

School Handbook

December 2019

Blackness Primary School



Contents

Section 1	Welcome & Vision
Section 2	School Ethos
Section 3	School Information
Section 4	School Policies and Practical Information
Section 5	Parental Involvement
Section 6	Curriculum
Section 7	Support for Pupils
Section 8	School Improvement
Section 9	Extra Curricular Activities
Section 10	Privacy Notice

Section 1: Welcome and Vision

Dear Parents/Carers,

Welcome to Blackness Primary School.

The process of education begins before children come to school and it is our aim to continue this learning, nurturing the value of learning and helping our pupils realise the benefits of life long learning.

While children are at school, our aim is to organise, in partnership with parents, a more structured system of learning and teaching which allows a child to progress at his or her own rate. Many children come to school with valuable pre-school experiences and, because of close links with our pre-school colleagues and discussions with yourselves, we are able to build on this foundation. We cater for all aptitudes and abilities and, by employing a broad based curriculum, try to encourage our children towards more independent learning.

We expect our pupils to work hard and do their best in class while reinforcing the importance of what happens outside the classroom too. We encourage pupils to take care of their surroundings, to develop self respect, to be helpful, polite and to consider others.

We hope that your child will be happy with us and will respond positively to the many opportunities for learning which are on offer through the wide range of activities and experiences in our primary school.

Should you wish to speak with me for any reason please do not hesitate to contact me by phoning the school on the number given on page 5 of this handbook.

Yours sincerely,

Michelle Allan

Acting Head Teacher

Section 2: School Ethos

Why are we here?

Blackness Primary School provides staff, pupils and families with experiences that promote a positive mindset, engagement, learning and enjoyment. This is developed through relationships between home, school and our community whilst drawing on wider expertise and resources. We operate on a level of mutual respect, with the understanding that “Everyone Here Matters”.

We develop our community through supported challenge and a wide range of opportunities and experiences.

We will nurture positive relationships:

- where staff, pupils and parents are valued and have a sense of pride in our school
- where relationships with parents and carers are fostered, involving them in the learning of their child and the life of the school
- where visitors are welcomed and links with others in the community are promoted
- working in partnership with the “Friends of Blackness”
- developing, supporting and drawing on links with other educational establishments and other providers

We will promote and extend learning:

- providing high quality learning experiences for all our children
- through having a shared understanding of a child’s strengths and development needs
- recognising and celebrating achievement and effort
- providing quality feedback to learners and those who can support them
- ensuring the progress and attainment of pupils
- using School Improvement Planning to identify, develop and evaluate improvement projects
- continually develop our learning and skills to create a strong school team

Section 2: School Ethos (continued)

We will develop engagement in learning:

- supporting children to develop positive mindsets
- supporting children to evaluate and understand their own learning journey
- ensuring enjoyment of learning experiences which provide challenge and interest
- ensuring learning is relevant
- building upon prior learning
- providing a broad range of learning experiences
- providing opportunities for children to lead and direct their learning

We will include our whole community:

- celebrating the diversity within our primary school
- understanding the needs of others
- valuing the opinions and views of others
- valuing Learning and experiences out with our school
- providing supports to overcome barriers
- developing a sense of responsibility for our lives and the wider world

We will include our whole community:

- meeting emotional, physical, social, cultural and moral needs
- promoting responsible behaviour where pupils exercise self-awareness, responsibility, resilience and independence;
- developing the need for interdependence
- providing a wide range of health promotion experiences

Section 3: School Information

School Address:	Blackness Primary School, Pennycook Lane, Hawkhill, Dundee DD1 5RT
Telephone:	01382 435939
Email Address:	blackness.primary@dundeecity.gov.uk
Website:	blackness.ea.dundeecity.sch.uk
Head Teacher:	Mrs Michelle Allan (acting)
Depute Head Teacher:	Mrs Cheryl Cuthbert (acting)
Principal Teacher:	Miss Debbie Brown (acting)
School Status:	Non-Denominational
School Roll:	360
School Hours:	9.00am - 3.15pm
Parent Council Contact Info:	Friends of Blackness, Clare Webster
Parish Priest or Minister:	Rev. David Gray
Parish Address:	Logie and St. John's Cross

Section 3: School Information

For the first three weeks in the first term (August – early September), Primary 1 will be dismissed at 12.15pm.

