Muirhead Primary School

Buchan Road, Troon

01292 690033

muirhead.mail@south-ayrshire.gov.uk

HANDBOOK

January 2013
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1. Welcome by Head Teacher

As the Head Teacher of Muirhead Primary School and Nursery Class, I would like to extend a warm welcome to you and hope you find our handbook both informative and useful.

Our school provides a high quality educational experience for children aged three and upwards, arranged in nine classes, from Nursery through to Primary 7.

At Muirhead we strive to provide all our pupils with a well balanced and varied curriculum to allow all pupils to reach their full potential. The Curriculum is organised to develop pupils aesthetically, intellectually, morally and physically. The Curriculum embraces and embeds the 4 capacities encouraging pupils to become successful learners, confident individuals, effective contributors and responsible citizens in an ever changing world.

We are extremely proud of our high academic achievements, and encourage all pupils to give of their best at all times. Our recent VSE visit by South Ayrshire Council confirmed for us, that we provide a high quality of education.

All our staff, pupils and parents working in partnership, and as a result will continue to ensure that Muirhead is a school that will continue to make significant progress on our journey to excellence.

Please do not hesitate to contact me, should you require any further information.

2. School Ethos, Aims and Values

It is our aim to:-

- ensure that all pupils can reach their full potential by creating an educational environment within which each pupil receives a broad and balanced curriculum.
- provide for each child according to his/her abilities by supporting areas they find challenging and develop his/her strengths.
- keep pace with Council and National guidelines.
- forge a rewarding partnership with parents and foster a good relationship with the community by ensuring good lines of communication.
- make our school a welcoming place for both adults and children.
- ensure that each child develops pride in him/herself, in the school and in their community.

Our core values: Equality, Trust, Respect, Honesty and Pride underpin everything we do within Muirhead.
3. **School Information**

<table>
<thead>
<tr>
<th>Name</th>
<th>Muirhead Primary School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Address</strong></td>
<td>Buchan Road</td>
</tr>
<tr>
<td></td>
<td>TROON</td>
</tr>
<tr>
<td></td>
<td>KA10 7BT</td>
</tr>
<tr>
<td><strong>Telephone Number</strong></td>
<td>01292 690033</td>
</tr>
<tr>
<td><strong>Email address</strong></td>
<td><a href="mailto:muirhead.mail@south-ayrshire.gov.uk">muirhead.mail@south-ayrshire.gov.uk</a></td>
</tr>
<tr>
<td><strong>Website</strong></td>
<td>Will be operational in 2013</td>
</tr>
<tr>
<td><strong>Head Teacher</strong></td>
<td>Mrs J Stefani</td>
</tr>
<tr>
<td><strong>Denominational status</strong></td>
<td>Non-denominational</td>
</tr>
<tr>
<td><strong>Gaelic language</strong></td>
<td>Not offered</td>
</tr>
<tr>
<td><strong>Accommodation and capacity</strong></td>
<td>The school has 10 classrooms, ICT Suite, gym hall and several out of class teaching areas. In addition there is office accommodation, medical room and infant, nursery and senior libraries. Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised.</td>
</tr>
<tr>
<td><strong>House structure</strong></td>
<td>The school operates a four house system: Carrick – Cunningham – Kyle - Galloway</td>
</tr>
<tr>
<td><strong>Nursery provision</strong></td>
<td>Full time and part time places available.</td>
</tr>
<tr>
<td><strong>Useful Links</strong></td>
<td><strong>Education Scotland's Communication Toolkit</strong></td>
</tr>
<tr>
<td></td>
<td><strong>A Guide for Parents about School Attendance</strong></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.scotland.gov.uk/Publications/2009/12/04134640/0">http://www.scotland.gov.uk/Publications/2009/12/04134640/0</a></td>
</tr>
</tbody>
</table>
**Parentzone** provide information and resource for Parents and Parent Councils

http://www.educationscotland.gov.uk/parentzone/index.asp

**Building Curriculum for Excellence Through Positive behaviour and Relationships**

http://www.scotland.gov.uk/Publications/2010/06/25112828/0

**Broad General Education in the Secondary School – A Guide for Parents and Carers**

http://www.educationscotland.gov.uk/resources

**Information about curriculum for Excellence levels and how progress is assessed.**

http://www.educationscotland.gov.uk/the
curriculum/howisprogressassessed/stages/index/asp

**Curriculum for Excellence factfile – 3-18 Transitions** – provides information on the transitions children and young people will face throughout their education and beyond

http://educationscotland.gov.uk/publications/c/publication

**The Additional Support for Learning** page provides links to relevant legislation and guidance including the arrangements that should be in place to support pupils with additional support needs.

http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL

**Getting It Right For Every Child and Young Person**, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers

http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright

**Scottish Schools Online** – provides a range of school information, including contact details school roll, facilities, website, inspection reports

http://www.educationscotland.gov.uk/scottishschoolsonline/
## Muirhead Primary School Catchment Area

<table>
<thead>
<tr>
<th>Street Name</th>
<th>Range</th>
<th>Street Name</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afton Gardens</td>
<td>1-11</td>
<td>Kilmory Place</td>
<td>All</td>
</tr>
<tr>
<td>Annick Place</td>
<td>All</td>
<td>Kyle Crescent</td>
<td>All</td>
</tr>
<tr>
<td>Baird Court</td>
<td>1-8</td>
<td>Lochay Place</td>
<td>All</td>
</tr>
<tr>
<td>Beechwood Paddock</td>
<td>All</td>
<td>Lochlea Avenue</td>
<td>1-19 &amp; 2-20</td>
</tr>
<tr>
<td>Boyd Place</td>
<td>1-7</td>
<td>Maberry Place</td>
<td>All</td>
</tr>
<tr>
<td>Buchan Road</td>
<td>All</td>
<td>Main Street</td>
<td>All</td>
</tr>
<tr>
<td>Burns Road</td>
<td>All</td>
<td>McAdam Court</td>
<td>1-8</td>
</tr>
<tr>
<td>Calder Avenue</td>
<td>All</td>
<td>McLaren Court</td>
<td>1-8</td>
</tr>
<tr>
<td>Central Avenue</td>
<td>3-59</td>
<td>McMillan Court</td>
<td>1-6</td>
</tr>
<tr>
<td>Colleenan</td>
<td>All</td>
<td>Merrick Avenue</td>
<td>1-15 &amp; 2-16</td>
</tr>
<tr>
<td>Colleenan Avenue</td>
<td>All</td>
<td>Milton Crescent</td>
<td>All</td>
</tr>
<tr>
<td>Collins Drive</td>
<td>All</td>
<td>North Drive</td>
<td>25-67 &amp; 28-60</td>
</tr>
<tr>
<td>Coyle Park</td>
<td>All</td>
<td>Old Loans Road</td>
<td>All</td>
</tr>
<tr>
<td>Craiksland Place</td>
<td>All</td>
<td>Ramsay Court</td>
<td>1-6</td>
</tr>
<tr>
<td>Creebank Place</td>
<td>All</td>
<td>Roughlea Place</td>
<td>All</td>
</tr>
<tr>
<td>Crossburn Drive</td>
<td>All</td>
<td>Ruthven Place</td>
<td>All</td>
</tr>
<tr>
<td>Crossburn Lane</td>
<td>All</td>
<td>Sandhill Gardens</td>
<td>All</td>
</tr>
<tr>
<td>Crossburn Terrace</td>
<td>All</td>
<td>Scott Crescent</td>
<td>All</td>
</tr>
<tr>
<td>Crummieholm Gardens</td>
<td>All</td>
<td>Seaview Terrace</td>
<td>All</td>
</tr>
<tr>
<td>Deveron Road</td>
<td>2-84 &amp; 1-166</td>
<td>Simpson Court</td>
<td>1-6</td>
</tr>
<tr>
<td>Doon Place</td>
<td>All</td>
<td>Smeaton Court</td>
<td>1-8</td>
</tr>
<tr>
<td>Dundonald Road</td>
<td>91 - 155</td>
<td>Solway Place</td>
<td>All</td>
</tr>
<tr>
<td>Dunmurchie Road</td>
<td>All</td>
<td>Spey Road</td>
<td>4-52</td>
</tr>
<tr>
<td>Earn Road</td>
<td>1-9</td>
<td>Stable Wynd</td>
<td>All</td>
</tr>
<tr>
<td>Esk Road</td>
<td>All</td>
<td>Teviot Place</td>
<td>All</td>
</tr>
<tr>
<td>Ferrier Court</td>
<td>1-6</td>
<td>Troon Road</td>
<td>All</td>
</tr>
<tr>
<td>Findhorn Place</td>
<td>All</td>
<td>Wardlaw Crescent</td>
<td>All</td>
</tr>
<tr>
<td>Fleming Court</td>
<td>1-6</td>
<td>West Crescent</td>
<td>All</td>
</tr>
<tr>
<td>Fullarton Place</td>
<td>All</td>
<td>West Grove</td>
<td>All</td>
</tr>
<tr>
<td>Hall Lane</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hillhouse Estate</td>
<td>All</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Barassie Farm Cottages(Nos 1-2)
Bushyburn
Collenan Cottages(Nos 1-4)
Collenan Farm
Craiksland Cottages(Nos 1-2)
Crossburn House
Crummieholm
Glenburn Dairy
Glenodonan
Laigh Hillhouse Bungalow
Laigh Hillhouse Farm
Milestone Cottage
Moreland Cottage
Navrig
Shepherds Cottage
The Stables
Water Works Cottages (Nos. 1-2)
West Park
### 4. **School Staff**

