



**Netherthird Primary School & Early Childhood Centre**

**Craigens Road**

**Cumnock**

**KA18 3AN**

**Due to decant the primary school is currently situated within**

**Greenmill Primary School**

**2 Barrhill Road**

**Cumnock,**

**KA18 1PG**

<b>Telephone No:</b>	01290 421980
<b>Email:</b>	<a href="mailto:Jemma.donnelly@eastayrshire.org.uk">Jemma.donnelly@eastayrshire.org.uk</a>
<b>School Blog:</b>	
<b>Twitter:</b>	@netherthirdps
<b>School App:</b>	Available on appropriate mobile devices
<b>Denominational Status (if any):</b>	Non-Denominational, Co-educational establishment.
<b>School Roll:</b>	
<b>Further information:</b>	<a href="http://www.east-ayrshire.gov.uk/schoolhandbooks">www.east-ayrshire.gov.uk/schoolhandbooks</a>



Dear Parent/Carer,

Welcome to Netherthird Primary School and Early Childhood Centre.

Our establishment prides itself on its welcoming, friendly environment and an ethos which promotes effective learning and personal development for each individual child.

Our vision for the school is to build a school community that enables pupils to become successful, confident, responsible and resilient individuals.

Following consultation with staff, pupils and parents we developed our school values. These are:

- HONEST
- ACHIEVING
- RESPECTFUL
- DETERMINED
- HAPPY
- ACTIVE
- TOLERANT

We welcome all opportunities to develop our school community through robust relationships with parent, carers and the wider community.

Information in this handbook is intended as a guide to all parents of children attending Netherthird Primary School and Early Childhood Centre. We aim to tell you about the learning experiences we provide and our many other activities. If you cannot find the answers to your queries in the handbook, or, if you would like clarification of any aspects of your child's education, please do not hesitate to contact me.

Yours faithfully

Jemma Donnelly

Head Teacher

## **SECTION 1**

Netherthird Primary School and Early Childhood Centre serves the areas of Netherthird, Craighens, Skerrington and immediate surrounding areas. In June 2021 34.4% of our families in the school live in SIMD deciles 0-2 and 27% are in receipt of free school meals.

In August 2017 routine structural survey of the buildings highlighted health and safety issues within the structure of the two story building. As a result the primary school was subject to an emergency decant. In session 2018/2019 P1-7 were decanted to Greenmill Primary School where we continue to be located. The Early Childhood Centre are now located in their brand new building on the Netherthird Primary School and ECC site.

All pupils in P1-P7 are transported by coach to their base school on a daily basis.

Netherthird Primary School and Early Childhood Centre is a Non-Denominational, Co-educational establishment.

### **Relationships**

Having respectful relationships within our establishment is underpinned by a robust, fair Respectful Relationships policy. To promote positive behaviour across the school we advocate positive reinforcement and recognition of achievement both in class and in the wider school community. We do this through points charts, class rewards and by staff and pupils agreeing class charters and a school charter. We focus on the promotion of positive behaviour and aim for our pupils to show respectful behaviour for the school to function as a successful and happy community.

In the school children can earn points. Our points charts operate through bronze, silver, gold, platinum, diamond and diamond+ levels with certificates as rewards. Children can earn points for:

- Good behaviour in school and at playtime
- Neatness
- Good manners
- Showing consideration for others
- Hard work
- Prompt return of information to school
- Showing initiative
- Wearing school uniform
- Bringing gym equipment
- Good behaviour on school outings etc.

Children and staff in the school and early childhood centre can also earn value vouchers for displaying one of our school values.

Personal and wider achievements of pupils are celebrated in school.

The Head Teacher has overall responsibility for pastoral care across the whole school. This will be supported by the Depute Head Teacher and Depute Head of Centre. Repeated or serious breaches of discipline are recorded by the Senior Leadership Team

in SEEMIS pastoral notes. Each class teacher will draw up a class charter in consultation with their pupils at the start of the session.

In the school warnings, oral, then visual (yellow cards), should always be issued first. Red slips should be issued when a pupil does not pay heed to the yellow card visual warning. When a child receives a red slip he/she will see a member of senior leadership team who will undertake restorative discussion with the pupil. The red slip should be completed and sent to the SMT to record in SEEMIS. The red slip must be signed by the responsible adult at home and returned to school the next day. If the red slip is not returned the HT will contact the parent/carer to discuss further. If any child receives three red slips in a term a team around the child meeting should be convened to develop an action plan to support the child. Further supports will also be put in place e.g. target visuals, nurture group at break times.

