



# St Patrick's Primary School



## Handbook Session 2018 / 2019



St Patrick's Primary School  
Broomhill Street  
Greenock  
PA15 4HL

Dear Parent / Carer

On behalf of the staff and myself I extend a warm welcome to you and your child to St Patrick's Primary School. This handbook will give you information about the school, our vision, values and aims.

We are very proud of our new building and feel it is a truly inspiring place to learn.

In St Patrick's we strive to ensure that, from Primary 1 to Primary 7, pupils have the best opportunities possible enabling them to fulfil their potential. At St Patrick's we value our strong partnerships with our parents/carers and look forward to working with you to continue your child's learning and provide the best experiences. Our whole school community works hard to achieve a warm and welcoming atmosphere so I hope that you will feel able to support the life of the school.

Should you require further information or wish to discuss any matter, please get in touch. Do feel welcome to visit us, although it is best to telephone first to ensure I will be available.

I look forward to you and your child joining our school.

Yours sincerely

*K Doherty*

Mrs Kirsteen Doherty  
Head Teacher





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## Authority Strategic Statement

Building Inverclyde through excellence, ambition and regeneration.

### Goals and Values

Our Core values are: **Respect, Honesty and Tolerance.**

Our vision for the children and young people of Inverclyde is that they should be ambitious for themselves and be **successful learners, confident individuals, responsible citizens and effective contributors.**

To achieve our ambition of building Inverclyde through excellence, ambition and regeneration our children must be:

**Safe:** protected from abuse, neglect and harm by others at home, school and in the community.

**Healthy:** enjoy the highest attainable standards of physical and mental health, with access to healthy lifestyles.

**Achieving:** have access to positive learning environments and opportunities to develop their skills, confidence and self-esteem to the fullest potential.

**Nurtured:** educated within a supportive setting.

**Active:** active with opportunities and encouragement to participate in play and recreation including sport.

**Respected and responsible:** involved in decisions that affect them, have their voices heard and be encouraged to play an active and responsible role in their communities.

**Included:** have access to high quality services when required and should be assisted to overcome the social, educational, physical, environmental and economic barriers that create inequality.





### Our Vision

In St Patrick's we strive to provide a secure, happy, caring school in which each child is nurtured and enabled to achieve his/her full potential through effective learning and teaching experiences of the highest quality. Our motto is inspired by our Patron Saint, St Patrick; Christ be beside me in all I say, all I do and all I am.

### Our Values

Kindness is at the heart of all we do. Members of St Patrick's Community are guided by the 3 Rs and 2 As; **Respect, Rights and Responsibility and Ambitious to Achieve.**

### Our Aims

To foster an open, welcoming and caring school in which all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included.

To nurture successful learners by providing all pupils with the best opportunities to achieve their full potential and prepare them for a life of learning.

To inspire responsible citizens who develop positive attitudes to serve the common good, promote social justice and opportunity for all.

To form confident individuals with a self-belief and passion for using their God given talents to pursue excellence for themselves and others.

To encourage effective contributors with enterprising attitudes, resilience and independent skills capable of positively impacting on the communities in which they live.

To develop as a community of faith, promoting Gospel values and respecting the dignity of all God's children.



Respect



Tolerance



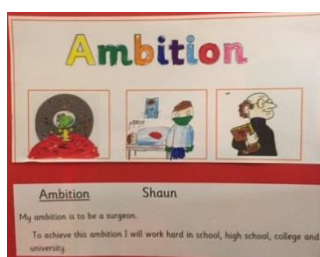
Endeavour



Honesty



Friendship



Ambition



Responsibility



In St Patrick's, the staff and pupils:

- Display excellent manners.
- Respect each other.
- Treat others as we would like to be treated.
- Always give our best effort.
- Are Responsible Citizens who care for each other and the environment.



## **School Information**

St Patrick's Primary School  
Broomhill Street  
Greenock  
PA15 4HL

**Tel:** 01475 715696

**Website:** <http://st-patricks.inverclyde.sch.uk>

**Twitter:** @StPatricksPS15

**Email:** [instpatricks@glowscotland.onmicrosoft.com](mailto:instpatricks@glowscotland.onmicrosoft.com)

**Present Roll:** 257

**Maximum Roll:** 341

**Working Capacity:** Working capacity of school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised.

Saint Patrick's is a denominational, co-educational primary school offering education for pupils from P1 to P7.

St Patrick's has close connections with Wellpark Children's Centre and Whinhill Nursery although we also have children transferring to us from various other nurseries in Inverclyde and our transition programme extends to them too.

## **School Hours**

08:00 – 08:45	Breakfast Club (Tue/Wed/Thu)
09:00	School Opens
10:30 – 10:45	Interval
12:15 – 13:00	Lunch
15:00	School Closes

Until after the September weekend holiday P1 children only attend in the morning and finish daily at 12:15pm.





