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- Providing a programme of moral education.
- Taking every appropriate opportunity to acknowledge value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

Pupil Conduct

A partnership between the school and parents is required in order to ensure the best possible standards of pupil conduct. Pupils are expected to set themselves high standards in appearance and behaviour. School rules have been devised to encourage the maximum amount of self-discipline. The rules themselves are relatively simple and few in number to allow for the smooth running of the school. The general aim is to produce an atmosphere of friendly co-operation, encouraging respect and consideration for other persons and for property.

Positive Relationships

The relationship between pupils and teacher is similar to that between the child and his/her own parents requiring mutual consideration and trust. In partnership with parents, we aim to foster a supportive and co-operative approach when dealing with behaviour management.

The school policy aims to promote an attitude of positive behaviour by encouraging pupils to show respect and consideration for each other and take pride in their school and its place in the community. There is a strong emphasis on using

restorative and nurturing approaches to support children in developing and maintaining positive relationships.

Children are encouraged to participate positively in school life and have opportunities to work across the school to further develop social skills and relationships with others through Play 31 Time (previously known as Golden Time). The children sign up at the beginning of the month for activity clubs which staff lead in various locations around the school.

Children are motivated by various awards within the school. 'Golden Table Awards' for pupils displaying excellent manners are given by dining hall staff, children modelling Gospel Values are awarded with a treat of 'Tea with HT', 'Head Teacher Awards' are issued for various achievements and an 'Achiever of the Month' award is presented by class teachers to pupils who have achieved across the curriculum within their classroom.

The school has recently established House Groups and a points system to encourage good behaviour and positive relationships.

Circle time provides opportunities for all pupils in each class to explore and discuss the sharing, caring attitudes central to their religious and moral development. The Health and Wellbeing programme also allows children to explore a range of themes including friendship, resilience and bullying.

Basic school rules have been agreed and established from class to class throughout the school.

Where a child's behaviour does not meet the agreed guidelines and expected standards, teachers use their professional judgment to determine appropriate sanctions which may include:

- A verbal warning
- 'Time out'
- Written exercises to reflect on the behaviour
- Referral to the Depute Head Teacher or Head Teacher.
- Parental involvement/support
- Exclusion from school as a very last resort.

The school encourages pupils to immediately report incidents of suspected bullying to an adult within the school. Pupils are encouraged to approach all staff with any concerns they may have and teachers use various processes to allow pupils to air their concerns.

Every incident of reported bullying is taken very seriously and investigated thoroughly in line with the Authority's Anti- Bullying Policy and Guidance Document for Schools in East Dunbartonshire.

Where incidents of indiscipline involve any type of weapon, staff will follow procedures detailed in the Anti Weapon/Knife Crime Policy issued May 2017.

Curriculum for Excellence



Bringing learning to life and life to learning.

Curriculum for Excellence spans learning from 3-18 years. Its aims are 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.

It develops skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education, whatever their level and ability. All teachers are responsible for the development of literacy, numeracy and health and wellbeing.

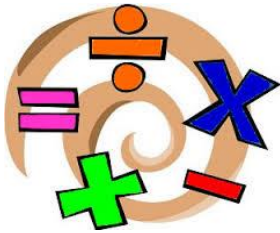
There is an entitlement to personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed. There will be a new emphasis by all staff on looking after our children's health and wellbeing - to ensure that the school is a place where children feel safe and secure.

Literacy



Literacy skills are divided into four areas, reading, writing, listening and talking. At the

early stages children learn to read using the phonics approach combined with the 'Look and Say' method. Teachers use a range of resources to teach literacy skills and children have many opportunities to play and experiment with language. The core reading resource at the early stages is Storyworlds which, supported by North Lanarkshire Active Learning Resources for spelling and phonics, this lays a firm foundation for the teaching of reading and writing. At the middle and upper stages the reading resource used is Oxford Reading, Tree Tops which provides a range of texts to meet the needs of all pupils. Novels which are also studied at different stages, provide a wealth of opportunities to study a text closely and investigate the writer's craft. Big Books are used at the early stages to teach and reinforce the skills of reading. Children are supported in their development as writers through East Dunbartonshire Intervention Resources and the recent staff development in the use of Pie Corbett's 'Talk for Writing' and Jumpstart Grammar. There are many opportunities for children to develop both imaginative and functional writing skills through real life contexts. For example, a visit to the Scottish Parliament provides a perfect opportunity to write a recount of the visit or a thank you letter.



Mathematics and Numeracy

Mathematics and numeracy skills are divided into three areas: 1) number money and measure 2) shape, position and movement and 3) information handling. The core resource used from Primary 1 to Primary 7 is Scottish Heinemann Maths. Numeracy is taught across the curriculum using real life contexts which makes the learning more enjoyable and relevant for the children. This may be through a social studies topic, science project or technologies. Similarly, children will experience a wide range of practical mathematical activities which develop their deeper understanding. While problem solving strategies in mathematics are taught, problem solving is a holistic skill which is developed across all curricular areas.

Mental and interactive maths features daily in the teaching of numeracy and mathematics. This involves the children learning in an active way which promotes greater understanding and consolidation of concepts, allowing clear progression in the development of mathematical skills.

A wide variety of resources support the teaching of mathematics including the use of ICT such as Topmarks, Education City and East Dunbartonshire Council programmes of study. In addition, Nelson Thorne problem solving is used from Primary 1 to Primary 7 to support the development of skills and ensure progression.



Social Studies

Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop

their understanding of the environment and how it has been shaped.

As they mature, children and young people's experiences will be broadened using Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Children and young people learn about human achievement and about how to make sense of changes in society, of conflicts and of environmental issues.

With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship. Through topic outlines and projects pupils will investigate:

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

Our current planned programmes of study incorporate all aspects of the above and are undertaken through specific topics to ensure progression, balance and continuity from Primary 1 to Primary 7. Where appropriate, children undertake a range of field trips using the local and wider community which provide rich learning experiences and the development of essential skills.



Health and Wellbeing

Good health and wellbeing is central to effective learning and preparation for successful independent living.