<table>
<thead>
<tr>
<th>Name</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs McWilliam</td>
<td>Nursery Teacher</td>
</tr>
<tr>
<td>Mrs M Nibloe</td>
<td>Primary 1 Class Teacher</td>
</tr>
<tr>
<td>Mrs E Marshall</td>
<td>Primary 2 Class Teacher</td>
</tr>
<tr>
<td>Miss L Hail</td>
<td>Primary 3 Class Teacher</td>
</tr>
<tr>
<td>Mrs J Thomson</td>
<td>Primary 4 Class Teacher</td>
</tr>
<tr>
<td>Mrs T Patrick</td>
<td>Primary 5 Class Teacher</td>
</tr>
<tr>
<td>Mr I Lindsay</td>
<td>Primary 6 Class Teacher</td>
</tr>
<tr>
<td>Mrs C Mair / Miss E McClure</td>
<td>Primary 7 Class Teacher</td>
</tr>
<tr>
<td>Mrs C Wainwright</td>
<td>Pupil Support Class Teacher (0.4)</td>
</tr>
<tr>
<td>Mrs C Mitchell</td>
<td>Pupil Support Class Teacher (0.2)</td>
</tr>
<tr>
<td>Mrs L Gray</td>
<td>Pupil Support Class Teacher (0.2)</td>
</tr>
<tr>
<td>Mrs K Terras</td>
<td>Music Teacher (0.1)</td>
</tr>
<tr>
<td>Mr S McAughtrie</td>
<td>Brass Instructor (0.1)</td>
</tr>
<tr>
<td>Mrs M Tindall</td>
<td>PE Teacher (0.2)</td>
</tr>
<tr>
<td>Miss M Taylor</td>
<td>Nursery Nurse</td>
</tr>
<tr>
<td>Mrs J Eggo</td>
<td>Nursery Nurse</td>
</tr>
<tr>
<td>Mrs A Stewart</td>
<td>Nursery Nurse</td>
</tr>
<tr>
<td>Mrs C Lewis</td>
<td>Nursery Nurse</td>
</tr>
<tr>
<td>Mrs M Anderson</td>
<td>Nursery Nurse</td>
</tr>
<tr>
<td>Mrs K Kerr</td>
<td>Nursery Nurse</td>
</tr>
<tr>
<td>Mrs F Sprott</td>
<td>Clerical Assistant</td>
</tr>
<tr>
<td>Mrs J Stewart</td>
<td>Clerical Assistant / School Assistant</td>
</tr>
<tr>
<td>Mrs K Barrie</td>
<td>School Assistant</td>
</tr>
<tr>
<td>Mrs K Bruce</td>
<td>School Assistant</td>
</tr>
<tr>
<td>Mrs J Kilmurry</td>
<td>School Assistant</td>
</tr>
<tr>
<td>Mrs McGarva</td>
<td>School Assistant</td>
</tr>
<tr>
<td>Mrs J Paterson</td>
<td>School Assistant</td>
</tr>
<tr>
<td>Mrs B Quigley</td>
<td>School Assistant</td>
</tr>
<tr>
<td>Miss T Nelson</td>
<td>Youth Initiative Music Worker</td>
</tr>
<tr>
<td>Mr I Bennett</td>
<td>Janitor</td>
</tr>
<tr>
<td>Mr C Barron</td>
<td>Active Schools Co-ordinator</td>
</tr>
</tbody>
</table>
### Catering Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs Wylie</td>
<td>Catering Supervisor</td>
</tr>
<tr>
<td>Mrs D Wilson</td>
<td>Catering Assistant</td>
</tr>
<tr>
<td>Mrs D Miller</td>
<td>Catering Assistant</td>
</tr>
<tr>
<td>Miss L Cochrane</td>
<td>Catering Assistant</td>
</tr>
<tr>
<td>Mrs J Dickie</td>
<td>Cleaning Supervisor</td>
</tr>
<tr>
<td>Mrs J Darragh</td>
<td>Cleaner</td>
</tr>
<tr>
<td>Mrs W Gordon</td>
<td>School Nurse</td>
</tr>
<tr>
<td>Dr J Holland</td>
<td>School Doctor</td>
</tr>
<tr>
<td>Mr D Van Blerk</td>
<td>School Psychologist</td>
</tr>
</tbody>
</table>

### 5. Management Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs J Stefani</td>
<td>Head Teacher</td>
</tr>
<tr>
<td>Mrs E Marshall</td>
<td>Depute Head Teacher</td>
</tr>
<tr>
<td>Miss E McClure</td>
<td>Principal Teacher</td>
</tr>
</tbody>
</table>
6. **The School Year and School Hours**

**SCHOOL HOURS**

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00 a.m. – 10.45 a.m.</td>
<td>Work Period 1</td>
</tr>
<tr>
<td>10.45 a.m. – 11.00 a.m.</td>
<td>Morning Interval</td>
</tr>
<tr>
<td>11.00 a.m. – 12.30 p.m.</td>
<td>Work Period 2</td>
</tr>
<tr>
<td>12.30 p.m. – 1.30 p.m.</td>
<td>Lunch</td>
</tr>
<tr>
<td>1.30 p.m. – 3.15 p.m.</td>
<td>Work Period 3</td>
</tr>
</tbody>
</table>

**2013/2014 Holidays**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers (In-service)</td>
<td>Thursday</td>
<td>15th August 2013</td>
</tr>
<tr>
<td>Teachers (In-service)</td>
<td>Friday</td>
<td>16th August 2013</td>
</tr>
<tr>
<td>Pupils return</td>
<td>Monday</td>
<td>19th August 2013</td>
</tr>
<tr>
<td>Local Holiday</td>
<td>Friday</td>
<td>20th September 2013</td>
</tr>
<tr>
<td>Local Holiday</td>
<td>Monday</td>
<td>23rd September 2013</td>
</tr>
<tr>
<td>Close</td>
<td>Friday</td>
<td>11th October 2013</td>
</tr>
<tr>
<td>Teachers (In-service)</td>
<td>Monday</td>
<td>21st October 2013</td>
</tr>
<tr>
<td>Pupils return</td>
<td>Tuesday</td>
<td>24th October 2013</td>
</tr>
<tr>
<td>Close</td>
<td>Friday</td>
<td>20th December 2013</td>
</tr>
<tr>
<td>Pupils Return</td>
<td>Monday</td>
<td>6th January 2014</td>
</tr>
<tr>
<td>Close</td>
<td>Thursday</td>
<td>6th February 2014</td>
</tr>
<tr>
<td>Local Holiday</td>
<td>Friday</td>
<td>7th February 2014</td>
</tr>
<tr>
<td>Local Holiday</td>
<td>Monday</td>
<td>10th February 2014</td>
</tr>
<tr>
<td>Teachers (In-service)</td>
<td>Tuesday</td>
<td>11th February 2014</td>
</tr>
<tr>
<td>Pupils Return</td>
<td>Wednesday</td>
<td>12th February 2014</td>
</tr>
<tr>
<td>Close</td>
<td>Friday</td>
<td>4th April 2014</td>
</tr>
<tr>
<td>Pupils Return</td>
<td>Tuesday</td>
<td>22nd April 2014</td>
</tr>
<tr>
<td>May Day</td>
<td>Monday</td>
<td>5th May 2014</td>
</tr>
<tr>
<td>Teachers (In-service)</td>
<td>Friday</td>
<td>23rd May 2014</td>
</tr>
<tr>
<td>Local Holiday</td>
<td>Monday</td>
<td>26th May 2014</td>
</tr>
<tr>
<td>Close</td>
<td>Friday</td>
<td>27th June 2014</td>
</tr>
<tr>
<td>Teachers (In-service)</td>
<td>Friday</td>
<td>15th August 2014</td>
</tr>
<tr>
<td>Teachers (In-service)</td>
<td>Monday</td>
<td>18th August 2014</td>
</tr>
<tr>
<td>Pupils Return</td>
<td>Tuesday</td>
<td>19th August 2014</td>
</tr>
</tbody>
</table>

**NB** Good Friday: 18th April 2014

Pupil's attendance will be 190 days after deducting 5 in-service days.
7. **Enrolment**

The details for enrolment of children for Primary 1 will be published in the local press. This normally takes place in January. Children who live in the catchment area of a particular school require to enrol at that school when they will be informed of their right to make a placing request to another school of their choice and will be informed of the conditions pertaining to this.

During the summer term, parents and children about to enter P1 will be invited to the school on several occasions. This will provide opportunities to meet staff, and other pupils and to experience some school activities. School routines and arrangements will be explained to parents and any questions answered.

Parents who are seeking to provide a place in the school for their child at any stage, can arrange a visit to view the school and to ask any questions they may have by making an appointment with the Head Teacher.
1. **Curriculum for Excellence**

Curriculum for Excellence is now being implemented across Scotland for all 3-18 years 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 enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together. Glow, Scotland’s unique, world-leading, online network supports learners and teachers in this and plans are already in place for parents across the country to have access to Glow.

