Gargieston Primary School
& Early Childhood Centre
HANDBOOK 2016-17
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A Message from the Head of Education

Thank you for taking the time to read this handbook. In writing the following pages, colleagues are attempting to do two things. The first is to provide you with the information you need so that your child can be given access to all of the services and facilities to which they are entitled. The second purpose is to seek and promote a genuine partnership with you as the main responsible adult in your child’s life. Without that partnership it will not be possible for your daughter or son to take maximum advantage of their education and so to fulfil their potential. Quite simply, we want the best for your child in exactly the same way you do.

My invitation to you is that should you have any doubts about your child’s progress or their entitlement to a service, then you should not hesitate to contact the school or early childhood centre. You are entitled to an explanation of anything that is of concern to you and staff will be very pleased to assist you with an answer to any question you have. All we would ask is that you do this with the courtesy that you yourself would expect.

I know your child will enjoy their time with us and they will learn and progress every day. However old your son or daughter, never be afraid to ask what they were doing today and whether they were having any difficulty or problem that we, or you, can help them with. By our working together in this way, I promise that your child will succeed and will have a great preparation for life.

Kindest regards

Alan Ward
A warm welcome to Gargieston Primary School and Early Childhood Centre. I hope that you find the contents of our School and Early Childhood Handbook informative and interesting. We very much consider ourselves (the Primary and Early Childhood Centre) as one establishment. Throughout this handbook we will often refer to Gargieston Primary and Early Childhood Centre as ‘our school’.

Our School Handbook highlights the aims and values of Gargieston Primary and Early Childhood Centre. It gives information about the curriculum and the many activities and opportunities available to our children and families.

We believe that all children and adults should enjoy learning, experience success and have high expectations of what they can achieve. The staff and children in our School and Early Childhood Centre work towards creating a happy, relaxed learning atmosphere where your child will be encouraged to participate in the life of the school and nursery, to work hard and to strive to achieve the best possible for himself/herself. We are all learning and our new website / blog (constantly under-construction) is an example of this. As a team, we are learning together, supporting one another and as more and more children and staff learn to contribute you see our progress. Hopefully the images and posts within this website/blog will help to convey the ethos of our school. We have referred to this throughout this handbook. 

(https://blogs.glowscotland.org.uk/ea/gargiestonpsandecc/home)

The importance of the family on children and their learning is crucial, therefore as a school and nursery we wish to actively involve you, the families and parents, more in your children’s education. Our establishment thrives on this partnership we build with you and our community. It is, however, very difficult to convey atmosphere and feeling in writing and we would extend an open invitation for you to come into our school and learn about us first-hand.

By working together, we can achieve the very best experiences and opportunities for your child. At any time, if there is anything you wish to discuss about your child’s education, or the life of the school community, please do not hesitate to get in touch with me.

Alison Wright
School Ethos

We aim to make our School and Early Childhood Centre a welcoming, happy and stimulating environment in which children flourish and grow. It is the intention of everyone in Gargieston Primary School and Early Childhood Centre to work in close partnership with parents in the education of their children, building on the foundations laid at home. We hope that our collaboration will be both successful and rewarding for everyone. This session we revisited our school values. Children, staff and parents were all consulted and together we agreed that every child should reach their full potential through our core values; which are happiness, motivation, friendship and respect. As a school we will ensure we create an environment, and ethos, which reflects our values.

Every child and young person in Gargieston is entitled to have every opportunity to develop skills for learning, skills for life and skills for work, with a continuous focus on literacy, numeracy and health and well-being. Through a Curriculum for Excellence, we will demonstrate our continued commitment to the support of all children and young people in developing skills, which they will use throughout their life and work.

Our Primary and Early Childhood Centre aims to promote positive behaviour and relationships based upon tolerance and respect. Every child is unique in terms of their talents, interests and personality; and we seek to nurture these important areas of your child’s development in a positive manner.

The School and Early Childhood Centre play an important role within our local community. We strive to maintain close links with key agencies within the local community; and seek to develop these links wherever possible. For example;

- We actively encourage parental and community involvement
- We have close links with STEM industries, Community Police, the Fire Service and Health Visitors.
- Our Early Childhood Centre, Primary and Grange Academy, our Learning Community secondary school, work closely together throughout the year.
- We make regular visits to places in the local community throughout the year, for example, the library, local supermarket, shops, nursing homes, sports centre, parish church, town centre and park.
Establishment ethos, vision and values

We will ensure that all children and young people in Gargieston Primary School and Early Childhood Centre are able to:

- achieve the highest possible levels of literacy, numeracy and cognitive skills
- develop 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
- think independently, develop confidence, positive attitudes and a healthy lifestyle
- make informed decisions in order to improve their mental, emotional, social and physical wellbeing

Our Aims reflect the key principles of the National Care Standards

- Dignity
- Privacy
- Choice
- Safety
- Realising Potential
- Equality and Diversity

Some parent comments from our play days –

“Lovely environment, all the staff are very happy and good with the children. Loved the French at welcome time.”

“Great to learn the routine of their morning. Great to see their work in a folder as progression can be seen. Love the Green Card behaviour chart.”

“Really good experience getting to see my son in his natural nursery environment. The staff were brilliant at making the adults feel welcome and relaxed.”

