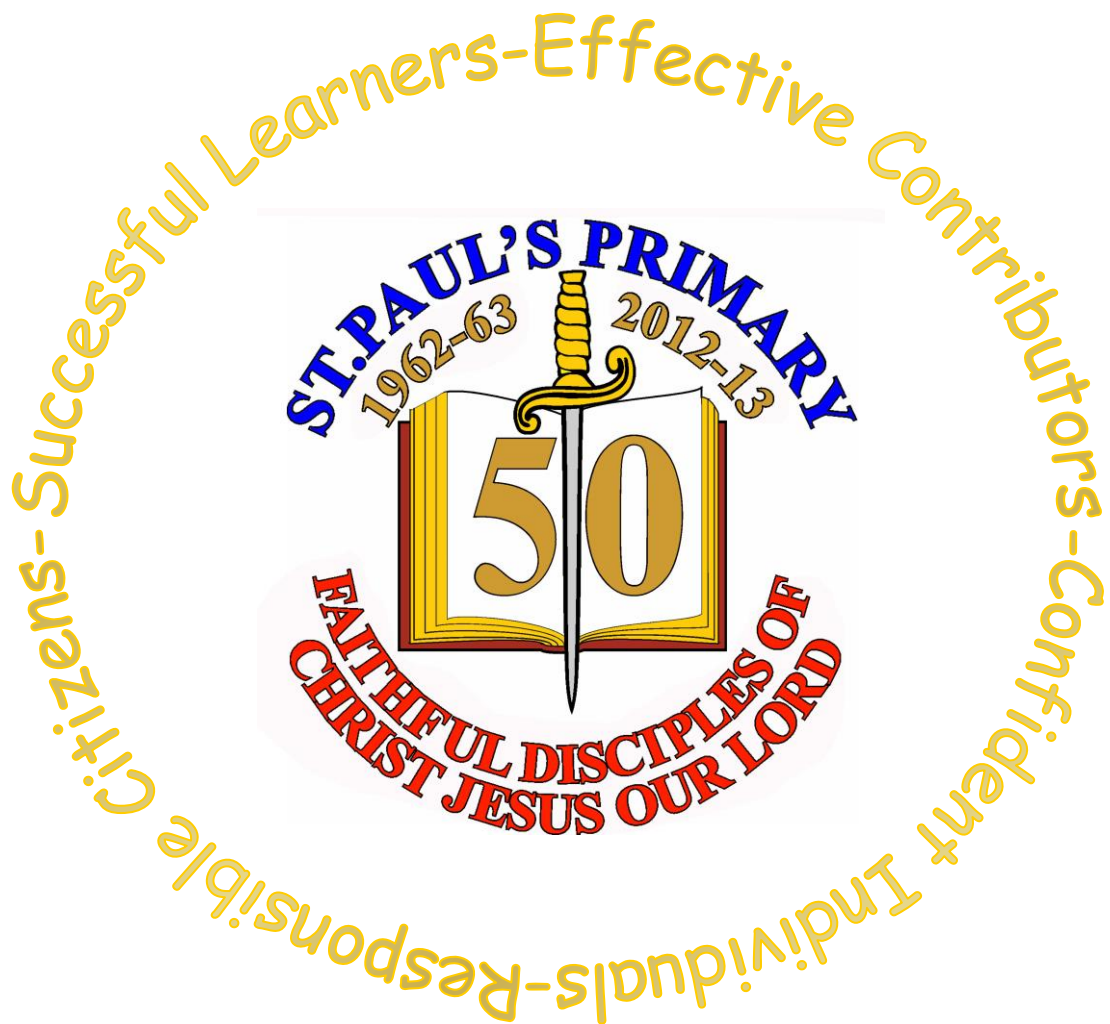


Handbook 2019 -20



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Head Teacher Welcome

Dear Parent/Carer,

Welcome to St Paul's Shettleston Primary School & Nursery Class.

At St. Paul's we take a holistic approach to education which focuses on developing the whole child with Christ at the centre of all that we do. We are committed to the partnership of home, school and Parish and through all parties working together our children will be sure of success.

Through this joint commitment we welcome new members to our school to grow and work in the love of Christ as we live out our vision statement to encourage the children to be the very best they can be, in every aspect of their development.

Here at St. Paul's we ensure that children will be encouraged, motivated and guided to ensure that they develop their natural gifts and talents whilst becoming confident, independent learners who know how to make informed decisions about the choices they make in life.

I am proud to be the Head Teacher of a thriving, learning community with excellent children, supportive staff and parents. I look forward to working in partnership with you to ensure that children receive the very best Catholic Education.

Yours sincerely,

Geraldine A Millar
Head Teacher

Vision

"For now we see only a reflection as in a mirror; then we shall see face to face. Now I know in part; then I shall know fully, even as I am fully known. And now these three remain: faith, hope and love. But the greatest of these is love".

This scripture quote (1 Corinthians 13: 12-14) is at the very heart of all that we do in St Paul's Primary School and Nursery Class. We base all of our work, thoughts and interactions on these virtues so that every child is supported and encouraged to be the very best they can be, in every aspect of their development.

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We work together to provide a safe and nurturing learning environment where every member of our school community feels like they belong and that their rights, lives and experiences are valued and respected. We recognise the importance of working in close partnership with parents and external agencies to ensure that all of our children are safe, healthy, achieving, nurtured, active, respected, responsible and included, in order to grow and develop as successful learners, confident individuals, responsible citizens and effective contributors. (UNCRC Articles 3, 18, 19, 20, 24, 28, 29, 31)

Values

The shared values in our school are reflected in our ethos, based on the Gospel Virtues of the Catholic Church. These Gospel Virtues include faith, hope and love.

We involve children in the decision making process and recognise the dignity of each individual, made in the image and likeness of God, respecting this at all times. (United Nations Convention on the Rights of the Child - Articles 2, 3, 6, 12, 13, 14, 23 & 30).