All incidents of bullying behaviour or alleged bullying behaviour should be referred to the management team.

### **Parental Engagement**

In normal circumstances parents are invited into school and early childhood centre for workshops and information sessions throughout the year. We have an open door policy and parents are welcome to contact the school at any time if they have any concerns or queries.

There are two parents reporting evenings per session for P1-7 when all parents are invited to meet the class teacher to discuss their child`s progress. For children in the early childhood centre there are two parents reporting sessions with the child`s key worker. In session 202/2022 the school and ECC will continue to adopt a slightly different format to adhere to government social distancing guidelines.

Should a child experience barriers to learning a team around the child meeting will be called when parents and the professional team can identify a pathway forward for the child.

### **Netherthird Primary School and Early Childhood Centre Parent Council**

#### **Aims and Objectives**

- Supporting the school in its work with pupils, staff and the wider school community
- Representing the views of parents
- Promoting contact between the school, parents, pupils, providers of early years education and the community
- Reporting to the Parent community.

#### **Supporting the School**

The parent council aims to have a key supportive role in assisting the head teacher and school staff to raise standards of education and to secure improvements in the quality of education provided by the school. We aim to do this by:

- Supporting the vision and school improvement plan set out by the head teacher and considering how parents might support its implementation
- Considering ways parents can be involved in children's learning to improve achievement
- Building positive relationships between parents and school staff
- Supporting the school in consulting with the wider parent forum on school policy decisions and other matters
- Using its own formal and informal channels for communicating about school events and how parents can become involved
- Fundraising to provide additional equipment and resources for the school
- Facilitating school events and working with the head teacher and staff to organise events which are enjoyable and encouraging parental participation.
- Representing the Views of Parents

The Parent Council aims to have arrangements in place for ascertaining the views of members of the community on the standards and quality of education provided by the school, or on other matters that appear to the Council to be of interest or concern to members of the parent community.

The Parent Council will give feedback to the Parent community on the issues that they have identified in relation to standards and quality of education, what actions have been taken already and what further options there might be. This can be used to ascertain parents' views and involve them in activities that will help to raise standards.

## **Promoting Contact**

The Parent Council aims to play a key role in supporting the work of the school within the wider community. This includes parents of pupils at the school, parents of prospective pupils, the pupils themselves, providers of early years education and community representatives. The issues discussed by the Parent Council will necessarily focus on the interests of children and young people who may, themselves, have views on what is being discussed. The Parent Council should be open to ways of engaging with children and young people at the school. This may involve inviting representatives from the school's Pupil Council, or other representative pupil bodies, to meet with the Parent Council or to forward pupils' views on matters of interest to them. Pupils can also play a valuable role in helping promote the interest and involvement of their parents in school education.

## **Accountability and Reporting to the Parent Community**

The Parent Council is accountable to members of the Parent Forum. It should operate in an open manner and seek to ensure that all parents know how to communicate with members of the council if they need to do so. Discussions at Parent Council meetings should be open to the public, unless the matters to be discussed relate to issues which may impact upon the confidentiality of individuals or that of the school. In such cases, only members of the Parent Council and the head teacher and his or her representative are entitled to be present. The Parent Council should have appropriate arrangements in place for reporting to the Parent Forum on the work that it does to carry out its functions. Its constitution should set out arrangements in respect of such issues as annual and general meetings, frequency of meetings, notes of meetings, handling of confidential issues, and financial arrangements.

## **SECTION 2**

### **Transitions**

The transition from early childhood centre begins in January when infant teachers will initially visit the early childhood centre. Between January and June of the pre-school year preschool children will have several opportunities to visit the P1 class.

The transition from Primary to Secondary school begins early in the session for Primary 7 pupils and continues throughout the school year. Most pupils from Netherthird transfer into Robert Burns Academy.

Key workers and teachers at all stages participate in professional dialogues before any child transitions up a stage.

Children who are on the ASN log will have enhanced transition starting in P6 with initial joint academy/primary team around the child meetings.

