



**Patna Primary School, Early Childhood Centre &
Supported Learning Centre**
Whitehill Avenue
Patna
KA6 7LY

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School Blog:	https://blog.glowscotland.org.uk/ea/patnapsecc2017/
Twitter:	@PatnaPS_ECC
School App:	School app for Parents
Denominational Status (if any):	Co-educational: Non-denominational
School Roll:	ECC - 30 places morning/ 30 places afternoon Supported Learning Centre –15 Primary - 111
Further Information:	www.east-ayrshire.gov.uk/schoolhandbooks

WELCOME TO PATNA PRIMARY SCHOOL

When your child joins us at Patna Primary School it is the beginning of a new partnership involving staff, parents and children with the joint aim of helping your child to get the best out of the learning and teaching offered at school and to develop his/her full potential. Children benefit greatly when school and home work together and communicate openly. There is advice on how you can best support your child's education further on in this booklet.

I would like to stress, therefore, the importance of keeping in touch with the school. We have an open door policy for parents. Please do not hesitate to contact us if you have any questions or concerns, either in person or by phone - no matter how trivial they may seem.

The Standards in Scotland's Schools etc. Act 2000 states that, 'Every child of school age has the right to a school education provided by an education authority,' and that education should be 'directed to the development of the personality, talents and mental and physical abilities of each child to his/her fullest potential.'

Patna Primary Establishment's aim is for all our children to develop the capacity and skills to become successful learners, confident individuals, responsible citizens and effective contributors to society and work.

The establishment motto, '**Pride, Honour, Ambition**', reflects the values that the school promotes.

I look forward to welcoming you and your child into our school community and working with you to support your child's development towards his/her full potential.

Best wishes

Sharon S. Yorston

Head Teacher

Patna Primary School and Supported Learning Centre aim to offer high quality education in a secure, caring and positive environment which encourages the development of the personality, talents and mental and physical abilities of each child to his/her fullest potential through:-

- developing the capacity in each child to become a confident individual, successful learner, effective contributor and responsible citizen
- offering all our children access to a full and wide curriculum suited to their individual needs
- encouraging all our children to perform well on class work and achieve appropriate national targets
- delivering teaching and learning of a high quality
- fostering a child's personal and social skills and provide for the emotional, physical and social needs of all our children
- encouraging a partnership approach involving children, staff, parents and the wider community

In our **Early Childhood Centre** we aim to provide a safe and stimulating environment in which children can feel happy and secure and develop emotionally, socially, physically, creatively and intellectually through:-

- developing the capacity in each child to become a confident individual, successful learner, effective contributor and responsible citizen
- encouraging the emotional, social, physical, creative and intellectual development of every child
- promoting the welfare of children
- encouraging positive attitudes to self and others
- creating opportunities to learn through play and providing opportunities to stimulate interest and imagination
- encouraging children to explore, appreciate and respect their environment
extending children's abilities to communicate ideas and feelings in a variety of ways

STAGES COVERED:

ECC - 2yrs to 5 yrs

Primary - Primary 1 to 7

Special - Primary 1 to 7

CURRENT ROLL

ECC - 30 places morning/ 30 places afternoon

Supported Learning Centre –13

Primary - 100

P1 - 11

P4A - 11

P5/6 - 21

P2/3 - 23

P4B - 12

P6/7 - 22

The likely intake for P1 classes for the next 2 years is 2021/22 – 18, 2022/23 – 15

ESTABLISHMENT HOURS

PRIMARY SCHOOL and SUPPORTED LEARNING CENTRE

Open	9.00am
Morning Interval	10.35am - 10.50am
Lunch P1 - P7	12.30pm- 1.15pm
Close	3.00pm

EARLY CHILDHOOD CENTRE

Morning Session	8.30am - 11.40am
Afternoon Session	12.20pm - 3.30pm

Patna Primary Establishment is located in the centre of the large village of Patna, 8 miles south east of Ayr. The establishment serves the village, the nearby hamlet of Polnessan and outlying farms. It is situated in the East Ayrshire local authority area.

The building is on one level and offers spacious, bright accommodation for children and staff. As well as the large classrooms the establishment shares a well equipped gymnasium, an assembly hall with a portable stage, a dining room, a music room, a technology room, a medical room and the playground with St. Xavier's Primary.