Aims

As a Catholic school we strive at all times to ensure our children are fully supported to become the very best they can be, intellectually, spiritually and morally. With the child at the centre of all we do we also promote their rights and ensure these are being met in line with the articles set out in the United Nations Convention on the Rights of the Child. In St Paul's our aims are:

- To continue to develop effective learning and teaching experiences in order to raise levels of achievement and attainment (Articles 28, 29 & 30);
- To provide a nurturing and motivating learning environment matched to the individual needs of all children (Articles 3, 12, 13, 23 & 24);
- To reduce inequality, celebrate social and cultural diversity and promote social justice and inclusion for all (Articles 14, 23 & 30);
- To work in partnership with parents, parishes and others in the community to encourage children to become active and responsible citizens (Articles 9, 18, 29 & 31);
- To encourage the personal growth of children and staff as lifelong learners and effective contributors (Articles 3, 6, 14 & 29).

The school address is: **St. Paul's Primary School and Nursery Class**
85 Anwoth Street
Glasgow
G32 7RR

Telephone no: 0141 778 6227

School e-mail: headteacher@st-paulsshettleston-pri.glasgow.sch.uk

Twitter: [@stpaulsshett](https://twitter.com/stpaulsshett)

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School website: www.st-paulsshettleston-pri.glasgow.sch.uk

Parent Council e-mail: stpaulsprimaryparentcouncilshettleston@hotmail.com

St. Paul's is a Roman Catholic co-educational school. The nursery class is non-denominational. The school building has a capacity of 427. The working capacity of the school may vary, dependent upon the number of children at each stage and the way in which the classes are organised. There are 16 Primary classes and a nursery class with present rolls as follows:

Nursery class	80	P4a	30
P1a	17	P4b	26
P1b	15	P5/4	22
P1c	14	P5	27
P2a	24		
P2b	24	P6/5	25
P3/2	24	P6a	27
P3a	30	P7a	25
P3b	26	P7b	31

The school has an active Parent Council and Parent Teacher Group. Children from Nursery - P7 are involved in the following focus groups: Pupil Council, Eco Committee, Enterprise Group, Rights Respecting School Committee and Road Safety Group. Further information re school policies and procedures is available on the school website.

Learning Community

St Paul's Primary School and Nursery Class is part of the St Andrew's Learning Community. We work in close partnership with the Learning Community which consists of 8 partner primary schools, 1 partner nursery school, 2 family learning centres and St Andrew's Secondary School, to raise achievement and attainment.

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GLOSSARY

ASL	Additional Support for Learning
Capacity	The maximum number of children that can be accommodated in the school
Co-educational	Attended by boys and girls
CfE	A Curriculum for Excellence
Curriculum	Areas of study offered by the school: Literacy and English Modern Language - Spanish Mathematics Social Studies - People, past events and societies People, place and environment People in society, economy and business Sciences Technologies including ICT to enhance learning Expressive Arts Art & Design Music Drama Dance Health & Wellbeing- Mental, emotional, social and physical wellbeing Physical Education Physical Activity and Sport Food and Health Religious Education in Roman Catholic Schools
GIRFEC	Getting It Right for Every Child
National Guidelines	Advice for schools in planning programmes of study

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SCHOOL STAFF AND TEACHING STAFF

Head Teacher

Depute Head Teacher (Responsible for P1-3)

Depute Head Teacher (Responsible for P4-7)

Principal Teacher (Responsible for P1-3)

Principal Teacher (Responsible for P4-7)

EAL Teacher (0.4)

Nursery Class Team Leader

Lead Practitioner of Attainment

Child Development Officers in Nursery Class

Ms G A Millar

Mrs F Vornic (0.6)

Mrs McCann (0.4)

Mrs Moore

Ms A Neeson

Mr D Kellegher

Mrs J Lightfoot

Vacancy

Mrs M Brodie

Mrs F Lafferty

Mrs K Laird (0.5)

Vacancy (0.5)

Ms E Crocrken

P1a	Mrs E Linnen
P1b	Ms A Ball
P1c	Ms CA Bow
P2a	Ms C Dick
P2b	Mrs E Kirkpatrick
P3/2	Ms C MacLennan
P3a	Ms S Gray
P3b	Ms T Dickson
P4a	Ms S Moore
P4b	Mrs V Cappello
P5/4	Ms E McPhilemy
P5a	Ms C Meehan
P6/5	Ms J Dunbar
P6a	Mrs McGill
P7a	Mr Moore
P7b	Ms K Finnegan

NON TEACHING STAFF

Clerical Support Assistants

Mrs A McManus

Mrs L Sinclair

Mrs A Eadie

Pupil Support Assistants

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Ms A Crawford
Mrs E Donohoe

Mrs P Stowe
Mrs L Ward
Mrs L Templeton
Mrs S Barclay
Mrs P Cochrane
Ms L Adams
Mrs L Thomson
Mrs G Quinn
Mrs S Daly
Ms L Ferguson

School Janitor
Catering Supervisor
Cleaning Supervisor

Mr A Eadie
Mrs A Rogan

VISITING CLERGY

Father Andrew McKenzie
Father David Brown

St Joseph's Parish
St Paul's Parish

SCHOOL HOURS

The following are the daily opening and closing times in the school. Should there be any change to these parents will be notified by letter.

School Opens 9.00 am
Morning Interval 10.30 am - 10.45 am
Lunchtime 12.00pm - 12.45pm (P1-3)
12.30 pm - 1.15 pm (P4-7)
School Closes 3.00 pm



THE SCHOOL YEAR - PROPOSED HOLIDAYS 2019-2020

Return date for teachers	Mon 12 August 2019
Return date for pupils	Wed 14 August 2019
September Weekend	Fri 27 and Mon 30 Sept 2019
October In-Service	Friday 11 th October 2019
First Mid Term	Mon 14 - Fri 18 Oct 2019 (inc)
Christmas / New Year	Thur 19 Dec 2019 to Fri 3 Jan 2020 (inc)
February In-Service	Fri 7 th February
Second Mid Term	Mon 10 and Tue 11 Feb 2020
In-service Day	Wed 12 Feb 2020
Good Friday / Easter Monday	Fri 3 rd April to Fri 17 th April 2020 Good Friday 10 th April 2020

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	Easter Monday 13 th April 2020
May Holiday	Friday 8 th May 2020
May Weekend	Fri 22 nd and Mon 25 th May 2020
School Closes	Wed 24 th June 2020

Enrolment

In November, when pre-school children enrol for education for the first time, parents are asked to complete an online application for children. There will be an open afternoon to coincide with these dates so that parents and children have an opportunity to visit the school.