## Staff

Head Teacher	Mrs Kirsteen Doherty
Depute Head Teacher	Mrs Geraldine Ogilby
Principal Teacher	Mrs Claire Coggins
P1a	Mrs Angela Sinclair
P1b	Mrs Liz Anderson
P2	Mrs Lee Harvey
P2/3	Mrs Lauren Campbell
P3/4	Mr Matthew McGregor
P4	Miss Rebecca McDade
P5	Mrs Catherine Allan
P6	Mrs Laura Black
P6/7	Mr Ruairidh Forde / Mrs Elizabeth Forbes
P7	Mrs Paola McGeehan
PE / ICT	Mrs Ashley Elder / Mrs Elizabeth Forbes
Support for Learning	Mrs Claire Molloy-Smith
Nurture Class	Mrs Juliette Duffy
Office Staff	Mrs Lynne O'Neill Mrs Roselyn Dunlop Mrs Lorna Davidson
Classroom Assistants	Mrs Daniella Glancy Mrs Jackie McClement Mrs Fiona Henderson Mrs Marianne McClintock Mr Kevin O'Brien
ASN	Mrs Ann O'Donnell Mrs Theresa Orr Mrs Catrina McFeeters
Janitor	Mr Robert McDonald
Catering Manager	Mrs Bernadette Dunlop
Home Link Worker	Mrs Sheila McFarlane
Active Schools	Mrs Alison Dorrian
Music Instructors	Mr Andrew Digger (Brass) Mrs Karen Downie (Violin) Mrs Elysia Wilson (Singing) Miss Rachel Wilson (Cello)



## Inverclyde Council ~ Education Services

### 2018-2019 School Calendar

August 2018						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
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					13	

September 2018						
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30					19	

October 2018						
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					18	

November 2018						
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					22	

December 2018						
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30	31				15	

January 2019						
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February 2019						
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					18	

March 2019						
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31					21	

April 2019						
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					10	

May 2019						
Su	M	Tu	W	Th	F	S
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					20	

June 2019						
Su	M	Tu	W	Th	F	S
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30					20	

July 2019						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
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21	22	23	24	25	26	27
28	29	30	31			

- School Closed/ Holidays
- Teacher in-Service Day (no school for students)
- School Open

In-service days – 5  
 Teacher days – 195  
 Pupil days – 190



## **Entry to School**

Children by law are entitled to start their formal education at the beginning of the session in August if they are five years of age on or before the last day of February of the same school session.

Parents are normally invited to enrol their child at the school in January of the year in which they are due to start. Announcement of the enrolment date is made in the press and in the Church.

Arrangements can be made for any prospective pupil's parents to make a visit to the school by telephoning the Head Teacher.

If parents living outwith our catchment area wish to enrol their son or daughter in St Patrick's, they must first enrol their child in the catchment area school and inform the Head Teacher who will then supply a form to make a placing request to the Director of Education.



## **Educational Aims**

The school is concerned with the total development of each child. It endeavours to create an atmosphere which will encourage and stimulate each pupil to develop to his/her full potential. Each child will be given opportunities to help them develop as Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

The school has a particular regard for the moral and spiritual welfare of each pupil, in close co-operation with home and the Church. The school has the additional aim of preparing pupils to be caring and responsible members of the community. Respect and consideration for one another are important elements in the life of our school.

The school appreciates that parents/carers are co-educators of our children and values their help and co-operation in supporting children to achieve their potential.



## Curriculum for Excellence

The curriculum framework for all Scottish educational establishments 3-18 is called Curriculum for Excellence. It is designed to provide the breadth and depth of education to develop flexible and adaptable young people with the knowledge and skills they will need to thrive now and in the future. It aims to support young people in achieving and attaining the best they possibly can.

During the broad general education, children and young people should:

- achieve the highest possible levels of literacy, numeracy and cognitive skills
- develop skills for learning, skills for life and skills for work
- develop knowledge and understanding of society, the world and Scotland's place in it
- experience challenge and success so that they can develop well-informed views and the four capacities.

Further information about this can be found at:

<http://www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence/ind ex.asp>

The experiences and outcomes under Curriculum for Excellence are written at five levels, with progression to qualifications described under the senior phase.

- **Early Level** – the pre-school years and P1, or later for some
- **First Level** – to the end of P4, but earlier for some
- **Second Level** – to the end of P7, but earlier for some
- **Third and Fourth** – S1 to S3, but earlier for some
- **Senior phase** – S4 – S6 and college or other means of study

In St Patrick's learning is organised to encourage progression from one stage of learning to another. Teachers begin from where the child is and build upon his/her existing knowledge and skills. Active learning is very important. Children work in groups at times, and at times, individually. Group teaching, class teaching, team teaching and co-operative teaching all play their part.

When pupils change classes, teachers liaise with one another to ensure children progress from year to year. We have good links with the secondary schools and we help the staff there in every way to ensure a smooth change from primary to secondary school through pupil and staff visits. We also have valuable links with our associated nursery schools and our Staff and P6 Buddies visit our new entrants during the session before August entry.