Both establishments have their own Head Teachers and maintain their own identity through mutual trust and respect.

The immediate surroundings provide ample opportunity for outdoor activities. Patna is linked to the Library and Community Centre.

The establishment includes two additional support for learning centres called **Patna Supported Learning Centres**. Each centre can accommodate up to 12 primary aged children with significant additional support needs. Patna Supported Learning Centre serves the whole of the Doon Valley area.

The school has canteen facilities and all Parents/Carers will be provided with information to access ParentPay.

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.

ESTABLISHMENT SECURITY

All entrances to the establishment are locked during school hours. Parents and visitors should enter the establishment by pressing the buzzer at the main entrance of the establishment and report to the school office. A visitor's book is available at the reception desk and all visitors are asked to sign on arrival and again on leaving. An identification badge will normally be issued to visitors.

All members of staff wear photo ID badges stating name and job title.

The infant and senior entrance doors are locked during establishment hours. Children who arrive late should enter by the main entrance door.

If parents are taking their child from school for any reason they should report to the school first alerting a member of staff. Although our doors are locked we hope you will feel welcome to drop in to the establishment at any time. It is not our intention to keep parents and visitors out but rather to maintain the safety of all our children and staff

ESTABLISHMENT YEAR 2020/21

<u>First Term</u>	In-service day	Tue	11 th Aug 2020
	Pupils return	Wed	12 th Aug 2020
Mid-Term	*Local Holiday	Thur	17 th Sep 2020
	*Local Holiday	Fri	18 th Sep 2020
	*Local Holiday	Mon	21 st Sep 2020
	Close	Fri	9 th Oct 2020
	In-service day	Mon	19 th Oct 2020
	Pupils return	Tue	20 th Oct 2020
	Close	Fri	18 th Dec 2020
<u>Second Term</u>	Re-open	Wed	6 th Jan 2021
Mid-Term	Close	Fri	12 th Feb 2021
	Local Holiday	Mon	15 th Feb 2021
	In-service day	Tues	16 th Feb 2021
	In-service day	Wed	17 th Feb 2021
	Pupils return	Thurs	18 th Feb 2021
Easter	Close	Thur	1 st Apr 2021
<u>Third Term</u>	Re-open	Mon	19 th Apr 2021
	Local Holiday	Mon	3 rd May 2021
	In-service day	Thur	6 th May 2021
	Local Holiday	Mon	3 ^{1st} May 2021
	Pupils return	Tue	1 st Jun 2021
	Close	Fri	25 th June 2021

Child absences due to family holidays during term time will be marked on the register as unauthorised absences. Parents are strongly urged not to disrupt their children's education by planning holidays out with the scheduled establishment holiday dates.

ESTABLISHMENT STAFF 2020/21

HEAD TEACHER: **Mrs Sharon Yorston** - overall responsibility for efficient running of all aspects of the Primary School, Supported Learning Centre and Patna Early Childhood Centre.

PRINCIPAL TEACHER: **Mrs Lorraine Lawrie** – Literacy & Behaviour Management 0.8

ACTING PRINCIPAL TEACHER: **Miss Karen Purdie** – ASN 1.0

ACTING PRINCIPAL TEACHER: **Miss Shannon McGhee**– Numeracy 0.2

PRIMARY

TEACHING STAFF: P1 **Miss McGhee** (R.A. ELCP Miss A.Richmond)

 P2/3 **Miss Connelly**

 P4A **Miss Bell**

 P4B **Mrs Lawrie**

 P5/6 **Miss Strachan**

 P7 **Miss Teasdale**

McCRONE TEACHER: **Mr A McKnight** (Supply) + Miss Nicol/ Miss McCallion

CLERICAL: **Mrs S Riggans**

CLASSROOM ASSISTANTS: **Miss A McInnes & Mrs S Dunn**

JANITOR: **Mr R Mizalowski**

SUPPORTED LEARNING CENTRE

TEACHING STAFF: **Mrs K Murphy, Miss C. McCrorie, new teacher to be appointed & Mr A McKnight** 0.4

