

CORSTORPHINE PRIMARY SCHOOL



SCHOOL HANDBOOK

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A Foreword from the Director of Children and Families

Dear Parents

This brochure contains a range of information about your child's school which will be of interest to you and your child. It offers an insight into the life and ethos of the school and also offers advice and assistance which you may find helpful in supporting and getting involved in your child's education.

We are committed to working closely with parents as equal partners in your child's education, in the life of your child's school and in city -wide developments in education.

Parental involvement in the decision making process and in performance monitoring are now, more than ever, an integral part of school life. We look forward to developing that partnership with your support.

I am pleased to introduce this brochure for session 2015/2016 and hope that it will provide you with all the relevant information you may need concerning your child's school. If you have any queries regarding the contents of the brochure please contact the Head Teacher of your child's school in the first instance who will be happy to offer any clarification you may need.

Gillian Tee

Director of Children and Families

Children and Families Vision

Our vision is for all children and young people in Edinburgh to enjoy their childhood and fulfil their potential.

We believe that children and young people do best when:

- they are able to live safely and happily within their own families with the right kind of support as needed
- they attend first class, inclusive schools and early years settings which meet their needs

We will do all we can to strengthen support for families, schools and communities to meet their children's needs.

Our mission is to place children, young people and families at the heart of our service and provide support when it is needed throughout childhood and the transition to adulthood

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INTRODUCTION

CORSTORPHINE PRIMARY SCHOOL

Welcome from the Head Teacher - Jennifer Ross

Dear Parent

The staff at Corstorphine Primary School extend a very warm welcome to you and your child and look forward to a happy and productive association with you both. We hope that your child will feel secure and happy here and that the time they spend at Primary School will provide the kinds of experiences and opportunities which will enable them to become confident lifelong learners, capitalising on their individual strengths and qualities and recognising that education can and will have a significant positive impact on their lives.

We value the important role that you, as parents, play in the all-round development of your child and aim to support this by seeking your co-operation in partnership with us. We will aim to capitalise on opportunities for working with you in a variety of different ways that will serve to enhance the educational experiences of your child at Corstorphine. We welcome parents in school and are keen to encourage you to take an active role in the life of the school. We do, however, recognise that for some parents this will not be possible, due to work or other commitments. Parents currently help around the school in a wide variety of different ways from working with pupils to membership of the PTA and School Board. If you feel at any stage of your child's primary career that you would like to help out in some way, then please contact us.

This booklet is provided to familiarise parents with our aims, our methods and our organisation, so that home and school can combine to foster the all-round development of children. It is hoped that parents will find the booklet informative and that it will encourage and enhance the liaison that exists between us.

Please note that the information contained within this booklet is accurate at the time of compilation but is subject to changes in roll, staffing and resources in future years.

Finally, please do not hesitate to contact us should you have any concerns about your child or feel a problem is potentially developing. For a close partnership to work well, communication requires to be relaxed and easily facilitated. We would actively encourage you to contact us at an early stage should you have any concerns, however minor they may seem. Where possible, we would appreciate if an appointment could be made - but if you need to speak to someone urgently this will be organised. By the same token we will also aim to contact you as often as we can, not just if we have a concern, but also to communicate positively about your child and their successes.

Jennifer Ross
Head Teacher

Welcome to the Corstorphine Primary School Handbook.

This handbook offers an introduction to our school and a general overview of the education your child will be getting at school.

If you have any questions, or would like any further information on any aspect of this handbook or the education of your child, please do not hesitate to contact me.

To make our handbook easy to use I've divided the information into five different sections :-

- Section One - Practical Information about the School

- Section Two - Parental Involvement in the School

- Section Three - School Curriculum

- Section Four - Support for Pupils

- Section Five - School Improvement

Contact Details

Name of Head Teacher: **Mrs Jennifer Ross**
Name of School: **Corstorphine Primary School**
Address: **Corstorphine High Street, Edinburgh, EH12 7SY**
Telephone Number: **0131 334 3865**
Website: **www.corstorphineps.uk**
E-mail Address: **admin@corstorphine.edin.sch.uk**

About the school

Stages of Education provided for: **Nursery to P7**

Present Roll: **522 (+ 100 in the nursery)**

Denominational Status of the School (if any) **Non Denominational**

We have eighteen classes in the school, from Primary 1 to Primary 7.

There is also a Nursery class which offers either a morning or an afternoon session to 50 children for each session who are three to four years old. A nursery place is not a guarantee of a place later in the school as we are constrained in our intake for Primary 1 by City Council Guidelines. A further booklet is available to parents of children entering Primary 1 at the beginning of each new session.

The Nursery class is shared by two of our Teaching staff. We strive to ensure continuity and consistency between the Nursery and the Early Years, as well as an easy transition for children entering Primary 1 from the Nursery class. The Nursery teachers are supported by one Early Years Officer, four Early Years Practitioners and a Trainee Early Years Practitioner.

Children leaving the school after Primary 7 may transfer to the local secondary, Craigmount High School, or ask for an out of catchment place at a High School of family choice.

Organisation of the School Day

Start Time: **8.50am**

Morning Break: **P1 to P3 10.25 - 10.40am**
 P4 to P7 10.30 - 10.45am

Lunch Time: **P1 & P2 12.00 - 1.00pm**
 P3 12.15 - 1.00pm
 P4 - P7 12.30 - 1.15pm

Finish Time : **P1 & P2 3.00pm (Mon - Thurs) & 12.15pm (Friday)**
 P3 - P7 3.15pm (Mon - Thurs) & 12.25pm (Friday)

Assembly day for pupils is: **Friday**

Agreed Term Dates for Session 2015-2016

Autumn

Term starts Monday 17 August 2015

Mid term holidays

- Monday 21 September 2015, Autumn holiday
- Monday 12 October 2015 - Tuesday 20 October 2015

Term ends Tuesday 22 December 2015

Christmas holidays

Wednesday 23 December 2015 - Wednesday 6 January 2016

Spring

Term starts Thursday 7 January 2016

Mid term break

- Monday 15 February - Friday 19 February 2016

Term ends Thursday 24 March 2016

Easter holidays

Friday 25 March - Friday 8 April 2016

Summer

Term starts Monday 11 April 2016

Mid term holidays

- Monday 18 April 2016 , Spring Holiday
- Monday 2 May 2016, May Day
- Thursday 5 May 2016, staff only day to coincide with Scottish Parliament election
- Monday 23 May 2016, Victoria Day

Term ends Thursday 30 June 2016

Communicating with the School

This section provides you with some background information on our school and our nursery. It tells you how our school day and school year are made up and how to contact the school if, for example, your child is ill.

Registration and enrolment

The date for registration of new school entrants is advertised in all local nurseries, in the local press and on the council's website www.edinburgh.gov.uk. Registration for Primary One and First Year Secondary takes place in November each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school when they register their child.