St Machan's staff work closely with the school's partners to ensure all children are active, respected, responsible, included, safe, healthy, achieving and nurtured.

Using a range of resources, a comprehensive programme has been developed by staff which is delivered to all classes. Some of these resources include PAtHs, (Promoting Alternative Thinking Strategies), Emotion Coaching, Growth Mindset, Emotion Works, Street Sense and Bounceback.

The pupil's experiences and outcomes are structured as follows:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood



Technologies

Technologies are connected strongly with all other areas of the curriculum, through extending and applying the specialist knowledge and understanding developed in the sciences, through the creative use of technology in the expressive arts, interdisciplinary learning, for example linking mathematics, science and other areas to enhance learning. Technologies include ICT and every classroom has an interactive whiteboard which teachers use most effectively to enhance the learning experiences of the children. The computer suite hardware has been recently updated as part of the renewal programme and all classes have timetabled slots. Children have regular access to ipads.



Expressive Arts

The expressive arts guidelines incorporate dance, music, drama and art and design. Within each of these disciplines we use a variety of resources to support the learning and teaching of expressive arts to ensure balance and progression of skills across the whole curriculum.

Dance

Through dance programmes pupils have rich opportunities to be creative and to experience inspiration and enjoyment. Creating and performing are the core activities for all learners which also promotes physical activity and ultimately health and wellbeing.

Music

Through the Local Authority and Scottish Government Music Initiative there are specialist music teachers at St Machan's providing tuition in brass, woodwind and percussion. In addition, teachers use a range of resources including Kodaly Resources and BBC online resources.

Drama

Various resources are used including the Aberdeen Drama Packs and online resources.

Art and Design

Wide ranging resources support the teaching of art and design including our own school programme and Borders Art Pack.

Expressive arts within the curriculum has an important place in its own right but within school there are many opportunities to extend the richness of this area on a cross curricular basis. Children are provided with a wide experience of expressive arts through such areas as concerts, assemblies, public speaking, sports activities, choirs, special celebrations and artistic display.

In addition, many stage or whole school opportunities are provided to enhance the pupils' experience of the expressive arts with theatre productions, Scottish Opera/Ballet, Performing Arts Groups, museum visits and sports clubs.



PE

All classes receive 2 hours of PE each week which meets the Scottish Government's recommendations for every child. We are currently using the North Ayrshire PE programme.

Outdoor Learning

At St Machan's Primary there are many opportunities for children to use the rich outdoor environment for learning and this is actively encouraged across the school. Learning in maths/numeracy, literacy, science, social studies and expressive arts is greatly enhanced by providing children with opportunities to explore and be creative. These experiences are planned and purposeful and relate to the development of knowledge and acquisition of essential skills outlined in Curriculum for Excellence.

We have recently linked with Forest Schools to develop children's awareness and knowledge of their local area.



Extra Curricular Activities

Extra curricular activities vary from year to year depending upon the availability and expertise of current staff and parents.

We presently have provision for athletics, basketball, dance, choir and netball. Parents are encouraged to offer their own particular interests and expertise to any activity which would further develop the children's knowledge and interest.

Please contact the Head Teacher if you would like any further information about the curriculum within our school.

Assessment and Reporting

The purposes of assessment are to:

- support learning that develops the knowledge and understanding, skills, attributes and capabilities which contribute to the four capacities
- give assurance to parents, children themselves and others, that children are progressing in their learning and developing in line with expectations
- provide a summary of what learners have achieved
- contribute to planning the next stages of learning
- inform future improvements in learning and teaching

Staff in St Machan's use a range of strategies to gather good quality evidence of learners' progress. This evidence is used to inform the next steps in a child's learning and to evaluate the quality of learning and teaching. Teachers keep meticulous records and every child has an assessment folder which allows progress to be monitored and tracked. Results of assessments are discussed with the senior management team and pupils experiencing difficulties are given additional support targeting their specific needs.

Formal assessments are carried out using standardised tests in Language and Maths at Primary 1, Primary 4 and Primary 7. In addition, formative assessment strategies are used daily to identify strengths and weaknesses and to highlight particular issues which need to be addressed. Children are given verbal and written feedback on their work indicating how they can improve.

Learning Logs are being re introduced to allow children to set their individual targets, in discussion with the teacher, and to evaluate their progress in learning. Children are further involved in the assessment process through regular peer and self assessment activities using traffic lights, thumbs up and plenary sessions. Learning intentions and success criteria are discussed at the beginning of lessons and children are confident about evaluating their success.

Regular meetings take place with the senior management team to discuss each child's progress and there are rigorous and robust procedures in place to ensure that assessment information is used effectively to inform learning and teaching.

Parents are invited to school in October and March to discuss their child's progress and written reports are issued in June. Parents of children who have a support plan are invited to school each term to discuss the child's progress. If teachers or parents make a request, additional meetings take place as appropriate.

Liaising with and Involving Parents in their Child's Education

The Education Service is keen to ensure that it involves all parents appropriately and sensitively in their child's education. Under Education Law, "parents" include:

- Non-resident parents who are liable to maintain or have parental responsibilities in respect of a child;
- Carers who can be parents;
- Foster carers, relatives and friends who are caring for children under supervision arrangements;
- Close relatives, such as siblings or grandparents caring for children who are not "looked after and accommodated" by the local authority or are under home supervision (looked after) arrangements.

Everyone who is a "parent" (under Education Law) has the right to receive advice and information about their child's education and take part in activities.

The Education Service will treat all parents equally. The exception to this is where there is a court order limiting an individual's exercise of parental rights and responsibilities.

Schools collect information about a child's family circumstances on an annual basis. Where family circumstances change during a school session, it is important that parents inform their child's school of these changes.

Further information about how the Education Service seeks to work with parents is available in the publication *Schools, "Parents" and "Parental Responsibility": A briefing paper for schools and education support services under the management of East Dunbartonshire Council* (2007).