CLASSROOM ASSISTANT: **Mrs S Ramsay, Miss Mulholland & Mrs Psaila**

RA/Nurture

CLASS TEACHER: **Miss McCallion**

CLASSROOM ASSISTANT: **To be appointed**

EARLY CHILDHOOD CENTRE

EARLY LEARNING & CHILDCARE PRACTITIONERS

Miss J Hamilton (Senior)

Mrs H Bryce

Mrs E Rennie

Miss H Bone

Mrs K Lennox (Equity + Excellence Lead)

ANCILLARY STAFF

CLERICAL ASSISTANTS Mrs S Riggans (Senior Clerical Assistant)

CLASSROOM ASSISTANTS Mrs S Dunn (3 days per week)

Ms A McInnes

JANITOR Mr R Miszalowski

CATERING MANAGER Mrs E Edgar

CLEANING SUPERVISOR Ms J Purdie

Due to Covid-19 we are unable at this point to share an overview of class results for children in June 2020.

Children in the Supported Learning Centre made very good progress in achieving the targets set out for them in their individualised education plans.

Most children in the school and SLC are becoming successful learners and building confidence through a variety of activities such as performing at concerts, presenting their work across the curriculum to their classmates, drama, and PE, including dance.

Primary 7 children took part in a four day residential visit to Inverclyde where they were given the opportunity to try out different sports. P7 were also involved in a STEM Transition Project which involved spending two full days at Dumfries House.

All children are motivated and participate eagerly in their learning. Teachers provide feedback to children to help them identify their strengths and identify personal learning targets. All children are being encouraged to take responsibility for their own learning, behaviour and maintaining relationships.

The new Bug Club resource for reading was implemented across our P1-3 classes.

The Accelerated Reader programme was introduced to all P4 to P7 children and some in P3. Children were motivated to read many more books and most gained good scores on quizzes. Tests show improvement in reading comprehension. All children have been provided regular time and opportunities to engage in reading for enjoyment and encouraged to share their enjoyment with others. All teachers have a common understanding of standards and expectations of writing outcomes for relevant levels. Children's writing has often been stimulated through cross curricular contexts and children report enjoyment and increased confidence in writing.

Children learned to listen very well, were able to recognise rhyming words and generally made good progress in their communication and language development, personal development and understanding of the world. Almost all children made good progress in sorting and naming colours. Most children interacted well during play and were able to sustain interest in activities. All children showed increasing confidence and independence.

Vulnerable children or those at risk of missing out made very good progress through extra support and care from teachers and support staff.

The English Language curriculum is made up of four components:

READING

WRITING

LISTENING and TALKING

READING

Early reading consists of looking at and talking about pictures and print and then moving on to matching words and phrases in books. Gradually children build up a collection of words which they can recognise. Children are also taught the sounds and letters of the alphabet (phonics) to help them work out and build words. In P1 children are supported in learning initial alphabet letter sounds through the use of **Active Literacy** resources.

Currently we use the published reading schemes **Bug Club, Ginn Lighthouse, Oxford Reading Tree, Rapid Readers, Longman's Reading World** and **Story Street**. Although these popular schemes provide the core of our reading programme, they are supplemented by other reading materials to ensure our children have experience of a variety of reading and to consolidate and practise the skills they have achieved. Recreational readers are being used at each stage and parents are encouraged to have regular reading sessions with their children -reading **to** them, reading **with** them, **listening** to them read and **discussing** the books.

Children and parents in the P1 and P2 classes are given the opportunity to take part in **paired reading**. This weekly event involves parents and children jointly choosing books from the school collection to take home to read together.

Every child from P4 to P7 visits our local library at least once per week to borrow from our large stock of fiction and non-fiction books which can be taken home. Children also have access to a selection of books from class libraries and opportunities are provided in class for children to enjoy recreational reading. Enjoyment of reading is actively promoted and we hope that parents will support us and encourage their children to read as much as possible.

P4 to P7 children also participate in the Accelerated Reader programme which uses online quizzes to check children's comprehension of books read at each child's own reading level.

WRITING

At every stage children are encouraged to write for different purposes -

Personal writing - to express ideas, opinions, feelings

Imaginative writing - to tell a narrative story

Functional writing - to give instructions or write reports

These all require different approaches and different techniques.