Children’s comments –

“I feel happy” (boy from blue group)

“I feel excited because I like playing with my friends!” (girl from the red group)

“I feel super duper!” (boy from the green group)

“Good, I play with my friends.” (girl from the purple group)
Establishment ethos, vision and values

Comments from visiting staff

Visiting community practitioner commented on how it was lovely to feel so welcome and everyone was so friendly.

Supply teacher commented on how wonderful the active learning in P1 was.
Contact Details

Address: Gargieston Primary School & Early Childhood Centre
Dundonald Road
Kilmarnock KA1 1UG

Telephone: 01563 533067
E-mail: alison.wright@east-ayrshire.gov.uk

Status
non-denominational and co-educational

Capacity
434 (school)
60 morning / 60 children afternoon (Early Childhood Centre)

Present roll
301 (school)
50 morning / 44 afternoon (Early Childhood Centre)
Establishment information

Stages covered Early Childhood Centre (from age 3) to P7

Hours of opening

School: 9.00 am – 12.35 pm
1.35 pm – 3.15 pm

Early Childhood Centre: 8.40 am – 11.50 pm
12.35 am – 3.45 pm

Associated secondary school: Grange Academy
Beech Avenue
Kilmarnock KA1 2EW

Telephone: 01563 549988

Meals and Snacks

Primary School

Snacks
Children are encouraged to eat a healthy snack at interval which they can either buy from the cafe or bring from home.

Lunch
Children can bring a packed lunch or purchase a school meal from the cafeteria. Our catering staff work hard to provide choices for children with special dietary requirements. P1-P3 parents and carers are encouraged to let their children take a free school meal. Together with parents, we are looking to increase our uptake and encourage our P1-3 children to have a variety of nutritious lunches. This session children have been trying new tastes and discovering they do like things they would never touch at home! Meals are freshly cooked in school each day, using seasonal, locally sourced ingredients.

Early Childhood Centre
We provide a snack, which meets Nutritional Guidelines for Early Years, for children attending either morning or afternoon sessions.
Nutritional Guidelines for Early Years

We want to ensure that your child gets healthy and nutritious food while in our care. It's never too early to introduce children to a healthy diet and establish healthy lifestyles. We implement Nutritional Guidance for Early Years; written by nutritionists and published by the Scottish Executive. Some examples of our daily snacks are:

Whole milk – low fat and skimmed milk contains insufficient energy and vitamins for children aged 1-5 years.

Fresh fruit – apple, pear, bananas, grapes, melon, citrus fruits.

Crackers and cheese, mini scotch pancakes with spread or sandwiches.

We have a group snack in the nursery where the children will have the opportunity to have milk or a drink of water - and a healthy snack. The promotion of healthy eating will be considered at all times. Special diets and allergies will be catered for where necessary.

Enrolment in the Early Childhood Centre

Gargieston Early Childhood Centre will send confirmation of your child’s place at nursery in May/June and inform you whether they have been allocated either a morning or afternoon place. At this point, you will be invited to visit to enrol your child.

In order for us to complete enrolment forms, it would be helpful if you bring the following information with you:

- Details of two emergency contacts (name, address and telephone number)
- Doctor’s name and telephone number.
- The name of the person who will usually be responsible for taking your child to and from the Early Childhood Centre.
- Your child’s birth certificate.
Establishment information

In addition to this factual information, we would like to know about the kind of interests your child may have and we will ask you to complete an ‘All About Me’ booklet to allow us to share this information with your child when they start.

When your child starts at our Early Childhood Centre, he/she will not stay for a full session until fully settled in. In some cases the child’s entry may be staggered, and gradually built up to 5 full sessions.

Induction

Prior to your child starting at the Early Childhood Centre they will be invited to visit for a short time out with regular session hours. This will be an opportunity to meet their key worker and other staff, and become familiar with the environment. Throughout the year we have play sessions where parents and carers have the opportunity to join their child in a session.

Enrolment in the Primary School

Enrolment is during the month of January and dates are generally publicised in the local press as well as being communicated through Early Years provision.

Children who will be aged 5 years on or before the last day of February of the succeeding year should be enrolled at their local primary school.

Parents should attend the appropriate primary school on the designated days. The child’s birth certificate and proof of address should be presented – please note that these documents will be photocopied for the child’s file in accordance with East Ayrshire policy. Where a parent has requested early entry, information will be given about the process and procedures involved.

Facilities

Gargieston Primary School and Early Childhood Centre is situated in a single-storey, open-plan building, within extensive landscaped grounds, which are made up of the following: tarmac playgrounds with playground games, a grass playing field and two large garden areas with raised beds. We are also very fortunate to have an outdoor wooden classroom. There are three bicycle sheds, which are used by children from both the School and Early Childhood Centre. There is full
disabled access in all areas. Following the decant and rebuild of the old school in August 2010, the present building opened in August 2012.

Each teaching base has semi-open classrooms which will enable classes and children to work more collaboratively. Each room has the most modern computer equipment, including an interactive whiteboard and wifi throughout the school.

In addition to four teaching bases, each of which presently accommodates two or three classes and one activity area, facilities within the school and early years include: an IT suite; an activity centre; a music room; a nurture room; a meeting room; pupil support rooms; a library; a parents’ room; a gym; a dining hall and three open-air courtyards.