This publication is available from schools or the Acting Chief Education Officer who can be contacted at:

East Dunbartonshire Council
The Marina
Strathkelvin Place
Kirkintilloch
Glasgow
G66 1TJ

Tel: 0300 123 4510

Email: greg.bremner@eastdunbarton.gov.uk



Transitions and Enrolment

From Early Learning and Childcare Centres to Primary

Registration and enrolment

The date for registration of new school entrants is advertised in all local Early Learning and Childcare Centres, the local press and on the council's website www.eastdunbarton.gov.uk. It is normally in January each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school, when they register their child. Parents who want to send their child to a school other than the catchment school must make a placing request. Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information.

Before leaving Early Learning and Childcare Centres, a transfer of information record for each child will be prepared by Early Year's staff to ensure a smooth transition and continuity of education for the child transferring to primary.

Primary School Admissions

When commencing Primary 1 education, your child will normally attend the local denominational or non-denominational Primary school (regardless of religion) and transfer from it, after Primary 7, to its associated Secondary school. Details of the catchment areas and boundaries can be obtained from the Education Office - Tel. 0300 1234510, or the relevant school.

Enrolment dates will be set by each school and the enrolment should be completed in January prior to the start of term in August. The authority will place adverts in the local press and Early Learning and Childcare Centres, advertising the date(s) for enrolment. Enrolment Forms should be completed on enrolment day at your catchment school. Parents are asked to bring the relevant birth certificate(s) and proof of residency when enrolling their child(ren).

You are still required to enrol your child(ren) at your catchment school even if you do not wish him/her to attend that school.

Enrolment timetables will also be available through the East Dunbartonshire Council website at www.eastdunbarton.gov.uk.

Children eligible for enrolment are those whose 5th birthday falls between 1st March and the end of February the following year.

Primary to Secondary Transition

Secondary School Admissions

Transfer Information will be issued to parents at the end of term one, in Primary seven.



If you wish your child to attend a secondary school other than the catchment denominational or non-denominational secondary school(s) for your home address, you will be required to make a Placing Request as detailed in the Placing Request section below.

You do not need to submit a Placing Request if you want your child to transfer from a non-denominational secondary school or vice-versa at the primary to secondary transfer stage, as long as the intended secondary school is still the catchment school for your home address. Parents of children who are planning to change from denominational to non-denominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.

The school to which St Machan's pupils normally transfer is St. Ninian's High School, Bellfield Road, Kirkintilloch G66 1DT Tel: 0141 955 2386

Pupils residing in Torrance and Balmore transfer to Turnbull High School, St. Mary's Road Bishopbriggs Glasgow G64 2ES Tel: 0141 955 2393

For pupils transferring to St Ninian's High School the transition programme begins in Primary 6 with a series of visits to the secondary school. This process continues in Primary 7 with further visits, culminating in the usual induction days in June. Furthermore, a number of secondary teachers visit the Primary 7 classroom to work alongside their primary colleague.

Pupils in Primary 7 complete a Pupil Profile which transfers with them to secondary school and is shared with all secondary staff.

There is close and effective liaison between St Machan's Primary and St Ninian's and Turnbull High Schools with Guidance and Pupil Support staff meeting with the Primary 7 teacher to discuss the strengths and development needs of every child prior to transition. Pupils who have additional support needs have a further meeting to ensure that all information is communicated clearly and effectively thus ensuring a successful transition.



Placing Requests

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the catchment school. Applications for Primary 1 and Secondary 1 Placing Requests to commence school in August will be accepted following the publication of an advert in the local press inviting applications in early December.

Every effort will be made to try to meet parental wishes, but you should note that it is not always possible to grant every Placing Request to a particular school. You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. It may be, therefore, that a parent could end up with children at different schools.

Primary 1 children must also be enrolled at the catchment area school on the appropriate Enrolment Form whilst awaiting the outcome of their Placing Request Application. If the Placing Request is granted, the child's enrolment at the catchment school will automatically be withdrawn by the Education Office.

Placing Requests can only be approved when there are sufficient places remaining in the class after all catchment area children have enrolled and if staffing and accommodation at the school are able to meet the numbers of Placing Requests at that school. The Education Office can also reserve places in a class for future catchment pupils they expect to move into the area in the following school year.

If more Placing Requests are made for admission to a particular school than places available, these Requests will be prioritised according to East Dunbartonshire Council's Admissions Policy and requests accepted and refused accordingly.

Your Placing Request will be considered against a set of criteria which is set out in the Council's priorities for admission. Please refer to the Placing Request Application Form for more details.

Any Placing Requests received after the 15th March for Primary 1 and Secondary 1 will not be considered in the first round of Placing Requests. Parents / Carers will be notified of the outcome of their request within 2 months of receipt your Placing Request.

As soon as a decision has been made, you will be notified of the result. If your Placing Request is successful, you will be asked to contact the school to establish arrangements for enrolment.

Parents should note that in cases where your child is currently in attendance at a primary school as a result of a successful placing request, there will be the need for a further request to be made to transfer to the secondary school associated with the primary school. Parents should, however, be aware there is no guarantee that any such request will be successful and therefore contact should be made with your local secondary school to inform them of your intention to request a place in a school of your choice. Parents are requested to contact the education office to clarify this position if they are unsure.

Mid Session Transfers

You may make a Placing Request at any time during a school session. If your child is experiencing problems at school, you are advised to discuss the matter with the Head Teacher prior to making a Placing Request. Completing the Application Form does not guarantee a place for your child at your chosen school. Your Placing Request will only be granted if there are surplus places available at the school.

Transport for Placing Requests

If a Placing Request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.

Support for Pupils

Children and Young People with Additional Support Needs

East Dunbartonshire Council's policies, procedures and practices relating to children and young people with additional support needs are in line with the Education (Additional Support for Learning) (Scotland) Act 2004 which place duties on



education authorities and provide rights for parents of children with additional support needs and young people with additional support needs.

All children require support to help them learn. However there are some children and young people who need some extra support or support which is a bit different from the support provided for all children to make sure they benefit from school education. That support may come from education services but can also be provided by a NHS Board, Social Work, Skills Development Scotland, or independent and voluntary organisations. Children and young people in school who need extra support or a different sort of support from what is generally available have additional support needs.

