



West Lothian
Council

West Lothian Council Education Services



St. Paul's Primary School



*Succeeding
Together*

SCHOOL HANDBOOK

Updated September 2018

Helen Torsney

Welcome to St. Paul's RC Primary School

I am delighted to welcome you to St. Paul's Primary School and hope that your child will be very happy throughout their years with us. We are a vibrant learning community where the individual is valued and achievement in its widest sense is celebrated.

St. Paul's Primary is located in the town of East Calder. It is a Roman Catholic co-educational school. As a denominational primary school Christian principles and teaching underpin our ethos. Our school has strong links with the local Parish of St. Theresa's and other local churches as well as the wider community. The present building was opened in 1964 and is mainly on one level in a pleasant, large grassy site with a small tarmac surface playground. The original St. Paul's dates back to around 1912. The school does not provide teaching by means of the Gaelic language as spoken in Scotland. A primary aged pupil whose parent wishes him/her to be taught by means of the Gaelic language will be educated at Tollcross Primary School Edinburgh.

Our curriculum is broad and balanced and we make every effort to ensure that it is relevant to today's society and therefore meaningful to our children. The school is a lively and bright environment and a wide variety of teaching approaches are used. Throughout the school group and individual methods are employed. This allows each child to tackle work appropriate to his or her stage of development. Whole class lessons also hold a valuable place allowing time for children to come together as one large group.

The curriculum has maintained all that was good of traditional methods/content and has incorporated many new and relevant areas to equip our children for the future. St. Paul's adheres to Authority and Government Advice by structuring the Programmes of Study around "A Curriculum for Excellence" ensuring progression, balance and breadth of the curriculum.

We have an active approach to the methods used which engage our pupils. The skills they will develop will be essential to them as they progress beyond primary school and face the demands made of them as they get older.

We believe that learning should be enjoyable and that fun is an essential part of life at St. Paul's Primary. We want our pupils to leave our school with very happy memories of their time here, having achieved success and feeling motivated and enthusiastic about their future. If we can house the children within a building which encourages thoughtfulness, independence, responsibility, confidence, caring and spiritual awareness, we are surely catering for the needs of the whole child and fitting them for the challenges of the future.

We have very strong home/school partnerships and welcome the support that parents can offer, not only to their own children but also to the wider school community. Parental support helps to enhance the activities on offer to the children and we value offers of help in any capacity.

I look forward to working in partnership with you and should you have any issues, concerns or ideas for improvement, please feel free to share these with me.

I hope you find this School Handbook informative and I again extend a very warm welcome to the children, parents and friends of St. Paul's RC Primary School.

Helen Torsney

Head Teacher

The Four Capacities of A Curriculum for Excellence	
Confident Individuals	Successful Learners

Effective Contributors	Responsible Citizens
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<p>St. Paul's Primary School Main Street East Calder Livingston West Lothian EH53 0ES</p> <p>Nursery Class (address and telephone number as above).</p>	<p>Telephone: 01506 881665 Fax: 01506 501666</p> <p>Email: wlstpauls-ps@westlothian.org.uk</p> <p>School Website : http:stpaulsprimary@westlothian.org.uk Present Roll Nursery 20 (AM) 16 (PM) School Roll 157</p>
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Management Structure

Head Teacher: Mrs Helen Torsney
Principal Teacher: Mrs Katrina Rankine

Within St. Paul's we have:

An Early Years Officer (acting)
a Nursery Nurse and a Pupil support worker in our Nursery Class
Class Teachers are assigned to classes from P1-P7
In addition we have remits for:
Additional Learning Needs (attainment and support)
Specialist Provision: PE and Music
Visiting Teacher for Brass Tuition (selected pupils)

Additional support for vital services is provided through:

Clerical officer
Pupil Support Workers
Business Support Manager
Facilities Management Assistants
Kitchen Staff
Cleaning Staff

Specialist Agency Input includes:

Educational Psychology
Speech and Language Therapy
Language Outreach

Main School Day

Monday –Thursday:

P1 –P7: 8.40 -10.30
P1-P7: 10.30 -12.05
P1 –P7: 12.45 – 3.00

Friday

P1 –P7: 8.40 – 12.15



Don't be late!

Non-denominational Nursery Class

Monday – Thursday:

8.10 – 11.15
12.09 – 4.06

Get ready,
Be in School
On time -
Every time!

School term dates and holidays can be accessed online at:

<http://www.westlothian.gov.uk/education/schoolrelateditems/893/860>

St. Paul's Primary School Mission Statement

St. Paul's Primary School aims to develop in each individual their full potential within a caring environment which fosters a true witness to Christian Values and Beliefs.

We aim to nurture respect, confidence, collaboration and support for each other in a healthy environment which promotes wellbeing for all and to develop all our talents to the best of our ability. We aim to do this through improving the quality of successful experiences and activities to enable our children to become confident and in turn accept their responsibility to effectively contribute to our Communities and Society.

1. Achievement and Attainment

- Motivate our Children to achieve their full potential by using a range of exciting methods of teaching and a broad curriculum,
- Assess our Children with a fair, constructive range of methods which identify strengths and targets and thus promote next steps for learning,
- Further the self evaluation process in all staff linked to effective monitoring which assures high quality experiences and standards of attainment for our Children,
- Support all children's learning by using the tools provided to support additional learning needs.

We will continue to embed Formative Assessment Strategies into our Programmes of Study. Clearly state Learning Outcomes in all Planning. Focus on review of CfE Learning Outcomes in Learning & Teaching.

2. Framework for Learning

- Use good resources and balanced work to help our Children achieve their best standard and full potential,
- Build on the Staff Team's strengths by supporting professional, personal and social development.

We will continue to develop "Circle Time" Strategies and Positive Praise Systems linked to responsibilities. Develop use of Critical Skills and Active Learning Opportunities taking cognisance of Health & Well Being, RRS and Eco School and Enterprise Agendas

3. Inclusion and Equality

- Develop an understanding of all people's needs, rights and responsibilities,
- Fulfil the requirements of all who come into our School by addressing appropriate identified outcomes for learning and accessibility to education.

Within the context of Health & Wellbeing: Continue to review our approach to Racial Equality. Raising awareness with all staff of "Getting it Right for our Children"

4. Values and Citizenship

- Ensure that we set a good example of Catholic and Christian Values to all.
- Make sure we have good links and true partnership with Home, Parish and the Wider Community.
- Ensure we create an Eco Friendly and enterprising Environment.

We will continue to broaden links with local Schools and Churches. Continue to develop Rights, Respecting schools, Eco and Enterprise Agenda.

5. Learning for Life

- Provide for the needs of our Pupils and nurture their talents and gifts to help promote the "Developing the Young Workforce" agenda.
- Create a secure, happy and caring place to work and learn where all feel valued.

We will continue to build upon existing positive work with SCIAF and other Charities. Broaden awareness of Fair Trade. Continue to develop the After School Programme with a commitment to Active Health & Wellbeing. Implement wider practice of Critical Skills.



Enrolment and Transition Arrangements

West Lothian is divided into catchment areas for primary and secondary schools. Each home address has a catchment denominational school and a catchment non-denominational school, for both primary and secondary education. Although the Council aims to provide enough places for all children in the catchment area at a catchment school, living within a catchment area does not guarantee a child a place at a catchment school. Parents can request a school other than one of their catchment schools. This is known as a 'placing request'. Parents can request that their child go to any primary school in West Lothian regardless of their religion. The council must grant these requests unless there is a legal reason not to.

- **Pre-School Admission Policy:**
<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/preschooladmission>
- **Primary School Admission Policy:**
<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/pupilplacementadmissionprimary>
- **Secondary School Admission Policy:**
<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/pupilplacementadmissionsecondary>

Pupil Placement can be contacted on 01506 280000 or at pupilplacement@westlothian.gov.uk

Nursery Class

The Pre-school Nursery Class caters for a maximum of 20 children in two separate morning and afternoon sessions subject to numbers and Pupil Placement decision to run these classes.

Children are accepted for Pre-school classes from 3 years of age to pre-school age. However, a waiting list is normally in operation and early enquiry is essential. Children are enrolled after their 2nd birthday.

There is a Nursery attached to East Calder, Pumpherston, Mid Calder and Kirknewton Primary Schools. Children who attend St. Paul's Nursery Class may later attend any of the Primary Schools in the associated catchment area. When a child is enrolled in the Nursery Class, this does not guarantee the child a place in St. Paul's Primary 1 Class.

Enrolment into Primary One

Parents of district children will be able to enrol their child for school in November / December. Parents should telephone the school and make a suitable appointment. Children who are 5 years old between 1st March and 28th / 29th February of the following year are eligible to enter School in the August of the first year. At the time of application it is helpful to bring your child's Birth Certificate and Baptismal Certificate (if relevant) to assist with School records.

The catchment area for St. Paul's School is: East Calder, Mid Calder, Kirknewton, Pumpherston and Ratho. Parents of non-district children wishing their child to enrol at St. Paul's should apply in writing to:

Pupil Placement Section
Education Services
Civic Centre
Howden South Road
Livingston
EH546AT

Pupil Placement can be contacted on 01506 280000 or at pupilplacement@westlothian.gov.uk

Parents of Non-District children should make an appointment to see the Head Teacher to discuss their child's admission and to view the school.