The Early Years Centre has a spacious playroom which is bright and welcoming. Staff have organised resources to create smaller, more defined play areas for children. Children have access to two good sized outdoor play areas; one fitted with a rubber safety surface and the other a grass and planting bed area.

Should you wish to comment on or make a complaint about any aspect of provision made by the establishment, you should contact the establishment in the first instance. Our aim is to resolve as many complaints as possible at the first point of contact.

You have the right to contact the Care Inspectorate with any complaint that you have about an early childhood centre. Please see part 2 of the handbook for further information.
We consider that the safety and well-being of children and staff at Gargieston Primary and Early Childhood Centre is of the utmost importance. Our security measures include:

- All staff working in our School and Early Childhood Centre wear name badges for identification and all students and visitors will also be expected to do so.
- The main School and Early Childhood Centre doors are monitored. A staff member is on duty to welcome children and parents as they arrive and again at departure time.
- Parents escort their children into the Early Childhood Centre and a one way system has been introduced to ease congestion at these times.
- In the Early Childhood Centre the external door is secured once children are inside. A key coded lock is fitted at the internal door leading from the school into the centre.
- Parents/carers sign their children into the service as they arrive in and out of the service at the end of the day.
- In the interest of your child’s safety, you should make a point of telling the Senior Early Years worker or Key Worker if he or she is to be collected by someone not known to staff members. This is essential as children will not be allowed to leave with someone unknown to staff.
- Access to the school is by coded fob; all visitors must report to reception, where they will be asked to fill in the log-in book.
- For security reasons, school doors cannot be accessed whilst the school is in session. Parents and visitors should enter the building by the main entrance where they will be asked to sign in. On leaving the building they should again call at the office to sign out.
- An adult presence is provided in the playgrounds at break time of the School (Safety and Supervision of Pupils) (Scotland) Regulations 1990. Playgrounds are supervised at intervals and lunch times by Janitorial staff, Classroom Assistants and the Senior Management Team.
- CCTV cameras enhance the security provided by the perimeter fencing.
Establishment calendar

This link takes you to Gargieston Primary and ECC Diary Dates which is regularly updated with school events:
https://blogs.glowscotland.org.uk/ea/gargiestonpsandecc/diary-dates/

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<th>Dates of Attendance</th>
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<td>Pupils return* Thu 17 Aug 2017</td>
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*Pupils attendance will be 120 days after deducting 5 in service days.
Establishment improvement

This link takes you to Gargieston Primary and ECC Meet the Team page which is regularly updated with pictures of our team:
https://blogs.glowscotland.org.uk/ea/gargiestonpsandecc/meet-the-team/

Senior Management Team

Head teacher- Alison Wright
Depute Head teacher - Eileen McLaughland
Principal Teachers - Gwen Campbell, Shona Lawson

Primary Teaching Staff

P1B- Gwen Campbell / Rachel Ferguson
P1C-Jackie McColl
P1C – Alison Baird (Mon, Tues, Wed) / Rachel Ferguson (Thurs, Fri)
P1/2A - Catherine Bloomfield
P2- Carol-Ann Mackie
P2/3 - Kara Skelton
P3 – Jacqueline Caldow
P4 - Paul Smith
P4/5-Jenny Marshall
P5/6-Kirsty Davidson
P6- Emma Arneil
P6/7- Jackie Beveridge
P7-Shona Lawson

PE – Mair Harvey

As part of our Health and Well-being provision, Ms. Harvey takes each class once a week for PE and is seconded to the local authority to promote PE.

Early Childhood Centre:

Gillian Johnston-Senior Early Learning and Childcare Practitioner

Sandra Irvine- Early Learning and Childcare Practitioner (First Aider)

Rhona Murray*- Early Learning and Childcare Practitioner

Susan Dempster*-Early Learning and Childcare Practitioner

Therese Nardini*-Early Learning and Childcare Practitioner

Amy Seymour*-Early Learning and Childcare Practitioner

Adele Clark-Early Learning and Childcare Practitioner

Catherine Cotton -Early Learning and Childcare Practitioner

Gail Reid – Early Learning and Childcare Assistant

Sheree Bryden*- Early Learning and Childcare Practitioner

(* job share 0.5 fte each week)

Office Staff

Senior Clerical Assistant-Fiona Shields:

Clerical Assistant – Elaine Dodds

Classroom Assistants

Colin Stewart (First Aider)

Irene Cowie (First Aider)
On-site staff
Catering Manager – Moira Barrowman
Catering Assistant – Anne Drennan
Catering Assistant – Senga McGeary
Catering Assistant – Michelle Jay
Ancillary Staff
Janitor – Robert Nisbet
Cleaning Supervisor – Janette White
Visiting Staff
East Ayrshire Support Team (EAST) - Louise Bain
East Ayrshire Support Team (EAST) – Margaret Watson
English as an Additional Language (EAST) Aileen Henderson
English as an Additional Language (EAST) – Angel Brand
Hearing Impairment - Jenna Skinner
Music / Instrument – Jim Baines
Speech Therapy – Sula O’Duffy
Educational Psychologist – Lindsey Thomson
School Nurse – Marie Watt
Early Childhood Centre

At all times, our service will meet the requirements of the National Care Standards for Early Education and Childcare as set out by the Care Inspectorate and performance indicators within Child At The Centre as set out by Education Scotland. We strive for continuous improvement of our service through a system of self-evaluation which involves children, parents/carers and staff. We are also involving parents and staff in monitoring and evaluating progress made with our improvement priorities.