Later in the session, around April/May the Head Teacher will contact parents to invite them to visit the school with their child to take part in the pre-school induction programme for parents and children. This is an opportunity for parents to learn more about the school and for the children to become familiar with their new learning environment meet future classmates and, if possible, meet their class teacher for the coming session. As appropriate, children who have additional support for learning needs will experience an enhanced transition programme to support them.

Where the child does not live within the catchment area, the parent should make contact with their local school, where placing request application forms are available. Parents who wish to seek a place in the school for their children other than at Primary One can visit the school by appointment, talk with the Head Teacher, and see the facilities.

The Breakfast Club



Glasgow's Big Breakfast is available in all Glasgow primary schools every week day morning. Children can enjoy a nutritional breakfast of fruit juice, cereal and milk, toast and fresh fruit prior to the start of the school day. Children have the opportunity to socialise with their friends in a supervised and safe environment. Breakfast is available from 8.00am until 8.45am at a cost of £2 per day and free of charge to children who are entitled to free school meals. If you plan to send your child/children to breakfast club, you should inform the staff of any medical dietary requirements.

We also run a fitness club every morning from 8.30am-9.00am in our gym hall.

Lunch

Our school provides a lunch service which offers a variety of meals and snacks. Medical diets for children can be provided. Further information can be found here:

http://www.fuelzoneprimary.co.uk/UserFiles/files/Medical_Diet_Leaflet%20-%20June%202017%20WEB.pdf.

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Children who prefer to bring packed lunches will be accommodated in a suitable area. All children in P1-4 are entitled to a free school meal.

Children and young people of parents/carers receiving Income Support, income-based Job Seekers Allowance, Working Tax Credit (check link below for thresholds), Child Tax Credit only (check link below for thresholds), Universal Credit (check link below for thresholds) and income-related Employment and Support Allowance are entitled to a free midday meal. Information and application forms for free school meals may be obtained at

<https://www.glasgow.gov.uk/index.aspx?articleid=17885>

Communication with Parents

At St. Paul's Primary school we use a variety of ways to keep in touch.

Open Door Policy - the senior leadership team are available for all parents and carers at any time providing they are not teaching or in another meeting. Please either pop in to the school office or phone for an appointment.

Class Diaries - will let parents know what homework has been set and is also used to communicate between the class teacher and parents.

Letters - further information which requires a response may be sent out in letter form.

Twitter - will contain a great deal of information about the school. It is a good idea to check this regularly.

Text messaging - You may also receive text reminders about events/school closures etc.

Meetings - Parents and carers are welcome in the school to discuss any aspect of their child's development and progress. To avoid disappointment, it is advisable to make an appointment. There are various opportunities throughout the year when parents can discuss their child's progress with the class teacher and view the child's work.

Parents and carers are welcome at other events throughout the school year e.g. workshops, information evenings, class performances, religious and other displays of knowledge.

Data Protection - use of information about children and parents/carers

We collect information about children attending school (and also about parents/carers, emergency contacts etc. provided in the annual data check) to allow us to carry out the Council's functions as the education authority for the

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City of Glasgow. This may sometimes involve releasing personal information to other agencies and other parts of the Council, particularly in relation to child protection issues or criminal investigations, and it may also be used for research purposes (see the link below for more details regarding this).

Information held by the school is, in legal terms, processed by Glasgow City Council. The Council is registered as a data controller under the Data Protection Act 2018 and all personal data is treated as confidential and used only in accordance with the Data Protection Act, the General Data Protection Regulations, and the Information Use and Privacy Policy approved by the City Council. For more information on how we use personal information, or to see a copy of the Information Use and Privacy Policy, see <https://www.glasgow.gov.uk/index.aspx?articleid=18010> .

Education specific privacy statements can be accessed at <https://www.glasgow.gov.uk/index.aspx?articleid=22069> .

Curriculum, Assessment and Arrangement for Reporting to Parents

We provide a well-balanced curriculum, based on the principles of Curriculum for Excellence, to meet the needs of all children. In common with all other primary schools, an on-going school improvement plan is in place. In session 2019/2020, we will continue to provide high quality education building on the previous session's strengths and identified areas for development in full consultation with parents and children via questionnaires, professional dialogue, suggestion boxes and informal consultation.

The main points for action session 2019/2020 are as follows:

- Continue to develop a nurturing ethos within the school and nursery class;
- Improve attainment in numeracy and literacy;
- Ensure a consistent approach in learning and teaching in the core subjects;
- Develop our tracking of children's progress to ensure that all children are receiving a broad, general education;
- Ensure that planning to meet the needs of all children is fully in line with the principles of GIRFEC;
- Support children and families to develop emotional resilience.

The school was inspected by HMIE in 2006 and a copy of the report is available from: www.educationscotland.gov.uk

Curriculum for Excellence 3-18

Curriculum for Excellence has been introduced to raise standards of learning and teaching for all 3 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

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receive a rounded education known as a Broad General Education (BGE). Curriculum for Excellence is all about bringing real life into the classroom and taking lessons beyond it.

Through the experiences we provide at Glasgow Primary School 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

Literacy and English - consists of reading, writing, talking and listening. We use a Reflective Reading Approach to teach Literacy, which consists of a short read on Day 1 & 2, a long read on day 3-4 (incorporating phonics/spelling, grammar and handwriting) where required with writing lessons on Friday. From earliest days in Primary One, the children are taught reading skills through a systematic synthetic phonics approach. We use this approach throughout the school. The children are then introduced to decodeable phonics books. P4-7 also use novel studies as part of the Literacy programme. Led by the Experiences & Outcomes, a range of programmes of work are used to develop language skills and to meet individual needs. Talking and Listening skills are taught through methods such as discussion, role-play and drama. Written competency is achieved by exposure to literature of high standards, reflecting on the writer's craft and by providing stimuli such as visits out with school as part of topic work. The Story Kitchen is used to develop children's writing skills. We encourage all children, especially those with English as an additional language, to celebrate and share knowledge of their language and culture. We have further developed our home reading programme of fiction and non-fiction in a variety of genres to develop families' awareness of texts in different languages and encourage our multi-cultural children to read in their first language.