St. Paul's has a comprehensive transition programme for Nursery to Primary 1. Every opportunity is taken to familiarise our nursery pupils with life in the Primary school. They attend assemblies, have weekly opportunities to share Golden Time with primary 1 pupils, work with specialist teachers, undertake whole school activities including enterprise, fund raising, eco-school activities and quickly become familiar with school staff and the school building. During the summer term additional opportunities are planned when nursery children will spend time with their P1 teacher, spend time in the playground, have an opportunity to try a school lunch and meet the other children who will be in their class. The nursery team, Primary 1 teacher and parents of children moving from nursery will meet in June to discuss the child's "Learner's Journey" and their next steps. This will ensure both parents and Primary 1 staff identify very clear next steps for each child as they start school. An induction meeting for new P1 parents takes place in June. A "Buddy System" is in place which allows older pupils to support their younger peers.

Any parent who is unable to take advantage of the above arrangements can make an appointment to visit the school individually. They should telephone 01506 881665 and speak to the School Administration Staff who will arrange a suitable appointment for them.

Primary Seven Transfer to Secondary School

Primary 7 pupils from St. Paul's normally transfer to secondary education between the ages of 11½ and 12½ so that they will have the opportunity to complete at least four years in secondary education. Our pupils normally transfer (but not exclusively) to:

St. Margaret's Academy
Howden South Road
Livingston
West Lothian EH54 6AT

or

West Calder High School
Limefield Road
West Calder
West Lothian EH55 8QN

01506 497104

01506 871510

Parents of Primary 7 children normally receive a letter in November from the Pupil Placement Section advising them to apply for a secondary place for their child.

Parents should return their completed application forms to:
Pupil Placement Section
Education Services
Civic Centre
Howden South Road
Livingston

Each secondary school admits pupils from a number of associated primaries. St. Paul's Primary School works closely with its associated high schools and the children living in the catchment area of the schools. Both high schools have excellent transition arrangements with a programme starting early in the P7 year. Children have opportunities to visit the high school and become familiar with a range of staff. High school staff also visit cluster primaries during the session to meet the pupils. Additional support is available to pupils who require this during the transition period.

Enrolment during Term Time

Parents, who wish to enrol their children into the School during term-time, can do so as long as there is a vacancy in the relevant class, and to do so will not cause later class structure problems.

Parents who wish to enrol their child (ren) into the School should contact the School Office and make an appointment to meet with the Head Teacher.

Parents of non-district children wishing to enrol their child at St. Paul's should speak with the Head

Teacher and then apply in writing to :
Pupil Placement Section
Civic Centre
Howden South Road
Livingston
EH54 6AT

Class Organisation

There are Government requirements relating to the size and structure of classes and teacher contact time. To meet these requirements, it is not always possible to have all pupils in a single stage/year class.

When pupil numbers make it impossible to have a single year class, it is often necessary to form composite classes. Class size legislation now dictates that all P1 classes should be a maximum size of 25 pupils, P2 and P3 should be a maximum of 30 and P4 – P7 should be a maximum of 33 pupils.

Composite classes should have no more than 25 pupils. It has now become necessary to re-structure our P1-7 classes on an annual basis and inevitably this will include the creation of composite classes. This is common in many Scottish Schools.

The academic and social needs of pupils within the composite classes are well planned for and no parent should have any reservations about their child being part of such a class. The creation of composite classes is line with West Lothian Council guidelines. Copies for parents are available from the school or can be downloaded from the web at:

http://www.westlothian.gov.uk/content/education/ed_policylist/compositeclasses

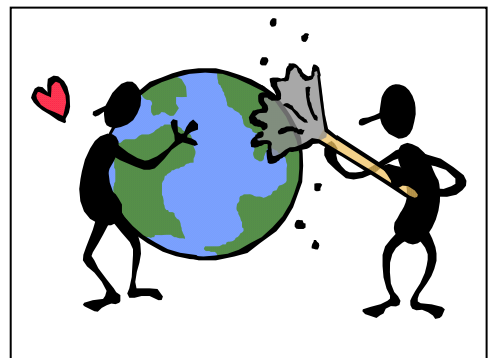
In the course of a normal week children will experience working with a range of teaching and support staff.

Equal Opportunities and Social Justice

The effect of gender, race, religious or cultural stereotyping can, for the most part, only be measured objectively in later years of education, for example, by reference to course choices and examination statistics. However, many of the attitudes which influence these later choices, are formed very much earlier during the years of primary schooling or even before the child comes into contact with the education service. The role of all those who work with young children and of parents are therefore crucial.

It is important that equal opportunities should be promoted through appropriate curriculum content, teaching practices and teacher attitudes from the earliest stages. If children discover that their interest in any activity is welcome regardless of its perceived appropriateness to their gender, race, religion or culture they will not limit the range of their participation in accordance with traditional stereotypes. We have a range of materials on this subject which parents are welcome to borrow.

The children in St. Paul's will be grouped into House Structures which promote a mixed gender approach. All children, regardless of ethnic background, will be treated equally and any incidents of a racist nature will be formally recorded and the School obliged to report these to the Authority.



Child Protection

It is our role as educators to ensure that the children in our care live safely and can reach their full potential. As such, all staff in St. Paul's Primary will follow the Edinburgh and Lothian's Inter-Agency

Child Protection Procedures to protect children who may be at risk of abuse and neglect. If we suspect that a child has suffered, is suffering or is at risk of abuse we will make a child protection referral without delay. We work closely alongside the core agencies – health, social work and the police to ensure the welfare of our pupils. Mrs Torsney, as Head Teacher, is the designated member of staff for child protection, within St. Paul's Primary. Should you have any immediate concerns of a child protection nature please contact any of the above agencies. The details for Child Protection are well sign-posted throughout our school and staff receive annual training to enable them to follow the Procedures carefully.

School Uniform and Dress Code
is based on The dress code for Schools Policy:
<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/dresscodeforschools>

The school uniform is as follows:-

Grey trousers/skirt/pinafore

White shirt/blouse

+Red and Grey striped tie

Black Shoes

Red * V-neck Jumper/Cardigan

Black blazer with +blazer badge

White /Grey socks

*Reversible Black Fleece

Girls may wear a red and white school dress in warmer weather.

A pair of indoor gym shoes or equivalent.

It is advisable to have all articles of clothing clearly named.

All items marked * are available by ordering through www.border-embroideries.co.uk at very competitive prices. + Items available from the School Office

All other items may be obtained locally.

Additional uniform items are now available. These include a PE tee shirt, shorts and kit bag.

A shirt and tie should be worn for class/group photographs and when pupils are representing their school in public.



PE Wear

Black shorts

*Red T-shirt with or without school logo

Black gym shoes

A drawstring bag or plastic carrier with child's name is useful for holding P.E. wear.

For outdoor sports events a pair of jogging bottoms and a top are useful to slip on/off or for colder weather. Outdoor training shoes.

Denim, football colours and sport / label branded products are discouraged. No training shoes should be worn to School, particularly those which mark varying floor surfaces throughout the School.

Jewellery:

Parents are advised that it is unsafe for children to wear jewellery to gym and drama classes. The recommendation is that no child wearing jewellery should participate in gym for his/her own safety. This covers rings, earrings, chains, watches and bracelets. The school cannot take responsibility for children wearing these items to school. If a child brings a plaster to cover a stud earring they must do so themselves and not expect other pupils, teachers or staff do so. The School does not accept responsibility for the child's safety when wearing pierced earrings.

The easiest course of action would be for children to come to school without jewellery, as we cannot be held responsible for any item left or stolen within the school. Staff will not hold items of jewellery for safekeeping. We are sorry if this causes you any inconvenience or concern, but we are sure you can see the benefits from the Health and Safety perspective. Should you have further enquiries on this matter we will be happy to discuss these with you and if necessary direct you to the appropriate personnel in West Lothian Council for further advice.

Clothing Which is Unacceptable in School Under Any Circumstances

This would include items which:

- could potentially, encourage factions (e.g. football colours)
- could cause offence (e.g. anti-religious symbolism, racist or political slogans)
- could cause health and safety difficulties such as loose fitting clothing, dangling earrings and other potentially dangerous jewellery
- are of flammable materials which may be a danger in certain classes (e.g. shell suits)
- could cause damage to flooring or other property
- carry advertising for brands and in particular those for alcohol or tobacco; and
- could be used to inflict damage on other pupils or to be used by others to do so.

The Authority wishes to minimise claims arising from the loss of pupil's clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing, jewellery etc. are not brought into school. This includes toys and computer games which are not required as part of the school day. Parents should note that any claims submitted to cover the loss of such items are likely to be met only where the Authority can be shown to have been negligent.

Cloakrooms are provided for pupils to store outdoor jackets, indoor shoes, gym kit and school bags. Similarly, money or valuable items kept in pupils' work trays cannot be supervised at all times. While the School takes all reasonable steps, we cannot be held responsible for items that go missing from these areas.

Developing Positive Behaviour and Self Esteem

At St. Paul's Primary School we promote positive behaviour in school and in the playground. Consistent procedures are used throughout the school to promote a positive ethos based on respect, fairness and equality. We actively encourage our pupils to develop skills in being successful, confident, effective and responsible individuals in all that they do.