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 the change 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 literacy and numeracy – the language and numbers skills that unlock other subjects and are vital to every day life.

It develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

There will be new ways of assessing progress and ensuring children achieve their potential. There will be new qualifications for literacy and numeracy from 2012/13 and new National 4 and 5 qualifications from 2013/14. Our well regarded Access, Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.

There’s 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.
Guidelines for the curriculum are provided at National Level by the Scottish Government, by South Ayrshire Council and by other agencies. In Muirhead Primary School, the curriculum is designed taking these guidelines into account to provide a well-balanced programme of learning. All pupils work at their own level, with all pupils setting achievable targets in their learning. There will be increased opportunities for personal achievement.

Across all stages of the school, our pupils learn in an active way. Children work co-operatively and are given opportunities to interact, discuss, discover and learn from each other, in a very active practical way.

### LITERACY / ENGLISH

The development of language skills are crucial to a child’s success in the school. High priority is placed on giving pupils a command of the English language and the ability to use it. This includes having a knowledge about language, listening attentively, talking effectively, reading with understanding and writing fluently and legibly with accurate spelling and punctuation.

### READING

Reading is taught in a structured way at Muirhead through the use of schemes such as Storyworlds / Discovery Worlds and Literacy / Discovery World. Novels and media are also used to explore and learn about language through the use of our literacy evolve programme.

Children are taught to recognise letters and their sounds (phonics). Our new Active literacy resource is being used to develop children’s phonic skills. Children who experience difficulty in reading are supported well, and make use of the “rapid reading” resource.

All pupils at Muirhead have access to a wide and varied selection of reading material. It is our aim that all children become aware of the enjoyment of reading and that they will acquire the reading habit – a habit which will remain with them for the rest of their lives. We have a parent helper who organises our library in school. Pupils are encouraged to continue their reading habit at home by visiting the library.
LISTENING AND TALKING

In the classroom, children are taught to be active listeners. A variety of activities are used such as CD’s, games, stories and music. Talking and listening skills are developed through every aspect of the curriculum. All pupils are given the opportunity to exercise these skills in groups, individually, to the class or even the school at assemblies, where they are encouraged to speak about personal experiences, feelings and opinions.

WRITING

Children’s skills in personal, functional and imaginative writing are developed within literacy and across other areas of the curriculum. Pupils are given experience of a variety of writing styles for different purposes at their own level of development. The key resources used to support the development of writing through the school are “Models for Writing” and “Write to the Top”. Through these programmes, the children are taught about tools for writing, organising information and creating texts. Formal handwriting skills are taught through the use of Nelson Handwriting. A high standard of writing is expected from all pupils throughout the school and by P7 stage, the children are encouraged to develop their own style of handwriting.

SPELLING

Spelling is taught in a structured way throughout the school, based on Active Literacy / Jolly Grammar at P1 – 2 stages and the curriculum Visions programme. Children are encouraged to look closely at how words are formed and are taught using the look, say, cover, write & check approach.

MODERN LANGUAGES

Currently all pupils in Primary 6 and in Primary 7 are given the opportunity to learn French. The programme of work in use has been devised in liaison with Marr College and other primary schools in the cluster.

MATHEMATICS

Teejay Mathematics is the core resource for the teaching of maths at Muirhead, although other resources are also used. As well as basic numeracy, the children learn about shape, position, measurement, money, information handling, and calculator work. The emphasis, through teaching, is to encourage pupils to think for themselves and to encourage them to think in a strategic way. We place great emphasis on mental maths and each class undertake work involving mental maths daily. Interactive maths is encouraged in all classes. Teachers supplement the work of the core scheme with their own worksheets and additional texts to provide reinforcement or to challenge our more able pupils. Regular assessments are undertaken and recorded in the teacher’s record folder and pupil tracking profile. Children are encouraged to learn maths in a context, and to apply gained skills across all aspects of their learning. This year we will be implementing the new Scottish Heinemann Active Maths to further support pupils learning.
SCIENCE

Science is an important part of our heritage and we use it every day in our lives. It is our aim through their learning in science that the children develop an interest in, and understanding of the living, material and physical world. The children are encouraged to ask questions, experiment, observe, collect, measure, analyse, interpret, draw conclusions and report on findings.

They learn science through activities within Planet Earth, forces, electricity, biology, materials etc.

SOCIAL STUDIES

A clear social studies programme has been developed across the school. All pupils from Nursery to P7 are provided with activities which develop skills and involve pupils in using and applying knowledge. Opportunities also exist to use the local environment and to bring visitors into the school to speak and work with the children. During the studies, the pupils will develop many skills – map skills, note taking, using reference books, libraries, presentation skills, etc.

The learning in social subjects is organised into three areas:

1. People, past events and societies
2. People, place and environment
3. People in society, economy and business

Topics are planned both in a discreet and in an interdisciplinary way. Pupils are very much involved in planning their learning with the teacher.

TECHNOLOGIES

The role of technology in our ever changing world is huge. Children in our school learn about technological developments, computing, food and textiles, engineering, problem solving etc. Children will become very confident in the use of computers and a number of computer based packages.

Our ICT suite is timetabled to allow focussed teaching. In addition, all classes have use of an interactive whiteboard which enhances learning and teaching.
RELIGIOUS AND MORAL EDUCATION

Religious and moral Education enables children and young people to explore the world’s major religions and views. The main aims of our programme in Muirhead are:

- To help pupils to develop a knowledge and understanding of Christianity and other world religions (in Muirhead these are Judaism, Islam and Christianity);
- To appreciate moral values such as honesty, liberty, justice, fairness and a concern for others;
- To investigate and help children understand what religion has to offer;
- To develop own beliefs, attitudes, moral values and practices through personal search.

The programme gives a prominent place to Christianity but also includes exploration of other major faiths. This helps pupils to acquire a broader understanding and tolerance of other peoples’ beliefs. Throughout the nine years of primary education in Muirhead, the children will learn about three world religions, at various stages of the school.

EXPRESSIVE ARTS

This covers the areas of art and design, music, drama and dance. In music, pupils are given the opportunity to sing a variety of songs, play instruments, in turn developing a sense of rhythm and pitch. The pupils are given opportunities to listen and to create music of their own. The school enjoys its link with Marr College and many pupils are fortunate to receive brass tuition from a visiting teacher. Pupils are given the opportunity to present their music to a variety of audiences, and take part in the Ayrshire Music Festival.

Art is taught throughout the school with our aim being to provide all pupils with systematic experiences of drawing, painting, picture making and three dimensional work – developing skills at each stage.

Drama is taught to encourage pupils to express ideas and thoughts through role-play and improvisation while developing language skills at all levels. Children at all stages, are given experiences in performance and presentations to peers, and to larger audiences.

In Dance, the children have opportunities to be Creative and to develop technical skills. This will take the form of creative dance and social dance.
HEALTH & WELLBEING

As a health promoting school, Muirhead has built very positive relationships with staff, pupils, parents and outside agencies.

We encourage a greater emphasis on health throughout the curriculum, covering physical, emotional and mental health. As well as a cross-curricular approach to health promotion within classrooms, we also follow a calendar of whole school health events. The Nursery and Primary 1 & 2 classes enjoy free fruit each week. As well as serving nutritionally balanced meals at lunchtime, Cafe 5 also provides a healthy choice tuck shop for primaries 3 – 7. All food and drinks supplied at Muirhead, through tuck shop, school meals and nursery snacks comply with the Health and Nutrition Act (2007).

Health & Wellbeing is the responsibility of all staff in the school, who will ensure children develop knowledge and understanding, and the skills needed for mental, emotional, social and physical wellbeing. It helps them to make informed decisions about their health. Muirhead uses the Bounce Back Resilience Programme to support pupil health and wellbeing.

All pupils have access to the gym three times per week and are expected to wear the appropriate kit. Within the guidelines currently in use, various aspects of PE are explored and taught in a structured way throughout the school. These include: games, gymnastics, health and fitness, athletics, dance, and in swimming. Our PE Teacher ensures all children have access to a wide and varied range of activities. As a health promoting school, pupils are regularly given the opportunity to access a range of additional sporting activities which encourage an active lifestyle.
3. **Extra Curricular Activities**

It is the policy of the school to provide, an extensive range of extra-curricular activities for pupils. These activities are organised each session in conjunction with our Active Schools Co-ordinator – Chris Barron.

The extra-curricular activities vary from term to term, but include Netball, Spanish, ICT, Mini-Tennis, gymnastics, sewing, football, basketball, dance, drama, and arts & crafts and scripture union. The assistance of parents in this extra-curricular programme is always welcome, and any parent is welcome to use his or her talents and interest in any way, will be given the assistance and encouragement to do so. The Head Teacher would be delighted to hear from anyone in this position!

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**ECO SCHOOL**

Our Eco Committee is positively proactive. We currently have members from P2-P7. These 12 pupils are elected annually and roles, responsibilities are shared. The school currently has its Silver Award and the committee are working hard to obtain green flag status. The Eco Committee meets regularly with a staff representative. Issues raised within classes are discussed and new initiatives, projects are developed.

Currently the committee is undertaking an initiative in conjunction with South Ayrshire Councils waste Awareness. The pupils are working alongside the Muirhead Residents and Tenants Association helping to clean up the local burn.