Parents who want to send their child to a school other than the catchment school must make a placing request. Please refer to section four of this handbook for more information on placing requests.

Parents of pupils who have moved into the catchment area, or who wish their child to transfer to the school, should contact the school office for information.

Attendance and absence

It is the responsibility of parents of a child of school age to make sure that their child is educated.

Absence from school is recorded as authorised, that is approved by the children and families department, or as unauthorised, that is unexplained by the parent (truancy).

Please let the school know by letter or phone if your child is likely to be absent for some time, and give your child a note on his or her return to school, confirming the reason for absence. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

Parents/carers will be contacted by the school by 10.30 a.m. at the latest if their child has not appeared at school as expected and no phone call has been received. Parents will be contacted by text message through the Parentmail system. If no response is received by the school we will follow this up by telephone contact. Where an absence starts in the afternoon a similar procedure will apply. **We will only contact you on the first day of a child's absence. Please note that it is your responsibility as a parent/carer to notify the school on the day when your child resumes.**

Parents/carers also have a responsibility to ensure that the contact information held by the school is accurate and up to date.

We seek your continued support in operating this policy to ensure that all of our children are safe and their whereabouts known.

Please note that in the situation where a child does not turn up for school, no phone call has been made by a parent/carer and **we are unable to make contact with you on any of the numbers you have provided** no further action can be taken by us to establish the

whereabouts of your child. This is why it is crucial that we have up to date numbers where you or your representative can be contacted.

Please make every effort to avoid family holidays during term time as this will disrupt your child's education and reduces learning time. I can approve absence from school for a family holiday in certain extreme situations, for example, in traumatic domestic circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with me before the holiday. If I cannot give permission before the holiday, it will be recorded as unauthorised absence. I can authorise a holiday if you can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by me on this basis is regarded as authorised absence.

Any requests for extended absence over two weeks will be referred to a Senior Education Manager who will decide if it will be recorded as authorised or unauthorised leave.

Parents from minority ethnic religious communities may request that their children be permitted to be absent from school to celebrate recognised religious events. Absence approved on this basis is regarded as authorised absence. Extended leave can also be granted on request for families returning to their country of origin for cultural or care reasons.

A supportive approach is taken to unexplained absence. However the children and families department has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

School Uniform

At Corstorphine we **strongly encourage** the wearing of our school uniform for a variety of reasons and parents are asked to co-operate with us in this respect.

The wearing of school uniform helps to build up a sense of identity, pride and belonging within the school. It helps to distinguish between work and play i.e. "We wear our uniform to school where we go to learn." It also helps to cut down on individual differences between children and may help to reduce the sort of bullying brought about by children not wearing the current designer labels or peer pressure to buy expensive clothes.

A school's reputation can also be enhanced in the local community by the wearing of school uniform and school security will be improved as it will be easier to identify intruders.

We are often complimented, by people who observe class behaviour on outside visits, on the smart appearance and good behaviour of our pupils.

To date our parents have supported us in this. We hope that this support will continue from year to year.

Uniform: Girls :

grey skirt, pinafore or grey or black trousers, with white or red school polo shirt, topped by red school sweatshirt or topped by white shirt and school tie, red jumper or cardigan. Flat heeled shoes should be worn. Red gingham dress for summer.

Boys :

grey or black trousers with white or red school polo shirt, topped by red school sweatshirt or topped by white shirt and school tie, red jumper. Smart shoes.

A *black* sweatshirt may be worn by Primary 7 pupils. This helps to distinguish them from other children when carrying out any of the varied responsible tasks.

Tracksuits, jeans, football strips and extremes of fashion are not acceptable school wear.

A black blazer, with the school badge, can be worn, though nowadays most children prefer to wear fleeces or rain jackets.

All clothing should be clearly named and all children should be taught where to find their names on their own clothes. This is particularly important when all children are wearing identical sweatshirts! *Each* shoe, gym shoe and boot should be marked.

Children are discouraged from wearing anything other than 'modest' jewellery and 'stud' earrings. Dangling or hoop earrings are not allowed for safety reasons.

Children are discouraged from wearing makeup, including nail varnish.

P.E. KIT

Boys and Girls :

The appropriate clothing and footwear for PE is a T-shirt, shorts and gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons. Each child should have a named drawstring PE bag to carry their kit in which can hang on their cloakroom peg.

If children do not bring a P.E. kit to school on the days when they have P.E., they may well not be able to participate in the activity.

P.E. kit bags may be taken home on a Friday for washing, to be returned to school on Monday morning.

Please ensure that all items of clothing are clearly labelled, particularly ties, sweat shirts and PE equipment which are often lost.

Protective Clothing

A protective apron or an old shirt should be worn for art and craft activities.

Please help us by ensuring that pupils do not bring valuable or expensive items of clothing to school.

Offensive clothing such as T-shirts or other items painted with obscene language or illustrations are not permitted. Football colours are also inappropriate as they can lead to incidents of rivalry.

If you have any queries regarding the school's dress code, please contact the school office.

Uniform can be ordered online at www.border-embroideries.co.uk or using the link from the school website. Items available for purchase include school sweatshirts, polo shirts, tee shirts, fleeces and rain jackets.

Footwear and Clothing Grants

Grants for footwear and clothing for children are available to parents receiving:

- Child Tax Credit, but not working tax credit, with an annual income of less than £15,910
- income support
- jobseekers allowance [income-based]
- support under Par IV of the Immigration & Asylum Act 1999
- Income related element of Employment and Support Allowance

Information on free school meals and clothing grants is available on the www.edinburgh.gov.uk website. Applications for free school meals and clothing grants can be made by contacting Grants, Awards and Placements, Business Centre 1:1 Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG

School meals/milk/fruit

School Meals

Menus offer healthy and tasty meal options while reflecting the Scottish Government food and drink legal requirements for school lunches. Special diets and allergies are usually accommodated subject to consultation with parent/guardian and catering services. School meal prices are reviewed annually.

Free School Meals

Some families may be eligible for free school meals. Application forms are available from the school office. The forms have to be completed by the parent along with supporting documentation as detailed on the application form. An application is required for every school session.

School Lunch

School Lunches are available to children who purchase tokens in advance. Tokens should be ordered and paid for by 11am on Thursdays for the following week. Only in an emergency may tokens be requested at other times. From September 2013 school lunches have been prepared and cooked on the premises.

A copy of the three-weekly menu for school lunch is sent home at the start of the school year, posted in every classroom, on the school website, as well as in the dining room, for information. You can also view this on the Council website:-

http://www.edinburgh.gov.uk/downloads/download/571/primary_school_lunch_menus

Please note that our school meals are provided by Edinburgh Catering not by Amey or Mitie

Our school lunches can be ordered online at:

[P1-3 Lunch Order Form](#)

P4-7 Lunch Order Form

Lunches for P1-P3 are free and for P4-P7 the cost of school lunches is currently £1.95. Payment for P4 - P7 lunches should be sent into school with your child on a Thursday. Payment can be made by cheque, made payable to 'City of Edinburgh Council' or by cash, please send in correct money as we have no facility to give change and do not operate a credit system.