Tools for writing such as grammar, spelling and handwriting are taught systematically and accuracy in these aspects of language is valued and encouraged whenever possible.

The Nelson Handwriting Scheme is in use throughout the establishment.

LISTENING and TALKING

Listening and talking are very important and sometimes neglected skills. All children are given opportunities to talk in groups, one to one and to larger groups such as the whole class or at assemblies

The development of this skill is encouraged throughout the whole establishment - by the time children reach Primary 7 they should be able to talk confidently in a variety of situations and for a variety of purposes - skills they will need if they are to be successful in adult life.

Throughout the establishment our children are encouraged to develop the skills of listening through various activities - listening to teachers reading stories, listening to other children giving reports of a visit or specific activity, listening to instructions, listening to assemblies etc.

MATHEMATICS

The mathematics outcomes for the curriculum for Excellence are grouped under 3 headings:

NUMBER, MONEY, MEASURE

Basic number processes; measure, patterns and relationships; expressions and equations

INFORMATION HANDLING

Data and analysis; ideas of chance and uncertainty

SHAPE, POSITION, MOVEMENT

Properties of 2D and 3D shapes; angles, symmetry and transformation

Children study all of these aspects at a level appropriate to their own individual stage of development.

Mathematics plays an important role in all our lives, in everyday activities such as buying food and clothes, keeping time, deciding how many rolls of wallpaper we need etc. In Patna we aim to help our children understand the nature and purpose of mathematics and to acquire skills and techniques in handling numbers.

All children are involved in mental calculation activities on a daily basis to encourage confidence in counting and understanding number relationships. Children begin to learn multiplication tables from P3 onwards and parents can help enormously by practising the tables as part of homework activities.

The main teaching resources used are **Heinemann Active Mathematics, Maths in Action** and **Tee Jay Mathematics**.

EXPRESSIVE ARTS

The four elements of the expressive arts curriculum are:-

ART & DESIGN DANCE DRAMA MUSIC

The expressive arts play an important part in a child's education, placing special emphasis on developing creativity, imagination and encouraging personal response.

ART and DESIGN

Art and design activities are planned for each stage to promote discovery and stimulate creativity as well as encouraging children to express ideas, thoughts and feelings visually. Techniques and skills are taught using a variety of media e.g. paint, pencil, crayon, chalk, clay. The school has devised programmes of study and lessons for each stage, P1 to P7, to provide a progressive experience for all children.

DRAMA

Most children will come to school with extensive experience of imaginative play through which they will have begun to explore aspects of the world and characteristics of the people around them. In drama, this familiar way of learning is used to give children opportunities to develop their knowledge and understanding of themselves and their relationships with others and to real life events. Lessons encourage children to explore movement, expression and voice in different kinds of role play and drama. Our children are also given opportunities to perform at concerts and assemblies.

DANCE

Dance allows children to explore ways of moving rhythmically, expressively and playfully and to discover how to control their bodies and use space and resources creatively. Lessons will help children become aware of different features of dances from a range of styles and cultures.

MUSIC

Music is an important part of our social culture. Music can enrich the lives of individual children and promote their personal, intellectual and social growth.

From P1 to P7 all children are provided with opportunities to explore music using the voice and instruments and to create and present music in some way. We have recently adopted the excellent **Sounds of Music Scheme** to support our music curriculum and it is in use throughout the establishment.

HEALTH and WELLBEING

The main purpose of health and wellbeing within the Curriculum for Excellence is to develop knowledge and understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing now and in the future lives of our children.

The curriculum in health and wellbeing covers:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood

As a Health Promoting Establishment we place a high importance on promoting children's physical, emotional and social health and encourage all our children towards adopting a healthy lifestyle.

The health education programme deals with each aspect of health in varying degrees of depth at each stage thus building up knowledge and understanding.

In P6 and P7 children are offered lessons on puberty and menstruation. Information on the content of these lessons is sent out in advance to parents of children concerned. The School Nurse offers valuable support in the teaching of health education in general and works alongside teachers in the classes.