Our School Aims embody the general principles we expect of all who come into our school. It is essential that all children respect adults and follow instructions when given. All Teachers, Support Staff and Parent Helpers should be held in high esteem and shown care, respect and consideration for the position they have by our children. In return all adults will treat our pupils with care, respect and a firm but warm discipline.

We believe that everyone has the right to work and learn in an atmosphere that is free from victimisation and fear. Staff will manage incidents of indiscipline in a sensitive, professional manner and will apply sanctions as appropriate. We have Policies which promote positive behaviour strategies, and anti-bullying / anti-racism in school. These can be obtained by contacting the school office.



Parental Partnership with Behaviour

The need to maintain a positive partnership with parents/carers is well recognised. Your help and support are vital if discipline is to be effective. We will aim to share your child's successes with you and will contact you at an early stage should we have any concerns about the behaviour or attitude of your child.

Praise, Reward and Celebrating Success

The importance of praise as a motivating and positive aspect of school life is well understood and the use of praise permeates all aspects of the life of our school. Pupils are encouraged to have high expectations of themselves and others and their efforts are recognised in a variety of ways.

House Points: Our children are placed into four houses throughout the school; Baird, Burns, Stuart and Wallace. Children receive house points throughout the month with the winning house receiving a reward on the first Friday of each month. There is also a house shield for the house who win the monthly award most often during the year.

Golden Time is enjoyed by all pupils every week. Time may be lost as a consequence of inappropriate behaviour and pupils are encouraged to reflect upon making better choices.

A **Traffic Lights** system operates in the playground for the safety and well-being of all pupils and staff. Pupils receiving an amber or red card have behaved in an inappropriate manner. These instances are discussed with class teachers and may lead to the loss of Golden Time.

Assemblies are held regularly in school to celebrate our pupil's successes within and beyond school. Each class also prepares an assembly each session with a focus on RERC or an aspect of our Health and Well-Being programme. Parents are invited to join us for their child's class assembly.

Pupil Voice

Pupils are actively encouraged to be involved in the wider life of the school and they have many opportunities to be involved in the decision making process. There are a number of groups within school which have pupil representation, including; Pupil Council, Eco-group, Health Promotion and Rights respecting schools groups. Older pupils are offered roles of responsibility including, Buddies, House Captains, website groups and Junior Road Safety Officers. Meetings take place with all these groups each month and pupil reps feed back to the rest of the school on how the group is contributing to improvements across the school community.



Equality and Fairness



Buddies in Harmony

School Curriculum

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18.

The 3-18 curriculum aims to ensure that all children and young people in Scotland develop the attributes, knowledge and skills they will need to flourish in life, learning and work.

The knowledge, skills and attributes learners will develop will allow them to demonstrate four key capacities – to be successful learners, confident individuals, responsible citizens and effective contributors.

St. Paul's Primary is committed to those purposes and we are currently reviewing our curriculum in line with national development.

Learning and teaching in school is based on a range of strategies including investigating, problem solving and discussion as well as direct teaching methods. Strategies and resources are varied to best meet the needs of individuals and children will be assessed to determine their ability level. There are planned opportunities for independent learning and collaborative group work to help children develop skills in those areas.

For further information regarding the curriculum at national level visit:
<http://www.educationscotland.gov.uk/thecurriculum/>

Language

Language permeates the whole curriculum and is central to children's learning. Staff build on the foundation which has been started at home and help children to use language effectively for a variety of purposes.

The four main outcomes are - Listening, Talking, Reading and Writing.

Language skills are developed using all curricular areas and can be stimulated by a topic being undertaken, an item of interest or a child's personal curiosity. Staff exploit cross-curricular opportunities to promote language development, to help children see connections across the curriculum and to make learning meaningful. It is considered very important that children have a context and a purpose to motivate and stimulate them into using language interestingly, imaginatively, appropriately and precisely.

Listening

In order to listen effectively and respond appropriately, children must be stimulated by, and feel involved in, the activities in the classroom. A variety of opportunities for listening are offered across all areas of the curriculum. As the children progress from P1 to P7, the tasks set and responses sought become more complex and demanding.

Talking

There are many contexts in which the children are encouraged to talk for a variety of purposes. In formal and informal situations, children will develop skills in conveying information: giving instructions and directions, presentation, group discussion, sharing experiences, feelings and opinions and responding to texts.

Reading

Reading is a skill which allows access to all curricular areas and which should be enjoyable and meaningful to the individual. We have a variety of fiction and non-fiction reading resources in school to promote skill development in a continuous and progressive way but also to promote enjoyment and fulfilment.

Reading can be teacher directed as part of a class or group lesson, a research activity or simply for personal enjoyment. Reading tasks are frequently set for homework. Children are encouraged to read regularly using a wide range of reading material and we aim to foster a lifelong interest in reading for a variety of purposes.

Writing

Children at all stages are encouraged to write independently in order to build confidence and encourage creativity. Writing skills are developed through imaginative, personal and functional writing activities so that children realise that writing can have a variety of context and purpose.

As children progress with their writing they are required to plan, draft and edit their work, checking for accuracy of spelling, punctuation and grammar. Emphasis is also placed on high quality presentation of work.

Handwriting skills are developed from the initial stages of individual letter formation to free-flowing linked script. Children are given regular opportunities to develop their handwriting skills to ensure that their work is clearly presented and legible.

A range of spelling activities are undertaken frequently throughout each week with a focus on spelling common words, project related words and recognising and using patterns. It is important that spelling is regularly reinforced at home.

1+2 Languages

Traditionally French was introduced in P1 through to P7. From August 2014 Spanish was introduced in P1 in St. Margaret's cluster schools and children will continue with this as language 2 throughout primary school. They will then be introduced to French in P5. This will give pupils experience of 2 modern languages.

In the Early Years and middle stages, the teaching is delivered orally and the pupils are encouraged to take an active part in role play, games and songs.

In the Upper school, the children are encouraged to consolidate and further develop their listening and talking skills alongside the more formal skills of reading and writing in the appropriate language.

Through presenting Modern Languages in an enjoyable and inclusive manner, we hope that our pupils will be able to make use of their increasing knowledge of modern languages successfully and confidently in a real international context.

Numeracy/Maths

Mathematics involves the use of number and symbols to make connections, use patterns and solve problems in a variety of contexts. Children come to school as active mathematical thinkers having, through trial and error, solved problems naturally in play or family life. At school, the children are provided with a structure through which they can further develop skills, understand concepts and learn facts and techniques.

Mathematical activities are planned for the children through which they further develop their understanding of number, money, measure, shape, position and movement, information handling and problem solving. Children apply their knowledge in practical situations whilst they continue to learn basic number facts. Mental maths is a daily activity in all classes to develop quick recall, reinforce learning and apply to real life contexts.

To raise attainment, additional staffing may be allocated at certain stages. This facilitates very focused learning and teaching and allows staff to provide appropriate pace, challenge and support.

Assessment of progress is continuous, including informal observations and discussions on practical work.

Social Studies

This area of the curriculum covers social subjects, science, technology and information and communications technology (ICT).

Programmes of study are planned to ensure continuity and progression throughout the stages and will include social subjects' topics relating to people and place, people in the past and people in society.

Some topics will relate to the direct experiences of the children but as children progress they will be expected to have some understanding of life beyond their own communities, an understanding of certain key historical facts and an appreciation of certain global issues.

Some studies may last several weeks, others will have a short term focus. Educational outings are often linked to social studies' topics and enhance the learning experiences of the children. Parents are asked to give written consent and make a contribution towards the cost.

A science programme is in place and every opportunity is taken to make connections to other curricular areas. Children are taught to develop an investigative approach to science whilst furthering their knowledge and understanding.

Our technology programme also has links with many other curricular areas. Opportunities are planned for the children to further develop skills and technique whilst fostering their creative talents.

ICT skills are developed through direct teaching but are embedded and applied across all areas of the curriculum. Interactive Whiteboards are used in all classrooms. They are highly successful in:

- Motivating and engaging pupils in their learning
- Aiding concentration and focus
- Encouraging a higher level of pupil interaction in both teacher-directed and group-based lessons
- Enhancing knowledge retention
- Accommodating different learning styles

Staff use the interactive white boards to plan their daily programmes.

West Lothian Education Services implements software to provide protection from inappropriate material on the internet without impeding the acquisition of information. There may be material or communications that neither the School nor parents/carers would consider appropriate for students to access and the Authority attempts to limit these. It must be recognised, however, that no protection can be absolutely watertight and, to this end, pupils must try to avoid inappropriate material and report any items which make them feel uncomfortable. It is helpful if parents can discuss these issues with their children to help make them aware of being safe on the internet.

Here are some internet rules for your information and to discuss with your child:

When I use the Internet, I agree that:

- I will not swear or use inappropriate language.
- I will not reveal my personal address or phone number, or those of others.
- I will remember that electronic mail (e-mail) is not guaranteed to be private.
- I will not use the Internet in such a way that I would disrupt others.
- I will tell a member of staff if I find a picture or message that makes me feel uncomfortable.
- If I do not follow these rules I may not be allowed to use the Internet and the School may take further action.