You can view our most recent inspection reports online at:

http://www.educationscotland.gov.uk/
http://www.scswis.com/

School Improvement

As part of our plan for Continuous Improvement, staff will continue to develop teaching and learning in line with the experiences and outcomes of A Curriculum for Excellence.

What have we achieved during the last year?

Our main achievements are detailed in our School Improvement Report. We made very good progress with our school improvement plan.

- We improved standards of literacy by reviewing and improving strategies for reading ensuring assessment informed next steps. Pupils’ attainment in reading was improved as a result of high quality learning and teaching approaches. We embedded approaches to teaching and assessing writing to ensure continuity and progression for children. We improved the presentation of pupil’s work which impacted motivation.
- EAC literacy and numeracy assessments are now in place and presented to pupils when the class teacher deems this to be appropriate.
- ‘Bug Club’ a new reading resource has been successfully implemented.
- All staff have been trained using ‘DARTs’ (Directed Activities Related to Text)
‘Big Writing’ and base line assessments have been reintroduced to ensure continuity and progression.

‘Cursive’ handwriting is evident throughout the school. This has improved children’s presentation of work and was integral in achieving ‘Dyslexia Friendly Schools Bronze Award’.

Pre and post tests indicate raised attainment in reading. Tracking ensures all children are reading regularly.

**STEM:** We embed East Ayrshire’s Primary Engineering project and incorporated STEM into transition projects.

- Training was provided for all staff
- The STEM programme was fully implemented
- Upper Primary Pupils undertook the STEM Leaders Award forming the core to the Institution of Primary Engineers (IPrimEng) membership.
- Science and Technology events took place throughout the year with local businesses and engineers supporting pupils
- K’Nex challenge was organised for the learning community.

**Respectful Relationships**

- We promoted positive, respectful relationships, developing skills for effective contributors and responsible citizens across all levels within the school and Early Childhood Centre
- Almost all staff completed East Ayrshire e-module on the council’s Respectful Relationship’s policy.
- Some staff were trained in nurture and all staff received training in nurture principals.
- Restorative practice and ‘1,2,3 Magic’ was introduced. Workshops were provided for pupils, parents and staff
- Working together staff, children and parents developed a positive relationships policy which ensures consistency throughout the school and Early Childhood Centre.
We started to develop the curriculum, learning climate and teaching approaches for effective learning and teaching and to meet learners’ needs. This focused on developing Learning Rounds, participation in The Teacher Learning Community, training in Critical Skills and developing self-evaluation. Staff working together to improve learning experiences for children.

- Learning review and learning rounds were used as self-evaluation.
- Upper primary continued with EAC’s Tapestry project.
- Staff in the middle school were trained in ‘Critical Skills’ and community builders and challenges were introduced to children.
- Staff and children in the early years were part of the ‘Early Years’ Collaborative’. Working with Shortlees Primary an improvement science approach was introduced. Using Plan, Do Study, Act along with driver diagrams several improvement projects were introduced.
- We developed effective links between Early Childhood Centre and School via integrated working.

**Literacy**

We became a Dyslexic friendly school and all children undertook Baseline Assessment of writing using the Big Writing programme. Results have been recorded centrally to evaluate progression.

**Maths**

Teachers working collaboratively and children working within their own ability groups within Maths setting, has been developed throughout the school. Staff plan on a weekly basis and evaluate children’s work to plan next steps according to individual and group needs. We have introduced more active approaches to learning.

**Health and wellbeing**

The school timetable has been structured in such a way as to allow for a member of staff to take every class for PE once a week. This, plus additional class activities means that the target two hours per child per week is met. The school has been awarded sportscotland gold status.

All children are involved in at least one committee group, for instance, Charity Group, Library Group, JRSO or Health and Safety Group.
After-school and lunchtime clubs and activities are popular and on offer to all children. These encourage children to be physically active and develop shared interests with their peers. Health and Wellbeing achievements include Jump Rope Academy, school football team, gardening club, netball, choir, orienteering and cross-country. Children gained awards at a local and national level.

Enterprise
Links with local businesses continue to go well, including with: WW Wales the Butcher; Centrestage; Warburtons; B and Q; Tesco; Asda; Morrisons; The Cook School; Frankie and Benny’s, The children organise a variety of fundraising activities and have raised a considerable amount for charities. These included Children in Need, MacMillan Cancer Research and Comic Relief.

Working with Parents, Carers and our Community
In the Early Childhood Centre and school we have worked hard to increase parental participation and involvement. In the Early Childhood Centre examples include: daily informal discussions at welcome time, holding a parent/carer meeting to discuss how children were settling into the service and also to gather more in-depth information to establish children's personal plans, opening evenings. We have organised: play days, asked a parent to lead a four weekly children’s exercise session, introduced a library helper system, and held an initial parent group meeting. In order to seek parents' views we have introduced: a monthly secret inspector questionnaire in the Early Childhood Centre, a suggestion box that has been used well, online surveys and focus groups, a question of the month topic and a home learning task linked to a children’s project to involve families in their children's learning. Parents and Grandparents volunteer to help throughout the establishment and offer their expertise such as running a craft club and successfully bidding for various grants.
Our main priorities for session 2015/2016 are to:

After listening to staff, parents and children we have our school improvement plan which guides us with our next steps. Here are some of the initiatives we will be working on:

- Raising attainment in Numeracy. We will introduce a new whole school approach to mental maths called ‘Number Talks’. ‘Number Talks’ is a short daily routine that provides practice in calculations using a variety of mental maths strategies.