The whole school is involved in recycling and composting goods. Daily the children weigh and record their results. The kitchen are also part of this campaign and have managed to reduce landfill waste from 5 bags to ½ bag! We are very proud of our successful initiative.

Currently the school recycles, paper, mobile phones and ink jet cartridges. The pupils have also organised whole school events such as guest speakers, Christmas card recycling and litter picking events.

Contributing to the committee helps develop children’s awareness of the environment, communication and organisational skills.

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**BREAKFAST CLUB**

We currently run a breakfast club from 8.15am to 8.45am. It is open to all pupils P1 – P7. This is currently run by staff volunteers. The pupils are offered a wide variety of breakfast foods from toast to cereal, milk to fruit juice. It is a great way to start the day with lots of fun activities as well.
Here at Muirhead we have a particularly active JRSO (Junior Road Safety Officers) group. This gives children a unique opportunity to get fully involved in promoting road safety education and help raise road safety awareness throughout the school and the wider community and in doing so assist with their own learning across the curriculum. This is done in a variety of ways such as campaigns involving local residents, parents, councillors, and local community police. Plays presented to nursery and infant classes, assembly talks, school competitions, involvement in the school fayre, articles in the local press and our school monthly news, a regularly updated notice board and liaising with the Road Safety group in Ayr.

4. Homework Policy

It is hoped that parents will be involved in their children’s education and give them every encouragement. A small amount of homework will be given in each class – usually in the form of reading, language and mathematics. Pupils may be asked to complete other work for example, personal research or project work. It would be helpful if parents could help their children by listening to reading, looking at homework and assisting the children where possible. Every child in the school is encouraged to use a homework diary. The main aims of homework are to reinforce the work being done in class, and to assist in making parents aware of the work being covered in class. Under certain circumstances, and with parental agreement, children may benefit from completing some class work at home. Time spent on homework will vary according to the age of the children and the type of activity. Specific tasks should take no longer than 20-30 minutes. Homework information pertinent to each particular stage is issued at the beginning of each session.

5. Assessment and Reporting

Assessment is undertaken on a continual basis and is an important part of the planning process in the school. Two opportunities per year are provided for parents to meet with class teachers to discuss progress. These meetings generally take place one afternoon and evening in October/November and the same in April/May. A written report is provided for parents in advance of the April/May meetings, forming the basis for discussion. At these times, the school management team are also available to discuss any areas of concern with parents. There is also an ‘Open Hour’ once per term when parents can come in to speak to the class teacher about pupil progress. Parents do not need to wait for these meetings to discuss their children, but are welcome to call at the school any time. It is advisable to telephone to make an appointment first. Within Curriculum for Excellence, learning is arranged in levels as follows:

- Early Level: Nursery and Primary 1, or later for some;
- First Level: Primary 2 – Primary 4, but earlier or later for some;
- Second Level: Primary 5 – Primary 7, but earlier or later for some;
- Third Level: Secondary 1 – Secondary 3 but earlier for some;
Children are learning within, and being assessed on a particular level depending on age, stage and ability.

Across the school, staff are using our new approach to planning across all curricular areas. Linked to this, is assessment, where staff track and record children’s progress through learning at all levels – Early, First and Second. Assessment is not an add-on to learning, but is integral to daily classroom practice. Children when starting a level are developing their skills as they progress through the level they are consolidating what they have learned when they can use their skills and knowledge in other areas their learning becomes more secure at the level.

Children in Primaries 1, 3, 5 and 7 undertake computerised assessments, which provide us with a baseline and detailed information on each child’s strengths and areas for development.

Class teachers assess on an on-going basis, and record next steps for children in daily planning documentation.

Pupils play a significant part in assessment, and will have regular discussions with school staff about their learning, next steps and areas of strength. Each child has a learning profile, which shows clear steps in each child’s learning throughout each stage of the school. Both child and teacher make comment on their learning within this document.

**CURRICULUM FOR EXCELLENCE (CfE)**

**CENTRE FOR EVALUATION AND MONITORING (CEM)**

The start of the 2010/11 session marked a milestone in the Curriculum for Excellence programme, with every school fully engaged with the new curriculum.

In order to ensure we are able to provide parents with information about how children are progressing, we have implemented new assessment procedures including arrangements for moderation and quality assurance of Curriculum for Excellence. To complement these arrangements we also implemented adaptive, electronic assessments for literacy and numeracy developed by the Centre for Evaluation and Monitoring (CEM) based at Durham University. Pupils were assessed for the first time using these adaptive, electronic assessments in P1, P3, P5 and P7.

The CEM assessments, which are professional diagnostic tools which teachers incorporate into the classroom as part of the assessment programme, provide detailed information for class teachers about the strengths of individual pupils in reading and mathematics.

The CEM assessments generate an average based on the age at which the child is deemed to be performing.

In 2011/12 in primary 3 the average age of children completing the assessments was 7 years 8 months. The average reading age of children assessed was 8 years 5 months and the average mathematics age of children assessed was 7 years 6 months.

In 2011/12 in primary 5 the average age of children completing the assessments was 9 years 7 months. The average reading age of children assessed was 9 years 8 months and the average mathematics age of children assessed was 8 years 8 months.
In 2011/12 in primary 7 the average age of children completing the assessments was 11 years 7 months. The average reading age of children assessed was 11 years and the average mathematics age of children assessed was 10 years.

In addition to CEM assessments, classroom teachers assess pupils within Curriculum for Excellence in a variety of ways. These include:
* Ongoing assessments on a day to day basis
* Weekly assessments in key curricular areas
* Assessments at the end of a focused teaching block
* Use of teacher, self and peer assessment
* Quality feedback and next steps given to pupils in a variety of ways
* Assessment, recording and tracking of key curricular areas

Pupil assessments are not always written. Class teachers often assess pupils on what they say, write, do and make.

Pupils play a significant part in assessment, and will have regular discussions with school staff about their learning, next steps and areas of strength. Each pupil has a learning profile, which shows clear steps in each child’s learning throughout each stage of the school. We are confident that we will be able to feedback accurately to parents in 2013 reports in regard to their children’s performance within CfE.

Muirhead is part of a Marr cluster project looking at moderation of assessment, particularly in Literacy, Numeracy and Health & Wellbeing.

### 6. School Improvement

At Muirhead Primary it is our aim to ensure that all pupils can reach their full potential by creating an educational environment within which each pupil receives a broad and balanced curriculum. In order to do this we have identified 6 priorities working with staff and our cluster schools. Parents will have opportunities throughout the year to see how our plan is developing. This will happen through newsletters/information leaflets/Curriculum Evenings

<table>
<thead>
<tr>
<th>No</th>
<th>Priority name</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Cluster Plan (1) Numeracy</td>
<td>Cluster Primary Schools to work together towards on a progressive approach to numeracy and mathematics.</td>
</tr>
<tr>
<td>2</td>
<td>Cluster Plan (2) Transition</td>
<td>Transition - To adopt a common project from P7 to S1 ensuring continuity and progression in learning across all cluster primaries and into the associated secondary.</td>
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<tr>
<td>3</td>
<td>Cluster Plan (3) RRSA</td>
<td>Cluster schools to work together towards the Rights Respecting Schools Award</td>
</tr>
<tr>
<td>4</td>
<td>Supporting Pupils</td>
<td>Staff will use a variety of strategies support pupils and will continue to work toward our Dyslexia Friendly Bronze Award</td>
</tr>
<tr>
<td>5</td>
<td>Literacy, Numeracy &amp; Health across the curriculum</td>
<td>Staff and pupils have a clear structure in the development of literacy, numeracy and health across the curriculum</td>
</tr>
<tr>
<td>6</td>
<td>Assessment</td>
<td>Staff will continue to ensure there is a consistency in approaches to assessment. Tracking systems are established to monitor individual pupil progress</td>
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</tbody>
</table>
7. Additional Support Needs/Accessibility Strategy

**Schools**

**Additional Support for Learning**

South Ayrshire Council has duties outlined in the Standards in Scotland’s School Act, and the Education (Additional Support for Learning) (Scotland) Act 2004 (As amended). These include the production of a policy for additional support needs, authority arrangements for identification and assessment of additional support needs, preparation of plans, including a CSP where appropriate, maintain and review additional support needs on an ongoing basis. South Ayrshire Council is committed to a care policy of inclusion to carry out these duties of support. The authority is also committed to maintaining a range of specialist establishments and services to support the whole continuum of needs.

**What are additional support needs?**

Some children and young people need extra help in school to make progress. It is the duty of the education authority to give some extra help in schools to all children and young people with additional support needs. Children and young people may need this help with their reading or writing, to make sure they can get into and around the school or to support their learning through difficult family circumstances. Additional support needs can last for only a short time or could last for much longer. For instance, additional support may be needed for a child or young person who:

- is gifted
- has behavioural or learning difficulties
- is bereaved
- is deaf or blind
- is being bullied
- is not attending school regularly

These are just some examples.

**How do we make sure we can meet the additional support needs of pupils in South Ayrshire?**

All children and young people may need additional support at some point to help them make the most of school education. The main support is the class teacher who is able to meet the needs of most pupils without extra help. With good teaching and learning, and the right materials, most children and young people won’t need anything more than this.