Office Hours

The school office is open from 8:45am-12.15pm and 1:15pm-3:45pm

Please help us by making routine telephone calls within office hours. The answering machine is switched on for your convenience when the school office is unmanned. Please do leave a message and we will return your call as quickly as possible.

To provide children, teachers and parents a clear point of contact Mrs Allan and Mrs Cuthbert have assumed pastoral responsibility for classes within the school.

P1-4 Mrs Cuthbert

P5-7 Mrs Allan

Class Organisation

The organisation of classes may vary from year to year dependent upon certain factors such as the school roll and the number of teachers allocated to the school that session.

At any stage of the school, pupils may be in a straight class which comprises of pupils from the same stage e.g. all Primary 2 pupils or they may be part of a composite class which comprises of pupils from more than one stage, for instance a class with some Primary 2 and some Primary 3 pupils.

You should be confident that the professionalism of the staff in the school will ensure that your child will always work within a programme appropriate for his/her age, ability and aptitude.

Section 4: School Policies & Practical Information

School Terms and Holidays

AUTUMN TERM

Monday 17 August 2020 - IN SERVICE DAY (Staff resume)

Tuesday 18 August 2020 - Term starts (Pupils resume)

Friday 2 October 2020 - Term ends

AUTUMN HOLIDAY

Monday 5 October 2020 - Holiday starts

Friday 16 October 2020 - Holiday ends

WINTER TERM

Monday 19 October 2020 - Term starts

Thursday 12 November 2020 - IN SERVICE DAY

Friday 13 November 2020 - IN SERVICE DAY

Wednesday 23 December 2020 - Term ends

CHRISTMAS HOLIDAY

Thursday 24 December 2020 - Holiday starts

Wednesday 6 January 2021 - Holiday ends

SPRING TERM

Tuesday 7 January 2021 - All resume

Friday 12 - Monday 15 February 2021 - Mid term

Tuesday 16 February 2021 - IN SERVICE DAY

Thursday 1 April 2021 - Term ends

SPRING HOLIDAY

Friday 2 April 2021 - Holiday starts

Friday 16 April 2021 - Holiday ends

SUMMER TERM

Monday 19 April 2021 - Term starts

Monday 3 May 2021 - May Day (schools closed)

Thursday 6 May 2021

Monday 31 May 2021 - Victoria Day (schools closed)

Friday 2 July 2021 - Term ends

Section 4: School Policies & Practical Information

School Uniform

There is an expectation for all pupils to wear the correct school uniform. This helps us in our aim of encouraging children to take a pride in their appearance and to have respect for their school.

BOYS	GIRLS
Maroon blazer with dark grey shorts or trousers. White/grey shirt with school tie. Grey pullover, white polo shirt and maroon sweatshirt	Maroon blazer with dark grey skirt / pinafore /trousers White blouse with school tie and grey pullover /cardigan. White polo shirt and maroon sweatshirt
Please note that football strips are not to be worn. All items of clothing should be labelled. This assists greatly in recovering lost property.	

School Clothing Grants

If you are in receipt of Income Support, Job Seekers Allowance - Income Based, Income Related Employment and Support Allowance, Universal Credit (where take home pay is less than £610 per month), Support under Part VI of the Immigration and Asylum Act 1999, Housing Benefit, Council Tax Reduction or Child Tax Credit with an income of less than £16,105 (as assessed by HMRC), you may be entitled to receive a grant towards the cost of buying essential clothing to enable children up to the age of 16 to attend school.

Grants are paid directly into the applicant's bank account or paid by cheque only where the applicant does not have a bank account.

The current value of a Clothing Grant is £100 per child.