The following sections outline the eight main curriculum areas for which learning and teaching will be planned to meet the principles for curriculum design: **challenge** and **enjoyment, breadth, progression, depth, personalisation** and **choice, coherence** and **relevance**.



## **The curriculum areas:**

1. expressive arts
2. health and wellbeing
3. languages
4. numeracy and mathematics
5. religious and moral education
6. sciences
7. social studies
8. technologies

## **Languages**

There are two main aspects of the languages area of the curriculum. The first covers experiences and outcomes in the language a young person needs in order to engage fully in their learning and in society and in learning - whether that is English, Gaelic or, for young people who need additional support, the means of communication which enables them to communicate most effectively. The second covers experiences and outcomes in a modern language. In St Patrick's, Spanish is taught throughout the school. Spanish words and phrases are used throughout the curriculum at all stages. The children are becoming immersed in the language through listening/repeating, games and songs.

Language is at the core of thinking. We develop our ideas, communicate and reflect through language. Language and the development of literacy skills help young people achieve their potential and become active members of society who can contribute through their ideas and work. In St Patrick's, we foster a love of reading. Literature opens up new horizons, and a love of reading can be an important starting point for lifelong learning. We have a range of books available to children in class and in the school library. Talking and listening strategies are developed across all stages in the school and are used in every curricular area. The teaching of writing takes place within the area of language but also in many other curricular areas.

## **Numeracy and Mathematics**

Mathematics includes specific aspects of numeracy which will be developed both in mathematics and through activities in other areas of the curriculum. The children work in a wide range of learning situations which fall into 4 main areas;

- Number, money and measure
- Information handling
- Shape, position and movement
- Problem Solving

Our approaches ensure active involvement of children in their learning. At all stages, we aim to make Maths as relevant as possible and link maths to real life, practical situations.



## **Health & Wellbeing**

Health and wellbeing includes experiences and outcomes for personal and social development, understanding of health, physical education and physical activity, and food health.



In Physical Education a balanced programme in Gymnastics, Games Skills, Active Health and Dance is achieved by following the Active Schools Curriculum for Excellence guidelines. At various times in the year the children are taught by coaches for football, cricket, rugby, tennis, hockey and basketball, supported by our close working with Active Schools. Parents/Carers should note that health and safety requirements state that jewellery of any kind must not be worn where pupils are undertaking games or physical activities. This includes jewellery worn as a result of body piercing. We would ask that parents discourage pupils from having body piercing during term time.

Children and young people need to experience what it feels like to develop, enjoy and live a healthy lifestyle. A healthy lifestyle supports physical, social and emotional wellbeing, and underpins successful learning. Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

In St Patrick's we benefit from close working with our partners in Community Learning and Development who enhance the learning experiences of our pupils by delivering workshops in Drug Awareness, Healthy Eating and Cyber Safety.

## **Expressive Arts**

The expressive arts include experiences and outcomes in art and design, drama, dance and music. Through the expressive arts, children and young people can have rich opportunities to be creative and imaginative and to experience inspiration and enjoyment.

The music programme for the school is based upon the ABC music package. In addition to this, Primary 4 children can try out for violin and cello instruction, and in Primary 6 for brass instrument instruction, to find out if they are suitable candidates for learning an instrument. All of P5 are trained by Mrs McLean our singing instructor. Also in P6 & 7 pupils have the opportunity to be trained for voice by Mrs McLean as a continuation of the P5 training.

Art and design includes drawing, painting and using a variety of materials, media and techniques to investigate visually and record.

Within drama, children are encouraged to participate in improvisation, role play, characterisation, simulation and creative movement. We also provide opportunities for children to perform in front of an audience e.g. our Christmas concerts and Inverclyde Music Festival.

Children experience a range of dance styles, including Scottish Country Dance and dance from other cultures.



## **Sciences**

Science includes experiences and outcomes in biological, chemical, physical and environmental contexts. The most important goal for science education is to stimulate, nurture and sustain the curiosity, wonder and questioning of children. Children are encouraged to develop their natural sense of wonder and curiosity and to be active and eager learners who endeavour to make sense of the world. They develop ideas through play, investigation, first-hand experience and discussion. Children are encouraged to ask searching questions based on their everyday observations and experiences of living things, the environment, materials, and objects and devices they interact with.

In St Patrick's we learn about science in our Interdisciplinary Learning throughout the year, but we also participate in the Notre Dame Cluster Schools Science Fayre where pupils showcase their learning in Science and encourage parents and the wider community to become more interested in science.

## **Social Studies**

Social studies include experiences and outcomes in historical, geographical, social, political, economic and business contexts. It is important for children and young people to understand the place where they live and the heritage of their family and community. Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances, and how their environment has been shaped. They learn about human achievements and to make sense of changes in society, conflicts and environmental issues. With greater understanding comes the opportunity to influence events by exercising informed and responsible citizenship. This area of the curriculum is supported by day visits to linked experiences e.g. Vikingar, Scotland Street School and the McLean Museum. Teachers use Social Studies topics to build interdisciplinary links across subjects and to make learning more relevant and coherent, and in exploring Children's Rights.