Establishments have policies outlining resources and approaches which will be used to address additional support needs for your child. The Head of Establishment will always try to support your child’s additional support needs, which have been identified following assessment.

If a pupil needs more help than the class teacher can give in school, then a process of providing the right support begins. We call this staged intervention. Staged intervention is our way of recognising additional support needs and then giving extra help for a child or young person. This can be broken down into three main stages in school:
Stage 1 - In class support

At this stage the teacher notices children or young people who need more help than other children or young people in the class. For most pupils the help they need can be given by the class teacher without anyone else being involved. The teacher may change the way she teaches, change the materials the pupil is using or reorganise her classroom. Even after this, some children still need help and the class teacher will talk to the pupil support co-ordinator or principal teacher in the school for advice and help.

Stage 2 - In school support

If the child or young person is still having problems and not making good progress, the teacher will get help from other people in the school, such as pupil support staff. At Stage 2, this help will come from the school. The school should talk to parents as soon as possible in order to make sure they know all about the help being given to their child.

Stage 3 - Interagency support

Sometimes the help at stage 2 is not enough and the school will arrange a meeting so that everyone who might be able to help the child to learn will be able to talk things over and agree a plan to support the child or young person. This might be social workers, health workers or voluntary workers who might be asked for information, advice or help. It will involve the educational psychologist. The teacher and the school gather this information, advice and services. This is then used to help the child or young person make the most of school.

Establishments will have in place a range of support plans, which will systematically record and monitor the learning outcomes and the progress of children and young people with additional support needs.

Before the plan can be drawn up everyone will have to share information about the child or young person’s additional support needs. Then everyone should agree what they can do to support the child or young person. They will all have to agree some targets and when to meet again to make sure the targets are being met.

For most pupils this will be written down in an Individualised Educational Programme (IEP). For a small number this might mean a Co-ordinated Support Plan (CSP) has to be prepared. An IEP sets short and long term targets for the child or young person. A CSP also sets targets for the child or young person. However, in a CSP the child or young person needs the support of people outside education, such as health workers, in order to help them learn to their full potential. Pupils at stage 3 should also have a meeting to discuss their plan at least once a year.

South Ayrshire has developed a range of enhanced services to help meet the identified needs of children and young people. These services assist establishments in responding to the additional supports not normally available to them. These supports include:

- Psychological Services
- Peripatetic Services e.g. Visual Impairment and Hearing Impairment
- Home Link Service
- Looked After and Accommodated Service
• Intensive Support
• Care and Learning
• School Support Assistants
• Cluster Support Teachers
• Home Tutoring
• Outreach services from Specialist Centres

Education would in an integrated framework with Social Work and Health, address a range of concerns. Where necessary, establishments can access advice and direct support from e.g. Speech and Language Therapy, Occupational Therapy and Physiotherapy.

**How can parents help to support children and young people with additional support needs?**

As parents/carers, you will be fully involved in both the assessment of your child’s needs and the plan of any outcomes detailed on your child’s support plan. Opportunities are also given by South Ayrshire Council to parents/carers to contribute to policy and procedure development.

Parents should know about and be involved in the plans to support their children right from the start. Parents can bring supporters or advocates to any meeting at school to discuss their child’s additional support needs.

The school or education authority can give you more information if you want it. If a CSP is being prepared for a child or young person, the Authority must take account of the views of parents. This should be when deciding to prepare a CSP and when reviewing the CSP. In addition the views of parents on any aspects of the CSP should be written into the plan.

**What role do children and young people play?**

All children and young people will have the opportunity to make their views known about decisions that affect them. They will be encouraged to take part in any meeting where people are discussing their additional support needs. They will help to set their own targets and to review these. They will also help with the plans to move to another school or to life after school when the time is right.

If a CSP is being prepared or the authority is trying to establish if one is needed, children and young people will have opportunities to let people know what their views are. They will also be asked for their views when a CSP is being reviewed. These views will be written down in the plan.

**How can parents make requests for assessment?**

Assessment means gathering and making sense of information about a child or young person and his or her particular circumstances. Its purpose is to identify children and young people who have additional support needs and to make sure they get the support they need. It takes account of their strengths as well as identifying their needs.

Assessment is something that happens all the time and a great deal of information will be available in schools. This means that specific, individual assessments might not be necessary. However, the Act makes sure that parents or young people can ask an education authority to arrange for an assessment or examination to take
place. The request can be for an educational, psychological or medical assessment or examination or any other assessment or examination that is requested, including more than one of these.

All establishments recognise that you as a parent or carer, are an essential part of the assessment process.

Requests for assessment must be in writing or some other permanent form which can be referred to in the future. The request should contain the reasons for the request and the education authority must meet this request unless it is unreasonable.

As a parent or carer you will be fully consulted and kept informed at all stages of the assessment process by the head of establishment or educational psychologist.

Parents can expect a response to such requests within four weeks and will be notified of the person in the authority who is dealing with the request. These requests should be sent to the education authority.

**What can parents do if they don't agree with the authority?**

Separate information has been published giving details of the process involved in resolving differences which might arise between the authority and a parent. This might involve discussing things with your child’s head teacher or with an officer from the authority or it might involve voluntary mediation, which a parent can ask for and can be requested at any time. It might mean the formal process of dispute resolution and appeals tribunals. This information will be available in schools and also from the education authority.

**Where can parents get support and information relating to additional support needs?**

The first point of contact for more information should be the school your child attends. The Head of Establishment will be able to provide information on your child’s learning and teaching and will hopefully be able to answer any questions, issues or reassure you about any concerns you may have. For more information you can contact the following officers:

**Manager (Additional Support Needs)  Jim McCaffrey**
Burns House
Burns Statue Square
Ayr
KA7 1UT
Tel: 01292 616443

**Principal Psychologist**
Queen Margaret Academy
Dalmellington Road
Ayr
KA7 3TL
Tel: 01292 292652

**Co-ordinator (Pupil Support)  Ellen Trayner/Janey Smith**
Burns House
Burns Statue Square
Ayr
KA7 1UT
Tel: 01292 612085/612784
Enquire
Scottish Enquire helpline: 0845 123 2303
Textphone: 0131 22 22 439
Email: info@enquire.org.uk

Enquire, the Scottish advice service for Additional Support for Learning provides free, independent and impartial advice through its helpline.

Scottish Child Law Centre
54 East Cross Causeway
Edinburgh
Midlothian
EH8 9HD
Tel: 0131 667 6333
Email: enquiries@sclc.org.uk

The Scottish Child Law Centre provides free legal advice and information for and about children and young people.

Resolve
Children in Scotland
5 Shandwick Place
Edinburgh
EH2 4RG
Tel: 0131 222 2456

Advocacy Service
John Pollock Centre
Mainholm Road
Ayr
KA8 0QD
Tel: 01292 294309

8. Getting It Right for Every Child (GIRFEC)

The GIRFEC approach builds on multi-agency joint working using the Well-being Indicators to record observations and concerns in order to put together an individual plan for a child. The approach supports the recording of information in a consistent way to provide a shared understanding of the needs of the child or young person.

Getting it right for every child aims to have in place a network of support to promote wellbeing so that children and young people get the right help at the right time. This network will always include family and/or carers, school and the universal health services as appropriate.

9. Child Protection

School staff provide support to children and young people in their daily work and have a vital role to help protect them from harm. School staff help keep children and
young people safe and well by:

- Helping them learn about their personal safety, including internet safety.
- Being a trusted adult who children and young people may turn to for help, and who will take them seriously
- Identifying when children and young people may need help
- Understanding the steps that must be taken when there are concerns for children's and young people’s safety and well-being.

The school has a Child Protection Co-ordinator who will co-ordinate the school’s response to concerns for children and young people’s safety and wellbeing. The Authority has a designated officer for Child Protection who will ensure schools work effectively to keep children safe and well. If you have any concerns about the safety and wellbeing of a child or young person, including a 'gut feeling', talk about this to the school's Child Protection Co-ordinator or another member of staff.

10. Composite Classes

Primary schools have pupils at seven broad year stages, primary 1 to primary 7. A year stage is defined as a group of pupils entering primary education at a common date. Composite classes are those where children of more than one-year stage are grouped together to form a class.

Schools are staffed to agreed standards based on the total number of pupils within the school regardless of the numbers of pupils at each year stage. This means that the head teachers are required to take management decisions to organise classes to make best use of available staff, resources and space. Balancing up the various factors involves both educational and organisational considerations.

Selection of pupils to classes including composite classes:

In the formation of new classes full account must be taken of existing successful groupings of pupils. Schools should use language and/or mathematics groups as the baseline for decisions as to which class children are allocated. Within this broad guideline a language and/or mathematics working group could be defined as:

“A number of pupils of broadly the same attainment who have shown the capacity of working well as a learning group”.

Normally such classes will be formed before the start of a new school year so that all involved know that class structures exist for the new school session. In certain circumstances class restructuring may have to take place during the summer break or after a school session has started. However such cases will be very exceptional. Parents will be informed at the earliest opportunity of likely re-classification of classes to allow appropriate discussions to take place. Further information is available at the school.
11. Religious and Moral Education

In Muirhead, we meet together as a whole school on a weekly basis, for our assembly. These are taken by the Head Teacher, Depute Head Teacher, Principal Teacher or by the children on a rota basis and by the school chaplain Cannon Tom Montgomery. Assemblies are also a time when pupil successes and achievements are recognised and rewarded appropriately.