Applications forms can be submitted online:

www.dundee.gov.uk/eduforms

Section 4: School Policies & Practical Information

School Meals

School lunches cost £2.15 per day and all children are provided with a lunch menu by Tayside Contracts.

All children staying for lunches within school will eat in the dining hall. Safety flasks containing hot food may be brought to school, but not the glass vacuum type, which may be dangerous, as they are liable to break. Glass bottles should not be brought to school.

Please inform us in writing if your child has any special dietary needs so that arrangements can be put in place to accommodate their needs.

The dining room is supervised by support staff at all times. Please note that the school does not approve of pupils going out of school to buy their lunch due to safety reasons.

Free School Meals

Free school meals are available to all pupils whose parents receive Income Support, Job Seekers Allowance - Income Based, Income Related Employment and Support Allowance, Universal Credit (where take home pay is less than £610 per month), Support under Part VI of the Immigration and Asylum Act 1999, Child Tax Credit ONLY with an income of less than £16,105, or BOTH Child Tax Credit and Working Tax Credit with an income less than £6,900 (as assessed by HMRC).

Applications forms can be submitted online:

www.dundee.gov.uk/eduforms

Instrumental Tuition

Tuition fees are currently free and instrument hire is £83.00 per year.

Payments to Schools

The school currently accepts payments online, using a secure website called ParentPay, for items such as school meals, trips and uniforms. The ParentPay system is easy to use and offers

Section 4: School Policies & Practical Information

parents the freedom to make payments by debit or credit card, whenever they like, ensuring that monies reach schools safely and securely.

The system helps to remove the costs associated with having to manage cash securely on school premises and it frees up time to better support the smooth running of the school. We will of course continue to accept cash and cheque payments as necessary but we do hope that parents will use the new online facility. The more parents use the service, the greater the benefit to the school, the parents and the pupils alike.

If you already have a ParentPay account you don't have to do anything. If you haven't yet activated your ParentPay Account, please contact the school office who will reprint your activation letter to enable you to set up your ParentPay account ready for the start of the new term.

Emergency School Closure Procedures

In exceptional circumstances the school may be unable to function normally. The school may be affected by severe weather or power failures. We shall do all we can to let you know about the details of closure and re-opening through the local radio, press, text messages and letters home. You can be assured that we will never send a child home without first checking that there is an adult at home.

Enrolment & Placing Requests

If you wish to apply for a school place, whether you are moving into Dundee or moving between two Dundee schools, you are required to complete a placing request form. To do this, you should go direct to the school you wish your child to attend and apply there. The child's full birth certificate and a proof of address, in the form of a Tenancy Agreement, Council Tax book or recent (within two months) utilities account must be shown. If you are moving into the area, applications can be made 4 weeks prior to your arrival. Applications are dealt with in date order and the

Section 4: School Policies & Practical Information

process may take up to 60 days.

Parents of prospective Primary 1 pupils who reside in the school's catchment area are asked to register their child's name at the school office between December and the February of the year the child starts school. The child's full birth certificate and a proof of address, in the form of a Tenancy Agreement, Council Tax book or recent (within two months) utilities account must be shown.

Parents of children living outwith the school's catchment area, who wish their child to attend the school, are asked to make a placing request. Forms can be obtained from Customer Services, 50 North Lindsay Street, Dundee.

Prospective parents who wish to come to see the school are invited to telephone the school office to make an appointment to visit.

School Absence procedures

Please contact the school as soon as possible if your child is absent. Please send a note to school with your child on their return explaining the reason for the absence.

If your child is absent and no contact is made by you, a text message will be sent from the school. If three days pass without explanation for an absence an Education Welfare Officer will arrange to visit you and your child at home.

The following points are included in the Education Authority's Attendance Initiative

- If your child is ill and cannot attend school please contact the school before, or as soon as possible after 9.00am on the first day of absence.

Section 4: School Policies & Practical Information

- If the absence is planned, e.g. a hospital appointment, we ask you to let us know prior to the absence.
- If your child is absent for more than three days please call again or write to tell us.
- If you have not contacted the school to say your child is absent and have received a text message please contact us as soon as possible.