St. Paul's is an AAL (Anytime, Anywhere, Learning School) and pupils are encouraged to bring personal devices to school to support their learning.

Religious and Moral Education / Religious Observance

Our School is a caring Christian community, therefore it follows that the cultivation of Christian attitudes and virtues is of utmost importance and indeed dictates the whole atmosphere of the School. The children gather daily in class and also frequently in assembly for prayer times as a Christian, Catholic Community. Children are encouraged to develop their own opinions and beliefs through furthering their knowledge and understanding of Christian principles.

Religious Education, as approved by the Edinburgh Archdiocese and Scottish Hierarchy, is offered to all children in the form of our "This is Our Faith" Religious Education Programme. This programme places great importance on the co-operation and involvement of the Home, School and Parish.

The Religious and Moral Education Guidelines within A Curriculum for Excellence are closely followed and pupils are given an awareness of Other World Religions. St. Paul's School has positive close links with other church communities in the area. The pupils have opportunities to participate in joint services and community gatherings within the Community.

As the children progress through School they are prepared with the help of Parents, The Parish Community and Parish Priest in the principles for the Sacraments of Reconciliation, Eucharist and Confirmation. The School does not extract children from any part of the RME programme and all pupils

are expected to complete homework and workbooks, with parental help, to the best of their ability and personal experience. Diversity is celebrated, moral values are reinforced and the children are taught the importance of respect, tolerance and understanding.

Father Kenneth Owens, the Parish Priest of St Theresa's Church, visits the School and is involved in the preparation and administration of the Sacraments along with clergy in associated Parishes.

Mass is celebrated on special occasions and on Holy Days of Obligation both in School and in St. Theresa's Parish Church. Parents are welcome to attend these services with the children.



Health Well-Being

As a health-promoting school and within a progressive framework, children are provided with opportunities to explore their feelings and emotions, to understand physical factors in relation to their health and to develop a sense of social responsibility. These opportunities lie within the context of Personal and Social Education, Religious and Moral Education, Environmental Studies or as topics which stand alone. Promoting health and well being at school is embedded in the variety of activities offered during the school day and in extra-curricular activities. Health Fortnight is an annual focus.

Eco Group

The Eco-group is made up of representatives from the middle and upper stages. Their role is to make the pupils of St. Paul's aware of environmental issues which currently affect them or may affect them in the future. The aim is to get as many pupils involved in being kinder to the environment and we are keen that St. Paul's Primary is an 'Eco-friendly school'.

The Eco-group meets on a regular basis and work on their 'Action Plan' for the year. They plan assemblies, organise competitions and campaigns and inform classes around the school how they can help the environment when in school. Hopefully the information and experiences gained will filter through to their home lives also so that they can influence others to be eco-friendly. They work in the School Garden and Playground including litter-picking and other improvements.

St. Paul's Primary is very proud to have been awarded and retained their Green Flag.

Enterprise

Enterprise is now embedded within the curriculum and the children have many opportunities to use and develop their enterprising skills in a variety of ways. Examples of this include charity fundraising, organising and participating in events and running a class business. The children are required to work collaboratively towards their common goals, giving them vital experience and preparing them for life beyond school.

Expressive Arts

Class teachers deliver lessons and projects in all four areas of the Expressive Arts – art, drama, music and physical education. We have a visiting specialist in PE who enhances the experiences on offer to the children. Classes will have timetabled blocks of specialist teaching at various times throughout the year to ensure appropriate curricular balance. Performances are a key feature of life in our school with each stage presenting an annual production for parents. St. Paul's Primary also has a successful brass group.

Personal Learning Planning

All children are encouraged to become active participants in their own learning and as such, help to set their own targets and regularly discuss progress towards those targets with their teachers. Children are aware of the learning outcomes of each learning experience and use them to assess their own understanding and that of their peers. The children are encouraged to reflect on their learning, identifying their strengths and development needs and dependent on the age of the children, there are a number of ways in which they are encouraged and supported through this process. Parents are an important part of this process and we are currently developing ways in which we can meaningfully involve parents further

in their own child's learning.

For further information regarding the curriculum at national level visit:

<http://www.educationscotland.gov.uk/the/curriculum/>

Supporting Additional Learning Needs

Delivering appropriate provision for pupils with additional learning needs is central to the national commitment to inclusion and is underpinned by legislation. Each school follows the principles of the Scottish Government's policy of "Getting it Right for Every Child" for more information see the Scottish Governments website. West Lothian Council believes that all children and young people are entitled to learn together. This will help develop a culture of acceptance within which all children have a presumptive entitlement to mainstream education and services provided to facilitate this goal.

Focus on Inclusion is designed to help schools in partnership with parents/carers, pupils and partner agencies to evaluate effectiveness of provision in improving educational outcomes and opportunities for pupils with additional learning needs. The policy can be accessed online at:

<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/focusoninclusion>

If you feel that your child needs additional support, information and advice is available from your school in the first instance.

Enquire is 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 factsheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'

The Parents' Guide to Additional Support for Learning is now available to download at

<http://enquire.org.uk/publications/parents-guide> (new window).

Support for learning is offered to children in a variety of ways dependent on their individual needs and personal circumstances. We use staff in a flexible manner ensuring that we can respond to emerging needs and offer an appropriate level of support. We help children to develop a range of strategies, use a range of resources and promote independence so that they can attain and achieve to the best of their ability.

Our ALN staff work in a variety of ways. In certain circumstances the Class Teacher may decide to withdraw small groups of children from class for focused work in language and/or mathematics. In other cases, the ALN staff may work in class, supporting children where required. Our Support for Learning system is two tiered in that it supports children in need of consolidation and individual help and also children who require extra challenge in their school work.

In addition to this, we also have a system in place for supporting children with emotional and/or social needs. In these cases pupils have an opportunity to work in a small group or individually to develop communication skills, self esteem, confidence, self worth and enterprising skills.

The School is well supported by several agencies beyond the school that offer a comprehensive range of resources from staff support in the classroom to support for individuals and groups. The benefit of consultation opportunities with personnel from another field with specialist knowledge is obvious. It also allows us access to a wider resource base.

Regular conferences are held for pupils with Coordinated Support Plans, IEPs or ASPs and those receiving support involving outside agencies. Psychologist, teacher, support teacher, Head Teacher, pupil (if appropriate to their stage of development) and parents are involved. Updates on progress are

reported and plans for development are discussed. These regular reviews are recorded after the plans for development have been discussed. This encourages good communication and regular monitoring of progress.

The Class Teacher has the responsibility for identifying pupils in need of support. At the start of each session staff notify the Head Teacher of pupils for whom they would like additional support from the support services available. The Class Teacher and support staff then review the child's progress and plan the next steps in a series of short targets. The Additional Learning Needs (ALN) Teacher has the responsibility for logging strategies and resources used to support these next steps. All plans are reviewed jointly in collegiate liaison time each term. The outcomes are reported back to the Head Teacher and parents. Parents are informed through the normal channel of formal reporting towards the end of each session, but meetings can be arranged to discuss the progress of the pupil. Teachers can also refer any child to the Head Teacher and ALN Staff during the Session as need arises.

Assessment, Testing, Recording and Reporting

Assessment

Assessment is on-going and can take place in a variety of ways. Continuous Formative Assessment and Bench-marking is used to help shape next steps of learning. The teacher can set the class a range of tasks which a Pupil Support Worker monitors and ensures children keep on target. This in turn frees the teacher to assess individuals, groups or whole class by a range of methods including: more formal tests, observation or through direct teaching enquiry. The teacher can also use the time to record findings on the Pupil Profiles. All aspects of the pupil's work can be considered at this time – spoken language, written work, pictorial representations, models and problem solving activities, as well as personal and social development and progress in the arts. Our School Improvement Plan highlights current areas of the curriculum on which we are focussing. Copies are available on loan from the office.

Class teachers usually carry out weekly check-ups in Spelling, Tables and Mental Maths. The Scottish Government has also introduced Standardised assessments at P1, P4 and P7. This enables additional statistical information and standardisation of scores to assist planning for appropriate learning and teaching.

Curriculum for Excellence

The statements of the experiences and outcomes themselves describe national expectations of learning and progression from the early to the fourth curriculum level, during the period from the early years to the end of S3. They do not have ceilings, to enable staff to extend the development of skills, attributes, knowledge and understanding into more challenging areas and higher levels of performance.

The experiences and outcomes are set out in lines of development which describe progress in learning. Progression is indicated through *curriculum levels*, which are explained in the table below.

Level	Stage
Early	The pre-school years and P1, or later for some.
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 and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to SCQF level 4.
Senior phase	S4 to S6, and college or

Recording

The class teacher gathers the information that is updated into the pupil assessment folders. This highlights the individual's progress and allows for the gathering of information to inform planning, reporting and appropriate levels for achievement. These folders are passed on in each session to ensure continuity.

Our pupils also have a folio which contains samples of work.

The choice is made by Teacher/Pupil in collaboration. The folio is passed on to each Class Teacher and added to during the year. Review of contents is made annually. At the end of Primary School children are given contents to keep with some samples being sent to some Departments in Secondary School as evidence of the standard of work.