Parents and friends are invited to join us at special assemblies – Easter, Summer, Christmas, etc.

Parents from religions other than Christianity may request that their children be permitted to be absent from schools in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions (days) in any one school session and the pupil noted as an authorised absentee in the register.

12. Sensitive Aspects of Learning

There will be times throughout your child’s school life when additional support, other than the standard curriculum might be necessary. If we feel your child needs additional help e.g. bereavement support; Circle Time or indeed any other support to assist with barriers to learning, you will be informed in the first instance and asked for your support. The school also uses a Resilience Programme called Bounce Back which helps to support children through any issues that they are dealing with.

The school also has very good working relationships with other services and our School Nurse, Wendy Gordon works closely with the school to deliver sexual health education in primary 6 and 7. Parents are informed in advance of the aforementioned inputs.

You will be kept informed of the progress with the additional intervention.
13. **Equal Opportunities and Inclusion**

All pupils have access to a curriculum, which will fulfil their needs. When a teacher identifies a pupil who is in need of additional support, that support will be provided initially by the class teacher. These needs may be of a physical, learning or emotional nature. It may be that after consultation with the class teacher, Depute Head Teacher and parents, it is felt that the child requires further support. This may be provided by a support teacher provided by the authority, a special needs auxiliary, a speech therapist, an occupational therapist, promoted staff, etc. In some cases, the pupil may be referred to an educational psychologist. Pupils who fall into these categories are monitored closely by psychological services, the class teacher and by the Depute Head Teacher, who is the pupil support co-ordinator.

In Muirhead we aim to provide all children with an educational and social environment, which will enable them to reach their potential irrespective of race, creed, sex or religion.

14. **Health and Wellbeing**

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they may need for mental, emotional, social and physical wellbeing now and in the future.

Children and young people should feel happy, safe respected and included in the school environment and all staff in the school are pro-active in promoting positive behaviour in the classroom, playground and the wider school community.

Personal and Social Development is concerned with the development of life skills. Through this, the pupils are encouraged to value themselves, to be aware of others and their needs and how to keep themselves safe.

In Muirhead we have created a community which provides a warm, caring and supportive atmosphere by treating the pupils as individuals, listening to their needs, offering equal opportunities to all, stressing positive achievements and encouraging strong links between parents, children and the school.

All pupils have access to a full programme of citizenship, personal and social education, health education and Circle Time through which appropriate health/personal and social issues are discussed. Citizenship is central to much of the PSD work undertaken within our classes and throughout the school.

High importance is placed on health and Wellbeing In Muirhead. The partnership working between school staff, kitchen staff, active schools, sports coaches etc all culminate in a high quality experience for our pupils within the area of health and Wellbeing.

Learning within Health and Wellbeing extends beyond the classroom, with many opportunities provided for staff, pupils and parents to be involved in a range of activities. These include: lunchtime and after school sports activities, breakfast club, cooking classes for parents, awareness raising and fundraising for a number of health related charities. We also invite a number of visitors to the school, to share information about wider issues within health and wellbeing. These include our school nurse and our community police.
15. Pupil Council

Consultation with pupils about their views on their school environment and their learning is given high priority within Muirhead. We seek to give young people as many opportunities as possible, to play an important part in developing their school and their own learning journey. Our Pupil Council is one way we ensure that the young people in the school develop positive attitudes and have an opportunity to take part in “real-life” decision making within their own school environment.

Our pupil council is proactive with representatives from Primary 2 – Primary 7. These pupils are elected by their peers. Once elected, roles and responsibilities are given.

The council meets regularly with a staff representative. The council make a democratic contribution (following discussion with their peers) to the development and running of the school, by contributing positive suggestions and decisions that enhance the everyday life of the school.

Contributing to the council allows pupils to demonstrate their skills in communication, cooperation, team building and decision-making.

16. Pupil Behaviour

In Muirhead Primary School we aim to create a relaxed, controlled atmosphere where children have respect for others and a responsible attitude towards other people and property.

Pupils are expected to be courteous and to conform to the Golden Rules, which are there to ensure the smooth running of the school and the safety of all pupils and staff. The relationship between teacher and pupil is based on mutual respect, similar to that between child and parent.

A positive approach to behaviour is employed at Muirhead, where children are praised and rewarded for good work and behaviour. This is highlighted during our weekly assemblies.

The school policy outlines a very clear procedure for pupil behaviour, which is followed by all staff – teaching and non-teaching.

Any breaches of school rules would initially be dealt with by the class teacher. These incidents would be investigated and dealt with fairly and positively to prevent escalation. If felt appropriate, parents would be notified to enable them to assist in solving the situation. We particularly appreciate and value the cooperation of parents.

If a situation becomes serious, a promoted member of staff may become involved to work in partnership with parents to find a positive solution to the situation. If a serious misbehaviour or disruption persists, a pupil may be excluded within the terms of the Education (Scotland) Act 1980.

In Muirhead we aim to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and
affects everyone. It is unacceptable and will not be tolerated within our school community.

Pupils in Muirhead are encouraged to report any instances where they feel threatened or unsafe to any member of staff. All school staff will take appropriate action when informed of any alleged incident.

Parents play a crucial role in supporting the school with their child’s behaviour.
SECTION C – Home / School / Community

1. Parental Involvement and Home School Links

The Parent Council are extremely active within Muirhead Primary and support staff and pupils at various school events. They have also been extremely successful in raising funds for the school.

The school communicates with parents in a variety of ways to ensure that parents are fully informed about pupil progress and about the work of the school.

- Termly Newsletters
- Curriculum Evenings
- Curriculum Leaflets
- E-mails
- Parent Workshops
- Text Messaging

Parents can become involved in the children’s learning in a variety of ways.

- Contributing to Out of School Activities
- Taking part in surveys
- Completing Questionnaires
- Attending Curriculum Evenings
- Attending Curriculum Workshops
- Supporting School Fayres and Events
- Taking an active roll in the Parent Council

Supporting Parents

The school will be launching its website early in 2013 which will give parents access to a range of school information.

There is also an information area in the school’s main entrance with a variety of relevant leaflets and documents to support parents.

2. Parents as Partners

Parent Council and Parent Forum

Parent Councils are the formal representative body for parents with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents 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 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
- represent the views of parents
- promote contact between the school, parents, pupils, providers of nursery education and the community
- report to the Parent Forum
- be involved in the appointment of senior promoted staff.
- raise funds for the school for the benefit of pupils (in some schools the PTA/PA fulfils this role).

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.

**Parent Council**

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

**Parent Council Chair:**

*Mrs Shelagh Jackson*

*Email Address: Shelagh64@msn.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. They can be contacted by phone on 0131 226 4378, fax 0870 706 5814 or email on sptc@sptc.info or write to SPTC, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB.

National Parent Forum of Scotland - enquiry@parentforumscotland.org

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.
3. Choosing a School

Under the placing request arrangements parents have the right to choose a school other than the catchment denominational or non-denominational school for their area. This is known as a placing request and application forms can be obtained from the school office or Children and Community, County Buildings, Wellington Square, AYR KA7 1DR, telephone 01292 612268. Unfortunately it is not possible to guarantee that a placing request will be successful but parents will have the right of appeal should it be unsuccessful. Full details of the placing request arrangements are contained in the application form.

You should be aware that if you decide to make a placing request your child would no longer be automatically considered for a place in their catchment school.

4. Attendance

Section 30 of the 1980 Education Act lays a duty on every parent of a child of ‘school age’ to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

Regulation 7 of the Education (School and Placing Information) (Scotland) Amendment, etc Regulations 1993 requires each child’s absence from school to be recorded in the school register as authorised e.g. approved by the authority or unauthorised e.g. unexplained by the parent (truancy) or excluded from school.

The co-operation of parents in observing the guidelines given below will be appreciated:

1. If a child is absent from school owing to illness or for some other reason, parents are asked to notify the school by telephone. It is essential that parents give the child a note on his/her return to school, confirming the reason for absence.
2. Whenever possible dental/medical appointments should be arranged after 3.15 p.m.
3. Every effort should be made to avoid family holidays during term time as this both disrupts the child’s education and reduces learning time. Parents should inform the school by letter, before going on holiday, of the dates. Such absence will be authorised only where attendance is otherwise satisfactory. Clearly where attendance is unsatisfactory, absence will be unauthorised.
4. Parents may request that their child be permitted to be absent from school to make an extended visit to relatives. Only written requests detailing the destination, the duration and the provision that will be made for their continuing education will be granted and the pupil noted as an authorised absentee in the register. Clearly, with no explanation from the parent, the absence is unauthorised.

It should be noted that the school investigates unexplained absence, and the authority has the power to interview or prosecute parents, or to refer pupils to the reporter of the children’s hearings, if necessary.

Attendance and absence information for pupils in the school in the most recent
school year are set out in this book.

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

The authority’s and Scotland’s figure include all education authority and grant aided primary schools, but exclude all special schools.