## **Technologies**

This curriculum area includes creative, practical and work-related experiences and outcomes in craft, design, engineering, graphics, food, textile, and information technologies. To participate fully in modern life, children and young people need to be skilled and knowledgeable users of technologies and be ready to embrace further developments in the future. The technologies consider how knowledge can be applied for practical purposes. They provide exciting opportunities to develop children's creativity and the enterprising attitudes which Scotland needs, not least to compete in a global economy. Technologies are developing at an unprecedented rate. Such dramatic change brings risks as well as benefits, and children and young people need to be able to assess the impact of technologies so that they can take action in an informed way.

In St Patrick's we benefit from close working with our partners in Community Learning and Development who enhance the learning experiences of our pupils by delivering workshops in Cyber Safety.



## **Religious and Moral Education**

As we are a Catholic Primary School Religious Education takes place within the context of the Catholic faith community. Religious education in Catholic schools is designed to nurture faith and assist children and young people to be able to make an informed response to God in faith. 'This is Our Faith' is used to plan for learning in RE.

'God's Loving Plan', the Catholic sex education programme, is implemented from Primary 1 to Primary 7. Sex and Relationship education is an integral part of our health education programme. It focuses on the physical, emotional, moral and spiritual development of all children. Parents/carers will be fully informed and consulted on the content and purpose of sex and relationship education in schools, and have the opportunity to raise concerns with school staff. On an occasion where a parent/carer wishes to exercise the right to withdraw his/her child from sex and relationship education they should discuss their concerns and alternative arrangements with school staff. (as per Inverclyde Council's policy "Sexual Health and Relationship Education").

In conjunction with our school chaplain, Father Morrison, arrangements are made for Mass to be offered in the school hall on Holy days of Obligation and special feasts and children in P5-7 are given the opportunity for class Mass. P5-P7 are trained to fully participate in the Liturgy. You are the prime educators of your children and therefore we like to involve you as much as possible in their Religious Education. Hence we invite you to join us when we have special Class Masses or during the preparation for the Sacraments of Reconciliation, Holy Eucharist and Confirmation. P6 also enrol in the Pope Francis Faith Award.



Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one school session and the pupil noted as an authorised absentee in the register. The right of parents to withdraw their child from corporate acts of worship and religious instruction exists in law. Any parents who wish to do so should contact the Head Teacher.

## **Pastoral Care**

The school has a strong tradition of pastoral care for pupils and for their families. The ethos of the school is such that caring is a natural element in our daily interaction with our pupils. All our staff members make time to get to know pupils and their families.

We work closely with our associated nurseries and secondary school to support our children in the transition period from nursery to primary and primary to secondary. Our Home Link worker, Mrs McFarlane, helps families who require additional support. She also works with groups of children in school to support them in the transition to secondary school. Our Psychologist, Ms McPherson works well with our staff, pupils and parents to help us support our pupils. There are also other agencies who work with our school from time to time to help individual pupils or parents.





## **Child Protection in Inverclyde**

Inverclyde Council Education Services has Child Protection Guidelines and Procedures which all schools are required to follow. Education Services work very closely with other agencies namely Strathclyde Police, Social Work Services, NHS Greater Glasgow and Clyde and the Children's Reporter to support children. Common responsibilities of all staff are to protect children from abuse and exploitation, to respond appropriately when abuse is identified, and to ensure whenever possible that all children are able to exercise their right to be raised in a warm, stimulating and safe environment with the support of staff, their families and carers.

## **Improvement Plan**

Information about the main achievements and successes of the school over the past year can be found in our Standards and Quality Report, which can be accessed from our school website. A Family-Friendly version of our School Improvement Plan for session 2017-2018 can also be accessed from our school website.

## **The School & The Community**

The school, as an integral part of St Patrick's Parish, is very much involved with the life of the parish. The children are always willing to take part in the activities of the parish and in any sponsored activities for charity. Children also participate in fund raising concerts, raffles, mini fetes etc. for a number of charities.

At Christmas time P5-P7 in St Patrick's join the senior classes in Whinhill Primary for a joint carol service.



The chaplains from both schools are involved in this venture. The choir is also involved in visiting local care homes at Christmas to sing carols. During the year some of our pupils visit the local care homes at Hallowe'en, Easter or to sing Scottish songs.

We visit St Patrick's Church throughout the year and join with the parish community for various sacraments and celebrations throughout the year.





## **Assessment**

Class teachers carry out continuous assessment in all subjects. Teachers use their professional judgement to assess pupils on a daily basis to help plan for next steps. Pupils are involved in setting targets for themselves. Most assessment takes place through formative assessment where pupils are involved in thinking about their own learning and progress. Pupils in P1 are also assessed using a computer based assessment. This programme is also used in Primary 3, 5 and 7. This allows the teachers to track a pupil's progress from P1 through to P7.

A variety of other diagnostic tools are used to identify and support any challenges that may arise for some children at times in their education. Our aim is to encourage all pupils to make appropriate progress.