These additional support needs can arise for lots of different reasons. The reasons why a child or young person may have additional support needs are too many to list here, however the following are examples:

That the child or young person:

- finds it difficult to behave in school;
- is hearing or visually impaired;
- has a particular health need;
- is living with parents who have a drug or alcohol dependency;
- has English as an additional language.

Some additional support needs may only last for a short period of time other additional support needs will be lifelong.

If you think your child may have additional support needs you should talk to your child's school or preschool provision about this.

All children and young people have their needs continuously assessed and reviewed. Your child's school will be able to show you their assessment of your child's needs and will send you copies of reports on how your child is progressing in school.

All schools and early years establishments in East Dunbartonshire look at children's needs through a process of staged intervention. This process allows teachers and others to

- identify those children who may need additional support;
- make plans to support those children identified;
- deliver the support the child requires; and
- regularly review the support provided.

In addition to the additional support which schools themselves can provide through individual planning or making specific resources available, schools can also request support from East Dunbartonshire Council's specialist educational support services. The Council can also provide individual children with special equipment and resources if necessary. Some children may also benefit from attending the special schools and specialist resources which East Dunbartonshire manages.

Parents have a very important role to play in their child's education and the views of parents and young people will always be taken account of in making decisions which affect the child or the young person. If your child requires additional support at school you can provide the school with important information about your child which will be helpful in making plans to support your child. Parents and young people will always be invited to participate in reviews of progress.

A small number of children and young people with additional support needs require a co-ordinated support plan (CSP). All of these children and young people will already have a plan provided for them in school which set out targets for their learning and timescales for achieving those targets. Parents, professionals and the child or young person can all be involved in regularly reviewing the plans. The CSP sets out the educational objectives for an individual which can only be achieved by services such as health or social work working together with education to support the child or young person i.e. where the support required must be co-ordinated.

If you have a concern that your child's additional support needs are not being met you should always, in the first instance, contact the school to arrange a time to discuss that concern. Every effort will be made by the school and the education authority to resolve your concern at that point. If you are not happy with the way the matter has been dealt with and you continue to have concerns you may be able to make use of one (or more) of the following:

- mediation
- independent adjudication
- the Additional Support Needs Tribunals for Scotland to assist in reaching a satisfactory conclusion.

The Education (Additional Support for Learning) Act 2004/2009 places duties on local authorities to provide access to independent mediation for resolving disputes with parents and carers of children and young people with additional support needs when or if they arise. East Dunbartonshire Council uses Resolve Scotland. For further information contact: 0131 313 8844 or go to www.resolve.org.uk

Support for Learning Services

East Dunbartonshire Council, in supporting inclusion in its schools, has a number of support for learning services.

These are:-

- Education Support Team which includes English as an Additional Language Learning Support (Secondary), Sensory-Hearing Impaired and Visual Impaired, Assistive Technology, Language and Communication Resources
- Wellbeing Support Service

The Services support pupils through:-

- Consultancy
- Continuing Professional Development
- Co-operative Teaching
- Curriculum Development
- Partnership Working

Supporting Families Service

The core purpose of this service is to provide support to families in developing their skills and confidence in their parenting and to provide services to children to enhance their development and learning. Examples of the services available include parenting workshops, individual support following the Triple P programme. Services also include a holiday play scheme provision for children and young people with additional support needs. If you wish to access any of the services please contact the team on 0300 1234510.

Protecting Children and Young People

East Dunbartonshire Council has issued Child Protection Procedures and Guidance which all staff must follow to promote the welfare of children and to protect them from harm.

All adults must share the responsibility for promoting children's health and safety and ensuring, as far as possible, that all children are protected from abuse, neglect and exploitation. Children cannot be expected to take full responsibility for keeping themselves safe. Professional staff must work together and in co-operation with families and carers to enable children to grow up in a warm, stimulating and safe environment.

Education staff are required to assist in the protection of children by:

- Creating and maintaining a positive and caring ethos
- Developing health and personal safety programmes
- Being observant of children's needs, views and concerns
- Reporting and recording concerns about the welfare or safety of children
- Monitoring and supporting children in co-operation with relevant professionals, parents and carers.

Education staff cannot keep secret any allegations or concerns about child abuse, even if a child or adult request this. Information or concerns that a child may be at risk of harm must be passed on in order to protect the child. Staff will treat the matter sensitively, and information will only be passed to those who need to know in order to protect and support the child.

If parents or others have concerns for any child, they can speak to the Head Teacher about this. They can also contact social work services and/or the police.

When a member of staff, a child or another individual provides information and the Head Teacher considers that there is a possibility that a child has been harmed or is at risk of harm, the Head Teacher is required to immediately contact social work services to discuss the circumstances and agree the immediate action to be taken. School staff are then required to co-operate with any subsequent enquiries or support plans.

Every education establishment or service has copies of the East Dunbartonshire Council Child Protection Procedures and Guidance. These are available for reference from the Head Teacher.

Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice. Further details of the policies and procedures can be found on the East Dunbartonshire Council website, and the school's Additional Support for Learning Co-ordinator will be able to outline the support that can be offered in school.

Working with other agencies and professionals - for example, Social Work Services, Educational Psychology Service, National Health Service and parents - decisions are made with regards to the best possible education to meet the needs of the child within the resources available.

Parents, carers and children with additional support needs can also seek independent advice and support through:

Enquire: www.enquire.org.uk, 0845 123 2303

Scottish Independent Advocacy Alliance, www.siaa.org.uk, 0131 260 5380

Take Note: National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre) www.sclc.org.uk, 0131 667 6633.