Modern Languages- The modern language taught in our school to Primary 1-7 is Spanish. To reflect the multi-cultural aspect of our school we also involve all classes in learning key words and phrases in the language of the term e.g. Arabic, Polish, Urdu, Scots etc.

Numeracy & Mathematics - We use Glasgow Counts and The Concrete, Pictorial and Abstract Approach to build mathematical understanding in and beyond our classrooms. We provide opportunities for our young people to engage in mathematics and build their comprehension of the subject across the curriculum. Pupils engage in Talk Partner Challenges at the beginning of their lessons to support them in developing their mathematical thinking, their ability to spot patterns and to solve problems.

Health and Wellbeing

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Health and education go hand in hand and children who are fit and healthy are more likely to achieve their full potential at school. The Scottish Government requires that all schools are Health Promoting, meaning that we adopt a whole school approach to promoting the physical, social, mental and emotional well-being of all children, staff and the wider school community. The introduction of the Schools Health Promotion and Nutrition Act and Curriculum for Excellence both place health and wellbeing at the heart of education. P4-P7 participate in a Mental Wellbeing programme delivered through PEF by our Soundsational Community Choir and AchieveMore Scotland.

Religious Education in Roman Catholic Schools

Parents are the first and best teachers of spiritual, moral, social and cultural values. The school's role is to support the parents in this task. In St Paul's Primary we do this by creating a strong ethos in order to foster positive values such as respect, love, tolerance, understanding and justice. Being a Roman Catholic school, our ethos stems from basic Christian values. Our religious education curriculum is determined by the Church authorities laid out in accordance with the experiences and outcomes of the RERC curriculum for excellence. A minimum of 2.5 hours per week is given to religious education based on the syllabus for RE 'This Is Our Faith.' This document is carefully structured to take account of the children's age and stage of development. It ensures a sense of unity and coherence from Primary 1 to Primary 7. In presenting Christianity, the programme highlights the four pillars of the Catholic Faith: Creed, Sacraments, Christian Living and Prayer. Prayers are said daily in all classes and Prayer services, liturgical assemblies and Mass take place on appropriate occasions. The local Priests are always welcome visitors and help the children to deepen, develop and express their faith.

Preparation for the Sacraments of Reconciliation, First Communion and Confirmation take place at the appropriate stages in the children's development i.e. Reconciliation P3; First Communion P4 and Confirmation P7. As part of their Religious Education children in P6 and P7 will learn about God's plan for the creation of new life. A meeting will be held for parents / carers prior to the children beginning these lessons and all materials used with the children will be discussed at this meeting.

The religious education programme plays a vital role in ensuring that all pupils regardless of race, culture, class, gender or disability develop to their full potential. We aim to help them to gain insights into the beliefs and practices of other faiths. Therefore, Judaism and Islam are introduced as per the experiences and outcomes of a curriculum for excellence. Parents and carers from religions other than Christianity may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions (days) in any one school session and the child noted in the register using code REL on these days.

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Science and Social Studies - In our programmes of work we challenge children to develop their knowledge and understanding of the world in which we live through effective questioning and exploration of interesting things. We aim to equip the children with skills for lifelong learning and we try to encourage the children to have informed attitudes to the environment. The subject areas: Science and Social Subjects i.e. people, past events and societies, people, place and environment and people in society, economy and business and other curricular links are built into the teacher's planning for learning with a different focus each term. Citizenship and Enterprise Education permeate the whole curriculum and develop appropriately, children's skills and qualities to enable them to be successful learners, confident individuals, responsible citizens and effective contributors in our multi-cultural society.

Technologies - including ICT

Computers are in use to develop specific skills and reinforce learning in as many areas of the curriculum as possible. The school is linked to Glasgow City Council's Network. Varied cross-curricular ICT programmes are utilised to develop children's skills as recommended by Glasgow Schools Network. ICT programmes are used to effectively develop interdisciplinary skills across the curriculum and children's active involvement in their learning is further enhanced by the use of interactive white boards.

Expressive Arts is divided into Art & Design, Drama, Dance and Music. Although these are recognised as subjects in their own right and taught in keeping with official guidelines they are also developed across other curricular areas. In Art and Design the children explore a wide range of two and three dimensional media and technologies through practical activities; they create, express and communicate their ideas.

Performing and creating Music will be prominent activities for all learners. We have a Glee club who are beginning to develop some intergenerational work. In Drama children's creating and presenting skills are developed through participating in scripted and improvised drama. P4-P7 children also perform at two concerts (Christmas/ Summer) in the Motherwell Civic centre which coincides with our Soundsational programme.

In Dance learners have rich opportunities to be creative and to experience inspiration and enjoyment. Creating and performing will be core activities. There are also opportunities to develop dance skills at our Youth club on Wednesday from 4pm-6pm or at the after school dance club.

Assessment and Reporting

Assessment of learning is planned as part of the daily routine in each class and is generally a continuous formative process throughout the year. A variety of approaches to assessment are used to confirm staff's professional judgement of children's progress across Early-Second level. Class teachers keep their own records of children's progress and each child has a personal record of their own learning journey. We encourage children's involvement in peer/self-assessment

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to enable them to set personal targets. Children with the support of class teachers write targets in their PLPs which are shared with parents. Parents are kept informed about children's assessment results and their children's general progress at parents' evenings twice yearly. An annual written report is sent out in June. Parents can also make an appointment to discuss their child's progress at any convenient time throughout the school year.

Child Safety / Child Protection Policy

(Management Circular No 57 Appendix 3)

All educational establishments and services must take positive steps to help children protect themselves by ensuring that programmes of health and personal safety are central to the curriculum and should have in place a curriculum that ensures that children have a clear understanding of the difference between appropriate and inappropriate behaviour on the part of another person, no matter who.