PHYSICAL EDUCATION

The importance of physical development is stressed and a full programme of physical education is undertaken. All our children take part in Physical Education for 2 hours each week. This programme of activities offers all our children the opportunity to experience and develop skills and improve fitness levels appropriate to their stage and development. All pupils also participate in the daily mile initiative.

Children should bring shorts, T-shirt and soft gym shoes to school for PE lessons.

Please note that for safety reasons no jewellery should be worn during PE activities.

The wearing of football team strips is also not allowed.

Primary 5 children are offered the opportunity to attend swimming lessons at Doon Swimming Pool for 10 weeks.

OUTDOOR LEARNING

All children and young people will have regular opportunity to learn outdoors both in the 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 venues and dates of offsite visits, in order that children come adequately prepared. However it is the parents' responsibility to inform the school if emergency contacts or medical conditions change or they don't wish their child to participate in a visit.

SOCIAL STUDIES

Through Social Studies, children develop their understanding of the world by learning about other people and their values – in different times, places and circumstances. As they move through the school children's experiences are broadened using Scottish, British, European and wider contexts for learning whilst still maintaining a focus on the historical, geographical, social and economic changes that have shaped Scotland.

The social studies curriculum is structured in the following way:

- People, past events and societies
- People, place and environment
- People in society, economy and business

The school staff are currently developing studies, called Learning Maps, through which children will investigate a variety of topics which link social studies to other areas of the curriculum. These Learning Maps are designed to help children see their learning as a whole and begin to understand how subjects are linked. This approach will make children's learning deeper and more relevant.

SCIENCE

The science curriculum covers 7 areas: Planet Earth/ Energy in the Environment / Communication/ Forces and Motion/ Life and Cells/ Materials/ Topical Science

Skills, knowledge and understanding in science are developed progressively in all these areas as children progress through the school. Some of these will be taught as part of a wider Learning Map so that children can see the relevance of scientific learning and how it fits with other curriculum areas. All pupils will take participate in STEM initiatives.

TECHNOLOGIES

The curriculum in technologies covers craft, design, graphics, conservation and sustainability and information technologies.

Children are encouraged to gain an understanding of the use of information technology through the study of -

- **Features and characteristics of computers and other forms of IT**
- **Techniques for using computer software to enter and process text and other information**
- **The application of information technology to society.**

The school has established a structured approach to the use of computers to ensure that children's activities will provide a progression and continuity of experience from Primary 1-7. Children use relevant computer software to support their work in the classroom as well as learning word processing skills; computer aided design and the use of data-bases and spread sheets where appropriate.

Every class has computers available at all times, allowing all children access to software through which they can learn. All classrooms have access to the internet through the establishment's wireless network. Children use the internet for online learning and to carry out research under teacher supervision. East Ayrshire Council has installed special software to restrict access to only those web sites suitable for children to use.

In addition we have a fully networked computer suite where children can be taught computing skills in whole class groups.

Each classroom has an interactive whiteboard fitted which teachers use to make lessons interactive, colourful and stimulating.

RELIGIOUS and MORAL EDUCATION

Religious and Moral Education deals with the development of the person in relation to self- awareness and makes a distinctive contribution in helping children towards a consistent set of beliefs, values, attitudes and practices. It is concerned with the spiritual growth of children and encourages them to become aware of and respect a wide range of religious interpretations of personal experience and of their importance to believers.

The religious and moral education curriculum covers:

Christianity

- Beliefs
- Values
- Practices and traditions

Other World Religions

- Beliefs
- Values
- Practices and traditions

Development of beliefs and values

We aim to foster attitudes of open enquiry and awareness of prejudice. Religious education encourages children to think honestly for themselves about religious beliefs and practices, and the implications of moral issues within religions.

RELIGIOUS OBSERVANCE

Religious observance contributes to the whole school ethos and provides opportunities for the school to come together as a community.

Assemblies offer opportunities for worship and reflection on shared values and concerns as well as celebrating important occasions in the life of the school and the community.

At Harvest, Christmas, Easter and Summer services are held for the whole school and parents and friends are invited to join us on these occasions.

Parents who do not wish their child to participate in religious education or religious observance have the right to withdraw their child. In this circumstance the Head Teacher should be contacted and alternative arrangements will be made.