Lunch orders can only be accepted on a Thursday morning. As the order has to be submitted to the kitchens in time to meet their ordering deadlines, **unfortunately we are not able to accept late orders**. If a lunch order is not received then your child will require to have a packed lunch for the following week.

We are also not able to offer refunds for children off sick on a day they have ordered a school lunch as this lunch will have already been ordered and will therefore still need to be paid for.

Meals are currently served at three separate sittings:

Primary 1 and 2 at 12 noon.

Primary 3 have lunch from 12.15 p.m.

Primary 4-7 alternate between 12.30 and 12.45 p.m.

Children are supervised in the dining room by two Dining Room Supervisors.

We are also able to provide packed lunches on a Friday for children to take away with them at lunchtime. These can be ordered via the online ordering system and are free for P1 - P3 and cost £1.95 for P4 - P7. Please note we do not have the facility to supervise your child eating a packed lunch on a Friday.

Packed Lunch

Children who bring packed lunches eat these in the dining room and are accommodated in a first or second sitting alongside their classmates who have a school meal. Pupil Support Assistants and Dining Room Assistants supervise children whilst they are having their packed lunch. Please do not send any glass bottles or containers. Please also send children with a small plastic bag to put empty yoghurt cartons in. Children are asked to take all of their waste home so that parents can keep a check on the food that is actually being eaten. In addition to this we currently do not have the facility in school to recycle this amount of waste.

As we have a number of children with serious allergy problems, we ask that parents do not send peanut butter or nuts in packed lunch boxes. Sometimes even the smell of these can set off the anaphylactic reaction.

Milk

Milk is offered to all children in school. The cost varies from time to time. Milk is ordered and money collected twice a year. All children in nursery schools are entitled to free milk. Free milk will also be available to children in primary and special schools if their parents are in receipt of Income Support, or income-based Jobseekers Allowance. Children who do not take milk may bring a healthy drink of their choice for break time. Fizzy drinks are not permitted.

Breakfast Club

A Breakfast club run by Smile Childcare operates from school premises from 7.30am to 8.50am each day. Smile Childcare can be contacted on 0131 477 7807 or ayoung@smilechildcare.org.

Travel to and from school

Parents are requested, when dropping off/collecting children from school that they do not park near the pedestrian exit, or in any location which causes an obstruction, and they take care not to restrict the view of the school crossing patrol.

Collecting pupils from school

Parents/Guardians should please note that children can only be collected from school by their parent. **If someone else is to collect your child, the school should be informed in advance.**

Car Parking

Parents are asked to park cars clear of the school gates, and not to park on the yellow zig-zag lines in Manse Street or the white zig-zag lines on Corstorphine High Street. Children crossing Corstorphine High Street to come to school should use the Pelican Crossing at the gate, where there is also a crossing guide.

We try to operate a 'voluntary' one way system in Manse Street at the back of the school at school opening and closing times. This benefits both parents delivering and collecting their children, as well as residents in the course of their own departures and arrivals. Cars should proceed from west to east (that is, from the Gyle to the Zoo) along Manse Street at these times if at all possible. We have found that this helps to relieve pressure at very busy times. Please try to conform to this if at all possible.

Please do not stop in the middle of Manse Street to deliver or uplift children as this causes significant risk to the safety of other pupils.

Road Crossing Patrol

Crossing Guides are stationed at:

High Street entrance

Manse Street/Manse Road junction

Belgrave Road/Forrester Road

Featherhall Avenue/Featherhall Crescent South

St John's Road/Manse Road

St John's Road (at top of Featherhall Avenue)

Children should use these crossing places and obey the Guides at all times.

Transport for Primary and Secondary School Children (Excluding Placing Requests)

A school taxi service operates for catchment children living more than 2 miles from the school.

Contact details:

Corporate Transport

2 Peffer Place

Edinburgh

EH16 4BB

Tel: 0131 657 0000

General Safety and Supervision

Before school begins there is no playground supervision, therefore pupils should not arrive at school until as near to the school doors opening time as possible. During intervals support staff supervise the children. There is always access to the building and the children are made aware of this.

School security

The safety and security of pupils and staff when attending or working in a school is very important to us. We use a number of security measures including a visitors' book, badges and escorts, while visitors are within the school building. Normally, anyone calling at a school for any reason will be asked to report to the school office. The school staff then can make the necessary arrangements for the visit.

There is also a CCTV system in place monitored by both our Service Support Officer and centrally.

While all this is a little inconvenient, and detracts slightly from our 'open door' policy, it is a small price to pay for the knowledge that we are doing all we can to ensure children's safety.

We would ask all parents to assist us in ensuring the security of the building by not entering the building at any time by the pupil entrances but rather, from the main school entrance at the front of the building.

Wet Weather Arrangements

In wet weather pupils are allowed into school during breaks and at lunchtime. However, as supervision during these periods is limited, it is especially important that they exercise good behaviour. Children having school lunches may remain in school during wet weather but again, supervision is limited

Unexpected Closures

In the event of an emergency, such as a power cut or severe weather, that prevents schools from opening in the morning or results in an early closure a range of communications channels are used to let parents know.

Parentmail e-mail and/or text messages will be used to alert those parents who have provided this information.

In addition, announcements will be made on Radio Forth (Forth 1 and Forth 2) and via the Council's corporate Twitter account www.twitter.com/Edinburgh_CC and Facebook page www.facebook.com/edinburghcouncil. If many schools are affected, or the situation is likely to be prolonged, then the Council's website www.edinburgh.gov.uk will also be used.

Should there be the need for an emergency evacuation of the school, we have permission to house children in the neighbouring Old Parish Church.

Mobile phones

The benefits of mobile phones are recognised. Many young people and their parents regard them as an essential means of communication. Mobile phones may be brought into school but should remain in children's schoolbags and handed over to the teacher for safekeeping during the school day. They should strictly not be used on school premises including in the playground. Children should check their phones where this is necessary on leaving the school grounds.

Equality

The Council has published an Equality Scheme, which can be viewed on the council's website. This outlines the duties which the Council is required to undertake to tackle discrimination, prevent harassment and ensure our work promotes equality. The Council is committed to eliminating discrimination on the grounds of race, gender, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status or pregnancy/maternity.

English as an additional language

The Children & Families Department provides a support service of teachers of English as an additional language. The teachers visit schools to work with those bilingual pupils who require assistance in developing English language skills.

Complaints, comments and suggestions procedure

We all hope that you will be completely satisfied about your child's education and we encourage feedback on our services from parents and pupils. We are, therefore, interested in feedback of all kinds, whether it be compliments, suggestions or complaints.

If you want to register a comment of any type about our school you can do this by writing, e-mailing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

If, in particular, you have a complaint about the school, please let us know. It is better that matters like this are shared openly and resolved fairly, rather than being allowed to damage the relationship between families and the school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible.