Regular attendance at school ensures your child is receiving the continuous education they are entitled to. Dundee City Council asks that, where possible, parents do not take children out of school for family holidays during term time. In accordance with Scottish Executive guidelines for pupil attendance, most holidays are recorded as unauthorised unless there is proof from an employer that this is the only time when holidays could be taken.

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school – <http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

Appointments

If your child has an appointment during the school day or needs to leave school for any other reason, please put this in writing. We would appreciate it if routine appointments could be made outwith school hours but understand that this isn't always possible.

If your child does need to leave school during the school day they must be collected by a parent/carer at the main reception. In the interest of safety we cannot allow children to leave the school unaccompanied.

Section 4: School Policies & Practical Information

Accidents/Illness at School

In the event of a child having an accident or becoming ill at school we will attempt to contact the parents so that they can collect the child from school. However, if we cannot contact the parents, we will contact the Emergency Contact whose name and telephone number should be given to us by the parents.

Therefore it is very important that parents inform the school of the name, address and telephone number of the Emergency Contact and advise the school immediately of any changes that occur.

General Safety

1. Pupils are not allowed to leave the school grounds during interval
2. Pupils staying for school lunches or packed lunches must not leave the grounds during lunch time
3. To ensure the safety of all children, children should behave responsibly both in the playground and within the school

Promoting Positive Behaviour

The aim of Blackness Behaviour Management Policy is to provide a framework for everyone – staff, parents and pupils alike – so that all may be able to work and learn in an ordered, secure and safe environment.

The behaviour we ask from children is based on good sense and a genuine respect for others. We aim to encourage and develop self-discipline in each of our pupils.

Section 4: School Policies & Practical Information

We attempt to reinforce the joint responsibility of home and school in our codes of conduct for the safety and well being of every member in the school.

We aim to be vigilant to the numerous possibilities, which may be perceived as incidences of bullying behaviour. In such cases the partnership between home and school will work towards supporting and counselling any anxious child.

School Concerns and Complaints Procedures

If you want to talk to your child's teacher or a member of the senior staff it is generally better to make an appointment. This ensures that the member of staff is available, that classes are not disturbed and that pupils' lessons are not affected.

If you have made a complaint to the school and you are not satisfied with the outcome, you can have your complaint reviewed by a senior officer in the Education Department.

Education Department publications can be found at:

<http://www.dundecity.gov.uk/department-publications/Education>

Section 5: Parental Involvement

We encourage pupils, parents and staff, to work together to create a safe, understanding and stimulating environment in which to promote confidence in learning - the essence being about good communication between home and school – e.g. workshops, parent meetings, open days, school visits and trips – and, of course, furthered through our parental associations.

FRIENDS OF BLACKNESS

Friends of Blackness is a group of people who are interested in the organisation and life of Blackness. It is made up of parents, grandparents and friends of our school community. Friends of Blackness was formed by the amalgamation of the Parent Teacher Association and the Parent Council. All parents are invited to be part of this group offering as little or as much of time as they wish. The aim of this group is to encourage a wider group of people to participate in the life of our school community, support our school and create an enjoyable, learning experience for the pupils here.

Section 6: The Curriculum

Curriculum for Excellence 3-18

Curriculum for Excellence has been introduced to raise standards of learning and teaching for all pre-school to 18 year olds. It aims to help prepare children and young people with the knowledge and skills they need in a fast changing world. As part of Curriculum for Excellence all children from pre-school to the end of S3 will receive a rounded education known as a Broad General Education. Curriculum for Excellence is all about bringing real life into the classroom and taking lessons beyond it.

Through the experiences we provide we want our children to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. We are committed to providing children with a broad general education and focus on eight curriculum areas.

Expressive Arts	Health & Wellbeing	Languages	Mathematics
Religious & Moral	Sciences	Social Studies	Technologies

Progress in learning is indicated through curriculum levels as detailed below.

Level	Stage
Early	The pre-school years and P1 or later
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third & Fourth	S1-S3, but earlier for some

Expressive arts: The inspiration and power of the arts play a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills.