Primary 7 pupils use e-portfolios to evaluate their learning which will then be shared with the secondary school. Parents can also view this when their child logs onto GLOW at home.

## **Reporting to Parents**

Written reports are issued to parents at the end of each school year. Reports are also given orally during parents' evenings although a parent may telephone to speak to the, Depute Head Teacher or Head Teacher at any time.

## **Homework Policy**

At St Patrick's we believe homework is valuable for creating partnership between home and school. Most children will have reading and possibly spelling or related language work on at least two or three nights per week, although some of the homework given may involve research or topic work. Completion of homework should take no more than around thirty minutes and should not be a difficult task for the child. Each Class Teacher will make sure that children and parents understand the homework activities given.

Homework should take about 20 minutes in the P1-P3 classes, and half an hour in the P4-P7 classes. Homework will not be given on a Friday.



## **Additional Support Needs**

All children and young people need support to help them learn. The main sources of support in schools are the staff who, through their normal practice, are able to meet a diverse range of needs. With good quality teaching and learning and an appropriate curriculum, most children and young people are able to benefit appropriately from education without the need for additional support. The definition of additional support is a wide one and it is not possible to provide an exhaustive list of all possible forms of additional support but could include:

- children who have a disability
- children with social, emotional and behavioural needs
- children with learning needs of a specific or general nature
- children who are require challenge
- those who demonstrate underachievement relating to gender issues
- children whose learning has been interrupted through absence or illness
- children who have English as an additional language
- children from travelling families
- children whose family circumstances impact on attendance and learning.

Each school has a Additional Support Needs Co-ordinator – this is the person you would speak to if you think that your child requires additional support in school. Mrs Ogilby is our Additional Support Needs Co-ordinator.

In keeping with the requirements of the Education (Additional Support for Learning (Scotland) Act 2009, a child or young person's needs are identified at the earliest possible stage and can be met in a number of ways, for example by adaptations to the curriculum or learning environment, as well as input from the Support for Learning Teacher and on occasion support from visiting specialists. The appropriateness of the support is determined through a process of assessment, planning and monitoring, working jointly with parents and carers, and is regularly reviewed. Learning outcomes for children and young people with additional support needs are set out in a plan and all educational establishments hold regular review meetings with parents and carers to determine needs and the most appropriate supports. Everyone's views are equally important in order to consider what is currently working and how to determine next steps Children and young person's needs are identified in a number of ways, and the process of assessment is an ongoing, shared process with partnerships with parents and carers at the forefront. On some occasions health service staff or other partner agencies make children known to Education Services. Other additional support needs may be notified to Education Services by parents themselves or identified by one of a range of staff working closely with the child. Some children and young people will have additional support needs arising from complex or multiple factors which require a high degree of co-ordination of support from both education and other agencies in order that their needs can be met. In these cases, the school will hold a meeting to decide whether the child or young person meets the criteria for a co-ordinated support plan.



The coordinated support plan is a statutory document which ensures regular monitoring and review for those children and young people who have one. You have the right to ask the education authority to establish whether your child needs a coordinated support plan. Your child can make this request themselves, if they are aged 16 or over. You and your child, if they want to, will attend a meeting with staff at their school. Other professionals from different agencies who may be involved in providing support for your child will also attend. If your child does not want to attend meetings or feels unable to, their views must still be sought and considered.

Inverclyde's mediation service can be accessed by contacting Mr Grant McGovern, Head of Inclusive Education, Culture and Corporate Policy: Education Services, 105 Dalrymple Street, Greenock PA15 1HU or by telephoning 01475 712842.

These websites may prove useful to parents

[www.enquire.org.uk](http://www.enquire.org.uk)

[www.siaa.org.uk](http://www.siaa.org.uk)

[www.sclc.org.uk](http://www.sclc.org.uk)

## **Inclusion and Equality**

Inverclyde Council Education Service aims to:

- Offer education of the highest quality to all young people within a developing culture of inclusion
- Endorse the principles of inclusion, entitlement and equality of opportunity in the development of best practice.
- Value the diversity of interests, qualities and abilities of every learner
- Believe that every child and young person is entitled to educational opportunities which enable the achievement of success and further development of the individual's learning potential within the least restrictive environment
- Affirm the right of all young people to have access to the highest quality of educational provision which is appropriate to learning needs, is supportive of the young person and is delivered in partnership with young people, parents and the wider community

*In meeting the needs of all of our pupils we will demonstrate no discrimination on the basis of race, gender, disability, sexual orientation, religion or belief. This encompasses curricular, extra-curricular and classroom activities and is foremost in the attitudes which we develop in our pupils.*



## **Equalities – The Equality Statement for Inverclyde Schools**

‘Inverclyde Education Service is committed to ensuring that no pupils or members of staff or service users receive less favourable treatment on any ground including gender, race, disability, age, sexual orientation, religion or belief. We have a moral, social and legal obligation to mainstream and put equality at the heart of everything we do. We aim to promote a culture in which equality of opportunity exists for all. We are opposed to all forms of discrimination, direct or indirect, and aim to eliminate all discriminatory practices. We will ensure that, in our schools and other educational establishments, equality permeates the curriculum and underpins all our policies and practices in terms of access to education. We must ensure that all our children achieve their full potential to develop physically, emotionally and academically. Finally, we believe that equality and inclusion should be a given right, where everyone is valued and treated with respect.’