As you are aware, all schools in South Ayrshire Council are committed to ensuring that every pupil develops to his/her full potential. To help us fulfil this commitment, it is important that we continue to gather detailed and accurate information on pupil attendance and absence patterns. This information is vitally important, not only in terms of promoting the highest possible level of school attendance - but also in terms of ensuring pupil safety and welfare, and, where appropriate during periods of absence, ensuring entitlement to educational provision as outlined in the Standards in Scotland’s Schools Act 2000.

Information provided relates to:

1. Guidelines for absences that relate to family holidays taken during term-time.
2. Extended leave with parental consent.
3. Advice regarding communication with your child’s school in the event of absence.
4. The codes that are now used by schools to record pupil absence and attendance.

The number of codes used to record pupil attendance and absence reflects national guidance issued by the Scottish Executive Education Department (SEED). These codes are attached, together with a brief description and designation as “attendance”, “authorised absence” or “unauthorised absence”. These designations follow national guidelines and will be applied to attendance reporting at pupil, school and authority level.

**FAMILY HOLIDAY NOT AUTHORISED BY THE SCHOOL**

The majority of family holidays taken during term time will be categorised as unauthorised absence. However, it is acceptable under exceptional circumstances for schools to authorise a family holiday during term time. Such circumstances may include:

- A family holiday judged to be important to the well-being and cohesion of the family following serious or terminal illness, bereavement or other traumatic events
- Where a parent’s employment is of a nature where school holiday leave cannot be accommodated (eg armed services or emergency services)

A family holiday classified under the “authorised absence” category should not include such reasons as:

- The availability of cheap holidays or desired accommodation
- Poor weather experienced during school holidays
- Holidays which overlap the beginning or end of term
- Parental difficulty obtaining leave (with local judgement applied in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences)
EXTENDED LEAVE WITH PARENTAL CONSENT

Where most family holidays will be recorded as unauthorised absence, extended leave with parental consent will not be considered to be the same as a family holiday. Extended leave with parental consent will be recorded separately outside the figures for attendance and absence, and include circumstances such as:

- Extended overseas educational trips not organised by the school
- Short-term parental placement abroad
- Family returning to its country of origin (to care for a relative, or for cultural reasons)
- Leave in relation to the children of travelling families

ADVICE TO PARENTS

Schools will now follow-up all instances of pupil non-attendance in order to accurately record the reason for absence using the coding system below. It would be extremely helpful in this regard, if parents, guardians and carers could contact school at the beginning and end of the absence period – indicating their awareness of and reason for the absence. It would also be helpful if an indication of the expected date of return to school could be given. Where no information is provided absences will be considered to be unexplained and therefore recorded as unauthorised.

When your child returns to school following a period or illness a letter should be sent to the school and include the following information:

- Pupil’s name
- Class
- The date(s) of the absence
- The reason for the absence
- Signature of parent/carer

5. Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA 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

Data Policy

Information about pupils’ education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data collected by Scottish Government is used for statistical and research purposes only.

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 each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (www.scotxed.net).

Concerns

If you have any concerns about the ScotXed data collections you can email the national statistics office at statistics.enquiries@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.

Want more information?

Further details about ScotXed are available on the ScotXed website, www.scotxed.net, which contains a section on ‘frequently asked questions’ at https://www.scotxed.net/ScotXed%20Website%20FAQ/ScotXed%20Website%20FAQ.aspx
6 **School Uniform Policy**

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

These are forms of dress which are **unacceptable in school**, such as items of clothing which:-

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

Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing school dress.

Parents receiving income support, family credit, housing benefit or council tax rebate will normally be entitled to monetary grants for footwear and clothing for their children.

In Muirhead, the colours are red and white, and a selection of clothing in school colours is available from local retailers. Sweatshirts bearing the school name are available from the Parent Council. To save time and trouble for both parents and teachers, it would be helpful if you could **PLEASE MAKE SURE YOU PUT YOUR CHILD’S NAME ON HIS/HER CLOTHING**.

I would like to remind parents and pupils about the requirement at Muirhead to wear the appropriate kit for P.E. The kit consists of the following:

White t-shirt/ polo shirt
Black shorts
Black gym shoes or trainers which are not pupils main shoe

For health and safety reasons all jewellery should be removed. Earrings should be removed or covered. Long hair should also be tied back.

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

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

Primary 7 pupils from Muirhead Primary School normally transfer to:

Marr College,
Dundonald Road,
Troon.
Tel: 01292 311082

Head Teacher: Mrs E McGregor Sloman

8. Public Private Partnership (PPP) Programme

Muirhead is not currently involved in this.

9. Parental Complaints Procedures

If you have any comments or complaints please approach the Head Teacher in the first instance. If the Head Teacher does not resolve the issue to your satisfaction, you should write to the Executive Director of Children and Community, County Buildings, Wellington Square, AYR, KA7 1DR

If you have a concern and wish to complain to the Care Commission directly, please write to:

Care Commission Office
Sovereign Road, Suite 3
Academy Road
Irvine, Ayrshire
KA12 8RL

We are always anxious to maintain and improve our service. If you have any suggestions to make about the service, please contact the head of establishment in the first instance. If you feel your complaint has not been satisfactorily resolved with the Head Teacher, please contact the Executive Director of Children and Community, County Buildings, Wellington Square, AYR, KA7 1DR
SECTION D – Care and Welfare

1. Playground Supervision

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety & Supervision of Pupils) (Scotland) Regulations, 1990.

Parents should note that supervision is available in the playground from 8.45 a.m. each morning. Pupils are encouraged not to arrive at school prior to this. If the weather is inclement, pupils may be given access to the building from 8.45 a.m. onwards.

In Muirhead, children are supervised in the playground by our Janitor and School Assistants, who all actively encourage play and co-operation amongst all our pupils.

A range of games and activities on a rota basis are made available to all pupils.

2. School Meals and Free School Meal Information

In Muirhead we operate a cashless, pay in advance lunch system for all pupils and staff.

How Does it Work?

- Payments are sent to the school in a special envelope by parents each Monday morning. These amounts are added to the pupil’s account each Monday morning by catering staff.
- Payment can be for any amount eg weekly, monthly or rounded lump sums for the term.
- Cash will NOT be accepted for school meals except in a labelled envelope in advance as described above.
- A pupil’s account is accessed at the till in the dining hall using name.
- Purchases may not exceed the value held in the pupil’s account.
- The unspent value is securely carried forward.
- Pupil’s entitled and approved to be in receipt of free meals have the appropriate amount allocated to their accounts for use each lunch-time.

This System
- Removes the frequency of need to carry cash.
- Parents do not need to find change every day.
- Removes the stigma sometimes associated with being in receipt of free meals.
- Pupil’s can check the balance in their account at the pay point at any time.

There are facilities in the school for pupils who wish to have a packed lunch.

Our catering team are happy to provide pupils with specific dietary requirements. Parents are encouraged to speak directly with the school cook about this.
Children of parents receiving Income Support, Job Seekers Allowance (Income Based) Child Tax Credit only (where income is less than £15860*) and child tax credit and working tax credit (where income is less than £6420*) are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools and from Children and Community, County Buildings, Wellington Square, Ayr, KA7 1DR, Telephone 01292 612268.

* These values are revised annually

3. **Footwear and Clothing Grant Information**

Pupils whose parents or guardians are in receipt of either Income Support, Income based Jobseekers Allowance, Child Tax Credit only or Support under part VI of the immigration and asylum Act 1999 may be entitled to a Footwear and Clothing Grant and a Free School Meal.

Pupils whose parents or guardians are in receipt of Housing Benefit and/or Council Tax Benefit and/or Child Tax Credit and Working Tax Credit may be entitled to the Clothing Grant only.

Information and application forms may be obtained from schools, Customer Service Centres and from Children and Community, County Buildings, Wellington Square, Ayr KA7 1DR

4. **Transport Guide to Parents**

In law it is the parents’ responsibility to ensure that children attend school and make suitable travel arrangements for them. However where children live more than a specified walking distance from their catchment school the Council will assist with school travel by making available free school transport for all or part of the journey.

South Ayrshire Council has a policy of providing free transport to all primary pupils who live more than two miles from their local school by the recognised shortest, safe walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible for free school transport should obtain an application form from the school or Children and Community, County Buildings, Wellington Square, Ayr KA7 1DR Tel – 01292612284. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

Strathclyde Partnership for Transport (SPT) organise mainstream school transport on behalf of South Ayrshire Council. If you have any concerns or complaints relating to the service provided you should in the first instance contact the school who will forward your complaint to SPT alternatively you can e-mail SPT at school.transport@SPT.co.uk.

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

Children who have Additional Support Needs and/or particular medical conditions may also be entitled to free school transport. The school can advise you on how to access this support.

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

The education authority does not provide transport for those pupils in receipt of a placing request.

**Privileged Seats**

Pupils who are not entitled to free school transport may on occasion apply for a privileged seat. A privileged seat is where there is a vacant seat on a dedicated school contract. Parents can make an application for a privileged seat by submitting a letter to South Ayrshire Council, Department of Children and Community, County Buildings, Ayr KA7 1DR at any time during the year. Parents should note that privileged seats are not available on local service contracts and are allocated during October. Privileged seats can be withdrawn if an entitled pupil requires transport and cease at the end of each school session.