Health and wellbeing: Learning in health and wellbeing ensures that children and young people develop the knowledge, understanding and skills which they need now and in the future to help them with their physical, emotional and social wellbeing.

Section 6: The Curriculum

Science: Science and its practical application in healthcare and industry is central to our economic future, for our health and wellbeing as individuals and as a society.

Social Studies: Through social studies, children and young people develop their understanding of the world by learning about other people and places both past and present, societies, their beliefs and values.

Religious and moral education: Religious and moral education includes learning about Christianity, Islam and other world religions, and supports the development of beliefs and values.

Languages: Knowing other languages and understanding other cultures is a 21st century skill set for students as they prepare to live and work in a global society.

Mathematics: Mathematics equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Technologies: The range of subjects in technical education has changed significantly over the last two decades and now includes craft, design, engineering and graphics.

Further curricular information can be found at:

www.curriculumforexcellencescotland.gov.uk

www.educationscotland.gov.uk/parentzone/index.asp

Section 6: The Curriculum

Getting it Right for Every Child (GIRFEC)

The GIRFEC approach is about how staff in all children's services meet their needs by working together to ensure that children reach their full potential.

www.scotland.gov.uk/gettingitright

Religious Observance

Through the ethos and curriculum, we provide opportunities for pupils to explore morals and values. We help learners develop their own beliefs, values and a responsible attitude to others. Pupils are encouraged to develop an understanding of Christianity and other religions. Pupils develop skills of reflection, critical thinking and how to act when making moral decisions. The school welcomes diversity and individuality while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of the school that all who are involved in the life of the school have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others.

Under the terms of the Education (Scotland) Act 1980 "any pupils may be withdrawn by his/her parents from instruction in religious subjects and from religious observance" Parents wishing to exercise this right should discuss with the Head Teacher.

Sensitive Issues

Part of our curriculum involves teaching the children about issues which could be considered sensitive i.e. sexual health and relationships education or drugs and alcohol awareness. Parents should be assured that whenever these topics arise, we will communicate as appropriate with home. On some occasions we may send a letter just to raise awareness that specific issues are to be covered, on other occasions we will actively seek permission to include your child/ children in a series of lessons. If any parent is concerned about what is being covered within the curriculum however, they should feel free to speak to a member of staff about this.

Section 6: The Curriculum

Assessment

Assessment takes place continuously in every classroom within a process known as formative assessment. Teachers observe and talk to children and read their written work to build up a picture of where each child is in their learning. From this, the children are given information about and helped to see how they can improve and what they need to practise. Pupil performance is also measured using standardised assessments which allow measurement of value added by the school as well as giving diagnostic profiles of pupils' strengths and development needs.

Baseline Assessment is carried out in Primary 1 using the PIPS computerised assessment, and this is repeated at the end of P1.

In P3 and in P5 pupils undertake INCAS assessments, another computerised assessment which gives standardised information about pupil progress which teachers use to plan next steps in learning.

Every pupil has an individual Work Folio started in Primary 1. This contains examples of work from a wide range of activities and is added to as a child moves through the school.

Reporting to parents

Throughout the year, teachers report to parents in a number of ways relating to the progress of the children. This takes the form of Parents' Evenings, Primary 7 Profiles, formal reports at the end of the school year and also opportunities for further meetings with staff throughout the year if required.

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework –

http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf

Information about Curriculum for Excellence levels and how progress is assessed <http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp>

Information on recognising achievement, reporting and profiling –

<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

Section 6: The Curriculum

Transition to Primary 1

Whether your child is transferring from nursery to Primary 1 or from Primary 7 to secondary school or indeed transferring stage through school they will be entitled to support during this process. School staff make every effort to ensure that important information about your child, their learning and progress and any additional support they require is communicated to the teacher at the next stage of learning.

The school encourages parents to discuss these changes and the senior management team will be happy to meet with you to allay any concerns you may have over the new arrangements for your child.