## **Extra-Curricular Activities**

The school is involved in various extra-curricular activities throughout the year. Netball is very popular. Parent volunteers take Netball practice after school, on Thursdays in the Gym. Primary 5 have the opportunity in the summer term to come to netball practice. There are also opportunities to attend basketball and dance after-school coaching with Active Schools.



Children have the opportunity to take part in a football mini-league with other local schools. P7 pupils also have the opportunity to play in a local rugby league tournament. Active Schools Co-ordinators take athletics at lunch-times.

The School Athletics Team participates most successfully in all local competitions.

Mrs Wilson takes a choir and holds practices at lunchtime to prepare the pupils for the Festival.

Mrs Ogilby takes the senior choir. They contribute greatly to school occasions and are in demand at Christmas time when they visit the local nursing homes and businesses.





## **Supervision of Playgrounds**

An adult presence is provided in playgrounds at break times in terms of the schools (Safety and Supervision of Pupils) (Scotland) Regulations, 1990. The Janitor and Support Staff carry out these duties to help keep children safe and to deal with any injuries that may occur while children are playing.

## **Promoting Positive Behaviour**

We strive at all times to promote positive behaviour across the school. Respectful standards of behaviour are necessary for a pleasant and safe environment for our children to get the best from their education. We, therefore, expect our children to conform to the standards of behaviour that are necessary to promote this pleasant and safe environment. In encouraging our children to show respect for others, and to respect the rights of others, we are promoting positive behaviour. School rules are made in the interest of, and for the well-being and safety of, your children and other children. Please encourage your child to respect and adhere to our rules. Our school uses 'restorative approaches' to handle any issues of conflict where children are encouraged to take responsibility for their actions and support one another in moving forward with respect. We aim to seek solutions to any conflicts which may arise. Our school follows Inverclyde's Positive Relationship Policy. Instances of inappropriate or challenging behaviour are dealt with in line with Inverclyde policy and parents are kept fully informed.

The school has been divided into four houses, Lyle Hill, Broomhill, Whinhill and Prospecthill and children can earn points for their house with the winning house having a fun afternoon once per term. The school looks to you for the necessary support and co-operation in maintaining a good standard of behaviour.

## **Basic Security Practices**

In the interest of security the following practices have been adopted:

- After pressing security buzzer for reception all visitors should use the main entrance only and must report to the school office on arrival. Other school entrances are for pupil use only.
- All visitors are required to sign a Visitors' Book – both in and out – and are asked to wear a visitors' badge during their visit.



## **Clothing & Uniform**

Given that there is substantial parental and public approval of uniform, schools in Inverclyde are free to encourage the wearing of school uniform. In encouraging the wearing of uniform account is taken of any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals will be the subject of widespread consultation with the parents and pupils. Against this background it should be noted that it is the policy of the Education & Lifelong Learning Committee not to insist on pupils wearing uniform or having specialist items of clothing as a prerequisite of their attending and engaging in all of the activities of the curriculum.

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

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

In addition jewellery such as dangling earrings and large rings could cause health and safety difficulties and are unacceptable to be worn in school.

Parents should note that the activities the children may become involved in may be restricted because health and safety requirements state that jewellery of any kind must not be worn where children are undertaking physical activities. This includes jewellery worn as a result of body piercing.

Parents of children receiving one or the following benefits will normally be entitled to monetary grants for footwear and clothing for their children:

- Income Support (IS);
- Income-based Job Seeker's Allowance (JSA);
- Child Tax Credit, but not Working Tax Credit, and where income is less than £16,105 (in 2017/18) as assessed by the Inland Revenue;
- An asylum seeker receiving support under Part VI of the Immigration and Asylum Act 1999;
- Employment and Support Allowance (Income Related) (ESA);
- Parent or Carer is in receipt of maximum Child Tax Credit and Working Tax Credit with an income under £6,420;
- Universal Credit - where your maximum monthly income from employment does not exceed £610, as shown on your monthly Universal Credit statement.



Approval of requests for such grants made by parents in different circumstances is at the discretion of the Corporate Director Education and Social Care. Information and application forms may be obtained from schools and from Education Services, 105 Dalrymple Street, Greenock, PA15 1HU.

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

Many parents wish their children to wear uniform and the items are listed below:-

### **Boys**

Blue Shirt/Polo Shirt

Grey Trousers

School tie

Navy Blue Pullover/Sweatshirt



### **Girls**

Blue Blouse/Polo Shirt

Navy Blue Pinafore Dress/Skirt

Grey Trousers

Navy Blue Cardigan/Sweatshirt



### **P.E.**

T-Shirt

Shorts

Sandshoes



During P.E. lessons children are not allowed to wear jewellery of any description, this is to ensure the Health & Safety of all the children.