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 3 occasions in any one school session and the child noted as an authorised absentee in the register.

EXTRA CURRICULAR ACTIVITIES

Visits and outings are planned for classes during the school year to give our children experiences which will add to and enhance the learning offered in school. Many visits are linked to social studies topics which the children are studying, for example Burns' Cottage or the Science Museum. P7 children take part in outdoor learning activities led by fully trained staff from East Ayrshire Outdoor Learning.

At other times visits to theatres or shows are arranged and theatre groups may also be invited to perform in the school.

The establishment is keen to offer after school activities. Parents who are prepared to assist in any extra curricular activities/clubs are very welcome. The Head Teacher will be very pleased to discuss suggestions for activities.

REPORTING TO PARENTS/CARERS

Children's progress is continuously being assessed by their teachers through questioning, the marking of written work and observation of their children at work. This **continuous formative assessment** means that the teacher can plan the next stage in learning for each child and problems and difficulties can be detected as soon as they occur.

Teachers also set **specific tests** from time to time to check on children's level of understanding. At the nursery stage, children's achievements and developments are recorded and a child profile is built up. This profile is passed on to the primary school. Information from this profile and assessments carried out by the Primary 1 teacher provide a baseline measure of children's development. These baseline assessments then enable the teacher to plan the curriculum for each child.

As each child reaches the end of a curriculum learning level, Early to Second, in reading, writing and mathematics they will be assessed using **National Assessment** Resources. These activities are intended to confirm to the teacher, child and parents that the child has achieved a particular level of attainment before moving on to the next level of work.

Children who have additional support needs, or who require a Co-ordinated Support Plan, will be assessed in a way which suits their individual requirements. Further information is available from the Head Teacher.

Written progress reports will normally be issued to parents annually. Reports are issued for each child in April giving details of progress made, attainment levels achieved and children's individual personal learning targets.

Parents' Evenings are held shortly after the issue of reports to allow parents and teachers to meet privately to discuss individual children's progress and review class work.

Parents, however, do not need to wait until Parents 'Evenings to discuss their child's progress. Parents are welcome to visit the Head Teacher at any time. Meetings with teachers can also be arranged through the Head Teacher.

Each child sets individual personal learning targets for themselves after discussion with the teacher. Every child has a personal learning folder which follows them throughout the school in which personal targets, attainment and achievements are recorded. When children leave to move onto secondary education the contents of this folder will be a record of achievement throughout primary school.

The establishment has a range of policies and procedures which are available for parents to read.

The relationship between children and teacher is similar to that between a child and his or her own parents, requiring mutual trust and consideration on both sides.

Maintaining positive relationships amongst children and staff is one of the most important factors in school life. It is necessary for the efficient operation of the establishment and to create an atmosphere in which learning can take place. Our ultimate aim is to help our children towards the development of self discipline.

A discipline system operates in Patna Primary which aims to maintain good order without destroying the friendly atmosphere - a characteristic of this school.

In accordance with our school policy of promoting positive behaviour, we have adopted an approach called '**Quality Circle Time**'. An important part of this whole school approach to behaviour is the

award of **Golden Time**, 30 minutes once per week when children are allowed to choose their own activities. Golden Time can be taken away by any member of staff in amounts of 5 minutes for breaking a **Golden Rule**. However, children can win back Golden Time lost by showing improved behaviour.

THE GOLDEN RULES

DO BE GENTLE	Do not hurt anybody
DO BE KIND AND HELPFUL	Do not hurt people's feelings
DO WORK HARD	Do not waste your or other people's time
DO LOOK AFTER PROPERTY	Do not waste or damage things
DO LISTEN TO PEOPLE	Do not interrupt
DO BE HONEST	Do not cover up the truth

We use an approach called, '**Restorative Practices**'. This involves children in processes which aim to help restore the feelings of children who have been hurt by another child and encourages children who have hurt others to make up for their behaviour in some way. This approach encourages children to understand the effects of their actions on others and helps them repair any damage done to others. It also helps rebuild and repair relationships.