Reporting

Staff meet with all parents in October and March each session. We organise Parents' Evenings as one opportunity to discuss progress. As staff are meeting a wide range of parents and we have to highlight children's work we have organised our Parent Nights as follows:

Teaching staff will be in the School Hall, and a waiting area will be assembled on the stage where parents should gather approximately 5 minutes prior to an appointment. Pupils work is sent home over the weekend prior to Parent Consultations to allow parents to talk to their child/children about their work. Parents will be notified about various meetings by newsletter and individual family letters.

As teachers have a lot of children to discuss, appointments will be approximately 10 minutes.

Parents will be invited to identify one or two points for discussion with the Class Teacher. If parents choose not to identify one or two key points for the discussion during their Parents' Consultation time, the Teacher will plan and prepare the meeting solely around the key points the Teacher wishes to highlight. It is in parents' interests to think carefully and indicate discussion points in advance.

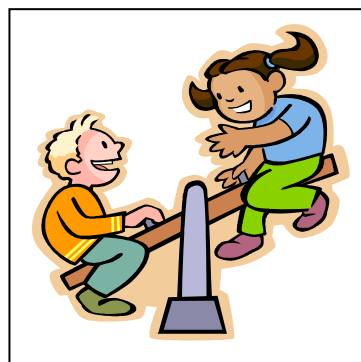
However, should the school or parent feel there is a lot to discuss, or the content of the discussion is of a very sensitive nature, an alternative appointment can be arranged at another time. During the course of the year we would definitely contact you if we had any cause for concern either about your child's attainment or behaviour.

For some parents there is regular and planned contact, for others there can be a period of close contact around a time when your child might be going through a difficult patch. The School welcomes regular contact and constantly seeks ways of promoting and encouraging this. The Head Teacher is always willing to hear about your ideas and suggestions. These will be considered and acted upon in light of full arrangements and needs throughout the School.

Book Fairs The school organises two large Book Fairs during October and March. These fairs take place during the evenings of the parent nights and all parents and pupils are invited to buy from the excellent selection of books on offer. The school receives a commission which must be taken in book form from the Educational Supplies list. This has enabled us to restock our Library and also provide dictionaries and thesaurus for our Class Bases. **There is no pressure on parents to purchase books from the book fair.**

Sample Work Home: on three occasions during the School Year, pupils will bring home sample work for parents to see how they are progressing. October, around the end of February and in May are the dates which staff have chosen as most appropriate for reviewing work. You will receive the current Maths Jotter or Workbook along with one of the Language Jotters and another jotter from an area of the Curriculum. Please ensure you return these to School to allow uninterrupted work to continue in Class.

A written report is sent home for each pupil in March and again at the end of the Session. Pupils and Parents will be invited to comment on the report and concerns will be addressed and replied to by either the Class Teacher or Head Teacher. Copies of the report are retained in the Pupil's Personal Record which is stored securely in School and passed onto any school in which the child might enrol.



Homework Policy

We have formulated a Homework Policy which gives guidelines on what your child will bring home in the way of homework. The policy attempts to show the variety of targets for different stages.

Should you wish to discuss your child's progress within the context of the homework programme, please do not hesitate to contact the school.

The Programme is intended as a guide only and children will be set tasks appropriate to their work tasks in class. You should expect your child to have some reading, general language and/or spelling work, as well as a piece of maths and table/number practice each week. Taking into account the child's progress within the full curriculum.

We feel that Homework is a valuable exercise as it encourages personal study and independent learning. It also provides an opportunity for the child and parent to come together to discuss their work

and achievements. At the same time, no child should be expected to take an undue length of time to complete a piece of homework. There is no fixed statement of time and work issued will vary from week to week depending on the class work and the Teacher's assessment of outstanding and additional tasks required. *As an average rule of thumb, we would suggest the following as a guideline.*

Primary 1 and 2	10 – 15 minutes per night
Primary 3	15 – 20 minutes per night
Primary 4	20 minutes per night
Primary 5	20 – 25 minutes per night
Primary 6	25 minutes per night
Primary 7	30 minutes per night

This is a guide. Each child is different and works at his / her own pace.

Reading (from a child's own book) and Number Practice time is in addition to these Activity Times.

At weekends and holidays, all pupils should continue to read from a book of their own choice which they find interesting. They should also revise tables and number bonds.

Reading and Number Practice should NEVER take a holiday.

During weekends and holidays keep practising. You want your child to get a head start in life.. don't you! So no excuses....

Once-a-day, Everyday! The SMART way!



Homework Diaries / Reading Records

Homework Diaries are intended as a record of homework for the child's, parent's and teacher's information. The diaries will go home with your child daily from Monday to Thursday, but may remain in school on Fridays. You may be asked to look at and sign the diary daily beside the work done that evening, and to sign the diary on a Thursday evening to indicate that you have been aware of your child's homework for that week.

We appreciate that it may not always be possible for your child to complete his / her homework for various reasons. In such instances could you please make a note in your child's diary for the teacher's information. Any comments you wish to make may also be noted here.

Research for Older Children

In addition to the other homework given, Primary 4, 5, 6 and 7 may also be given a more extended piece of research to undertake during a project in order to encourage independent planning, research and learning.

This piece of research will be done over a period of a few days or weeks, depending on the pupils' age and the topic being studied. Dates for completion and information about this will be given at the beginning of a project and entered into your child's diary.

Your child will decide on when and how to undertake this work and can pace him/her self according to how he / she prefers to work: *a little work frequently, or longer periods over a shorter time scale.* This research is **not** simply a case of **printing information from a computer.** It must reflect the *child's research skills* and original thought in collecting a range of information from different sources. They should present this in a systematic and clear manner which reflects the best effort and work they can achieve.

Unfinished Work in School

From time to time some children may be given unfinished work to complete at home. This should be done in addition to the usual homework but should not take more than an additional 20 minutes to complete.

Family Holidays during term time

Sometimes it is unavoidable for family holidays to fall during term time. On these occasions we will not set work to go with them. For much of the maths, the teaching of the correct method is important so we prefer to do this work in class. You can however practise the number bonds or the tables they are currently learning and good old fashioned sums will be of benefit to most pupils.

In language much of the work is topic related and can't be easily lifted out of the classroom setting. Practising spelling and punctuation or perhaps some dictionary work can prove useful and revision of other work won't be wasted. Both personal reading and *reading with you* is again very valuable and fun when you have time to enjoy it. Pupils will catch up on any missed work on their return to school.

Helpful Hints with Homework:

Spelling

At school one of the strategies we use to teach spelling is the "5 Finger Exercise Method" to help children memorise words-> **Look, Say, Cover, Write, Check**

Reading

Children need a relaxed atmosphere without distraction in order to enjoy reading practice. It doesn't compete well with, music, T.V. or other distractions. Encourage your child to read as often and from as great a variety of reading material as you can.

Ask them to read signs around the home or find a piece of information from the newspaper or pick out words on tins of food or instructions on packets etc.

Take time to listen to them reading and also read to them to model good practice. Also discussing the content, characters and main ideas in the passage will help with comprehension.

Maths

It is important when children are doing their number practice and tables that you assist them by listening to them. Not only reciting the tables, but by jumping about the table and asking them the table in reverse order. You can do this in the home while going up and down stairs or as part of a game while tidying up or dusting etc. Also keep practising number bonds *at all stages*. By always keeping on top of these calculations it will help your child with Mental Maths Speed and Accuracy.

Presentation

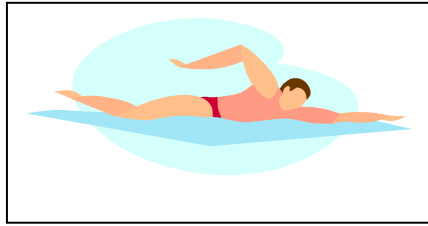
Homework should always be the very best piece of work that your child will produce. It is away from the pressures of the classroom timetable and your child has individual time to complete the task. Every piece of written work should have a date and have a title, which should be underlined. If you check and sign your child's homework, it helps establish the fact that you value her/his effort and work. It clearly demonstrates that you recognise the importance of home/school contact. If you are happy with the work and effort you can always add a brief comment or even a smiley face ☺.

Beyond the Curriculum: Extra Curricular Activities

The school actively encourages the pupils to join in extra-curricular activities. It is an important element of a broad education. In particular it encourages pupils to co-operate and socially mix in preparation for Secondary School and leads towards Life Long Learning.

Many of our activities are organised on a voluntary basis by members of staff, while others are provided as part of the Active Health Programme through the Authority.

The School also organises a number of Out of School visits each year. These are related to the curriculum and support the learning and teaching which is undertaken in class. Parent's permission is always sought before every excursion and an EE2 form will be sent home for completion for every trip which are organised in accordance with the Council's guidelines for out-of-school visits. There may be a charge for some excursions.



Some of the provision includes:

West Lothian After School Clubs:

We now offer a range of after-school club activities including athletics, cooking, craft, Zumba and ICT clubs. These will be available on a rolling programme to pupils from P1-P7 at various times throughout the year. There is a charge of £2 for each session which is used to pay for coaches and resources to deliver the clubs.

All clubs are subject to sufficient numbers and key personnel / parents being available to organise and run them.