- Focusing on Modern Languages we will adopt a 1+2 Approach. This means that our primary pupils will learn two languages in addition to English. Building on the French started in nursery we will continue this in Primary 1 and 2. To introduce a third language, we will offer a sign language course for a group of staff and pupils in the middle primary.

- Our parents identified Music as an area to develop. This session we will introduce a class orchestra for all our Primary 5 children. ABC music is a resource all classes will use. This programme ensures progression and develops creative music skills.

- Becoming a ‘Right’s Respecting School’. This Award is a Unicef UK programme that aims to put children’s rights at the heart of our school. This aspect of our improvement plan builds on the work we did last year to develop our Respectful Relationships policy.

- Focusing on children’s Health and Wellbeing we will work with the other schools in the Grange Learning Community to develop East Ayrshire’s RELATIONSHIPS, SEXUAL HEALTH AND PARENTHOOD (RSHP) education programme.

- The Grange Learning Community are also working together to develop a Pupil Profile. We have been looking at an online profile called ‘Learner’s Journey’. It is hoped that for parents it will help you to support your child’s learning at home. However, progress on ‘Learner’s Journey’ has been halted due to East Ayrshire ensuring the software meets IT data governance rules. Instead staff, pupils and parents are working together to develop new website and blog.
Curriculum for Excellence is the education system in Scotland. It includes nurseries, schools, colleges and community learning from 3 to 18 years and beyond. We are currently reviewing our Curriculum.

In our Early Childhood Centre, all children are involved in planning for learning using mind maps and in the self-evaluation and assessment of their learning. Staff use this information to plan carefully, as a team, to ensure that the learning experiences we provide for your child will stimulate their natural curiosity to ask questions, and find solutions. Parents and carers are kept informed of planned learning experiences through or blog, mind map displays, displays of children’s work, weekly newsletters and by opportunities to view their child’s personal learning profile.

Our Early Childhood Centre is organised with a view to providing children with the highest quality of learning experience through a wide range of activities and resources. Our work is integral to the school and children often work and play alongside children in Base 1. The staff ensure quality interactions take place with your child and they discuss next steps in learning.

Our daily/weekly timetable includes:

- Welcome time
- Free Play
- Large group activities
- Small group activities
- Group Snack time
- Daily energetic physical play-indoors & out
- Music/Drama times
- Daily stories
- Circle time

At Gargieston Primary School in promoting a Curriculum for Excellence, we focus on the needs and capabilities of each child and aim to develop the four capacities; Successful Learner, Confident Individual, Effective Contributor and Responsible Citizen.
Working within a *Curriculum for Excellence* we promote learning across a wide range of contexts and well planned experiences. This session we have planned the curriculum across stages and we have introduced more multi-staged learning.

Our school curriculum addresses more than areas and subjects. It also encompasses:

- The ethos and life of the school
- Inter-disciplinary projects and studies
- Opportunities for personal achievement
- Developing high levels of literacy and numeracy skills

The main subject areas are as follows:

- Languages (English and French)
- Mathematics
- Expressive Arts (Drama, Music, Art)
- Health and Wellbeing (including PE)
- Sciences
- Social Studies
- Technologies
- Religious and Moral Education

All subjects are taught in an enterprising way which encourages children to

- make decisions
- take responsibility for their own learning
- work with others co-operatively
- work in teams with defined roles
- take account of other children’s strengths
We are mindful that learning happens everywhere, not just in school. We encourage our pupils to share their experiences and out of school learning with us and encourage everyone to learn from each other. There is a strong focus on health and well-being embedded within the ethos and life of the school. We use our assemblies as a forum to discuss our values and how these impact on our physical, emotional and social health.

At Gargieston Primary School we aim to promote physical, emotional and social health and well-being. In P.E. there is a balanced curriculum throughout the year which includes; outdoor activities, athletics (track and field), swimming, possession games (netball, football), rebound activities (badminton, tennis) and aesthetic activities (gymnastics, dance). The school Jump Rope and Orienteering teams have participated in local and national events. As stated previously we have achieved sportscotland gold status.

**Homework**

In Gargieston, homework is an integral part of learning. It is intended to be purposeful, relevant to learning, often exploratory and something which teachers and children approach with a positive attitude.

Homework tasks will be varied and wide-ranging, well-balanced and coherent, with evidence of progression through primary school, and in line with school policies. In the early years, these activities should take approximately 15 minutes to complete at home, with parental support. Homework for children in middle and upper school should take approximately 20 – 30 minutes to complete, independently where possible, or with parental support. All homework activities will have been fully explained by the teacher before being sent home. As many of our children attend clubs in the evenings we issue homework at the beginning of the week and collect it at the end of the week allowing families to organise their time effectively. We also offer a homework club one day after school and one lunchtime.
Religious Education

Religious Education is taught at all stages and children take part in the religious festivals of Christianity. The study of other religions allows children to understand the other main religions of the world. A meaningful coherent, structured approach enables children to develop values which will help make informed choices in their lives and to treat other people with respect and tolerance.