There are some things which you should take note of in relation to making a complaint:

- Please make any complaints initially to the Headteacher. This makes sure that the school knows what is going on and that we have an opportunity to respond and resolve the issue.
- We will try to respond as quickly as possible, but often issues are complex and we need time to investigate.
- If you are still unhappy with the service or with our response then you will have the right to take the matter further and contact Advice and Conciliation [0131 469 3233]
- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman; our reply will include the contact details.

Health and safety

"Within the general policy laid down by The City of Edinburgh Council, the Children & Families Department has prepared, and has continuing development of, safety policy statements for all areas of its responsibility in accordance with the [Health and Safety at Work Act 1974](#). School staff are fully instructed in their responsibilities in this respect, and safety regulations apply to all aspects of school life, both on and off the premises. It is expected that pupils will behave responsibly and comply with all safety requirements. The support of parents/carers in promoting good practice in health and safety matters is of great importance to the school".

School Health Service

A team of specialist Health Service and Children & Families Department staff work together to provide a service throughout your child's years at primary and secondary school. A planned programme is put into place to make sure that they benefit as much as possible from all that school has to offer, and to help prepare for life after leaving school. The School Health Service is part of the Community Child Health Service and has direct links with those who carry out health checks on children before they start school.

Many different services are provided. The staff involved make every effort to work closely with parents/carers and with others who are caring for your child, both at school and in other branches of the Health Service. Some of the services, e.g. testing for vision, hearing or speech, are provided to all children on a routine basis to discover which children may need further tests. Parents/carers are not necessarily notified at the time of these screening tests and any parent who does not want a child to be included should notify the school at the beginning of the session. Naturally, if treatment is thought to be required the child's parents/carers will be informed and consent requested. The issue of maintaining confidentiality is taken seriously by the School Health Team at all times.

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

School Nurses are involved with health promotion and education, prevention of ill health, immunisation, health surveillance and screening.

The School Doctor is made aware of any possible problems and parents/carers and the family doctor are informed if any further action is considered necessary.

The School Nurse may be helped by a Health Assistant. The School Nurse acts as an important link between home and school. She visits the school and liaises with the teachers

to find out whether any pupil has a health need that requires to be addressed. The School Nurse can link with other members of the health team, in the community or in hospital, concerned with a child's health.

The School Nurse reviews the notes of all children in Primary 1, 4, 7 and Senior 3 as well as those of all new entrants.

An information booklet about the School Health Service is issued to all Primary 1 pupils and any new pupils coming from outwith the Edinburgh area.

Parents/carers are also asked to complete a health questionnaire about their child at Primary 1, 7 and Senior 3 and asked if they would like their child to have a medical consultation with the School Doctor.

The School Doctor may ask for your consent to examine your child if his/her medical records are incomplete or if the doctor particularly wishes to check on his/her progress. You will be invited to be present at any medical examination and kept informed if the School Doctor wishes to see your child again, or thinks that he/she should be seen by the family doctor or a specialist in paediatrics. You can, if you wish, arrange for your family doctor to undertake the examinations instead of the School Doctor, but you may be charged a fee for this. In secondary schools the School Doctor may consider whether any special information should be provided for the Careers Service.

The School Doctor or Nurse will be pleased to see you and your child at a mutually convenient time if you are concerned about his/her health or general progress at school.

With your consent, the School Health Service Staff also carry out immunisations to protect against various diseases.

The Audiometric Team normally checks children's hearing on a number of occasions before the age of 13/14 years. The School Health Team will be told if your child seems to have a hearing problem and they will inform parents/carers and GPs as necessary.

The Speech and Language Therapist can provide assessment and, if necessary, treatment if you, a teacher or the School Doctor feels that your child may have a speech or language problem.

Any enquiries concerning the provision of dental services should be made to:

The Director of the Community Dental Service, 16 Duncan Street, Edinburgh, EH9 1SR (Tel. 0131 667-7114).

We hope that the School Health Service can, together with yourselves, contribute to your child's overall well-being and development. Please do not hesitate to arrange through the Head Teacher to see the School Doctor or School Nurse should you require any further information.

Medical care/medicine administration

If a child becomes ill or has an accident at school, he or she is dealt with immediately by the Class Teacher, Pupil Support Assistant and/or the School Support Assistant, Mrs Ewing. If it is deemed necessary for the child to be sent home, the parent will be notified. Parents will

also be notified if their children require treatment in school for anything other than minor grazes/scratches. Children who require an ice pack will be checked regularly by staff at the point where the ice pack needs replaced or before then. If a child is still complaining of pain from an injury, treated with an ice pack, more than an hour after the injury was sustained then a call will be made to discuss the situation with a parent.

If further medical attention is required, parents are asked to come and accompany the child to the doctor or the hospital. If the parent cannot be contacted, the Head Teacher informs the "Emergency Contact" whose name and telephone number are on the child's enrolment form and computer record. Should the emergency contact be unavailable then the Head Teacher or an appropriate member of staff would accompany the child to the hospital or doctor. It is important that we should be notified of any change of name, address or telephone number or emergency contact, or any new matters regarding health which might affect the child's education, e.g. participation in Physical Education.

Where children carry their own medication to school and self-administer this medication i.e. for inhalers, parents require to complete a **Med 2 form** which can be obtained from the School Office. Fresh **Med 2** forms should be submitted when changes to medication are required.

Where parents require children to have medication administered by the school a **Med 1 form must be obtained from the school office, completed and signed**, before medication can be administered. Please phone Mrs Ewing with any queries regarding these forms. Where parents have already submitted a **Med 1** form for medication which is regularly administered by school i.e. inhalers, Ritalin, please note that again, a new form should be completed for any changes to medication.

Parents of children with any medical condition should draw this to the attention of the Head Teacher upon enrolment. Children with medical conditions that require management, such as diabetes, epilepsy or severe allergies, will have a Health Care Plan detailing treatment and emergency procedures drawn up.

All members of staff who have agreed to be trained in the administration of specific drugs for pupils suffering from epileptic seizure or a severe allergic reaction will be covered by the Council's public liability insurance.

Head Lice

Head lice are spread through head to head contact at home, while playing or in school.

Regular wet combing of your child's hair using a head lice detection comb is the best way to catch this possible problem at an early stage.

The only way to be sure that your child has head lice is to find a live louse. If you find live lice, get the correct lotion from your doctor, health visitor or pharmacist. Shampoos and other treatments are not effective.

One treatment is two applications of the treatment lotion, seven days apart. If this is not followed then re-infection is likely.

Advise family members and close friends that your child has head lice and that they should check their own hair. Only treat if live lice are found. Don't be shy about advising others of this possible problem because you would likely tell family and friends about other infections which might affect them.

Regular wet combing of your child's hair with the head lice detector comb is the best protection as it allows you to detect the condition and treat it speedily. This should be done once a week.