Transfer to secondary school

When your child is due to leave the school at the end of Primary 7, he/she will be allocated a place at their catchment school. The move from primary to secondary school can be a daunting step for pupils and parents. To make this time in the pupils' school career more comfortable, we work closely with secondary schools to provide a range of transitional activities throughout Primary 7. These include Primary School visits from secondary school staff and also a 2 day visit to the secondary school where pupils follow a secondary school timetable. Around this time, secondary staff meet with the Primary 7 teachers to discuss the needs of the children.

Section 7: Support for Pupils

Most children make satisfactory progress in school and their education can be fully supported by their class teacher. Some children may, however, need additional support to help them access learning in the classroom. Assessment and planning for their needs will be done through a Child's Plan which identifies their strengths, barriers to learning and what action or support required to meet their additional needs. A very small number of children with significant and long-term additional support needs may meet the criteria for a Co-ordinated Support Plan. These will be children who receive a lot of support from people outside education; for example, from health and social work staff.

Support for learning takes place in every class and is the responsibility of all staff in the school. All of our pupils are encouraged to work to the highest level of their ability and extra help is available for children who may require it to help them achieve their potential. The Head Teacher, teachers and other staff work closely to ensure that children and young people's individual learning needs are met.

The work of Supporting Learning staff is co-ordinated by the Head Teacher in discussion with DHT, PT and SFL staff. Provision is regularly reviewed and is based upon pupil need. Support is given through advice and consultation with class teachers within the class or within another setting, and may be within a group although it is always based upon the needs of the individual child.

The procedures and processes by which an individual child's needs are identified and addressed are set out in Dundee City Education Department's policy on Supporting Learners. Central to this is the assessment of need using a staged intervention model and the involvement of parents. We also maintain very valuable partnerships within education and with agencies beyond to support pupils who have additional needs of any kind.

To help assess the specific needs of any pupil who may require extra help the school is able to call upon the services an Educational Psychologist from Dundee Educational Psychology Service. Before such a step is taken, parents are always contacted and the reason for such a referral is fully explained and parental co-operation sought.

Section 7: Support for Pupils

As a parent/carer you can access a wide range of information with regard to additional support needs. The information is available both at your local school and on the Dundee City Council website on this internet page <http://www.dundee.gov.uk/education/support/>

The following are available for you at the above internet page.

- Assessing Additional Support Needs
- Attending Pupil Support Planning Meetings
- Co-ordinated Support Plan
- Dispute Resolution
- Dispute Resolution Referral Form
- Mediation - Parent to Parent leaflet
- Supporting Learning (Dundee City Council Education Department, Support for Learning Policy)
- Supporting Learning in Dundee

This internet page also has many other leaflets on related topics which might be of interest to you.

If you cannot access the internet, please ask the School Office if you would like a copy of any of these documents.

The Additional Support for Learning (Scotland) Act 2004 as amended by the 2009 Act came into force on 15 November 2010. The recommendations of the Children and Young People's Act (2014), in particular the Child's Plan and the responsibility of the Named Person, also affects how we assess and plan for all children and young people.

Section 7: Support for Pupils

Information on additional support needs is also available to you from outside Dundee City Council:

Enquire - The Scottish Advice Service for Additional Support for Learning

Operated by Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning through:

a telephone helpline - 0845 123 2303

an email enquiry service - info@enquire.org.uk

an online enquiry service

two websites - www.enquire.org.uk (for parents/carers and practitioners) and www.enquire.org.uk/yp (for children and young people)

Enquire also provide a range of clear and easy-to-read guides and fact sheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'.

Let's Talk ASN

Let's Talk ASN is a free service for the parents of children with additional support needs who may require support in relation to a dispute or potential dispute with an education authority. It is a joint initiative of Govan Law Centre (Charity No. SC030193) and Kindred Advocacy (Charity No. SC000264). It provides support for parents and young people from the time they have grounds to make a reference to the Additional Support Needs Tribunal for Scotland (ASNTS).