## **Transfer from Primary School to Secondary School**

Pupils are normally transferred between the ages of 11 ½ and 12 ½, so that they will have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new season.

The secondary school associated with St Patrick's is:-

Notre Dame High School  
Dunlop Street  
Greenock  
Tel: 01475 715150

## **Medical and Health Care**

Routine medical checks are carried throughout the child's life in school by the School Health Service.

Minor accidents are attended to in the school, but in more serious cases, parents or emergency contacts are informed, so that the child may be taken to hospital. If no one can be contacted, the child will be transported immediately to Inverclyde Royal Hospital by a member of staff.

If a child becomes ill and cannot remain in school, parents/carers or emergency contacts will be telephoned to come and take the child home. It is essential to keep the school informed of any change in the emergency contact telephone number or your home or work telephone number.

If there are any medical requirements for a child, parents should inform the school in writing. Parents/Carers of children requiring medication during school hours are welcome to come into the school office to administer the medication. If parents would like a member of staff to administer medication, they must hand prescribed medication in to the school office and complete the appropriate consent form.

## **Allergies/Peanut Free Zone**

As some of our pupils are allergic to peanuts and peanut products and could suffer an anaphylactic reaction if exposed to them, we ask that children do not bring peanut/peanut products to school.

## **Child Absent From School Through Ill Health**

Children may be unable to attend school for a wide range of reasons including illness, accidents or long term medical conditions. In general there will be an automatic referral by the school for education outwith school after 15 days of continuous or 20 working days of intermittent absence, within a reasonable timeframe.



## **Attendance at School**

Parents/Carers should inform the school by telephone each day of an absence and provide a reason for the pupil's absence. The school will contact the pupil's family and, thereafter, other emergency contacts, if no explanation is given for the pupil's absence. This contact will be made from 9.30am on the first morning of an absence and early after the restart after lunch in the case of an afternoon absence. Other agencies may be contacted if no contact with the pupil's family can be achieved and if there are continuing or emerging concerns about a pupil's safety or wellbeing.

On return to school, parents/carers should provide a note explaining the reasons for absence.

Parents/Carers should keep the school informed of any changes of address or telephone numbers, both their own and those of the emergency contacts.

Section 30 of the 1980 Education Act lays a duty on every parent/carer of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon. Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment etc Regulations 1993 requires each child's absence from school to be recorded in the St. Patrick's Primary school register as authorised: i.e. approved by the authority and unauthorised: i.e. unexplained by the parent (truancy) or temporarily excluded from school. The Scottish Government has provided guidance on the management of attendance and absence in Scottish schools in its publication *Included, Engaged and Involved - part 1: Attendance in Scottish Schools*.

Every effort should be made to avoid family holidays during term time, as this both disrupts the child's education and reduces learning time. It has been clarified that family holidays should not be recorded as authorised absence, except in exceptional domestic circumstances, where a family needs time together to recover from distress, or where a parent's employment is of a nature where school holiday leave cannot be accommodated (e.g. armed services or emergency services). It is for local authorities and schools to judge when these circumstances apply and authorise absence, accordingly. The categorisation of most term-time holidays as unauthorised absence has been a contentious issue for some families, many of whom are concerned at the higher cost of holidays during school holiday periods. The Scottish Government has no control over the pricing decisions of holiday companies or flight operators. Our main focus is to encourage parents and pupils to recognise the value of learning and the pitfalls of disrupting learning for the pupil, the rest of the class and the teacher. Clearly, where an absence occurs with no explanation from the parent/carer, the absence is unauthorised. Schools investigate unexplained absence, and Education Services has the power to write to, interview or prosecute parents, or to refer pupils to the Children's Reporter, if necessary.



## **Absence Rates**

Absence rates are calculated as a percentage of the total number of possible attendances for all pupils in the school, each morning and afternoon of each school day being a separate possible attendance.

### Absence Policy

Step 1 - Parents are informed of attendance record by letter if attendance falls below 90% in any given six week period.

Step 2 – Parents are invited to attend a maximising attendance meeting if there is no sustained improvement in attendance within four weeks, or no improvement at all within two weeks.

Step 3 – Referral for multi-agency case conference if no sustained improvement in attendance within four weeks, or no improvement at all within two weeks.

Step 4 – Referral to Attendance Review Committee if failure to cooperate with multi agency recommendations.

## **Parent Forum and Parent Council**

Scottish Schools (Parental Involvement) Act 2006 led to the establishment of Parent Councils in primary, secondary and special schools. The Act recognises the vital role that parents play in supporting their children's learning. It places a duty on authorities to promote the involvement of parents in children's education and the wider life of the school. It aims to help parents to be :-

- Involved with their child's education and learning
- Welcomed as an active participant in the life of the school
- Encouraged to express their views on school education generally

When there is a vacancy in the Parent council the Chair Persons will write to all parent/carers who are eligible for election to ask for a volunteer. If there are more volunteers than vacancies on the council an election will be called. Each candidate will be asked to provide a statement which will be sent out to all parent/carers and an election will be held at a specified date and time. The parents/carers will be informed of the result.