Schools, establishments and services must create and maintain a positive ethos and climate which actively promotes child welfare and a safe environment by:

- ensuring that children are respected and listened to
- ensuring that programmes of health and personal safety are central to the curriculum
- ensuring that staff are aware of child protection issues and procedures
- establishing and maintaining close working relationships and arrangements with all other agencies to make sure that professionals collaborate effectively in protecting children

Should any member of staff have concerns regarding the welfare or safety of any child, they must report these concerns to Ms Millar (Child Protection Co-ordinator). The CP Co-ordinator, or /Mrs McCann/Mrs Vornic deputising for her, after judging that there may be grounds for concern regarding the welfare or safety of any pupil must then immediately advise the duty senior social worker at the local social work services area office of the circumstances.

Equal Opportunities & Social Justice

The Education authority requires every school to produce its own Race Equality Policy to comply with the Race Relations (Amendment) Act 2000. A copy of the policy is held in the school office. All children are given equal opportunities to extend their academic, aesthetic and physical attributes regardless of sex, race or religious belief. The school endeavours to treat all children equally and make sure none are disadvantaged in any way. Parents receive promptly, all information arriving in the school from the authority to help them to achieve the

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utmost benefit for themselves and their families. Such information is also displayed on notice boards. The Head Teacher has the key role in this area supported by all staff.

Additional Support Needs / Accessibility Strategy

Glasgow City Council has a duty, as outlined in the Standards in Scotland's Schools 2000 Act, to ensure that your child achieves their potential. Glasgow's Education Services is committed to the inclusion of all children and young people with additional support needs, where possible, within mainstream schools. This is in accordance with the statutory requirement in the 2000 Act. It is also part of Glasgow's policy to maintain a range of special educational establishments. This recognises the key role to be played by specialist provisions in addressing severe low incidence disabilities. The authority recognises that there are a wide range of factors, which may act as a barrier to your child's learning. We are committed to working closely with parents and carers to ensure that you are fully involved in overcoming barriers to learning. Additional support needs may be linked to a learning difficulty or disability but could also apply to a child or young person suffering from bereavement who requires pastoral support, a more able child/young person or those with a particular talent, which needs to be fully developed. The policy requires all establishments to provide an environment where children and young people with additional support needs are actively encouraged to be effective learners and benefit from their school education. Any parent/carer seeking further advice regarding this policy should contact the head teacher in the first instance. If a parent is unhappy with the support their child is getting they must first discuss this with the school in order to seek a resolution at local level.

Any parent or carer seeking further advice regarding this policy should contact the Headteacher in the first instance.

- Further information relating to additional support needs is available on the Glasgow City Council website at <https://www.glasgow.gov.uk/index.aspx?articleid=18941>
- Information on the Glasgow City Councils' Parental Involvement Strategy can also be found at <https://www.glasgow.gov.uk/index.aspx?articleid=17870>
- Enquire - the Scottish advice service for additional support for learning which provides a range of clear and easy-to-read guides and fact sheets including The parents' guide to additional support for learning
Telephone Helpline: 0845 123 2303
Email Enquiry service: info@enquire.org.uk
Advice and information is also available at www.enquire.org.uk
- Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576
- Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741.

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In St Paul's Primary we strive to ensure that all our children have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of lessons and teaching strategies but also minor adaptations to the physical environment of our building to address the needs of children with physical or sensory impairments, including the relocation of classes where feasible. We also aim to ensure that parents who have a disability have equal access to information about their child. Present restrictions exist as outlined in the approved Accessibility Strategy published in 2004, namely the non-existence of a lift in the building. A ramp is located at the main entrance to the school. Children and adult toilets are located on the ground floor and the venue for parents / carers meetings is on the ground floor. Provision of an interpreter is also available for people who speak English as an additional language.

School Improvement

On an annual basis, you will receive a copy of our Standards and Quality report. Copies from previous years are available on the school website. The Standards and Quality report highlights progress in key curricular areas such as literacy, numeracy and health & wellbeing. Children are involved in setting out priorities for our SIP through the Rights Respecting committee and the Pupil Council. Our priorities for improvement are detailed in our School Improvement Plan which is discussed with our Parent Council. Any parent or carer seeking a copy of the plan can contact the school office or check out our website. A child friendly version of our SIP is shared with all children.

Curriculum

The policy of the school is to assist all children to achieve their full potential. To accomplish this aim, all teachers seek to identify potential barriers to learning, and in line with Glasgow City Council's Additional Support for Learning policy, address these barriers to enable all children to make progress in their holistic development. Diagnostic testing may be carried out to aid specific identification. Parents will be fully consulted prior to any assessments being carried out and will be informed timeously of the findings by the Head Teacher or Depute Head Teacher. Once recognised, such children are supported as follows:

- (a) Individual teaching by class teacher with modified curriculum / teaching strategies.
- (b) Support from additional teacher when staffing permits.
- (c) Support from EAL teacher for children for whom English is an additional language. Parents are encouraged to discuss and explain any home learning tasks in children's first language. Resources for Primary 1-3 pupils i.e. books and tapes reflect the varied languages and cultures in our school.
- (d) Referral to outside agency e.g. Educational Psychologist, Speech & Language Therapist

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Any concerns a parent /carer may have regarding their child having an additional support need or their child's progress can be discussed via an appointment with the Head Teacher or Depute Head Teacher at any time.

Staff Development

Staff will continue to have the opportunity to access training in order to fully understand the legislation relating to Additional Support for Learning and the Disability Discrimination Act and the implications for supporting children with additional support needs.

Home and School Links

The school's policy is to create an atmosphere of co-operation and mutual understanding between home and school as this is vital for each child's well-being throughout his/her school years. All staff seek to establish a rapport and strong links with parents/carers. We do this in several different ways:

- (a) Parents are encouraged from the nursery stage to become active partners with the school in the education of their children;
- (b) Twitter
- (c) Class Charts/ Class dojo
- (d) Text messages
- (e) Parental letter

Over and above these formal arrangements parents often come to celebration of work, Masses and school concerts. Volunteers help with active play, outings and members of the PTG organise fund raising events and, like other parents, help staff with class activities such as crafts and parties. Consequently, we hope that parents will feel actively involved in their child's school.