### **Support for Children and Young People and Parents/Carers**

#### **Senior Leadership Team**

Jemma Donnelly - Head Teacher



Kerry Baird - Depute Head Teacher



Jacqueline Clapperton - Principal Teacher (acting)



Claire Jones - Depute Head of Centre



Emma Murdoch - Depute Head of Centre



Should any issues arise please contact Miss Donnelly in the first instance.



In accordance with the Additional Support for Learning Act 2004, where it is considered necessary to put in place support that is additional to that which is typically required, a child will be deemed to have 'additional support needs'. Following discussion and agreement with the child's parents/carers the child's name will be entered onto the school's Additional Support Needs Log. A Team Around the Child meeting will be held and an appropriate child's plan is drawn up detailing the additional support required and how we will address this need. Progress will be closely monitored and reviewed at least annually. Particular care is taken at transition times to ensure information is shared and effective forward planning is in place.

### **SECTION 3**

#### **Opening Hours and Models for Early Childhood Centre**

Model 1- 9am-3pm (1140 hours across 38 weeks)

Model 2- Morning Block 8.00am-12.45pm

Afternoon Block 1.15pm-6pm

Model 2 can be taken as 5 blocks per week over 48 weeks in mornings, afternoons or a combination of two full days and one half day, or as 6 blocks per week taken in term time as 3 whole days.

Model 3- 1140 hours the Blended Model or Split placement provides combination ELC packages of time in an ECC or funded provider and with a participating childminder - a Blended Model or in an ECC and with a funded provider - a Split Placement.

#### **Opening Hours for P1-7**

8.10 - 8.30	Drop off at buses & transport to Greenmill Campus
8.40 – 10.20	In class
10.20 – 10.40	Morning Interval
10.40 – 12.20	In class
12.20 - 1pm	Lunch
1pm - 2.40	In class
2.40	Buses begin to arrive at Netherthird

## School Holiday Arrangements 2021/2022

EAST AYRSHIRE COUNCIL					
School Holiday Arrangements 2021/2022					
Term	Break	Detail / Attendance	Date	Cumulative Holiday Total	Cumulative Working Days
First	Mid Term	Teachers (In Service)	Tuesday 17 August 2021		
		Teachers (In Service)	Wednesday 18 August 2021		
		Pupils return	Thursday 19 August 2021		
		*Local Holiday	Friday 17 September 2021	1	
		*Local Holiday	Monday 20 September 2021	2	
		Pupils return	Tuesday 21 September 2021		
		Close	Friday 8 October 2021		
		Teachers (In Service)	Monday 18 October 2021	7	
		Pupils return	Tuesday 19 October 2021		85
		Close	Wednesday 22 December 2021		
Second	Mid Term	Re-open	Thursday 6 January 2022	17	
		Close	Thursday 10 February 2022		
		Local Holiday	Friday 11 February 2022	18	
		Local Holiday	Monday 14 February 2022	19	
		Teachers (In Service)	Tuesday 15 February 2022		
		Pupils return	Wednesday 16 February 2022		145
		Close	Friday 1 April 2022		
Third		Re-open	Tuesday 19 April 2022	30	
		Local Holiday (May Day)	Monday 2 May 2022	31	
		**Teachers (In Service)	Thursday 5 May 2022		
		Local Holiday	Monday 30 May 2022	32	
		Pupils return	Tuesday 31 May 2022		
		Close	Wednesday 29 June 2022	66	195

## Attendance and Timekeeping

If your child is going to be absent from school for any reason you must telephone the school landline on **01290 421980** or text the school mobile on **07788354223** giving the reason for absence. Please note that the school mobile only receives texts, not calls.

It is the responsibility of any parent whose child misses the bus to transport them to the school.

For ECC please contact **01290 425823** giving the reason for absence.

## **Dress Code**

It is hoped that ALL pupils will wear school uniform.

School uniform consists of:

Dark trousers or skirt  
White/yellow polo shirt  
White blouse/shirt and tie  
Navy sweatshirt

ECC uniform consists of:

Red sweatshirt  
Bottoms of choice  
If possible please provide wellies and a rain suit to remain in the ECC, labelled with child's name

## **Security and Visitors**

For safety and security reasons it is essential that we know who is in the building at any point of the day. To this end all visitors, including parents, are asked to use only the main entrance to the school to enter the building. If parents wish to speak with a teacher please telephone the school and speak to Senior Clerical Assistant or a member of the Senior Management Team who will make an appointment for you at a suitable time.