Often bad behaviour in children is a reaction to other events or concerns in a child's life, at school or at home. The school makes an effort to identify any possible causes and support the child in overcoming or dealing with issues affecting him/her. Such support may come from members of the Doon Partnership Support Team or educational psychologist as well as school staff. We take time to get to know each child as an individual and encourage all our children to talk/share worries with a trusted staff member.

If a pattern of bad behaviour seems to be building up in an individual child, the Head Teacher will contact the child's parents to seek a joint approach to the problem and involve parents in devising a support plan to help the child. This co-operation between school and parent is vital and usually results in an improvement in behaviour.

ADDITIONAL SUPPORT NEEDS

At Patna Primary School, teachers make themselves aware of the strengths and weaknesses of each child. We try to build on children's strengths and we use different approaches to tackle any learning difficulties. Children experiencing learning difficulties are offered support through the use of special materials and programmes of work. A member of the education authority's EAST Team visits the establishment for part of the week to assist children and to advise and support class teachers. This teacher specialises in supporting children with additional support needs and works with small groups and individuals to provide intensive support.

ADDITIONAL SUPPORT NEEDS: EAST AYRSHIRE PSYCHOLOGICAL SERVICE

Advice and support may be sought from other appropriate staff within the establishment and through consultancy with visiting professionals, including the Educational Psychologist. The Educational Psychologist visits the establishment regularly to work with and, through the staff, to best support 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. School staff may discuss the support needs of individual children with the Psychologist in order to ensure that support plans are appropriate to the individual needs of the child. However, the Psychologist would not observe or meet with a child without the prior consent of the Parents.

The establishment is responsible for ensuring that Parents are aware of their procedures and the Psychologist's role within them. The establishment is also responsible for seeking parental approval, when necessary, for the Psychologist to be directly involved with a child or young person

Children are normally transferred between the ages of 11 and 12 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 session.

It is in the interest of all children to ensure that the transfer from Primary to Secondary is smooth and that education is as continuous as possible. At Patna we enjoy a very close relationship with our associated secondary establishment, Doon Academy.

The Primary 7 children visit Dumfries House for two days with other Primary 7 pupils across our Education Group to work on STEM activities.

P7 children also attend Doon Academy for two days in June to follow a typical S1 timetable in their new S1 class groups.

Parents of children due to transfer to Doon Academy are invited to visit the establishment to meet with the staff and view the establishment in action.

Doon Academy

Ayr Road

Dalmellington

KA6 7SJ

PARENTS' ASSOCIATION

The establishment is extremely fortunate to have a very active and supportive Parents' Association. Membership is automatically open to all parents and friends of the school. The association meets on a monthly basis for committee meetings and organises a varied programme of social and fund raising events for our children and parents. The regular discos organised for children are particularly popular.

Members support the establishment with many of its activities and special events such as Christmas parties, Halloween parade, school excursions etc.

Parent volunteers to help with Parents' Association activities are always greatly appreciated.

THE PARENT COUNCIL

The Chair of the Authorities' Parents Steering Group has a place on Council Cabinet to help influence decision making about all matters relating to Education. The Authorities' Parents Steering Group is composed of representatives from Parents Councils across East Ayrshire and this group will represent the views of parents in the school sector. As a parent of a child in attendance at the establishment, 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 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 meets approximately once a term. The agenda and minutes of Parent Council meetings are posted each month on the establishment notice board for the information of parents.

Parent Council members can be contacted through the establishment office or by email at patnaSB@yahoo.co.uk.

All parents/Carers are requested to contact the establishment on the first day of their child's absence

Early Childhood Network

Patna Early Childhood Centre is a member of the Doon Early Childhood Network.

Learning Community

Patna Primary & Supported Learning Centre is a member of the Doon Education Group.

The establishment plays an important part in the community and its policy is to encourage parents and local people to take an active interest in the establishment. Local people are welcome to visit the establishment and to help where it is felt to be appropriate by the Head Teacher.

Our children make visits to the local community as part of topic work, for instance to the local shops, the forest, the churches and the library. The school also contributes to local community and activities.

Each year Harvest gifts are distributed to local senior citizens. Each Christmas groups of children visit The Patna Day Care Centre to sing carols.

Establishment activities are often highlighted in the local press, usually accompanied by photographs. If for any reason parents do not wish their child's photograph to appear they should inform the school.