Gargieston is a non-denominational school in which religious observance is that of the Church of Scotland. Parents have the right to withdraw children from religious education and services. If they wish to do so, the Head Teacher should be informed in writing.

Assemblies are held on a weekly basis. The school chaplain (Rev James McNaughtan) participates with the staff and pupils in these assemblies on a monthly basis.

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.

Sexual health, relationships, parenthood and drugs awareness

The above topics are an important part of Curriculum for Excellence and in helping children to begin to develop essential life skills. Our staff are appropriately qualified and parents/carers should feel reassured of their skills in sensitively presenting information within the curriculum which is developmentally, socially and culturally appropriate to the needs and capabilities of the children.

This session Ayrshire’s RELATIONSHIPS, SEXUAL HEALTH AND PARENTHOOD (RSHP) education programme is part of our improvement plan and parent workshops and information will be shared with parents.

Extra Curricular Activities

Throughout the year we aim to offer a variety of after school clubs to various stages in the school.

So far this session, we are offering a range of clubs including choir, craft club, gardening club, our jump rope academy, athletics and football. We have plans to introduce orienteering, badminton and cycling proficiency.
We have an extended educational visit for our P7 pupils, as they have the opportunity to enjoy a recreational trip to Arran.

**Outdoor Learning**
All children and young people will have regular opportunity to learn outdoors both in the school grounds and in the local community. Parents will consent to this regular localised outdoor learning once at the beginning of session, with medical and emergency contacts being requested. Thereafter parents will be notified of the venue and dates of off-site visits, in order that pupils come adequately prepared. However, it is the parent's responsibility to inform the school if emergency contacts or medical conditions change or they don't wish their child to participate in a visit.
Assessment and reporting

Assessment

*Curriculum for Excellence* emphasises that assessment is at the heart of teaching and learning. Staff work with your child, in order to observe their individual processes of development and identify their next steps in learning. Learners themselves, and their peers, will be increasingly involved in this process, as they develop the skills needed to be able to make effective judgments on their own learning and the learning of others. Staff are all using Assessment is for Learning strategies such as 'traffic lights'. Children's work is assessed continuously by class teachers and periodically by promoted staff. Records of children’s progress are kept, and this information is used to plan next steps in learning.

Reporting to parents and carers

In the Early Childhood Centre we schedule a short, informal discussion with parents/ carers 3-4 weeks after your child starts at the centre, to discuss how they are settling in. However, please do not hesitate to speak to your child’s Key Worker or the Senior Early Years Worker prior to this if you have any concerns you wish to raise.

Appointments are also made available for you to discuss your child’s progress with his/her key worker twice a year, usually in November and April. With your permission, your child’s record of progress, known as the Transition Profile, is passed on to the appropriate primary school. This information helps your child make a smooth, well informed, transition from the Early Childhood Centre to primary school.

In the primary school, Parents’ Evenings and Drop-in Days are held regularly, to enable staff and parents to discuss children’s progress. Informal chats to discuss progress at other times can be arranged by telephoning or writing for an appointment. These are best arranged for a time after the school day. Full written reports, which details next steps considered best for each child’s education, are issued towards the end of the session. Parents also have the opportunity to discuss these with staff.

Samples of children’s work, e.g. pieces of writing, maths work, etc., are stored in Personal Learning folders which move with children through all stages of the school, giving a clear understanding of progression and attainment. In P7, children use online Profiles to record their achievements; information about themselves which they feel is important and helps inform the secondary school about their personal successes and academic accomplishments.
The establishment has a range of policies and procedures which are available for parents to read. We are in the process of reviewing and updating many of these policies in line with a Curriculum for Excellence.

 Listed below are some of East Ayrshire and Establishment Policies:

- Literacy
- Numeracy
- Health and Wellbeing
- Child Protection
- Additional Support for Learning
- Promoting Positive Behaviour
- Preventing the spread of infection
- Equal Opportunities
- Race Equality and Cultural Diversity
- Internet & email access
- Volunteers & students
- Enterprise
- Outdoor Play
- Closure of the establishment
- Complaints procedure
- Whistle blowing
- Grievance procedures
- Healthy Eating
- Health Promoting School
- Effective teaching & learning
Promoting Positive Behaviour

At Gargieston we are very proud that the children display a high standard of behaviour and they are regularly commended for this when on excursions out of school. We have an expectation that during their time with us children will learn to understand and follow rules and respect boundaries. Working in partnership and co-operation with parents/carers, we hope to build on the relationships and values your child has experienced at home.

Staff provide a positive model of behaviour for children, and use praise and encouragement to reinforce the importance of positive behaviour. Staff are skilled in their approach to supporting children exhibiting challenging behaviour. Any significant incidents would always be discussed with parents/carers, in order to establish the nature of the behaviour and to work together to agree the best way forward for the child. We are pleased to be able to work in close partnership with all parents at all times, highlighting the positive aspects of their children's behaviour.