Autism Adviser

Every establishment has an Autism Adviser who is an established member of the school teaching team and who has been provided with training and ongoing support from a multi-agency team- led by an educational psychologist and a quality improvement officer. Every Autism Adviser is guided by a process of collaborative practitioner enquiry, which allows the school to develop the role of their Autism Adviser in response to the needs of their school context. Every Autism Adviser will be able to signpost colleagues to resources and sources of supports. While every establishment will use their Autism Adviser differently, the role of the Autism Adviser may include facilitating staff training within their school, supporting communication to parents/carers; planning for establishments' Autism Awareness Week; running a parents/carers' support group and supporting individual staff members using existing school structures (eg Pupil Support Group)

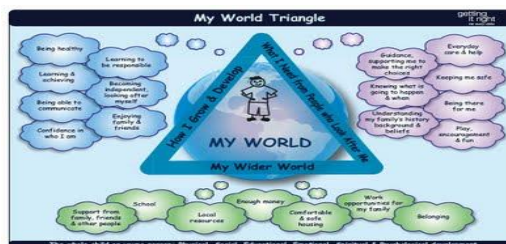
Specialist Support Service – teachers teaching in more than one school

The Additional Support for Learning Team makes provision for children and young people who have a range of additional support needs. The service comprises of teachers who work in the pre-5, special, primary and secondary sectors. Staff in the team work in partnership with staff in the establishments to plan and deliver an appropriate curriculum. The service also provides staff development and advice on resources.

The teams support the additional needs of:

- children with a significant hearing and or visual impairment;
- bilingual learners who are at early stages of learning spoken English;
- looked after and accommodated children and young people who are experiencing difficulties in school;
- children at early stages of primary school who have a developmental coordination disorder along with attention difficulties;
- young people who attend special provision units; and
- pre-5 children who have been identified as having significant support needs

GIRFEC



Promoting Wellbeing, Protecting and Safeguarding.

The Scottish Government introduced *Getting it Right for Every Child (GIRFEC)* as a programme of change, reaching across all children and adult services in the public and voluntary sectors in Scotland, to achieve better futures for all of our children, young people and their families. It builds from universal health and education services and drives the developments that will improve outcomes for all children and young people. The Children and Young People's (Scotland) 2014 Act now provides a legal framework around these principles.

We want all our children and young people to be fully supported as they grow and develop into successful learners, confident individuals, effective contributors and responsible citizens. We believe they should be: Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included. These are the eight indicators of wellbeing.

The *Getting It Right* approach is about how practitioners across all services for children and adults meet the needs of children and young people, working together where necessary to ensure they reach their full potential. It promotes a shared approach and accountability that:

- builds solutions with and around children, young people and families
- enables children and young people to get the help they need when they need it
- supports a positive shift in culture, systems and practice
- involves working better together to improve life chances for children, young people and families

To do this the Scottish Government has legislated that all children have a Named Person until the age of 18 who will coordinate services for them, should they require it. The Named Person for children in early years settings is their Health Visitor and for those at school it is their Head or Depute Head Teacher. **Mrs Rosaleen Miller (Head Teacher) is the Named Person for your child.** Young people under the age of 18 who have left school can access their Named Person via the Education Service.

Once a concern has been brought to their attention, the Named Person, needs to take action, help, or arrange for the right support in order to promote the child's development and wellbeing. Referring to the eight Wellbeing Indicators, they will need to ask these five questions:

- What is getting in the way of this child or young person's wellbeing?
- Do I have all the information I need to help this child or young person?
- What can I do now to help this child or young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be needed from others?

The Named Person also needs to help children and families feel confident they can raise concerns, talk about their worries to people who will listen and respect their point of view and work with them to sort things out. Above all, they will ensure that the child or young person's views are listened to and that the family (where appropriate) is kept informed.

To find out more about *Getting it Right* or to access the Named Person for your child, please inquire directly to the school office.

Child Protection and Safeguarding

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting, or by failing to act to prevent, significant harm to the child. Children may be abused in a family or in an institutional setting, by those known to them or, more rarely, by a stranger. Child protection“ means protecting a child from child abuse or neglect. If a child's wellbeing is considered to be at risk, relevant information must always be shared. It is our public responsibility to protect children. Anyone who suspects child abuse or neglect should contact East Dunbartonshire Council Social Work Advice and Response on **0141-777 3000**, or the Police. Each school has a designated Child Protection Coordinator, who will work with other professionals, children and where appropriate, families to safeguard children. The name of the Child Protection Coordinator should be displayed prominently within the school.

The School Improvement Process



Raising Attainment

Monitoring performance and using the resulting information to secure improvement is an important part of the work of Head Teachers, school staff and officers within Education Services.

Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's major achievements.

Every year the school has to evaluate its practice and from this we produce a Standards and Quality Report which informs the School Improvement Plan for the following session. More information about this can be found on our school website - www.st-machans.e-dunbarton.sch.uk. The School Improvement Plan outlines developments in which all staff will be involved to provide better opportunities and experiences for the children. The priorities in our School Improvement Plan are arrived at from a variety of sources, which include:

- i) East Dunbartonshire's Improvement Objectives
- ii) National Developments
- iii) Cluster Priorities
- iv) The result of audit exercises carried out in the school

Children are motivated and enthusiastic in their learning. Active learning strategies and the Play to Learn approach are improving standards across literacy, numeracy and health and wellbeing. Children confidently engage in peer and self assessment and have a good understanding of how to improve their performance. Additional support is in place to enable all learners to reach their full potential and to be fully included in the life of the school

Our school improvement priorities for 2018 – 2019 are:

No	Improvement Priority	Target
	Main Priority: Year 2 of plan for Improving Health and Wellbeing	<ul style="list-style-type: none"> To consult all stakeholders on developing a new vision, values and aims To further embed nurture principles within the school To improve the engagement of parents through family learning To increase the emotional resilience of pupils throughout the school To further develop play in the infant department To ensure greater involvement in the life of the school from learners through increased engagement in clubs and leadership activities To review assembly to reflect age and stage of pupils and include teaching staff in celebrating learners' achievements. To embed restorative practice To produce a positive relationships and behavior policy in consultation with staff, learners and parents.
1a	Linked Priority: Cluster Working RERC: Serving the Common Good	<ul style="list-style-type: none"> Learners will work collaboratively with staff to develop their understanding of Catholic Social Teaching and how it underpins the school vision, values and aims. Learners will understand the distinctiveness of their Catholic school and its role in 'Serving the Common Good' locally, nationally and globally as part of National and Diocesan celebrations of 100 years of Catholic Education. Learners will have opportunities for developing skills for learning, skills for life and skills for work as they engage in opportunities to put their 'Faith into Action' as they deepen their understanding of Catholic Social Teaching. Moderation of standards and teaching approaches across schools within Archdiocese
	Priority 2: Raising Attainment in Writing Year 2 of long term plan	<ul style="list-style-type: none"> Raise attainment in writing through implementation of the Talk4Writing Approach – Imitation, Innovation and Invention Moderate standards across the cluster from early to third level using our Cluster Writing Assessment Framework (devised last session) To ensure that there are effective moderation procedures for planning, learning and teaching and assessment early to third level Shared understanding of achievement of a level to ensure robust and consistent professional judgement
	Linked Priority: Year 1 of long term plan Curriculum for Excellence – Curriculum Design: To review and enhance the school curriculum with associated moderation, assessment and tracking procedures	<ul style="list-style-type: none"> To review and enhance the school curriculum with associated moderation, assessment and tracking procedures Learners attainment and achievement will be tracked through CfE levels and based on professional judgement underpinned by a range of assessment data. Learners will have targeted intervention where the need arises through professional discussions with SMT and CTs Learner evidence of attainment will be moderated by staff in order to ensure consistency within a level – within school and as part of Cluster working (writing) across schools.

The ScotXed Programme

Education Authorities, the Scottish Government and its partners have, for many years, collected information about pupils on paper forms. The information is now transferred electronically through the ScotXed programme.

The following explanation has been provided directly by ScotXed:

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

Data policy

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

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality

restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data about pupils in schools collected by Scottish Government through statistical surveys is used only for the statistical and research purposes for which it is collected.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (<http://www.gov.scot/Topics/Statistics/ScotXed>). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also to academic institutions and organisations to carry out additional research and statistical analysis which helps inform policy development and contributes to improving outcomes for Scotland's people. In order to carry out this research to support better decisions, policy making and practice, data may be linked to information from other sources.

Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with our data policy and the National Data Linkage Guiding Principles. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at mick.wilson@scotland.gsi.gov.uk or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.

School Policies and Practical Information

School Uniform

It is the policy of the Education Committee to encourage pupils to wear an acceptable form of school dress as determined by Head Teachers, Parent Councils and parents. In encouraging the wearing of school dress, account must be taken of any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposal will be the subject of widespread consultation with parents and pupils.

Parents are asked to co-operate with the school in encouraging the wearing of the school uniform.

The uniform was agreed in consultation with parents, pupils, staff and the Parent Council. It incorporates a range of popular items of dress, e.g. sweatshirts, T-shirts.

Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing.

Baru is our main uniform supplier to contact them the details are: Baru at 5 Cowgate, Kirkintilloch telephone 0141 7778528, or visit the web site www.Uniform-Direct.com.

You may also wish to try: Border Embroideries Ltd, 35B Argyle Street, Glasgow G2 8AH
www.border-embroideries.co.uk

At St Machan's, thanks to the support of our parents, all children wear school uniform.

- White shirt with school tie
- Green v- necked jumper / cardigan / sweatshirt
- Yellow/Gold polo-shirt with school badge
- Grey trousers / skirt
- Black shoes

PE Kit

- Yellow polo shirt
- Shorts
- Gym shoes

A school's reputation can also be enhanced in the local community by the wearing of school uniform and school security will be improved as it will be easier to identify intruders.

The appropriate clothing and footwear for PE is a T-shirt, shorts and gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons. - please note there is a requirement that all jewellery is removed prior to undertaking physical education activities.

Please ensure that all items of clothing are clearly labelled, particularly ties, sweat shirts and PE kit which are often lost. A protective apron or an old shirt should be worn for art and craft activities. Please help the school and the education authority by making sure that pupils do not bring valuable or expensive items of clothing to school.

Offensive clothing such as T-shirts or other items painted with obscene language or illustrations are not permitted. Football colours are also inappropriate as they can lead to incidents of rivalry.

Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing uniform and, in particular, pupils will not be denied access to examinations as a result of not wearing school dress.

Parents are asked to assist by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school.

Parents/carers receiving income support or income based job seekers allowance or housing benefit or council tax rebate (not discount) or employment and support allowance (income related) will normally be entitled to monetary grants for footwear and clothing for their children. Parents who are in receipt of working tax credit and/or child tax credit may also be eligible, the Community Hubs and education office can provide more details. Approval of any requests for such grants made by parents in different circumstances is at the discretion of the Chief Education Officer. Information and application forms may be obtained from schools, the Community Hubs and the education office.

If you have any queries regarding the school's dress code, please contact the Head Teacher.

School Meals

We know that maintaining a healthy diet is linked to a happy and active lifestyle. By eating a school meal provided by East Dunbartonshire Council's School Meals Service your child is guaranteed a balanced nutritious meal to keep them healthy and alert throughout the school day.

The meals are freshly cooked on a daily basis by our skilled staff who care about your child's wellbeing. Our staff will help your child to make balanced choices. The meals meet the Scottish Government's nutritional regulations.

Any Special diets or allergies should be discussed with the school.

Meal prices are reviewed annually. Please contact the School to be advised of the current price.

Free School Meals

Some families may be eligible for free school meals. Children of parents/carers receiving income support or income based job seekers allowance are entitled to a free midday meal. Children of parents who are in receipt of child tax credit or working tax credit and child tax credit or employment and support allowance (income related) or support under part IV of the immigration and asylum act 1999, may also be eligible. Information and application forms for free school meals may be obtained from schools, the Community Hubs and the education office or www.eastdunbarton.gov.uk.

Only those children whose parents receive income support or income based job seekers allowance (and child tax credit where qualifying income criteria has been met) will be entitled to free milk. Milk may however, be available for purchase in the school during the lunch period.