We invite any parents who feel they have a talent they wish to share to approach the School with a view to offering a club activity to our children. Even if you feel you would like to support another parent in a club, please come forward to volunteer. Talents such as Art and Decoupage, Badminton, Cycle Proficiency, Dough Craft, and Home-baking among others are all welcome. Most clubs run on a 6 or 8 weekly format, others for a longer or shorter taster block. We try to ensure that as many children as possible have an opportunity to take part if suitable for their age group and restricted safety numbers.

Sports Day

School Sports are held annually in June in the school playing field. We have a range of traditional sports and fun activities to engage all pupils and stages. Pupils gain points for one of the following houses: Baird, Burns, Stuart and Wallace.

Parents and friends are invited to attend these events.

West Lothian Council Instrumental Music Service

West Lothian Instrumental Music Service:

The Council offers instruction in bagpipes, brass, percussion, strings and woodwind. Schools will tell children when there is an opportunity to apply for lessons. There is a charge for lessons, but concessions are available. You can find out more from the Instrumental Music Service.

Where can I get more information?

The Instrumental Music Service team from Education Services will be happy to talk to you about any questions you may have.

Juliet Hosie
Principal Officer of Instrumental Music
Tel 01506 281995
Email juliet.hosie@westlothian.gov.uk

Steven Gray
Co-ordinator of Instrumental Music
Tel 01506 281996
Email steven.gray@westlothian.gov.uk

Derek Rae
Music Development Officer
Tel 01506 281144
Email derek.rae@westlothian.gov.uk

Hugh Foster
Instrumental Music Service Support Officer
Tel 01506 281145
Email hugh.foster@westlothian.gov.uk

Alternatively you can contact the instrumental music teacher at your child's school.

Home and School Links

The School recognises the benefits from open and regular communication between staff and parents. We welcome parents, grandparents and relatives into the school to provide a sense of audience for the children and to share their learning. The Community gives to the school and the children should realise this must be a two way process. Through fostering links we hope to build a sense of pride and responsibility in the pupils towards their immediate environment.

Parents often wish to pass information to the school during the school day. If it is of a routine nature, please give the message to the office staff or the staff in the playground in the morning.

If you are calling to discuss your pupil's progress or a family matter which you feel is of a delicate nature, you may wish to do so with the Head Teacher, please feel free to tell the office staff that you need to speak with the Head Teacher personally and they will be happy to arrange an appointment at a time that is convenient.

There are two formal open evenings each year for you to discuss your child's progress. However, you are welcome at any time to make an appointment to discuss any matters giving you cause for concern. As part of our quality assurance programme the school will regularly asks parents for their views and opinions.

Parental Involvement

Parents are encouraged to come into school and offer support in a variety of ways. This could include setting up and helping to run resource areas, working with individuals or small groups of children to support their learning, helping teachers and pupils with classroom display, art and craft, educational outings etc. **This support is invaluable and very much appreciated by the staff. Any parent wishing to offer help in any area is asked to contact the school. In addition, parents are encouraged to share any individual talents they may have with the children.**

In the interests of child protection and safety, all parent helpers must be PVG disclosure checked before being permitted to assist in class or on outings. PVG disclosure forms are available from the school office.

St. Paul's Primary School Parent Council

The Parent Council replaced the School Board in June 2007. Parents, carers and guardians of pupils at the school comprise the Parent Forum and any member can volunteer to join the Parent Council, elections are held in September each year for post holders in this Council. The parent members of the Parent Council represent the entire Parent Forum and make decisions on their behalf.

St. Paul's Primary School Parent Council has four main objectives:

- work in partnership with the school to create a welcoming school which is inclusive for all parents
- promote partnership between the school, its pupils and all its parents
- develop and engage in activities which support the education and welfare of the pupils
- identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils.

The Parent Council has fund raising objectives to assist with projects to assist the development of the School Community.

It helps organise and coordinate various social activities.

The Parent Council meets on a regular basis and exists to allow parents an input into the running of their child's school. The Parent Council can help the school management team resolve general problems and the development of new initiatives. It can also assist in the exchange of information between parents and the school.

The Parent Council represents parents' views on general matters of interest and/or concern. The Parent Council, however, does not discuss matters on an individual basis. For example the Council will discuss matters arising which affect the majority of the School – not individual issues such as a Child's learning plan or a Child's individual behaviour within School.

The Parent Council is required to deliver an annual report on its activities. In order to ensure that the Parent Council addresses the needs of the parent forum, they seek and encourage parents' thoughts, suggestions and opinions. The Parent Council is accountable to the Parent Forum.

If you wish details of the Parent Council, please contact Mrs Davidson in the School Office who will help you.

Pupil Attendance

Recently new regulations have been brought in regarding the recording of pupil absence. The terms authorised and unauthorised are now used. Parents are responsible for ensuring that their child attends school regularly. The data states: Section 30 of the Education Act lays a duty on every parent of a child of school age to ensure that their child attends school regularly. Attendance must be recorded twice daily; 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 (truancy) or temporarily excluded from school.

***Take Steps to Achieve:
be IN School to Learn
every School Day.***



West Lothian Council has a range of entries which are entered into the register to account for a child's attendance, if parents wish further information on this they can ask to discuss this in school.

In cases of unsatisfactory attendance, the Head Teacher will refer the matter to the Education Officer who may suggest a home visit to discuss the problem with the Parents. If such unsatisfactory attendance persists, the Head Teacher, following discussion with an Education Welfare Officer and other agencies, will decide whether the case should be referred to the local Area Attendance Advisory Group. This Group has been formed to make recommendations to the Director on the statutory responsibilities of the Authority with regard to defaulting parents.

We use a Computerised Recording of Absence, this allows the Scottish Government to monitor any unexplained absence.

It is advisable wherever possible to take holidays out with the school term.

Every effort should be made to avoid family holidays during the school term time as this both disrupts the child's education and reduces learning time. Parents/Guardians should inform the School by letter of the dates before going on holiday. Such absence will be granted only where attendance is otherwise satisfactory. Absence will still be recorded as unauthorised on the recording system deployed.

The Scottish Government are deeply concerned about holidays taken during term time and have recently

revised their position and expectations of the Authority. Consequently, a holiday taken to secure “cheaper” flights and accommodation is not an acceptable reason. The Authority may pursue legislation empowering it to contact a parent’s employer to ascertain whether the staff holiday could have been taken during the official School holiday dates. Attendance is calculated in any one 12 month calendar period and not necessarily per Session. In all cases permission must be sought from the Head Teacher in advance.

Parents/Guardians may request permission for a child to be absent from school to make an extended visit to relatives. For a request to be granted and the absence recorded as authorised, it must be in writing and detail the destination and duration of the absence and the provision to be made for the education of the child during the period of absence from the school. If there is no explanation from the parents/guardians the absence will be recorded as unauthorised.

Time-keeping

The school day begins at 8.40 am and we ask parents co-operation in making sure that children arrive on time. In the light of security arrangements in all Scottish Schools, doors will be locked at 8.45 am. Latecomers must use the main entrance. Computerised Registration records all late coming.

Last Day of Term Attendance

It is very important for your child and the School that you take all steps to ensure he/she comes to School on the last day of each term. The social involvement of the children at the end of term is important, but high numbers of absence seriously affect the School's Attendance Ratio.



School term dates and holidays can be accessed online at:
<http://www.westlothian.gov.uk/education/schoolrelateditems/893/860>

School Meals and School Milk

Pupils in Primary schools are offered a two course meal with a choice of main course, supplemented by salads and bread, and which meet the new Scottish Nutrient Guidelines for School Meals.

Secondary schools operate a cafeteria style service with healthy choices being made available.

Meals

Our School Meals are prepared in East Calder Primary School Kitchen. Under the Hungry for Success Initiative, the children are given a menu in advance. This gives you a chance to discuss choices with your child, (as far as possible these selections will be available). Each morning the children order that day’s choice of lunch before 9.00am. Special diets can be catered for if sufficient advance notice is given, but within the Government’s Guidelines. The meals are then sent up to our own kitchen for lunch time. The cost of a 2-course meal and a drink is determined by the Authority and we will advise you of these costs with each menu. Pupils in Primary 1-3 are entitled to a free school meal each day. Pupils having School Meals or Home Packed Lunches are supervised in the hall by the head teacher/principal teacher and Support Staff.

It is important that your child appreciates the concept of choice and availability. Please discuss with them what choices are available, that these are subject to change and possible second choices to select. We do not wish to see distressed children because they have certain food fads or limited interests, in these cases it would be advisable to send a packed lunch which you can control yourself. We cannot guarantee a particular item, sandwich filling or food, with the exception of children who have recorded dietary requirements noted well in advance.

Special dietary requirements will be catered for. Please contact the school :

St. Paul’s Primary telephone 01506881665

Please also advise the school immediately should your child have any allergies.

Breakfast Clubs:

The Breakfast Club provides pupils with a healthy breakfast and offers the opportunity for them to sample and develop preferences for healthy options. The Club aims to establish positive relationships at the start of the school day, helping to reduce lateness or poor attendance and improve attitude, behaviour and motivation to learn.