Gaelic education

Gaelic-medium education, where pupils are taught the entire curriculum through the medium of Gaelic, is available at nursery and primary levels. There are Gaelic parent and toddler groups and playgroups across the city.

Edinburgh's first dedicated Gaelic nursery and primary school will be opening in the former Bonnington Primary School Building August 2013. Those children currently attending the Gaelic-medium unit, based in Tollcross Primary School, will transfer to the new school and the new P1 intake for 2013 will start at the new school. Pupils attending the school do not need to have prior knowledge of Gaelic. If you wish your child to attend the new Gaelic School from August 2013, you should register them at the existing Gaelic-medium unit at Tollcross Primary School. Pupils who wish to study Gaelic at secondary level can transfer to James Gillespie's High School which offers Standard Grade and Higher courses.

Other School Policies

School policies are available on request from the school; key policies are available on the school website.

Section Two - Parental Involvement in the School

Parental involvement is very important as we know it helps children do better in school.

This section contains information about how parents can be involved in supporting learning at home as part of a home - school partnership.

You can also find out more about the ethos of our school, what our values are and our aspirations for our pupils including how we celebrate pupil success, and links we have with partner organisations and the wider local, national and international community.

Lastly, it includes information on our Parent Teacher Association/Parent Association and Parent Council, how to contact them and how parents can get involved in the life and work of the school.

ETHOS

Introduction

During session 2005/06 a School Values Group consisting of staff and parents was established. They were responsible for consulting widely among the whole school community on proposals for a set of Corstorphine school values. During session 2006/07 we launched these values and in the intervening years they have become embedded in our philosophy and now underpin every aspect of the services we provide for our children and families.

Our Vision

At Corstorphine Primary School we will put **children and families at the forefront** of all our actions.

We will create a climate where staff feel empowered to **make a difference** for every child, enabling them to achieve their **maximum potential** and developing a secure understanding of their **unique skills and qualities** and **ability to impact positively** on the world.

We will endeavour to work steadily towards **achieving excellence** in all aspects of our work whilst recognising the need to set manageable and realistic goals.

Our Aims

Values

We will promote the following values in all of our actions:

- **CARE**
- **TRUST**
- **FAIRNESS**
- **RESPECT**
- **HARD WORK**
- **HONESTY**

By doing so we will encourage all of our children to become responsible citizens with a sensitive, moral awareness and respect for self and others.

Ethos

We will provide a warm, friendly, caring and happy environment where all staff and children have a sense of value and belonging and a shared sense of identity and pride.

We will foster, in all children, a strong sense of respect for all members of the school community, for the school itself, and its environment.

We will create an environment which promotes equal opportunities and celebrates cultural diversity. We will take every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the culture and heritage of others.

We will promote an ethos of achievement by having high expectations, clear, shared goals and a strong emphasis on recognition and praise for all.

We will achieve high standards of pupil behaviour through clearly articulated discipline procedures and a strong emphasis on positive approaches which promote social and moral learning.

We will help all of our children to discover and develop their own interests and strengths.

We will ensure staff and adults within the school provide positive role models for pupils.

We will arrange regular gatherings of the school as a community and use such occasions to encourage and reinforce our values.

Celebrating Achievement

Children's achievement is celebrated in a variety of different ways:

- through regular ongoing and informal praise and recognition by the class teacher or other school staff.
- through the plenary session at the end of each lesson.
- through recording achievements in the Personal Learning Plan.
- through the weekly Gather Round (assemblies).
- through the "Star Pupil" system where every pupil's skills, qualities and achievements are celebrated in public once a year.
- through termly "Special Assemblies" where a few children are singled out for sustained effort and/or conduct which reflects the school values.
- through the monthly "Corstorphine Lantern" school newspaper.

Curriculum

We will continue to provide a broad curriculum which is relevant to the needs of all our pupils. We will ensure that the Curriculum for Excellence principles of challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance, underpin all of our curriculum development.

We will develop a curriculum which will enable our pupils to participate fully as responsible and active citizens in the 21st century and beyond.

Our curriculum will be enriched in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.

Opportunities will also be provided within the curriculum to advance personal and social development.

We will provide a programme of religious education in which consideration will be given to responses to basic operations relating to the meaning, value and purpose of human life.

We will provide a programme of moral education.

Learning and Teaching

We will provide balanced programmes of learning within the pre-school and 5-14 curriculum frameworks which are interrelated, progressive, coherent, relevant and differentiated.

We will ensure that all children experience high quality learning and teaching approaches which are purposeful, challenging, fun and encourage creativity. We will ensure that where possible real purposes will be provided for learning. We will cater for varying needs and learning styles and encourage self-discipline and independent learning.

Attainment

We will help children fulfil their potential by setting high but realistic attainment goals, supported by consistent and positive approaches to assessment and pupil self-evaluation.

Support for Pupils

We will put effective procedures in place to identify the individual needs of pupils and address these at an early stage, using outside agencies where appropriate.

We will provide a structured programme of Personal and Social Development which will provide quality opportunities for the systematic development of positive attitudes and personal and social skills.

We will treat children with understanding, respect and compassion and to act as appropriate role models for them.

Health Promotion

We will make Health Promotion a significant feature of everyday life in our school.

We will encourage our pupils and staff to establish a strong foundation of healthy and environmentally friendly lifestyle choices which will promote their physical and mental wellbeing and self-esteem.

Partnerships

We will work positively and constructively in partnership with parents to encourage their involvement in their child's learning.

We will continue to establish productive links with the wider community to capitalise upon local resources.

We will build upon the school's role as an integral and welcoming part of that local community.

Environment

We will develop children's sense of community and pride in belonging to the school, to the local community and to the wider world.

We will promote an awareness of the local and other environments and of each individual's responsibility for their protection.

Leadership

We will work as an effective and harmonious staff team, working in partnership with others and striving to make progress with all of our aims and values.

We will ensure staff share in the leadership of learning through an open, consultative leadership and management approach, involving reflective self-evaluation and quality CPD.

Promoting Positive Behaviour

We wish to encourage a partnership with you to ensure the best possible standards of pupil behaviour.

Discipline

At Corstorphine we have high expectations of behaviour throughout the school and place an emphasis on teaching children self-discipline from the earliest stages. Our aim is for our pupils to develop as good citizens as well as positive pupils, who are able to extract the maximum advantage from their time at school and make a positive contribution to their community.

Our approach is characterised by the placing of significant emphasis on celebrating effort and achievement and having high expectations of positive behaviour and attitudes to learning.

In addition to this a clear and consistent approach has been taken to the establishment of rules and sanctions. We use restorative practices to resolve conflicts wherever possible.

Simple school rules have been established to ensure that positive learning environments, the physical safety of pupils, moral and social education and school property are all maintained. These rules are consistently applied throughout the school and all children will know what is, and what is not, acceptable behaviour in different areas of the school.