From January 2015 all pupils in P1, P2 and P3 will be entitled to free school meals.

Please do not apply for free school meals if your child(ren) is/are in P1, P2 or P3 as a meal will automatically be given.

As there are children in the school with nut allergies we ask parents not to send snacks or food containing nuts. Furthermore, as we are a health promoting school we encourage all children to bring a healthy snack and drink fruit juice or water instead of carbonated drinks. Cans and glass bottles are not allowed in school. All children are encouraged to bring a small bottle of water each day which can be refilled at the water fountains.

P4 to P7 pupils can purchase their lunch in the school dinner hall where payment is taken at the time of purchase.

Pupils preferring a packed lunch eat their meal in the school hall.

Transport



(a) General

It is a parents' responsibility to ensure their child arrives at school and returns home from school in a safe and responsible manner. In order to assist parents in getting their child of school age to school safely and on time, the Education Authority has a policy of providing free transport to primary pupils who live one mile or more from their catchment primary school by the recognised shortest walking route.

Parents who consider they are eligible should obtain an application form from the school or education office or www.eastdunbarton.gov.uk. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.

Parents should note that no transport provision is made for home journeys for infants who may have a shorter day until September week end.

Children not collected by parents are supervised until the end of the normal school day.

Chief Education Officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority where spare places are available and no additional costs are incurred. This is known as concessionary travel and parents are required to submit concessionary travel applications each year in the period June - July to ensure that consideration can be given to their request for concessionary transport for August.

Parents should obtain an application form from the education office or www.eastdunbarton.gov.uk.

(b) Pick up Points

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up points. Walking distance in total, including the distance from home to the pick-up point and from the drop-off

point to the school in any one direction, will not exceed the authority's limits (see above paragraph). It is the parents responsibility to ensure their child arrives at the pick-up point on time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling and alighting from the vehicle. Misbehaviour could result in your child losing the right to free transport.

(c) Placing Request

The education authority does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances.

In the case of early entry requests, if the child is offered a place in his/her catchment area school, transport will be provided in accordance with the council policy stated above.

Adverse Weather Conditions

Driver's Responsibilities

- In adverse weather conditions drivers **MUST** liaise with Head Teachers to ensure the safety of the children.
- In periods of snow and ice the driver must use his discretion to decide if a road is passable or not. He should endeavour to choose a route which gives the greatest number of children a reasonable chance of getting to school safely.
- At their own discretion drivers may abandon a morning journey and return all pupils already picked up to their homes and inform the relevant Head Teacher concerned. See bullet point below.*
- On homeward journeys pupils shall only be set down at their normal vehicle set down point. If there is a possibility that the vehicle will be unable to take the pupils to that point, contingency plans should be made with the Head Teacher.
- In the event that transport cannot continue due to blocked roads or any other obstruction, children will be instructed to stay in the vehicle until rescue can be organised.

Strathclyde Partnership For Transport/East Dunbartonshire Council's Responsibilities

- SPT will contact a Senior Officer within EDC to advise of difficulties with transport.

- Senior Officer will contact Head Teacher/s.
- Head Teachers to contact parents, where possible by text message, (at peak times there may be delays due to volume across local authorities).
- * In the event of journey being abandoned, Head Teachers will advise the driver of any change to normal home address.
- At the beginning of every session, the school should update the contact details for all parents/guardians for pupils accessing school transport. This will allow school office staff to inform parents/guardians immediately of changes due to adverse weather.
- If the inclement weather is continuous, the school will update their website on a daily basis.

Parental Responsibilities

- To ensure child/children are at designated pick up point (please note that in adverse weather this may differ from original point, Head Teacher will advise).
- If concerns regarding bus arrival, contact bus operator and/or school.
- Parents should ensure that they notify the school of any changes to their contact details.
- If they have not already done so, parents are advised to register for the text messaging alert system within their child's school.
- Where inclement weather is present and it is probable that the current pick up point is unlikely to be accessed, parents should take a common sense approach and their child/children should be taken or directed to the closest accessible pick up point within a reasonable distance.

Medical and Health Care

Information should be given on medical and dental inspections and on dental treatment. Parents should be given an indication of the procedures followed if a child takes ill at school. Parents should be made aware of the necessity to inform the school of any particular medical requirements and of arrangements to be made if a child has to be taken home.

Parents should provide the Head Teacher with sufficient information about their child's health care needs and treatment. Where necessary, this information should be updated annually or more frequently if there is a change in circumstances. Where there is concern about whether the school can meet the pupil's needs or

where the parents' expectations appear unreasonable, the Head Teacher should seek advice from the school nurse or doctor and, if required, the Chief Education Officer.

Data Protection Act 1998

East Dunbartonshire Council will process your child's personal data in compliance with the Data Protection Act 1998 and all other relevant legislation. The Council may share your child's personal data with other Council services and public agencies to support the delivery of services to promote the health, safety and well-being of children and young people.

Accessing Your Child's Pupil Records

Parents have a legal right of access to their child's core education records, regardless of the age of their child. These are the records held within your child's Personal Pupil Record (PPR). Parents do not have a general right of access to all records that mention their child. To access your child's file, please apply in writing to the Head Teacher.

A child has a legal right of access to all records held about them. This includes records that may be held out with of the PPR. If a child is aged 12 or over and can show suitable maturity and understanding they may exercise this right of access through a request to the Head Teacher in writing. If your child is aged 11 or younger, or is not considered to have suitable maturity or understanding, then a parent may make an application on their child's behalf for access to all records. The table below summarises who may access what records through writing to the appropriate Head Teacher.

AGE OF CHILD	CHILD'S LEGAL RIGHTS	PARENT'S LEGAL RIGHTS
Under 12	A child's parent or guardian may apply on the child's behalf for access to all records	Right of access to core education record (PPR)
12 and older	If able to show suitable maturity and understanding, the child may apply for access to all records	Right of access to core education record (PPR) No legal right to all records unless acting as child's representative because child is unable to show suitable maturity or understanding

Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act gives individuals a statutory right to the unpublished "internal" information and records held by Scottish Public Authorities such as East Dunbartonshire Council and its schools. Individuals have already used this legislation to find out about policy, procedures and how particular decisions have been reached. If you would like to use this legislation to access particular information please write to the Head Teacher, and subject to certain conditions and exemptions, you will receive a full response within twenty working days of receipt of the request.