Home Learning

Home learning is encouraged as it is hoped that parents will, by their interest, reinforce what their child learns in school and foster learning for life. Not all home learning has to be written. Parents can encourage reading for enjoyment or oversee rote learning e.g. of times tables. Where the emphasis on home learning is on written tasks and is cross curricular, home learning will include the development of reference enquiry and reporting skills. Help can be given with researching information or accompanying children to the local library.

Children from Primary 1-7 have a homework diary. The diary will be a record of all home learning tasks for a week. Each entry will be clearly stated and dated. Parents are requested to sign the home learning diary to signify that the home learning task has been properly completed. The length of time for home learning will depend on the age and ability of the child:

P1 & P2	10 - 15 minutes.
P3 & P4	15 - 20 minutes.
P5 - P7	20 - 30 minutes.

Placing Requests

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The education authority does not provide transport for those children in receipt of a placing request other than in individual exceptional circumstances and where appropriate legislation applies. Placing request forms must be posted by the parent/carer to the school's administration base.

Extra Curricular Activities

After school clubs are organised by staff during the year in specific activities such as Dance, Football, Games, Gymnastics, Gardening Club, STEM Club, Running club, Netball, The Glee Club, Basketball.

These clubs are for children from Primary 1-7 in the school and take place in classrooms, the hall, the gym or on the football pitches. Primary 7 also have the opportunity to participate in residential outdoor education. All outdoor activities comply with the requirements of the authority's Management Circular 48.

Attendance at School

Parental co-operation is vital with regard to attendance and time keeping. Good attendance and prompt arrival in school leads to success with schoolwork and generally a child who is happy and well behaved.

Section 30 of the 1980 Education Act lays a duty on every parent/carer of a child or young person 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) Amendment, 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/ carer (truancy) or excluded from school.

We ask you, therefore, to inform the school by telephone, if your child is going to be absent and to give your child a note on his/her return to school, confirming the reason for absence. The school will contact home if no contact is made by the parent/carer of absent children and children arriving late are asked to sign in for fire safety reasons.

Parents / carers do not have an automatic right to take their child out of school without permission during term time. The Head of Establishment can only authorise time off during term time in **exceptional circumstances**.

Exceptional Circumstances include:

- Short-term parental/carer placement abroad
- Family returning to its country of origin for family reasons
- The period immediately after an illness or accident
- **A period of serious or critical illness of a close relative**

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- A domestic crisis which causes serious disruption to the family home causing temporary relocation

Time off during term-time for the following reasons is **not** acceptable and will be recorded as **unauthorised absence**:

- Availability of cheap holidays or desired accommodation
- Holidays which overlap the beginning or end of term

Clearly with no explanation from the parent or carer the absence is unauthorised.

The school education liaison officer, Susan Nielson, will investigate regular unexplained absences. The authority has the power to write to, interview or prosecute parents/ carers, or to refer pupils to the reporter of the children's hearings, if necessary. The school encourages attendance by its ethos, by reward systems and by the co-operation of parents/carers.

Attendance and Absence Data

Absence rates are calculated as a percentage of the total number of possible attendances for all children of the school in the stage shown, each morning and afternoon of each school day being a separate possible attendance. The authority and Scotland's figures include all education authority and grant-aided primary schools, but exclude all ASL schools.

Promoting Positive Behaviour (we are currently reviewing this)

This policy is based on the four Christian values of Wisdom, Justice, Compassion and Integrity. These values are reflected in the procedures within this policy. All members of St Paul's community, irrespective of age or status, promote and model positive behaviours and values. Our policy helps children develop skills in restorative practices and offers children an opportunity to show and accept forgiveness.

In St Paul's Primary School and Nursery Class we foster an ethos of mutual respect - adult for child, child for adult, adult for adult, child for child - and the caring atmosphere in the school reflects this. We encourage children to be responsible for their own self-discipline and to take pride in themselves and their school. We strive to ensure that each child receives his/her education in a safe and respectful environment, in line with the United Nations Convention on the Rights of the Child (UNCRC). Article 28 of the UNCRC states that *'Every child has the right to an education...Discipline in schools must respect children's dignity and their rights'*.

In partnership with parents we aim to promote positive behaviour in our children, thus enhancing the caring, understanding ethos of our school. Class charters, school expectations and reflection procedures are formed in consultation with the children to maintain their safety and to help create an environment which is conducive to effective learning and teaching.

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All staff have the responsibility as duty bearers to ensure that children's rights are met, and children in turn learn to respect the rights of others. In promoting positive behaviour early intervention, where possible, is a key strategy.

Anti - Bullying Policy

The school has a clear policy on anti-bullying. A full copy of this is available from the Head Teacher but the general principle is to deal swiftly with any instance by supporting the victims and helping the perpetrator to change behaviour patterns.

Bullying behaviour cannot be tolerated and action taken against such will be immediate and effective.

The rationale of our policy states that we wish to adopt a preventative approach to bullying behaviour, and by promoting positive behaviour ensure an anti-bullying climate in our school.

Our Specific Objectives are

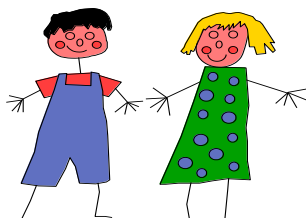
- To identify factors which might encourage bullying.
- To continually raise awareness of bullying, in all its forms, with parents, staff and children.
- To promote positive relationships within the school community.

The Head Teacher and staff will examine school practices and customs to ensure an open and caring environment. They will strengthen positive aspects of behaviour through Religious Education, Emotional Health & Wellbeing, Assemblies and the development of a Whole School Nurturing Approach.

Supervision of Playgrounds

The playground can be the place where relationships break down. An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations, 1990. In St Paul's Primary the Support for Learning Workers and Janitor supervise the playground. When the weather is too inclement to be outside, these adults supervise the children within the gym hall, assembly hall and classrooms.

In the interest of the security of the children in the school, all adults are requested not to enter the school playground when leaving or collecting children at the school gates at the beginning and end of the day.



Clothing

Given that there is substantial parental / carer and public approval of a dress code, schools in this authority are encouraged to develop a school dress code. In encouraging a dress code account must be taken in any proposals to prevent

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any direct or indirect discrimination on the grounds of race or gender. Any proposals will be the subject of widespread consultation with parents/ carers and young people. Against this background it should be noted that it is the policy of the Education and Social Work Services Committee to encourage schools to develop an appropriate dress code policy.