Golden Rules and Circle Time

In the Early Childhood Centre there are our 'Golden Rules', which are promoted by staff through daily interactions, and are displayed prominently for both children and adults. The children are given opportunities to share their successes and achievements on a regular basis to help build confidence and self esteem. Our Golden Rules are:

We listen to others

We are gentle

We are kind and helpful

We look after toys

We work hard

We are honest

We walk in the playroom
Policies and procedures

Circle Time sessions are opportunities to promote positive behaviour and relationships. Staff undertake regular circle time sessions where children are able to discuss and practise good social skills in a caring and safe setting. We focus on looking, listening, talking, thinking and concentrating skills in each session. Children are supported through any issues that may arise such as difficulties with friendships. Children are rewarded with a ‘Golden Time’ at the end of the school week if they have consistently followed our rules. This is a session of fun activities that the children look forward to. Minutes are removed from children’s golden time if they make the wrong choice and break our rules.

Pupil Groups

This session we have increased the number of pupil groups to include; House System, Pupil Council, Prefects, Eco-Council, Junior Road Safety Officers, Health and Wellbeing, Safety Inspectors, Sports Council, Positive Play Group, Community Group, Library Team, Charity Group, Enterprise Group, Publicity Group, Technology Group and Transitions Group. All children have the opportunity to join one of these groups and participate in school improvement.

As part of our promotion of positive behaviour, each child in school belongs to one of the following Houses:

Grange (Blue)

Howard (Yellow)

Laigh Milton (Red)

Moorfield (Green)

Traditionally children prefer to refer to them as their colours: Red, Blue Green or Yellow. House points can be gained for various reasons, including hard work, good behaviour, good citizenship, etc. Each House has a Captain and a Vice-Captain, (P7 pupils, elected by pupils and staff). Classes the school also elect a child to represent them on the Pupil Council. The Pupil Council meets regularly to discuss issues which may have arisen in their classes during the preceding week. Prefect duties are available to any Primary 7 child wishing to take on a role of responsibility. The House system, Prefects and the
Policies and procedures

Pupil Council help to foster a strong sense of responsibility in our pupils. Green cards, which earn House points, are given to children for good work, behaviour, diligence, caring attitude etc., in the classroom, playground and cafeteria. Children receive yellow or red cards when their behaviour/attitude do/does not meet our agreed expectations. This will result in a consequence such as reflection time and/or a privilege removed. If a child is given a yellow card, they will receive a sticker in their diary to inform parents, however, if a red card is issued, then parents will be telephoned.

Pupils from all stages in the school also have the opportunity to become members of the Eco-Council. Since the new school opened in August 2012, they have been working hard with staff from the school and the nursery to forge partnerships with the Parent Council and the local community to develop the school’s new eco gardens, and to work towards our first Green Flag. The Eco Council initiated the introduction of a school Gardening Club (with children from the ECC to P7, parents and grandparents) which meets regularly and helps maintain our grounds. This session the gardening club grew a range of vegetables which were cooked and served to us in our cafeteria.

Our Junior Road Safety Officers (JRSOs) have worked hard on a number of developments. They helped collate information for the ‘Big Pedal’ and ‘Walk to School Week’. They also run competitions, e.g. designing bike helmets and high visibility vests, to raise awareness of road safety issues. Last session our JRSOs were awarded ‘Campaign of the Year’ for their work on road safety around our school and encouraging parents and carers to park safely.
Gargieston Primary and Early Childhood Centre provides an inclusive teaching and learning environment for all children. Every child within the school has the right to be included and supported in the knowledge that there is equality of opportunity for all. The school’s vision is for all children to reach their full potential through happiness, motivation, friendship and respect.

The Additional Support Needs Coordinator is the Depute Headteacher. With the prior consent of parents/carers, staff may discuss the support needs of individual children with a range of professionals in order to ensure that individual support/learning plans are appropriate to the specific needs of the child. In line with legislation, parents/carers/children and young people will be fully consulted at all stages.

Advice and support may be sought from other appropriate staff within the establishment and/or through consultation with a range of professionals, for example, Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Health Visitor, Community Paediatrician, Visual Impairment Team, Audiologist.

The Educational Psychologist visits the establishment regularly to work with staff to ensure we provide the most effective support possible to children and young people who are experiencing barriers to learning. Their role is often in giving advice to the establishment and in the sharing of expertise with staff.
With reference to the East Ayrshire Early Intervention transition guidelines, we have a range of initiatives which ease every child’s move to Primary 1 including: sharing facilities such as the gym, music room and library; working with staff and children from P1/2 on shared topics; enjoying a ‘buddy’ system with P.6 children, soon to be P.7; regular visits from P1 teachers to the Early Childhood Centre.

Early Childhood Centre staff and P1 teachers work collaboratively to ensure each individual child’s needs are met as they move towards school. Parents are also involved with regular meetings, workshops and newsletters.

At Gargieston we also work hard to ensure children from any Early Childhood Centre are included in our transition process. They are invited to visit the school on many occasions to participate in a range of activities and staff will also visit children within their own Centre.

As part of Grange Learning Community, Gargieston Primary 7 children are involved in various initiatives and projects including: Primary 7 profiles where children complete details about themselves, their achievements and their favourite subjects; ‘Getting to Know You Days’ allowing all P7 pupils to work together in mixed school groups; June induction days when the children follow a sample timetable giving them an indication of how their S1 days will look.

At Gargieston we also like to provide our own pupils with further opportunities to meet Grange Academy staff, and to work in a secondary school environment. These include visiting the Home Economics Department to cook using their excellent facilities and fitness training programmes with staff from the Physical Education Department.

These activities are all designed to give pupils, and parents, extra confidence and reassurance during this important year. Transition should be a process and not an event.