Parental support has been, and will continue to be, fundamental to the success of our programme. A significant feature of our approach is that parents are informed at an early stage if children choose to break the rules. This information would be given either by a letter or a phone call home. Parents' advice and support is welcomed in deciding on an appropriate sanction for the child if this is necessary.

At particular times we invite parents into school to share in children's successes. Your support in showing your child that you value their success is extremely important.

Further details of the programme are provided in the document "**Corstorphine Primary Behaviour Programme - Notes for Parents**" which you will have received together with this booklet and which is also on our school website.

House System

We have a 'House' system through which children may acquire points for their House in various ways: by positive playground behaviour, by good efforts in class work, etc. A weekly record is kept of winning Houses and small incentives are offered to the House with the greatest number of points per week. Children in Primary 7 take the office of House Captains, and are given extra responsibilities.

At the end of the year, the winning House have a picnic in St Margaret's Park.

Anti Bullying Policy

The school adopts a very proactive approach to anti-bullying and there are regular opportunities built into the formal and informal curriculum to learn about bullying and to practise skills in dealing with it.

Whilst many believe that children who bully must be punished for their behaviour, it is widely accepted that this type of response can at times be ineffective, dangerous, breeds resentment and can make the situation worse.

Punishment can make a person resentful instead of reflective. Children who bully must be given the opportunity to hear about and face up to the pain, hurt, distress and anger they have caused to others. Punishment does not help to restore relationships and can result in further retaliation.

Whilst appropriate action will be taken by the school, it is also important that all parents involved work with the school to resolve the problems in the best interests of their child or young person.

Parents are strongly encouraged to contact the school at the earliest stage should they be concerned that their child is being bullied. Children are also encouraged to talk to an adult should they experience bullying.

Parents' Welcome

We welcome parental involvement as research has shown that when parents are involved, children do better at school.

- We welcome parents through many partnership activities including - parent helpers, parents evenings, parents open afternoons, school assemblies and events, classroom visits, use of e-mail, website, text messages, letters, newsletters, phone calls, radio etc.
- We are an 'open door' school - giving direct and easy access through an open door policy, informal appointments with staff if there are queries or concerns, early responses to communications, tools for continuous engagement e.g. termly plans, and learning journals etc.

Parent Consultation

We offer opportunities for you to discuss your child's progress with teachers through arranged meetings. You will be advised when these meetings take place. Over and above these set meetings, parents are welcome to contact the school at any time to ask for information or for an interview. Please see section two of this handbook for more details on home / school partnership.

Parent Involvement

- parents can become involved in the school in the following ways
 - Supporting learning at home
 - Volunteering as a parent helper
 - Creating resources
 - Expert workshops
 - Working on focus group committees
 - Parent Council membership
 - PTA membership
 - Fundraising activities
 - Club coaches
- We gather parent opinion and encourage parents to share their views through
 - Questionnaires
 - Focus groups
 - Parent working parties
 - Informal chats
 - School Council stage reps
- We involve parents in the pupils' education, and give information, support and advice to parents to help them support the pupil's learning and at key stages, particularly when choices are being made.
 - Parents' evenings
 - Curriculum evenings

- Sharing achievement profiles (Nursery and P7)
- Parent learning workshops
- PEEP groups (for some nursery parents)

Parent Council

Parent Councils are the formal representative body for parents / carers with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents / carers locally.

Parents are welcomed to be:

- involved with their child's education and learning;
- be active participants in the life of the school and;
- express their views on school education generally and work in partnership with their children's schools.

All parents / carers are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum all parents can expect to:

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;
- be invited to be involved in ways and times that suit you;
- identify issues you want the parent council, to work on with the school;
- be asked your opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff and;
- enjoy taking part in the life of the school in whatever way possible.

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. Parents / carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils, providers of nursery education and the community
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff.
- To raise funds for the school for the benefit of pupils (in some schools the PTA/PA fulfils this role).

The Chair of the Parent Council is currently Audrey McColl she can be contacted on Audrey.mccoll@nes.scot.nhs.uk . There is also a section of the school website devoted to the Parent Council.

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at www.parentzonescotland.gov.uk.

The school also has a Parent Teacher Association (P.T.A)

The PTA is mainly responsible for arranging events for parents and raising funds for the school. Volunteers are welcome - please contact the PTA if you want to join in.

www.corstorphinepta.com

The Scottish Parent Teacher Council is the national organisation for PTAs and PAs in Scotland, Parent Councils can join too, and it runs an independent helpline service for all parents.

The National Parent Forum of Scotland has been set up to give Parent Councils and parents an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level.

Pupil Council and Citizenship Groups

We run a Pupil Council in the school giving all children the chance to voice their own opinions and influence what happens in the school. In addition to this every child in the school has an opportunity to be involved in a Citizenship Group which meets twice a term. All of these groups provide a direct service to the school and its wider community. This ensures that all pupils have a strong role in shaping the work of the school and have opportunities to impact very positively on their school community.

Section Three - School Curriculum

This section describes how the curriculum is planned and delivered in our school including the range of subjects and subject areas your child will be learning. It also includes information on how pupils develop skills for learning, life and work, including literacy, numeracy and health and wellbeing in and out of the classroom.

As well as giving you information about the statutory curriculum requirements we have included details on sports and outdoor activities available to pupils and the range of facilities available within the school.

Details of how parents will be informed about sensitive aspects of learning e.g. relationships, sexual health, parenthood and drugs awareness are included as well as information about religious instruction and observance and arrangements for parents who wish to exercise their right to withdraw their child

Curriculum for Excellence

Bringing learning to life and life to learning, Curriculum for Excellence has now been introduced across Scotland for all 3-18 year olds - wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world. Curriculum for excellence will be fully implemented by 2016.

Glow, Scotland's unique, world leading, online network supports learners and teachers and plans are already in place for parents across the country to have access to Glow. Parents should ask the school how to arrange access to Glow and a user name and password will be issued.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring each transition is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills.

Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for the development of literacy and numeracy from Early Level through to Senior Phase.

It develops skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

There is an entitlement to personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed. There will be a new emphasis by all staff on looking after our children's health and wellbeing - to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

A policy is currently being prepared providing information on how:

- *Information on how pupils develop skills for learning, life and work, including literacy, numeracy and health and wellbeing in and out of the classroom.*
- *how the curriculum is planned and delivered at the school, including -The different subjects and learning opportunities that are available for pupils and when these are available.*
- *what subjects are covered and when, the pattern of the year, any particular activities planned e.g. school trips or outdoor activities, language learning,*

interdisciplinary learning.

- *what does the learner's journey look like?*

Please contact the head teacher if you would like any further information about the curriculum within our school.

Active Learning

Curriculum for Excellence emphasises the value of an active learning approach. In the early years, children will have a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges children's thinking using real life and imaginary situations. As children progress through school they continue to be involved in active learning experiences which are engaging and give them ownership of their own learning.