St. Paul's introduced a breakfast club in September 2012. This is free to all pupils. The breakfast club starts at 8am after which and children join the support staff in the playground to wait for the bell. Pupils **should not** be dropped off for breakfast club before 8am as there is no supervision available before this time. We also respectfully ask that all children attending breakfast club arrive before 8.10am as the staff who provide breakfast club have other duties in the school starting at 8.20am, including collecting our bus children from the Main Street, and cannot provide breakfast after 8.20am unless there are exceptional circumstances.

Free School Meals

Pupils with parents in receipt of either:

Income Support Income-Based Jobseeker's Allowance or any Income Related element of Employment & Support Allowance Child Allowance. Child Tax Credit (with no working tax credit) and whose annual income is £16,105 or less, Working Tax Credit and whose annual income is £6,420 or less are entitled to a free mid-day meal

Free school milk: Is available to all pupils of nursery schools and classes. All P1-7 pupils whose parents are in receipt of a qualifying benefit are entitled to 0.25 litre of milk daily free of charge.

All pupils in St. Paul's Primary who wish to have school milk may order and pay for it through the school office. Milk is paid **termly** and a letter will be sent home prior to each new term giving the amount and date due. The correct amount should be put in a sealed envelope and the child's name and class should be clearly labelled on the front.

For further information please refer to the School Meals and Milk Policy:

<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/SchoolMealsMilkPolicy2010>, or by contacting Stuart Isbister, Pupil/Student Benefits Officer either by phone on 01506 281952 or by emailing stuart.isbister@westlothian.gov.uk.

Further information and an application form can be obtained from the School Office or from the Free Meals and Clothing Section, Education Department, at:

Civic Centre ,
Howden Road South ,
Livingston
EH546AT

Clothing Grants:

Families in receipt of Income Support, Income-based Jobseekers' Allowance, Employment and Support Allowance - Income Related or Working Tax Credit (WTC) or Child Tax Credit (CTC) (with an annual income of £16,105 or less) who submit a completed application form automatically receive a clothing grant for each pupil of school age. The current grant is £94 for each primary school aged pupil.

Families not in receipt of these specific benefits but in financial hardship may also be assisted depending upon their situation. On receipt of an application in such cases, a report is called for from the Children

and Young People Team regarding the families' circumstances. Alternatively, pupils will have the opportunity to be appropriately clothed by being able to access school and sports clothing through a school clothing store. For further information please contact the school on .01506881665....

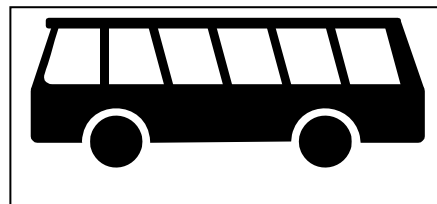
For further information please refer to the School Clothing Grants Policy:

<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/SchoolClothingGrant>

Transport

Policy of the Authority and Local Arrangements:

The Authority's current policy is to pay travelling expenses of those primary age pupils attending the District School from within its catchment area who live more than 1 ½ miles from that school. This is more generous than the government requires. Bus passes are issued where public transport exists and contract transport is arranged where there is no suitable public transport. Pupils may have to walk a short distance to pick up points where transport is provided.



It is the parent's responsibility to ensure that children arrive at the pick-up points on time and that they are there to collect the children at the end of the School Day. Parents are also responsible for the behaviour and manner of their children on transport. Children at St. Paul's are escorted to and from the school bus by a member of the support staff.

Parents who **choose** to send their children to a School other than the district school **will not** receive assistance in relation to travel to and from school.

Safe Route to School: Car Parking and Drop-off

There are no parking areas provided for children to be dropped off. The Scottish Government recommends that children walk or cycle to school when safe to do so. The Police have suggested that Parents who have to drive to School should park in or adjacent to East Calder Main Street and walk their children to the playground via the Church grounds and path provided by the Council at the side of the Church



Car Park: this is known as "Park and Stride". **Please do not use the staff car park unless you have limited mobility and have pre-arranged this with the School.** Please, **DO NOT** park in the lane adjacent to the school grounds.

At pick-up times parents should collect their child from the Playground and walk them to their vehicle. Children running up and down the pavements looking for a parent's parked car may be at risk. Children should not be allowed to run across or play in the School or Church Car Park nor take short-cuts across the Church Car Park. **Drivers do not expect children to appear on the side lane and parents should discourage their children from walking or cycling in the lane.**

Please be a courteous driver, park sensibly and consider the safety and welfare of all our children at all times.

Cycling To School

St. Paul's Primary encourages children to cycle to school. Please remember that bicycles are left at your own risk. Cycle safety must be adhered to at all times and all cyclists must wear helmets. No cycling is permitted within the boundaries of the school or on the Church Path and Lane leading to the school. Cyclists should provide a lock and chain for their cycles and secure them to the perimeter fence.

Health & Safety

The Authority has prepared policy statements on Health and Safety for all areas of its responsibility and in accordance with the Health and Safety at Work Acts.

School staff are fully instructed in their responsibilities in this respect, and safety regulations apply to all aspects of school life, both on and off the premises. It is expected that pupils will behave responsibly and comply with all safety requirements. The support of parents in promoting good practice in health and safety matters is of great importance to the school.

All West Lothian schools have been fitted with access control systems. All visitors should report to the school office via the front entrance of the school, sign in and collect a visitors badge. All staff employed in the School will wear identification badges.

Parents should not wait in the playground nor should they pass through the school building without first reporting to the School Office via the **main entrance door**. Remember no adult should be in school unless on official school business or by invitation of school personnel. All visitors will be asked to sign in to school using the visitors' book. ***Parents should not use the Nursery communication door to move into the main School building or vice-versa unless invited to do so by a member of staff.***

Supervision of Playgrounds

An adult presence is provided in the playground at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990. The Authority also has a Safe Arrival at School Policy and we aim to provide supervision from 8.20 am until the doors are fully locked at 8.45 am, staff will be available ***in or around*** the School building at these times. Children should not be dropped off or left unattended by parents before 8.20am.

Non-Smoking Policy

In keeping with Government Legislation and Authority guidelines, smoking is prohibited for all people on all Council Property; both inside and outside the School.

Photography and Mobile Telephones in School

Parents are advised that St. Paul's will request a general permission at the enrolment of a pupil into our school to permit photographs to be taken in school or on school business for Educational purposes. This will include social activities and those which promote Personal and Social Development and School Ethos. No pupil's photograph will include the child's full name or personal details used beyond the School without this permission.

School Photographer

The School Photographer visits school, usually in the first term, to take Individual/Family photographs. Class photographs for Nursery, Primary 1, Primary 7 and groups will be taken later in the session.

School Records and Data Protection

Information on pupils and their parents / guardians / emergency contacts is recorded on a computer system and in manual records in the school. These may be used in teaching, registration, assessment and other administrative duties. The information is protected by the Education (Pupil Records) (Scotland) Regulations 2003 and may only be disclosed in accordance with the Codes of Practice. Schools are required to provide information to parents within 15 working days of a formal request which must be in permanent form for future reference; this can be in writing (including electronic mail), a recording on audio or video tape, or Braille. All such requests must include the full name, address for correspondence and describe the information requested. Assistance can be given for an alternative language where such request is considered reasonable. The Freedom of Information Act came into effect in January 2005. For further information please contact the School.

School policies can be accessed on the school website @www.stpauls-ps.co.uk

Education Services policies can be accessed online

at :<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy>

Hard copies of council policies are available from the school, West Lothian libraries and from the Civic

Centre upon request.

Medical Care

If a child has an accident or is taken ill in school, attempts will be made to reach parents. Emergency contacts indicated by parents will be used where parents cannot be reached. Where no contact can be made, the Head Teacher or his/her representative will decide if hospital treatment is needed.

Any special medical conditions or requirements must be made clear to the School when your child is enrolled and updated if any new conditions come to light.

Please tell the school if your child needs medication. Forms for any child requiring medicine be taken during school time are available from the school office or can be downloaded from www.westlothian.gov.uk or from the school website.

The School Health Service

Throughout your child's years at primary and secondary school, a team of specialist Health Service and Education Department staff will be seeing him/her from time to time. The School Health Service is part of the Community Child Health Service and has direct links with those who carry out health checks on children before they start school.



Many different services are provided. The staff make every effort to work closely with parents and with others who are caring for your child, both at school and in other branches of the Health Service. Many of these services e.g. testing for vision or speech, are provided to all children on a routine basis to discover which children may need further tests or treatment. Parents are usually notified of these screening tests by the Health Service and any parent who does not want a child to be included should notify the school at the beginning of the session or in reply to the letter sent out. Normally, if further treatment is thought to be required, the child's parents will be informed and consent requested.

Some of the staff concerned and the parts they play are as follows:-

The *Health Visitor* or *School Nurse*, who may be helped by a *Health Assistant*, carries out regular inspections of groups of children, gives advice on health and hygiene, tests eyesight from time to time and works with the *School Doctor*. The attention of the doctor is drawn to any possible problems and parents and the family doctor are informed if any further action is considered necessary.

The School Nurse also acts as an important link between home and school.

The *School Doctor* visits the school regularly and meets with the School Nurse and with the Head Teacher to find out whether any pupils need medical attention. In addition the Doctor reviews the medical notes of all children in Primary 1 and Primary 7 as well as all new entrants to school. Parents are asked to complete a health questionnaire about their child at these stages.