Children with Additional Support Needs will have action plans written to include their transition arrangements. Meetings are set up to allow parents and Gargieston staff to talk to Grange staff such as Year Heads or Guidance Teachers plus other professionals as required e.g. psychologists or staff from The Hearing Impaired Unit. During these meetings plans are put in place to ensure each child moves to Grange Academy knowing their needs will be met.
Parental involvement

As a parent of a child in attendance at the school, you are automatically part of the Parent Forum of the school. The membership of the Parent Forum is made up of all parents who have a child at the school. The Parent Forum can decide to form a smaller body called the Parent Council. The Parent Council is a group of parents selected by members of the Parent Forum to represent them.

The Parent Council

Gargieston Primary School and Early Childhood Centre are very fortunate to be able to work in close partnership with the Parent Council, who are extremely supportive of all aspects of school life.

Gargieston Primary School and Early Childhood Centre Parent Council (GPC) is elected each year by parents. It is independent of the school and of East Ayrshire Council and its objectives are “to identify and represent the views of parents on the education and welfare of the pupils”.

The parents support the work of the school, for example, by discussing Curriculum for Excellence, applying for grants, promoting contact between all parents and the rest of the school Community; organising social and fundraising events (sub-committee called the Gargieston Fundraising Group - GFG); discussing anything that is of interest to parents and being involved in the appointment of senior staff.

All parents are welcome to come along to the meetings and can contribute to discussions through the Chairperson. Parents who wish to find out more about the Parent Council should contact either the Head Teacher, or the Chair of the Parent Council, email: info@gargiestonpc.org

The Gargieston Fundraising Group (GFG) is a sub group of the Parent Council who meet once a month to discuss funding requests, current events and ideas for new fundraising events to help raise money for extracurricular events for the children of Gargieston Primary School and Early Childhood Centre.

We have a parent section of our website which is an online resource for all news and events within the parent council (https://blogs.glowscotland.org.uk/ea/gargiestonpsandecc/parents/) this links to a school Twitter account and parents manage a Facebook page (https://www.facebook.com/Gargieston-Fundraising-Group-GFG-582907038455190/timeline/) which helps to keep parents informed.
Parental involvement

Reporting Absence

Parents/carers have a duty to inform the Early Childhood Centre or Primary School of any child absence. Please notify staff as soon as possible (preferably by 9.15am on date of absence). Your co-operation regarding this important matter is greatly appreciated.
Learning Community

Early Childhood Network

Gargieston Early Childhood Centre is a member of the Kilmarnock Central Early Childhood Network.

Further details can be found in part two of this handbook.

The lead Early Childhood Centre and Family Centre is:

Flowerbank Early Childhood Centre and Family Centre

30 North Hamilton Street, Kilmarnock KA1 2QJ

Tel: (01563) 522722

Learning Community

Gargieston Primary School and Early Childhood Centre is a member of the Grange Learning Community.

Further details can be found in part two of this handbook.

The associated secondary school within our Learning Community is:

Grange Academy

Beech Avenue

Kilmarnock

KA1 1EW

Telephone number: (01563) 549988
In Gargieston we work hard to foster good relationships with the local and wider community and businesses within them. Links have been made with many businesses including WW Wales the Butcher, Kilmarnock Football Club, Barclay’s Bank, McCallum’s Tartanwear and The Forum. The Gardening Club has received donations from local businesses including Asda, Tesco, B & Q, Morrisons and Lidl. The school has recently made strong links with Tesco Extra through their Community Champion and children from Primary 5 have visited the store to learn all about the different foods available locally, from across the UK and from abroad. Last session our chosen charity was the Diabetes UK and we raised money to help them in their vitally important work. Primary 7 held their annual MacMillan Coffee Morning raising funds for the charity. At Christmas the school choir visit local nursing homes to entertain the residents. At our World War 2 play, we were pleased to have some residents from Springhill and Abbeyfield as part of our audience.
Contact Details

Head of Education
Alan Ward, East Ayrshire Council, Economy and Skills
Council Headquarters, London Road, Kilmarnock KA3 7BU

Head of Community Support
Kay Gilmour, East Ayrshire Council, Economy and Skills
Council Headquarters, London Road, Kilmarnock KA3 7BU

Cabinet Member for Skills and Learning
Councillor Stephanie Primrose
East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU

Cabinet Member for Wellbeing and Children's Champion
Councillor Iain Linton
East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU

Local elected members for ward
East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU

Councillor Tom Cook, Councillor Lillian Jones, Councillor Iain Linton, Councillor Douglas Reid
East Ayrshire Council, Council Headquarters, London Road, Kilmarnock KA3 7BU
Disclaimer

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

- before the commencement or during the course of the school year in question
- in relation to subsequent establishment years

This document is also available, on request, in braille, large print or recorded on to tape, and can be translated into Chinese, Punjabi, Urdu, Gaelic and Polish.

Ma tha sibh airson fiosrachadh fhaighinn ann an cànan sam bith eile, cuiribh brath thugainnaig an t-seòladh a leanas.

閲下如需要這份資料的其他語言版本，請透過以下的地址與我們聯絡。

Dokument dost pny jest równie w alfabecie Braille’a, w wersji z powi ksownym drukiem lub w formie nagrania d wi kowego na kasecie. Na yczenie oferujemy tak e tłumaczenie dokumentu na wybrany j zyk.