Planning Children's and Young People's Learning

Teachers in nursery, primary and secondary schools share their learning intentions with pupils, parents and carers. This takes place on a day-to-day basis, by agreeing the aims of an individual piece of work.

Longer-term planning also takes place in a variety of forms.

- *Pupils contribute to planning by sharing their preferences for what they would like to learn about at the start of each planning period and regularly throughout the learning sessions*
- *Parents are consulted through feedback and curriculum evenings*

Homework

We have a clearly defined policy on homework, a copy of which will be distributed to you on an annual basis. Information about homework is available on the school website: www.corstorphine.ik.org/documents

Pupils are regularly given homework to support their learning and to encourage them to become more organised and self-supporting in their learning. Homework tasks will be given where a teacher feels a particular child or group of children may benefit from it.

The homework will be organised according to the stage and ability of the child, it can arise from all curricular areas, and it may include written, oral or practical activities. The tasks set will be interesting, worthwhile and challenging for the child.

Parents are encouraged to help pupils with their homework as a means of keeping them up to date with the work of the class and the child's progress and to promote partnership between the school and parents. Homework provides an opportunity to consolidate what has been

learned in class, and makes you aware of what your child is learning and provides you with a useful discussion starter. Homework is also an integral part of school work. Parental interest and co-operation in ensuring homework is undertaken is appreciated.

Religious Instruction and Observance

Parents who wish to exercise their right to withdraw their child from religious instruction and / or observance should contact the head teacher, in writing, and alternative arrangements will be made for your child.

Extra Curricular Activities

We offer as wide a range of sporting and cultural activities as possible.

There is a range of extra curricular activities available for pupils during lunchtime and after school. Parents will be informed about these by the school.

In addition to in-school activities, classes also make regular educational visits and field studies. These visits are linked to pupils' class work.

Active Schools

The fundamental aim of Active Schools is to give school-aged children the tools, motivation and the opportunities to be more active throughout their school years and into adulthood. These opportunities are available before, during and after school, as well as in the wider community. For further information contact the Active Schools Coordinator: Neil Russell (Neil.Russell@ea.edin.sch.uk.) Contact number 07825 782585.

Assessment

As pupils progress through our school, teachers use a range of assessment strategies, including Assessment for Learning strategies as well as setting tests. Pupils are also involved in assessing their own progress and developing their next steps.

We recognise that all pupils do not develop and progress at the same rate and, therefore, we use both group and individual methods to ensure that all pupils are given appropriate instruction and the opportunity to succeed. Please contact the school as soon as possible if you have any concerns about your child's progress.

At the start of P1 all pupils have a Baseline Literacy and Numeracy test followed by a progress literacy and numeracy test in June.

In P2-P7 all pupils have a standardised spelling, reading and maths test in May/June.

- We report verbally through Parent Consultations in November and March.
- We provide a full written report in June.
- Pupil Personal Learning Plans are sent home once a term.
- Primary 7 complete a profile as part of their transition to high school.

Section Four - Support for Pupils

This section gives information about how pupils' additional support needs will be identified and addressed and the types of specialist services provided within our school.

Getting It Right for Every Child (GIRFEC)

Taking care of our children's well-being and making sure they are alright - even before they are born - helps us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society. Our school adopts the *Getting It Right For Every Child* in Edinburgh approach to give the right help to children, young people and families, when they need it from a joined up multi agency team.

GIRFEC aims to improve outcomes for all children and young people. It promotes a shared approach that:

- builds solutions with and around children and families
- enables children to get the help they need when they need it
- supports a positive shift in culture, systems and practice
- involves working together to make things better

GIRFEC is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services, and is embedded in the developing early years and youth frameworks. Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those particular areas to improve outcomes for children.

Protecting Children and Young People

We place a high priority on the well-being and safety of our pupils. To this end we have in place a personal safety programme to give pupils knowledge and life skills to keep them safe from all form of abuse. Where we have concerns about the possible abuse of pupils we are required to follow the Edinburgh and the Lothian's Inter-Agency Child Protection Procedures which set out the specific duties and responsibilities towards the child and their parents/carers.

Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice. Further details of the policies and procedures can be found on Edinburgh Council website at www.edinburgh.gov.uk/InOnTheAct

[In on the Act - Supporting children and young people with additional support needs provides the following information](#)

specified by the Education (Additional Support for Learning) (Scotland) Act 2009 which includes -

(a) the authority's policy in relation to provision for additional support needs,

(b) the arrangements made by the authority in making appropriate arrangements for keeping under consideration the additional support needs of each such child and young person and the particular additional support needs of the children and young persons so identified.

c) the other opportunities available under this Act for the identification of children and young persons who -

- have additional support needs,*
- require, or would require, a co-ordinated support plan,*
- the role of parents, children and young persons in the arrangements referred to in paragraph (b),*

d) the mediation services provided

e) the officer or officers of the authority from whom parents of children having additional support needs, and young persons having such needs, can obtain advice and further information about provision for such needs.

At Corstorphine Primary School

- Pupils' additional support needs are identified by a skilled Learning Support Team in consultation with class teachers. Miss Nelson and Mrs Miller are our two Support for Learning teachers.*
- Needs identified are addressed through joint planning and support programmes devised with other agencies/professionals where appropriate as appropriate.*

Please contact Mrs Ross (H.T) or Mrs Richardson (D.H.T) if you think your child has additional support needs and would like to discuss this and explore information and advice.

We work with other agencies and professionals - for example, Social Work Services, Educational Psychology Service, National Health Service and you the parent to make decisions with regards to the best possible education to meet the needs of your child within the resources available.

Parents, carers and children with additional support needs can also seek independent advice and support through:

Enquire: www.enquire.org.uk, 0845 123 2303

Scottish Independent Advocacy Alliance, www.siaa.org.uk, 0131 260 5380 Take Note:

National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre) www.sclc.org.uk, 0131 667 6633.

Pastoral Support

- Corstorphine Primary School has well established Pastoral Care support in place. All staff are aware of their crucial role in supporting children's happiness and well-being.
- Pupils are strongly encouraged to speak to an adult they are comfortable talking too should they have a worry or a problem
- All classes have a bubble box in place for children to place private worries and concerns that they wish to discuss with their teacher
- The senior Management Team are always available for children to talk to in emergencies
- The pastoral care of children is discussed on a weekly basis at management team meetings, support for learning team meetings and staff and learning assistant meetings.
- The school runs termly "Seasons for Growth" support groups for children who have experienced loss.

Sensitive Aspects of Learning

Prior to a topic being delivered on sexual health, relationships and parenthood in Primary 6, parents will have the opportunity to come into school to view and discuss materials used. In addition parents will be informed by letter about the content of learning about drug awareness and personal safety.

The school holds an annual e-safety information evening.

Transitions - Moving to a New School or Leaving School

This section also gives information about transition. There are also details about making a placing request to another school.