The Parent Council, as a statutory body, has the right to information and advice on matters which affect children's education.

Parents who are involved on a regular basis in schools should undertake an enhanced disclosure through Disclosure Scotland.



## **St Patrick's Parent Council**

St Patrick's has an active Parent Council which has an excellent relationship with the school. There is a very successful PTA sub-group of the council that holds various fundraising events throughout the year.

Meetings are held regularly and dates are given in the 'Dates for Your Diary' section of the newsletters, via twitter and on the notice boards.

Events are made known by Groupcall emails, twitter and the Parent Council Facebook Group. New members are always welcome and the school office can be contacted for more information.

### **Committee Members are:**

Mr A Burns  
Co-Chairperson

Mrs P Jack  
Co-Chairperson

Mr P McLevy  
Treasurer

Mrs C Deveney  
Secretary

Mrs G Ogilby  
Co-opted staff member

## **Meals**

School meals are provided on a cafeteria basis with each child handling his/her own money. All children in P1-3 have been entitled to a free school meal from January 2015.

Hot meals, snacks, sandwiches, fruit, drinks etc. are available daily. Mrs Dunlop, our Catering Manager, can also cater for children who require a special diet.

Those children who wish to bring in a packed lunch sit in the dining hall too.

There are adults present, in a supervisory capacity, in the school dining hall.

There is, in Inverclyde, an Education Services Health Policy and using this we have succeeded in making our school a "Health Promoting School". This was achieved through improved health awareness in the curriculum, greater opportunities for physical activity – as shown by our after school activities, healthier school meals and by giving out fruit as a snack.



Children of parents/carers in receipt of one of the following benefits are entitled to a free midday meal:

- Income Support (IS);
- Income-based Job Seeker's Allowance (JSA);
- Child Tax Credit, but not Working Tax Credit, and where income is less than £16,105 (in 2017/18) as assessed by the Inland Revenue;
- An asylum seeker receiving support under Part VI of the Immigration and Asylum Act 1999;
- Employment and Support Allowance (Income Related) (ESA);
- Parent or Carer is in receipt of maximum Child Tax Credit and Working Tax Credit with an income under £6,420;
- Universal Credit - where your maximum monthly income from employment does not exceed £610, as shown on your monthly Universal Credit statement.

**Pupils are eligible for a Free School Meal in their own right if they are aged 16-18 and fall into any of the above categories.**

Information and application forms for free school meals may be obtained from schools and Education Services, 105 Dalrymple Street, Greenock, PA15 1HU. In addition such children will be entitled to free milk.

### **Transport**

The Council currently has a policy of providing free transport to all primary pupils who live more than one mile from their local school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or Education Services at 105 Dalrymple Street, Greenock, PA15 1HU. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

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



### **Pick up Points**

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total including the distance from home to the pick-up point and from the drop-off point to the school in any one direction will not exceed the authority's limits (see above paragraph). It is the parent's responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in a child losing the right to free transport.

### **Placing Requests**

Education Services does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances. In the case of under-age placing requests if the child is offered a place in his/her catchment area school, transport will be provided in accordance with Council policy stated above.

### **Information in Emergencies**

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can do to let you know about the details of closure or re-opening.

We shall keep you in touch by using letters, notices in local shops and community centres, announcements in local Churches and announcements the press and on local radio.



## **Addresses**

### **CORPORATE DIRECTOR OF EDUCATION, COMMUNITIES & ORGANISATIONAL DEVELOPMENT**

Ms Wilma Bain

Wallace Place

GREENOCK

PA15 1JB

**Phone:** 01475 712850

### **LOCAL AUTHORITY EDUCATION OFFICE**

Inverclyde Council

Wallace Place

GREENOCK

PA15 1JB

**Phone:** 01475 712850

Head of Service: Ruth Binks

### **CHAIRPERSON EDUCATION & COMMUNITIES COMMITTEE**

Councillor Jim Clocherty

Education Services Committee

Municipal Buildings

GREENOCK

**Phone:** 01475 712727

### **SKILLS DEVELOPMENT SCOTLAND**

112 West Blackhall Street,

GREENOCK

**Phone:** 01475 553710

### **COMMUNITY LEARNING & DEVELOPMENT**

5450 Nicolson Street

GREENOCK

**Phone:** 01475 715450

### **BOOKING OFFICE**

Greenock Sports Centre,

Nelson Street

GREENOCK **Phone:** 01475 715559

(Community Groups wishing to hire school facilities should contact above address)



### **LOCAL COUNCILLORS**

Ward 3

Mr Colin Jackson

Mr Michael McCormick

Mr Jim McEleny

Ward 7

Mr John Crowther,

Mr Tommy McVey

Ms Natasha Murphy

**Phone:** 01475 712727

### **Data Protection Act 1998**

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

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

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