All visitors and trades-people are asked to sign the register at the front of the school and to sign out as they leave.

In the interests of your child's safety, it is essential that you make a point of telling the Head of Establishment if the child is to be collected by someone not known to staff members.

## **Lunch Arrangements**

A cafeteria service is provided and this is paid for through Parent Pay. All children in P1-3 and those in receipt of free school meals from P4-7 will receive a free school meal. Children can bring a packed lunch if this is their preference.

All children in the ECC who are accessing 1140 hours receive a free school meal. Children attending a morning block or 9-3 place receive lunch. Children who attend an afternoon block receive a high tea. Menus can be found on the ECC blog and East Ayrshire Council website.

## **Complaints Handling**

Any complaints should be made to the head teacher in the first instance.

## **Emergency Procedures / Medical Matters**

It is vital that we hold up to date emergency contact details. These will be collected via the annual data check at the start of term. If your details change please inform the school immediately in writing.

If you have a medical issue please contact the head teacher who will arrange a team around the child meeting in order to best support your child.

### **Data Protection**

We will seek permission for the use of photographs of your child at the start of term. It is every parents' right not to grant such permission if they so wish.

No personal data will be shared with external agencies without the parents' permission except in cases of child protection.

## **SECTION 4**

### **The Curriculum**

We provide a curriculum that takes account of the needs of all our individuals. Our curriculum provides opportunities for children to develop skills for life, learning and work. Learning experiences empower children to be critical thinkers and provide opportunities to take leadership roles in school and in the community.

### **The Curriculum as a Whole**

Within the curriculum at Netherthird Primary School and Early Childhood Centre we provide a range of educational experiences, both on and off campus, indoor and outdoor.

The knowledge, skills and attributes learners develop allow them to demonstrate four key capacities – to be successful learners, confident individual individuals, responsible citizens and effective contributors and to flourish in life, learning and work.

We provide a range of meaningful and engaging experiences for all pupils.

### **Curriculum Areas and Subjects**

At Netherthird we offer educational provision and pastoral care from birth to P7. Through robust transition links we provide a cohesive curriculum following national guidance, linked to the experiences and outcomes specified in Curriculum for Excellence. With a particular focus on the needs of each child, we offer a broad general education ensuring that each child progresses through experiences and outcomes across early, first and second level in all curricular areas. Our lessons are organised and planned for in creative ways which encourage deep, sustained learning and which meet the needs of our children. Learning in Netherthird has a clear purpose and supports the development of skills for life, learning and work.

## **Interdisciplinary Learning (IDL)**

IDL in Netherthorpe provides relevant, challenging and enjoyable learning experiences which meet the varied needs of our pupils. Learning takes place across a range of contexts thus making the curriculum more meaningful for our young people. Through individual one off projects and longer courses of study, opportunities are provided for pupils to make connections between different areas of the curriculum. We take every opportunity to work with business partners and community groups to support opportunities for young people's wider involvement in society.

## **Skills Development**

Skills are developed through progressive pathways to deliver experiences and outcomes. Through development of these skills we aim to develop successful learners, responsible citizens, confident individuals and effective contributors and skills for life, learning and work. Clear, thorough planning along with quality transition ensures that knowledge and skills are built on ensuring progression through the levels.

## **Learning and Teaching**

High quality learning and teaching at all levels ensures children reach their full potential. A robust quality assurance programme provides a clear indication of strengths and opportunities identified for further development. A variety of teaching methods and styles means every child is taught in a variety of ways to enhance their learning. Support staff and external agencies are used to ensure that all children are supported and work towards personalised targets.

Thorough assessment and planning identify clear next steps for learning with a variety of methods in use e.g. formative assessment, summative assessment, and observation and pupil/teacher discussion.

We are committed to striving for excellence and our quality assurance programme involves colleagues working collegially at school and education group level to share and moderate good practice.

CPD is identified for all staff to further develop their practice.

## **Curriculum within the ECC**

In the 3-5 room we provide learning experiences and opportunities which are broad and balanced in line with the Curriculum for Excellence. We offer opportunities for children to be directors of their own learning which encourages them to develop skills for life, learning and work.