There are forms of dress that are unacceptable in school, such as items of clothing which:

- Potentially, encourage faction (such as football colours)
- Could cause offence (such as anti-religious symbolism or political slogans)
- Could cause health and safety difficulties, such as loose fitting clothing, dangling earrings
- Are made from flammable material for example shell suits in practical classes
- Could cause damage to flooring
- Carry advertising, particularly for alcohol or tobacco
- Could be used to inflict damage on other pupils or be used by others to do so.

Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing clothing conforming to the school's dress code policy. It is a long standing tradition that the children of St Paul's wear the school uniform. This tradition is still very popular with today's parents. It gives the children a sense of identity and prevents competition in fashion dressing.

St Paul's school uniform is as follows:

GIRLS

Grey skirt / trousers, a white shirt and school tie, blue/grey jumper or cardigan, blue sweatshirt, grey/white socks or tights and black shoes. Blue blazer / school jacket.

BOYS

Grey trousers, a white shirt and school tie, blue/grey jumper, blue sweatshirt, grey/black socks and black shoes. Blue blazer / school jacket.

Parents / Carers receiving Income Support, Job Seekers Allowance (Income Based), Working Tax Credit (with a total annual income of less than £15 050*) Housing Benefit, or Council Tax Benefit will normally be entitled to monetary grants for footwear and clothing for their child or young person. Information and application forms may be obtained from schools and at www.glasgow.gov.uk/index.aspx?articleid=8629

Glasgow City Council is concerned at the level of claims being received regarding the loss of children and young peoples' clothing and/or personal belongings. Parents / Carers are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school. Parents / Carers should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.

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MEALS

Children and young people of Parents / Carers receiving Income Support, income based Job Seekers Allowance, Working Tax Credit (where income is less than £6 420) Child Tax Credit only (where income is less than £15 910*) and income related Employment and Support Allowance are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools and from Grants Section at Education Services headquarters. www.glasgow.gov.uk/index.aspx?articleid=8629

It is in the interests of all parents/carers to maximise the numbers of children and young people entitled to free school meals as those schools with a high level of children and young people registered for free school meals attract additional funding benefits for the school overall. All parents/carers eligible for free school meals for their children are encouraged to register their entitlement thus assisting the school in gaining additional support.

* Income amount effective from 1 April 2010 and may be changed by the Department for Work and Pensions

All children are entitled to free milk. Milk is available for all in the school during the lunch period. Children receiving free meals will be issued with a ticket. Children may bring packed lunches to eat in the dining room with friends. The dining hall is well supervised in order that all may enjoy their meal.

TRANSPORT

The Education Authority has a policy of providing free transport to all primary children who live out with a certain radius from their local school by the recognised shortest walking route. This policy is more generous than the law requires. Parents/carers who consider they are eligible should obtain an application form from the education services.

www.glasgow.gov.uk/index.aspx?articleid=8629 These forms should be completed and returned before the end of February for those children and young people beginning school in August to enable the appropriate arrangements to be made.

Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. The appropriate officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

The authority has an exceptional circumstances policy relating to e.g. homelessness, parental disability etc. Details are available from the school. There is also a procedure to request transport on medical grounds. The school can advise on procedures.

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PLACING REQUEST

The education authority does not provide transport for those children in receipt of a placing request other than in individual exceptional circumstances and where appropriate legislation applies.

Medical and Health Care

Health Assessments are the responsibility of local health services. The school has a named School Nurse who is the key professional and will make occasional visits to the school to do checks such as vision. She will also be involved in good health promotion and, when time is available, offers an input to programmes of study about health matters. She is fully involved in our primary /secondary health transition programme.



The Community Dentist and Dental Hygienist also visit occasionally to selected age groups. This is to encourage children to form good dental habits.

It is extremely important that parents provide the school with the name address and telephone number of a responsible adult as a contact person in the case of illness or emergency. If a child becomes ill in school the parent or emergency contact will be notified.

A similar procedure will be carried out in the case of an accident. If no contact can be made and it is deemed necessary the child will be escorted to hospital by a competent adult from the school. In case of a serious accident the child will be taken immediately to hospital and the parent alerted to go there.

If a child requires particular medication or suffers from an illness, it is imperative that the school is notified and in the case of administering medicine, appropriate forms, available at the school office, must be completed by the parent.

Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you informed by using letters, notices in local shops and community centres, announcements in local places of worship and announcements in the press and on local radio.

School /Community

The school should play an important role in the local community. The facilities in St. Paul's Primary are used by community groups in line with letting policy. School activities attract local people from time to time and our children also go out to venues in the community to support their learning, entertain others or assist

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with events. The school has very positive working relationships with local businesses and community organisations, all of which support and enhance the learning experiences of the children.

The Parent Forum and the Parent Council

The Scottish Schools (Parental Involvement) Act 2006 has changed the arrangements for parental/carer representation in all schools. Since August 2007, all parents/carers are automatically members of the Parent Forum for their school and they have a right to establish a Parent Council to represent them.

Parent Forum

The membership of the parent forum is made up of all parents/carers who have a child or young person at an education authority school. Membership of the Parent Forum allows parent /carers to have a say in the local arrangements to enable their collective view to be represented on matters such as the quality and standards of education at the school and other matters of interest to parents /carers. One of the ways parents in the Parent Forum will be able to express their views will be through the Parent Council as well as the Parent Suggestion box in the school foyer.

Parent Council

The Parent Council is a group of parents/carers selected by members of the Parent Forum to represent all the parents/carers of children and young people at the school. Parent Councils are very flexible groups and the Parent Forum can decide on the type of group it wants to represent their views. A Parent Council could get involved in:

- Supporting the work of the school
- Gathering and representing parents' views to the Head Teacher, education authority and HMIE
- Promoting contact between the school, parents/carers, children and young people and the local community
- Fundraising
- Involvement in the appointment of senior school staff

Parent Councils are recognised in law from August 2007. As a statutory body, the Parent Council has the right to information and advice on matters which affect children and young people's education. So the school and local authority must listen to what the Parent Council says and give it a proper response. Every school's Parent Council will be different because it will be parents/carers in each school who make the key decisions. The Parent Council is also entitled to support from the education authority in fulfilling its role.