Nursery class provision

The school's nursery class provides 50 morning and 50 afternoon places for children aged 3 - 5 years.

Nursery class provision is non-denominational. This means that all nurseries are open to children and parents of all religions and beliefs. Placement in the nursery class does not guarantee a place in the primary school.

Transfer from Nursery to Primary

Before leaving nursery, a transfer of information record for each child will be prepared by nursery staff to ensure a smooth transition and continuity of education for the child transferring to primary.

Primary School Admissions

Starting school is a very important milestone both for children and their parents. The vast majority of our parents choose their local, catchment school and we plan our education provision to ensure we can provide places for new pupils at their catchment school.

In the run-up to November's registration week for the new Primary 1 intake each school will offer an opportunity for you to visit them. You can speak to staff to find out more about the school first-hand. You can see how the school runs; discuss the curriculum and their priorities as well as seeing recent examples of pupils' work on display. In many cases you may also have the chance to meet other parents who already have children there. All of this will help you understand the school's unique character and give you an insight into the learning environment that your child could enjoy there.

All our schools do offer a high quality educational experience.

Primary to Secondary Transfer

Visits to our local secondary school are organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers. While the children are participating in classroom activities and meeting their class teacher, parents will have an opportunity to view the school and are given a brief explanation of school life.

If you wish your child to attend a secondary school other than the catchment denominational or non-denominational secondary school for your home address, you will be required to make a Placing Request as detailed in the Placing Request section below.

You do not need to submit a Placing Request if you want your child to transfer from a non-denominational secondary school or vice-versa at the primary to secondary transfer stage, as long as the intended secondary school is still the catchment school for your home address. Parents of children who are planning to change from denominational to non-denominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.

Catchment Secondary School

A range of different strategies are used to support children's successful transition to secondary school. These are as follows:

For pupils with additional support needs -

- In school transition support groups run by our learning support department.
- Transition planning meetings which involve parents, partners, pupils and school staff.
- An additional transition group for vulnerable pupils providing a programme of extra visits to Craigmount.

For all pupils -

- A programme of transition events taking place over the primary 7 year aimed at familiarising the pupils with Craigmount High School and its staff and providing pupils opportunity to meet their fellow pupils from other cluster primary schools.

Parents with any concerns about their child's transition should contact Mrs Ros (H.T) or Mrs Richardson (D.H.T)

The catchment high school for Corstorphine Primary School is Craigmount High School, 0131 339 6823.

Placing Requests

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the local school.

If you would prefer that your child start P1 or S1 at another school instead of one of the catchment schools, you have to make a placing request. You can get an application form at any nursery or primary school in the city from mid-November. Forms must be returned to: Grants, Awards and Placements, The City of Edinburgh Council, Level 1.1 Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG by 24 December. If you apply for a place after this date, your request will be considered but if you apply after 15 March places in your chosen school may no longer be available.

All parents have the right to make a request for a place for their child in another school. The Council must grant these requests where possible. When there are more places available in a school than there are placing requests for that school, then all the requests are usually granted. If the school you specify has more requests than available places, then each case is examined individually. Whatever you write on your application form is taken into account, so it is important that you include relevant details on the form.

For Primary Schools - In recent years, as the primary school rolls have increased there has been a decrease in the number of places available for children living outside the catchment area and this has resulted in high numbers of placing requests being refused.

You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. It may be, therefore, that a parent could end up with children at different schools.

All children must also be enrolled at the catchment area school on the appropriate Enrolment Form whilst awaiting the outcome of their Placing Request Application.

Transport for Placing Requests

If a Placing Request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.

Section Five - School Improvement

The section gives you an overview of the main achievements of the school within the last 12 months and performance information relating to literacy, numeracy and health and wellbeing.

Raising Attainment

Monitoring performance and using the resulting information to secure improvement is an important part of the work of head teachers, school staff and officers within Children & Families.

Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's major achievements. Our report can be viewed on our school website from September each session.

School Improvement Plan

Our School Improvement Plan can be viewed from September on our school website.

Transferring Educational Data about Pupils

The Scottish Government - Education and Training has asked that the undernoted advice be included in our school brochures.

Education authorities and the Scottish Government collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus the Scottish Government has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Government itself.

What pupil data is collected and transferred?

Data on each pupil is collected by schools, local authorities and the Scottish Government.

The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to the Scottish Government. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Data is held securely and no information on individual pupils can or would be published by the Scottish Government.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on the ScotXed website will help you understand the importance of providing the data.

Why do we need your data?

In order to make the best decisions about how to improve our education service, the Scottish Government, education authorities and other partners such as the Scottish Qualifications Authority and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can

give only a brief description of how we use data. Fuller details of the use of pupil data can be found on the ScotXed website (www.scotxed.net).

The Scottish Government works with a range of partners including Education Scotland and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of the Scottish Government, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith the Scottish Government.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, scotxed@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

Websites

You may find the following websites useful.

- www.edinburgh.gov.uk - contains information for parents and information on Edinburgh schools.
- <http://www.parentzonescotland.gov.uk> - parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.
- www.hmie.gov.uk - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <http://www.scottishschoolsonline.gov.uk> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.
- <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <http://www.respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <http://www.educationscotland.org.uk/> - provides information and advice for parents as well as support and resources for education in Scotland
- <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities.

Glossary - DC to check for more terms in our own glossary

CfE - Curriculum for Excellence

ASN - Additional Support Needs

EMA - Education Maintenance Allowance

ASL - Additional Support for Learning

SQA - Scottish Qualifications Authority

FOI - Freedom of Information

HT/DHT/PT - Head Teacher/Depute Head Teacher/Principal Teacher

CLD - Community Learning and Development

GIRFEC - Getting it Right for Every Child

Throughout this handbook the term 'parent' has the meaning attributed in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carer or anyone else who has parental responsibility for the child.

I hope you find all of the above information helpful and self-explanatory. If you have any queries about any of the information contained in this handbook, or indeed about any aspect of our school, please do not hesitate to contact me.

Jennifer Ross

Head Teacher

Corstorphine Primary School

The information in this school handbook is considered to be correct at the time of publication however, it is possible that there may be some inaccuracy to some of the data throughout the school session.

Parent feedback

Please take a few minutes to fill in and return the questionnaire on the next page. Your feedback will help us improve the handbook next year.

Parent feedback

Tell us what you think

Your feedback will help us to improve our handbook.

Did you find	Please circle as appropriate	
1. the handbook useful?	Yes	No
2. the information you expected?	Yes	No
3. the handbook easy to use?	Yes	No

Please tell us how we can improve the handbook next year:

Name of school: CORSTORPHINE PRIMARY SCHOOL

Thank you for filling in the questionnaire. Your views are appreciated. Please return this questionnaire to: **Mrs Jennifer Ross, Head Teacher, Corstorphine Primary School, Corstorphine High Street, Edinburgh, EH12 7SY.**