As an indoor/ outdoor centre, children have free flow access to our purpose built outdoor space at all times. The outdoor environment is not an extension of the indoor environment but complements the experiences and opportunities indoors. Children have space to run, use wheeled toys, explore nature, dig, plant and grow. They have the opportunity to

explore all of their senses through climbing trees, experimenting with mud, digging for insects and creating their own play spaces.

When outdoors children will have the opportunity to engage in risky play. Staff encourage a risk benefit approach which is more holistic and involves the children risk assessing their own play. This not only develops their own risk management and assessment skills but allows opportunities for challenge in a supportive environment.

Our newly built indoor playroom provides space for children to explore open ended resources which allows children the opportunity to have the confidence to create and direct their own play. Staff provide invitations and provocations which not only extend their play but develops creativity, inventiveness and problem solving skills. There are two mezzanine areas which can be used for children to take time to rest in a quieter more calming environment. These areas are also used for children to take part in smaller group experiences both free choice and planned.

The children have various opportunities to develop literacy and numeracy skills both indoors and outdoors. Staff carefully provide resources, experiences and challenge that invite the children to develop these skills in a play centred environment.

Staff plan children's learning experiences and opportunities fortnightly, using careful observations and tracking information gathered from within the playrooms to ensure responsiveness to children's needs and interests.

In our under three provision all children have free flow access to outdoor play from their own playroom. The layout of the playrooms invites children to develop their natural curiosity and confidence across a wide range of experiences.

Staff use "Realising the Ambition" to plan for and evaluate experiences and opportunities for children based on their interests, individual needs and developmental stage. Targets are identified in partnership with parents and carers and are incorporated into the 6 weekly planning cycle.

### **The Ethos and Life of the School and Centre as a Community**

Life at Netherthird Primary School and Early Childhood Centre ensures a positive ethos and climate of respect and trust based upon shared values across the school community, including parents of children and young people. Children are afforded personalisation and choice in all areas of the curriculum and are required to take responsibility for their behaviour and manners at all times. Parents work with the school to promote positive behaviour.

Our pupils are encouraged to contribute at every stage where they have opportunities to lead the learning. Pupils can become involved in wider achievement committees, after school clubs, leadership groups etc.

Our shared values are communicated and promoted through assemblies, Twitter, newsletters and the health and well-being programme.

Children and young people are encouraged to contribute to the life and work of the school and, from the earliest stages, to exercise their responsibilities as members of a community.

Every class will cover work on relationships, sexual health and parenting in line with Curriculum for Excellence Health and Wellbeing outcomes. Parents will be informed of when this work is taking place via the termly overview issued at the start of each term.

We cover religious and moral education in line with Curriculum for Excellence outcomes. Any parent who so wishes can exercise the right to withdraw their child by informing the head teacher.

## **SECTION 5**

### **Achievement and Improvement**

The school was inspected by HM Inspectors of Education in April 2019.

The inspection team found the following strengths in the school's work.

- Articulate and motivated children who are proud of their school and are enthusiastic learners.
- The supportive and caring ethos across the school and early childhood centre where all children are treated with respect and their views are valued.
- Opportunities for children to take part in interesting and motivating learning activities using meaningful contexts and good use of outdoor spaces.

The following areas for improvement were identified and discussed with the head teacher and a representative from East Ayrshire Council.

- Continue to develop approaches to assessment and tracking of children's progress to ensure appropriate challenge for all learners.
- Continue to improve learning and teaching to ensure there is consistently high quality practice across all classes.

All staff regularly participate in self-evaluation using quality indicators in HGIOS4 and HGIOELC. SLT visit classes and playrooms to observe learning and teaching and timeous feedback is shared through professional dialogue.

Due to staff taking on a range of leadership roles confidence and enthusiasm is high.

Our high focus on the school values has led to a further improvement in behaviour across the school and we will continue to make this a priority.

Class observations using Leuven Scale of Engagement evidence children are highly engaged in a variety of learning experiences.