Membership of the Parent Council

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Generally, members of the Parent Council must be parents/carers of children and young people who attend the school and the chairperson must have a child in the school. However, the Parent Council can decide to co-opt other members from teachers and the community who will have knowledge and skills to help them. As St Paul's is a denominational school St Joseph's Church has been invited to nominate a representative to be a co-opted member.

The Parent Council is selected for a period of one year after which parents may put themselves forward for re-selection if they wish.

- The Parent Council is accountable to the Parent Forum for St Paul's Primary and will make a report to it at least once each year on its activities on behalf of all parents.
- The Annual General Meeting will be held in November of each year. A notice of the meeting including date, time and place will be sent to all members of the Parent Forum at least 2 weeks in advance.

Parent Council office bearers are:

Pauline Boyce (Chair Person)
(Secretary)
(Treasurer)

Staff members are:

Mrs Vornic
Mrs Moore

Fr A McKenzie
Geraldine A Millar

Church Rep
Adviser / Head Teacher

The Head Teacher and your Local Councillor may attend all meetings and have the right to speak although, not being members of the council, have no right to vote.

Contact may be made with the council by writing to the 'Chairperson of the Parent Council' using the school address. The Parent Council has established a sub group, the PTG to support fund raising and school events.

Transfer from Primary School to Secondary School

Pupils are normally transferred between the ages of $11\frac{1}{2}$ and $12\frac{1}{2}$, so that they will have the opportunity to complete at least 4 years of secondary education. There is a Learning Community P7 - S1 transition programme in place to ensure all children move confidently and smoothly from primary to secondary school. Children who have additional support for learning needs will experience, if required, an enhanced transition programme to support them. Parents and carers will be informed of the school arrangements no later than December of the year preceding the date of transfer at the start of the new session. Children are placed in Secondary School according to their address.

Pupils from St Paul's Primary will normally transfer to:

**St Andrews Secondary School
47 Torphin Crescent
Glasgow
G32 6QE**

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0141-582-0240

Data Protection Act 1998

Information on parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the Data Protection Act 1998 and may only be disclosed in accordance with the Codes of Practice. For further information please contact the school.

The Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act 2002 enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities including; Scottish Executive and its agencies; Scottish Parliament; Local Authorities; NHS Scotland; Universities and further education colleges; and the police.

Public Authorities have to allow access to the following information:

- The provision, cost and standard of its service.
- Factual information or decision-making.
- The reasons for decisions made by it

The legal right of access includes all types of 'recorded' information of any data held by the Scottish public authorities. From the 1st January 2005, any person who makes a request for information must be provided with it, subject to certain conditions.

Further information is provided on the Glasgow City Council website:

www.glasgow.gov.uk/en/yourcouncil/freedom

Internet facilities are provided on the Glasgow City Council Public Libraries and Real Learning Centres.

Dealing with Racial Harassment

The Race Relation Act of 1976 makes it unlawful to discriminate against someone because of his/her colour, race, ethnic or national background. The Act makes it the duty of Glasgow City Council to eliminate unlawful racial discrimination. In 1999 the guidelines, "Dealing with Racial Harassment" were issued to assist all teaching staff in dealing with such incidents. The adoption of an anti-racist approach should be seen as one part of the continuing attempt to improve the quality of education.

Glasgow City Council recognises that support from the home is essential if these aims are to be achieved.

Every child in Glasgow has the right to be happy and secure at school.

Comments and Complaints Procedures

In St Paul's' Primary we aim to have a positive relationship across our school community. However, if you have a comment or complaint about any aspect of school life, please contact the Head Teacher in the first instance. Glasgow City

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Council complaints procedures are available from:
www.glasgow.gov.uk/index.aspx?articleid=2896

Customer Liaison Unit
Education Services
Glasgow City Council
City Chambers East
40 John Street
Glasgow G1 1JL
Tel: 0141 - 287 - 5384
Email: education@glasgow.gov.uk

The above website also includes information on data protection and freedom of information.

Addresses and Contacts

Service Director Education: Maureen McKenna

Education Services
Glasgow City Council
City Chambers East
40 John Street
Glasgow G1 1JL

Councillors:

Laura Doherty (SNP)
Michelle Ferns (SNP)
Thomas Kerr (Conservative)
Frank McAveety (Labour)

Glasgow City Council
Glasgow City Chambers
George Square
Glasgow G2 1DU

PLEASE NOTE:

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

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

All authorities are required by law to issue a copy of the school handbook incorporating current practices of both the council and the school to certain parents in November each year for their use as appropriate.

Additional Support Needs/Accessibility Strategy

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Glasgow City Council has a duty, as outlined in the Standards in Scotland's Schools 2000 act 2009Act, to ensure that your child achieves their potential. Glasgow's Education Services is committed to the inclusion of all children and young people with additional support needs, where possible, within mainstream schools. This is in accordance with the statutory requirement in the 2000 Act. It is also part of Glasgow's policy to maintain a range of special educational establishments. This recognises the key role to be played by specialist provisions in addressing severe low incidence disabilities. The authority recognises that there are a wide range of factors, which may act as a barrier to your child's learning. We are committed to working closely with parents and carers to ensure that you are fully involved in overcoming barriers to learning. Additional support needs may be linked to a learning difficulty or disability but could also apply to a child or young person suffering from bereavement who requires pastoral support, a more able child/young person or those with a particular talent, which needs to be fully developed.

The policy requires all establishments to provide an environment where children and young people with additional support needs are actively encouraged to be effective learners and benefit from their school education.

Any parent/carer seeking further advice regarding this policy should contact the headteacher in the first instance.

If a parent is unhappy with the support their child is getting they must first discuss this with the school in order to seek a resolution at that very local level.

Further information relating to Additional Support Needs is also available on the Glasgow City Council website -

<http://www.glasgow.gov.uk/en/Residents/GoingtoSchool/AdditionalSupportNeeds/>