Please note that you cannot access personal information on staff or pupils under this legislation. To access personal information about your own child, please see the section 28 on Accessing Your Child's Pupil Records.

Use Of Photographs And Video Film Involving Pupils

On occasion, the school may seek permission from parents to photograph/video pupils for internal purposes within the school, for Council publicity materials and/or for press/media related activities. If a pupil's image is being used on any webpage or on a webcam, parents will be asked for express consent as this image has the capability of being viewed by any person with Internet access world wide. Pupil photographs will be held with the school's Management Information System (SEEMIS), parents will be asked for consent.

School Campus No Smoking Policy

With the introduction of the Smoking, Health and Social Care (Scotland) Act 2005 and the Prohibition of Smoking in Certain Premises (Scotland) Regulations 2006, East Dunbartonshire Council now operates a no smoking policy across all authority's school campuses. Any person accessing the school must refrain from smoking in any of the school campus areas.

Pupil Use Of Mobile Phones In School

There have been many concerns raised by Head Teachers, staff and parents about the extensive use of mobile phones by pupils and the associated risks of such use while in school.

The Education Committee of East Dunbartonshire Council as a result of these concerns, agreed that each school should have the power to set its own policy in relation to pupil use of mobile phones in school.

All establishments will incorporate the following points into their policy:

1. Schools will discourage, and will also advise parents to discourage, pupils from bringing mobile phones to schools.
2. Parents will be advised that East Dunbartonshire Council will not accept liability for the loss or damage of mobile phones which are brought into the school or school grounds by pupils.
3. If pupils bring mobile phones to school, the phones must remain switched off while the pupils are in class. Head Teachers will have the power to extend the switching off of mobile phones by pupils to the whole school building and also to the school grounds.
4. Where a pupil is found by a member of staff to be using a mobile phone outwith the policy of the school, the phone will be confiscated. When a phone is confiscated, a receipt will be passed to the pupil by the relevant member of staff, in order that the pupil can present the receipt at the end of the school day to uplift the phone.
5. If a pupil is found taking photographs or video footage with a mobile phone of either other pupils or staff, this will be regarded as a serious offence and the Head Teacher, depending on the circumstances, will decide on an appropriate discipline. In certain circumstances, the pupil may be referred to the Chief Education Officer. If images of other pupils or staff have been taken, the phone will not be returned to the pupil until the images have been removed

Childcare Information Service



The Childcare Information Service is a free service provided by East Dunbartonshire Council. It aims to provide parents with accurate details on childcare provision in a variety of settings e.g. out-of-school care groups, childminders, nurseries, playgroups, holiday play schemes and parent & toddler groups.

It also offers other advice including: choosing quality childcare, accessing help to pay for childcare and contact details regarding childcare organisations.

The Childcare Information Service, launched in May 2000, is a key element of East Dunbartonshire Council's Childcare Strategy which aims to develop, quality, accessible, affordable and flexible childcare across the East Dunbartonshire area.

To use this service please call the helpline number on 0141-578 8060, e-mail chis@eastdunbarton.gov.uk or log onto the service's website at www.scottishchildcare.gov.uk.

Appointment Of Adults To Voluntary Child Care Positions

In order to meet a legal obligation under the Protection of Children (Scotland) Act 2003 and as part of the policy in respect of child protection, the Council has

introduced a policy to ensure that any individual who is appointed to a voluntary child care position is not fully listed on the Disqualified from Working with Children List.

This policy, which requires any adult appointed to a voluntary child care position, to undergo a criminal background check to ensure their suitability. The policy applies in particular to:

- parent volunteer helpers in schools who are considered to have regular contact with children and young people;
- parents and co-opted members of parent councils;
- parent members of local parent-teacher associations;
- elected members serving on committees relating to the development of children's services;
- any other individual working in a voluntary child care position within a service managed by East Dunbartonshire Council.

The policy builds on East Dunbartonshire Council's *Child Protection Interagency Guidance* (2002) which underpins all child protection work undertaken by local authority services. It also complements the Council's policy on the leasing of council premises to organisations which provide activities and services to children and young people.

Business Continuity

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, by 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 shall keep in touch by regular updates to our school website, using letters and notices in local shops, announcements in local churches and announcements in the press and on local radio. There will also be updates on the website www.eastdunbarton.gov.uk

The designated assembly area within the school in an emergency, ie fire, is the playground at the back of the school. Should there be a need for the staff and children to leave the school area entirely the muster site for St Machan's Primary would be Lennoxton Primary School, School Lane, Lennoxton G66 7LX. Tel: 0141 955 2267.

HOLIDAYS

August 2018

- Teachers return (In-service day) Monday 13th August
- In-service day Tuesday 14th August
- Pupils return Wednesday 15th August

September 2018

- September weekend Friday 21st to Monday 24th September (Inclusive)
- Pupils return Tuesday 25th September

October 2018

- In-service day Friday 12th October
- October break Monday 15th October to Friday 19th October
- Pupils return Monday 22nd October

December 2018 and January 2019

- Christmas and New Year Monday 24th to Friday 4th January (Inclusive)
- Pupils return Monday 7th January

February 2019

- February break Monday 11th to Tuesday 12th February (Inclusive)
- In-service day Wednesday 13th February
- Pupils return Thursday 14th February

April 2019

- Easter break Monday 1st April to Friday 12th April (Inclusive)
- Pupils return Monday 15th April
- Easter Holiday Friday 19th April to Monday 22nd April (Inclusive)
- Pupils Return Tuesday 23rd April

May 2019

- May Day Monday 6th May
- In-service Thursday 23rd May
- May weekend Friday 24th May to Monday 27th May (Inclusive)
- Pupils return Tuesday 28th May

June 2019

- Last day of school Wednesday 27th June