Advice and information regarding this service can be obtained by email or phone-call:

letstalkasn@edlaw.org.uk 0141 445 1955

Scottish Child Law Centre

The Scottish Child Law Centre is a charitable body registered in Scotland under registration number SCO12741." It offers advice and support for families in regard of additional support needs.

Section 7: Support for Pupils

The Scottish Government website's Additional Support for Learning page also provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs: <http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

The 'Supporting Children's Learning Code of Practice (Revised edition)' - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended: <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

'Getting It Right For Every Child and Young Person', is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers. Find it at <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

'Supporting Learners - guidance on the identification, planning and provision of support' is at <http://www.educationscotland.gov.uk/supportinglearners/>

Section 8: School Improvement

Improvement Priorities in session 2019-20 have been identified through the evaluation of the work of our school.

The main priorities are:

- **LEADERSHIP and MANAGEMENT**
Develop stronger approaches to robust self evaluation in order to triangulate evidence and make informed improvement decisions, taking into account data analysis and the involvement of all stakeholders.
- **LEARNING PROVISION**
Build a consistent approach to high quality learning and teaching for all our children taking into account current research and shared good practice..
- **SUCSESSES and ACHIEVEMENTS**
RAISE Attainment In Numeracy by 3% from 83% to 86% (related to CFE teacher judgement returns)
- **RAISE Attainment In Reading** by 2%from 88% to 90% (related to CFE teacher judgement returns)
- **RAISE Attainment In Writing** by 5% from 75% to 80% (related to CFE teacher judgement returns)

Section 8: School Improvement

Attainment Data 2018 - 2019 (percentages)

	Reading	Writing	Talking & Listening	Numeracy
Primary 1 (CFE Early Level)	92%	81%	91%	94%
Primary 4 (CFE 1st Level)	80%	71%	85%	71%
Primary 7 (CFE 2nd Level)	92%	75%	91%	85%

Attendance Data 2018 - 2019

Attendance description	Roll (Census)		Authorised absence		Unauthorised absence		Attendance	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
Whole School	195	183	3.6%	3.8%	0.4%	0.8%	96.0%	95.5%

Exclusions - Session 2018 - 2019

Exclusions	Roll (Census)	No. of pupils excluded	No. of exclusions	No. of half day exclusions	Average length of exclusion
Boys	195	0	0	0	0
Girls	183	0	0	0	0
LAC	6	0	0	0	0

Section 9: Extra Curricular Activities

This session, we are fortunate to be able to offer extra-curricular activities due to the willingness, enthusiasm and expertise of teaching staff, sports coaches and parent helpers.

At present, activities offered are:

Football 5-7

Netball P5-7

Hockey P4-7

Multisports varied Primaries

School Show P5-7

Code Club P5-7

Scottish Country Dancing P4

Dance Groups P3-4/P4-7

Basketball P4-5/P6-7

Music Tuition

These activities and clubs take place either at lunchtime or after school hours.

Section 10: ScotXed Education Statistics Privacy Notice for Pupil and Teacher Data

These notices are intended to provide information to pupils, teachers and parents about data collected through Scottish Government Statistical Surveys including why it is needed, data policy and individuals' data protection rights. The changes in the latest version are intended to:

- Clarify that the information collected is about pupils/teachers in schools rather than solely related to the Pupil or Teacher Census.
- Continue to inform pupils, teachers and parents that the data may be shared with partners for statistics and research purposes and clarify that this could include linkage to other sources in line with the National Data Linkage Guiding Principles.
- Confirm that pupil/teacher names and address (other than postcode) are never collected.

Local authorities are responsible for ensuring pupils, teachers and parents are kept informed about how data will be used and that such information provided is reviewed regularly to ensure it is in line with best practice.

You can access the updated notices at the following links:

- Education Statistics Privacy Notice – Pupils – <http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/SchoolPupilCensus/SchoolHandbookInsertpupils>
- Education Statistics Privacy Notice – Teachers – <http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/StaffCensus/SchoolHandbookInsertstaff>



...you can do so much more **ONLINE** at...
dundeecity.gov.uk