Wider achievement is celebrated within the school and via Twitter, POINTS certificates, Star Writer, Values Vouchers, Sports Awards, Heritage Heroes, John Muir, RSPB

Data shows that most pupils are progressing at an appropriate pace. Those with barriers to learning are identified and support given and data shows that pupils in receipt of additional support are making significant progress within their identified needs, particularly those living in SIMD deciles 1 and 2 and with a free school meal entitlement.

Following consultation we reviewed and updated our Promoting Positive Behaviour Policy to develop a Promoting Positive Relationships Policy.

**Our improvement priorities for session 2021/2022 are:**

#### **Netherthird Primary School (Update once available)**

##### **Raising Attainment in Literacy**

To develop and improve outcomes in reading and daily writing for all pupils through further implementation of Active Literacy approaches and the use of robust assessment and tracking information to inform the progress of individual learning for all pupils.

##### **Raising Attainment in Numeracy**

To further develop Number Talks at all stages, enabling pupils to discuss a variety of strategies to solve calculations appropriate to their stage of development. Teachers will use higher order questioning and quality feedback to gather robust assessment and tracking information which will provide individual next steps for each pupil.

##### **Improvement in Health and Well Being**

To promote positive social, emotional, physical and mental health for all pupils and staff as we return and recover from Covid-19. This will be implemented through quality check-in, providing time to talk, good quality exercise opportunities and enhanced staff training, making use of East Ayrshire Councils Health & Well Being Framework.

##### **Strategic Planning for Covid-19 Return**



To ensure all pupils develop good hygiene habits through high quality Health and Wellbeing lessons. To adapt the school day to minimise risk of cross-infection. To promote flexibility and adaptability at all levels throughout the school community.

### **Netherthird Early Childhood Centre**

#### **Improvement in Attainment in Literacy**

To develop and enhance children's speech, language and communication skills through a variety of strategies including targeted support led by our communication champion and based on robust data gathering. The centre will provide regular Book Bug sessions, Makaton sign language training and home link opportunities to enhance parental involvement.

#### **Improvement in Attainment in Numeracy**

To provide a mathematically rich environment in the playroom and outdoors. Staff will provide rich learning opportunities to develop the children's mathematical understanding and vocabulary and will gather robust assessment and tracking information which will provide individual next steps for each child.

#### **Improvement in Health & Wellbeing**

To support children's health and wellbeing as we return and recover from covid-19. A dedicated Health and Wellbeing champion will support staff to develop children's social, emotional, mental and physical wellbeing through a variety of monthly themes. We will continue to embed our nurturing ethos and intergenerational links throughout the community and will make use of our local environment daily. Our community practitioners will continue to support families where appropriate.

#### **Strategic Planning for Covid-19 Return and Implementation of 1140 Hours**

To implement improvement and change within Netherthird ECC as we return from Covid-19 and move toward the implementation of 1140 hours. Staff will create and sustain a safe, secure, stimulating and inclusive environment for effective learning and will support parents to participate in self-evaluation.

## **SECTION 6**

### **Assessment**

We use summative and formative assessment to assess children's progress. Children also participate in Scottish National Standardised Assessment in P1, P4 and P7. Teachers at all stages moderate pupils work at school and education group level. This allows us to make accurate, sound teacher judgements about each child's attainment.

### **Reporting**

Written reports are issued to parents annually. We arrange formal parents meeting in October and March when parents can meet with their child's teacher to discuss their child's progress. We also share learning through Twitter, Glow blogs and open afternoons.

In the ECC Under 3 provision Children's learning and experiences are uploaded weekly onto children's individual sway pages. This allows parents and carers to see first-hand the opportunities the children have been engaging in throughout the week. Children's personal plans are updated termly and are carried out collaboratively with parents and carers to identify any targets to work towards and discuss any changes in personal circumstances.

For 3-5s Children's weekly learning opportunities and experiences are shared through the twitter page and are accessible through the QR code displayed on outdoor parents board. These videos give families a platform to discuss with their children what learning and play they have been engaging in throughout the week.

Children's personal plans are updated six monthly and are carried out collaboratively with parents and carers to identify any targets to work towards and discuss any changes in personal circumstances.

Children's transition reports are completed annually and are shared with parents detailing progression and achievements. Progress reports are also completed half way through the year and shared with parents and carers.

Further information about the school and early childhood centre can be found on Twitter @netherthirdps and on the school app – Primary School App which can be downloaded from the Apple App store or Google Play for Android