In addition the doctor may ask for your consent to examine your child if his/her medical records are incomplete or if the Doctor particularly wishes to check his/her progress. You will be invited to be present at any medical examination and kept informed if the School Doctor wishes to see your child again or thinks that your family doctor or a specialist should see him / her.

The *School Doctor* will be pleased to see you and your child at any time if you are concerned about his/her health or general progress at school. Appointments can be requested through the School Office.

The Children's Hearing Testing Service will not be routinely testing every child in the Primary 1 year. If you are concerned about your child's hearing, a test can be arranged by contacting your GP or the School. An Appointment will then be sent to you by post, to attend a clinic in your area.

The *Speech and Language Therapist* can provide assessment, and if necessary, support if Parents, a

Teacher or the School Doctor feel that your child may have a speech or language problem.

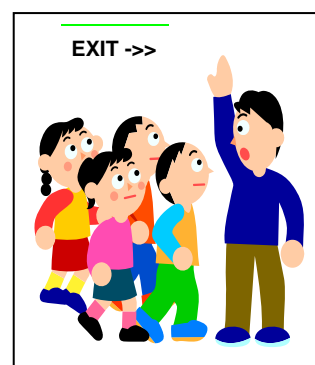
Any enquiries concerning the provision of **Dental Services** should be made to the Director of Community Dental Services, 16 Duncan Street, Edinburgh EH9 1SR. Telephone 0131 667 7114.

We hope that the School Health service can, together with yourselves, contribute to your child's overall well being and development. Please do not hesitate to arrange, through the Head Teacher, to see the School Doctor or School Nurse if you want more information.

Fire Drill

Instructions for pupils and visitors:

1. If you discover a fire you must immediately inform the nearest member of staff.
2. If there is an outbreak of fire then the alarm will be given by one of the following methods:
 - The sounding of the fire alarm (siren),
 - The intermittent ringing of the school bell,
 - The blowing of whistles or
 - The ringing of hand bells.
3. You must leave your classroom quickly and in an orderly fashion in a line under the direction of your Classroom Teacher. You must not delay to collect personal belongings.
4. Coats, bags and other possessions in the classroom must be left there to be recovered later by staff if circumstances permit.
5. You must take the directed route as shown and proceed to the assembly point on the grass area where the roll call will be taken by the Class Teacher.
6. Each class must stay together as a group with its teacher until the signal to return to classrooms.
7. During lunchtimes or intervals, all staff and pupils should proceed to their normal class assembly points where roll call can be taken.
8. Staff will carry the Class Register with them at all times in the event of an evacuation during intervals.



Information in Emergencies

We make every effort to maintain a full educational service but on some occasions circumstances arise which lead to disruption. For example, schools may be affected by severe weather, flooding, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep in touch by using letters, announcements on Radio Forth and Real Radio as well as the Authority Web-site. Parents can help the School organisation by relaying accurate and official broadcast details to other members of our local School Community. We also use a text messaging system called "Groupcall" which automatically contacts parents via a mobile number they have lodged with the school.

Rest assured that no child would be released from school unless the staff are satisfied that the child knows where to go and is being received by family or a nominated person. **It is also extremely important that you keep the school fully informed about contact details and emergency numbers, even of a temporary nature.**

Contingency Planning in Emergency

In the event that we have to evacuate the school for any emergency such as severe flooding, fire or other reason, we will take the children to the closest point of safety. This would normally be St. Theresa's Church or alternatively East Calder Primary School Hall. Removal to a place further than this would be instructed by the local Emergency Services in consultation with the Head Teacher and Director of Education and Cultural Services. These would be extreme measures and parents/carers would be informed through our Emergency Contact details.



School Improvement

St. Paul's Primary School continuously strives to improve the educational provision for the children in its care and the service it offers to parents and local stakeholders. An annual Standards and Quality Report is produced which details progress made towards identified targets. An annual School Improvement Plan is also produced which outlines key areas for development for the school session. These documents are available from school and can be accessed electronically through the school website and West Lothian Council website www.westlothian.gov.uk Information regarding St. Paul's performance at local level can be found by visiting :<http://westlothian.gov.uk/education/schoolsrelateditems/SchoolPerformanceData1> Information regarding St. Paul's performance at national level can be found by visiting: <http://www.educationscotland.gov.uk/scottishschoolsonline/> <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/index.asp>

Concerns/Complaints Procedure

We hope to deliver a good standard of service which serves our School Community well. However, sometimes things do go wrong and you may have some concerns. We welcome the opportunity to try to put things right if we can. If you have concerns or complaints regarding the service you are receiving, these can be addressed by contacting the Head Teacher in the first instance.

If you are dissatisfied with that response you should contact:

Support Services Manager
Education & Cultural Services
Customer Care
Civic Centre
Howden South
Livingston
EH546AT

If, in exceptional circumstances, it is felt that the case has not been properly administered you can contact the Chief Executive's Office (details available from the School or Civic Centre: as above), and if you are unhappy with this you should contact:

Local Authority Ombudsman
4 Melville Street
Edinburgh
EH3 7NX
Tel: 0131 225 5300

The Complaints Policy and Procedures for Education & Cultural Services is available in booklet form on request or can be downloaded from the web at:
www.westlothian.gov.uk/content/education/ed_policy/edcomplaintsprocedure

Accuracy of Information

The information in this booklet is accurate at the time of compilation, but it is subject to changes in roll, staffing and resources.

School Targets

All experience shows that if young people leave school with better qualifications, their prospects of finding work and enjoying a better standard of living are greatly improved. A good education system is a

key to our economic success in the future and a better society. That is why at both local and national level, there is a real commitment to raising standards in education. St. Paul's is committed to the principles and aims of the Curriculum for Excellence and the National Priorities in Education:

- Achievement and Attainment
- Framework for Learning
- Inclusion and Equality
- Values and Citizenship
- Learning for Life

Further information on the National Priorities can be obtained in School.

The Scottish Government has asked all Councils to give information to parents on how their child's school has been performing in certain key areas and the targets which have been set for the School which everyone should work together to achieve:

Reading, Writing and Mathematics

Additionally, the School has been set Attendance Targets which are available on request.

This information is contained in an appendix at the end of this booklet.

IN CONCLUSION

St, Paul's is a caring School with the interests of the whole child at heart. We are proud of our children and their many, positive achievements. If you wish to comment on our School or the information contained in this booklet please contact us. We are always pleased to hear from both our local and the wider community.

School Organisation: Staffing Session 2018/2019

	Mrs Helen Torsney	Head Teacher	
Admin	Mrs Lorraine Davidson	Administration Assistant	
Nursery Class	Ms Suzanne Martin	Early Years Officer	
Nursery Class	Ms Vikki Connolly	Nursery Nurse	
P1	Mrs Anne Marie Pinder	Class Teacher	
P2/1	Mrs Mhairi Mooney Mrs Mary Whaley	Class Teacher	
P2	Miss Elaine Wood (Maternity Cover)	Class Teacher	
P3	Mrs Mc Donagh	Class Teacher	

P4	Miss Rosemary Murty Probationer Ms Mc Arthur (Wednesday)	Class Teacher	
P5	Mrs Veronica Boyle Mrs Katrina Rankine (Monday)	Principal Teacher	
P6	Miss Deborah Gibson	Class Teacher	
	Mrs Angela Moore (Mon- Wed) Mrs Rankine (Thurs- Friday)	Support for learning	3 days each week
Pupil Support Working Team			
	Mrs Mary Davey (Tues, Thurs)		
	Mrs Martha Roberts		
	Mrs Stephanie Welch		
Specialist Team			
	Mr Gordon Macpherson		PE Specialist
	Mrs Ros Morrison		Music Specialist
	Mrs Mary Downs		Brass Instructor
FMA Cleaning Staff			
	Mr Colin McReight		FMA based St. Paul's
	Mr Graeme Corse and Mr Stuart Hunt		FMA Relief
	Mrs Angela Ogg		Cleaner
Kitchen Staff			
	Mrs Nikki Henderson		Senior Cook, based East Calder Kitchen
	Mrs Kate Malcolm		Cook
	Mrs Caroline Kirkland		Cook , Breakfast club supervisor

IMPROVEMENT PRIORITIES (SESSION 2018-2019)

**The following priorities for improvement have been identified within the above report.
School**

Priority 1

Review our Health and Wellbeing, Science and Social Studies Pathways and integrate the new Benchmarks

Priority 2

Staff opportunities for CLPL on Resilience

Introduce concept of Resilience with pupils and parents using Edinburgh City Council Resilience programme as part of a cluster approach.

Resilience Film – information evening for parents

Priority 3

Improve attainment in spelling by developing practitioner knowledge of pedagogical approaches.

Nursery

Priority 1

All learners in the ELCC will develop a skilled approach to learning outdoors in the natural environment through risk taking, increased motor skills and the use of open ended resources, curiosity and problem solving,

Priority 2

Introduce “Box Clever “ in our ELCC setting

EYO to train staff and students in the implementation of resource

Embed Box Clever in Nursery Practice.

Track progress using Renfrew Vocabulary scale.