### 5. Insurance

South Ayrshire Council holds Public Liability, Employers’ Liability and Officials Indemnity Insurance. In addition, South Ayrshire Council has an on-site and off-site activities insurance policy. Further information regarding insurance and an appropriate claim form can be obtained from the school or Children and Community, County Buildings, Wellington Square, Ayr KA7 1DR, telephone 01292 612264.

### 6. Valuable Items

The Council is concerned at the level of claims being received regarding the loss of pupil’s clothing and / or personal belonging. Parents are asked to assist in this area by ensuring that valuable items and unnecessary expensive items of clothing are not brought to school. Parents should note that the Council does not carry insurance to cover loss of such items and any claims submitted are likely to be met only where the Council can be shown to have been negligent.
7. Use of Mobile Phones

Over the past few years, there has been a significant increase in the number of young people using mobile phones. Schools have effective communications systems for all eventualities within schools and the use of mobile phones should be unnecessary within the school.

We would seek the support of parents and guardians by encouraging them to ask their children to leave mobile phones at home. There may be exceptional circumstances which would require a pupil to carry a mobile phone. If pupils do bring mobile phones to school with the approval of their parent or guardian, they remain the responsibility of the owner at all times in terms of security and safekeeping.

Mobile phones should be switched off at all times within the school buildings unless prior consent has been received from a senior member of staff. The existing communication systems within schools will be used for dealing with emergencies.

Where an individual repeatedly breaches the school guidelines, existing behaviour procedures will be invoked and the parent or guardian contacted.

9. Health and Medical Information

In the event of a child taking ill, or having a serious accident during school, the parent or emergency contact is informed at once and appropriate action taken to ensure the well being of the pupil. If no contact can be made, the child will be looked after in school or in serious cases, the family doctor contacted to ensure the child is treated as soon as possible. No child will ever be sent home before contact is made. It is therefore vital that the school is provided with up to date contact telephone numbers for all pupils.

Medical examinations are carried out by the school doctor on selected or identified P1 pupils at some time during their first session in school and selective medicals of 11 year olds are carried out annually. In both cases the parents will be informed of the date and time of these examinations and are invited to be present if they so wish. Routine immunisations are also carried out in the school if the parent consents for this to be done. The school nurse and health visitor are regular visitors to the school and as well as carrying out routine health checks, they are involved in the health programme throughout the school.

In the unlikely event of a child having to take medicine during school hours, certain procedures must be followed. Further information can be provided by the Head Teacher.

If your child suffers from Asthma, it is important that you inform the Head Teacher of any restrictions, which need to be applied to your child’s activities, and the medication which has been prescribed so it can be used appropriately.

It would be extremely helpful if you could inform the school of any medical conditions.
your child suffers from. These should be reported to the Head Teacher in writing.

**Health Promotion and Nutrition**

Children and young people need the right balance of food and nutrients to develop and grow. Healthy Eating is about getting that balance right and all our menus are nutritionally analysed to meet the Scottish Government Schools (Health& Nutrition) (Scotland) Act 2007 and promote key messages to improve diet to positively influence current and future health.

The Schools (Health Promotion and Nutrition) (Scotland) Act 2007 and the Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2008 build on the achievements of Hungry for Success by establishing standards for all food and drink in schools.

The focus is on getting the balance right and helping pupils make informed choices. A wide range of appealing healthy food and drinks are promoted through marketing, education and active encouragement.

We educate and encourage children and young people to opt for healthier choices, not only in school but also outside school.

For further information go to:-


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**NHS Ayrshire & Arran**

**Oral Health Promotion Initiatives in Nursery and Primary Schools**

NHS Ayrshire & Arran is implementing two oral health programmes - *Childsmile* and the National Dental Inspection Programme (NDIP) in local schools.

**Childsmile:**

The *Childsmile* programme’s aim is to improve the dental health of children in Scotland and it is funded by the Scottish Government. It will be rolled out to all schools in Scotland during the next few years. *Childsmile* has 3 main elements:

1. A core toothbrushing programme – free oral health packs containing a toothbrush and fluoride toothpaste are given out to children at nursery school and in primary 1 on entry to primary school. In Ayrshire & Arran, daily supervised toothbrushing takes place in all nursery schools and many primary schools. During their first year of life, all babies are given an oral health pack and a drinking cup to encourage healthy weaning by swapping bottle for cup as soon as baby is able to drink from a cup. Water and milk are recommended as safe drinks for teeth for all children.

2. **An infant programme** - this promotes oral health from birth. Parents of newborn children may be referred to the programme by their Health Visitor. Dental Health Support Workers visit parents in their home to give information, oral health advice and to arrange regular visits to the local *Childsmile* Dental Practice.

3. **A nursery and school programme** - this provides preventive oral health programmes for children aged 3 years and upwards. This programme started in 2007 and initially only involved a small number of schools. Each year more
schools are being included in the programme. It targets children in nursery and primary schools, who will benefit from additional preventive care. This care will involve the application of fluoride varnish to children’s teeth by Childsmile Clinical Teams in the nursery and primary schools. The Childsmile Teams will also deliver oral health promotion messages and be supported by Dental Health Support Workers who will be attached to nursery and primary schools and be the main contact point for parents, teachers, other school staff and School Nurses.

**The National Dental Inspection Programme:**

Each year at school, all primary 1 and all primary 7 pupils will be offered a dental inspection in school, by a dentist. It is important that each child’s dental health is assessed so that the child and their parents can maintain dental health and take the necessary steps to remedy any problems that may have arisen. There is also a need to monitor children’s dental health at national and regional or local levels so that reliable dental health information is available for planning and evaluating initiatives directed towards improvements. The National Dental Inspection Programme fulfils both these functions by providing an essential source of information for keeping track of any changes in the dental health of Scottish children.

**9. Data Protection Act**

Information on pupils and parents may be used for teaching, registration and assessment and other administrative duties. This information may be shared with the Health Board for statistical, operational and analysis purposes. The information is protected by the Data Protection Act 1998 (as amended) and may only be disclosed in accordance with the Code of Practice. For further information, please contact the school.

**10. The Freedom of Information (Scotland) Act 2002**

The Freedom of Information (Scotland) Act 2002 enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities; Scottish Executive and its agencies; Scottish Parliament; Local Authorities; NHS Scotland; Universities and further education colleges; and the Police.

Public Authorities have to allow access to the following information:

- The provision, cost and standard of its service;
- Factual information or decision-making;
- The reason for decisions made by it.

The legal right to access includes all types of ‘records’ information of any data held by the Scottish public authorities. From 1st January 2005, any person who makes a request for information must be provided with it, subject to certain conditions.
11. Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases, we shall do all we can to let you know about the details of closure or re-opening. We shall keep you in touch by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio.

12. Helpful Addresses / Websites

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<td>Head Teacher Marr College Dundonald Road TROON</td>
<td>01292 311082</td>
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<td>Area Community</td>
<td>25 Wellington Square AYR</td>
<td>01292 886569</td>
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<tr>
<td>Education Officer</td>
<td>Wendy Gordon</td>
<td>Barassie Street Clinic</td>
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<td>TROON</td>
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<td>School Nurse</td>
<td>Mr D Van Blerk</td>
<td>Queen Margaret Academy</td>
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<td>58 Robertson Street</td>
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<td>GLASGOW</td>
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</tbody>
</table>
Hello Everyone,

As the Head Teacher of the school, can I take this opportunity to welcome you to Muirhead Nursery Class. I hope you find the information in this book both useful and informative. We strive to make the nursery a welcoming, happy place for you and your child. Through the variety of learning experiences we offer your child, we aim to:-

- provide a safe and stimulating environment, in which your child will feel happy and secure;
- encourage the emotional, social, physical and intellectual development of your child;
- encourage positive attitudes to self and others while developing confidence and self esteem;
- create opportunities for play;
- encourage your child to explore the world;
- provide opportunities which stimulate interest and imagination and to extend your child’s ability to communicate ideas and feelings in different ways.

Previous HMIE / Care Commission Inspections have confirmed for us the high quality of the learning we provide within our nursery class.

Should you require further information, please feel free to speak with myself or any of the nursery staff.

I look forward to working with you and your child at our school.

Best Wishes,

June Stefani
Head Teacher
GENERAL INFORMATION

Muirhead Nursery Class functions as part of Muirhead Primary School, and is managed by the same Head Teacher and management team.

It is non-denominational and co-educational and is able to accommodate 40 children at the morning session and 48 children at the afternoon session.

The two sessions currently run as follows:-

**Morning Session:** 9.00 am – 11.30 am  
**Afternoon Session:** 12.30 pm - 3.00 pm

The nursery currently offers all children up to a three hour session each day.

We would ask that children are collected promptly at the end of each session.

Because the nursery class functions as part of the school, the nursery holidays are the same as the schools. (See beginning of handbook for holiday information).

Through Surestart funding, we are also currently able to offer full time places for up to 16 children. Referrals are made via medical or educational professionals. Parents who wish their child to be considered for this should speak to the head teacher in the first instance.

APPLYING FOR A NURSERY PLACE

The first step, should you wish your child to receive nursery education at Muirhead Nursery Class would be to register. If a place is offered to your child then he/she will be formally enrolled.

WHO CAN APPLY FOR A NURSERY PLACE

Parents/guardians of children who will be three years old by **28 February** can apply for a nursery place. Registration normally takes place at Muirhead in January. This date is generally intimated in the local press and in local amenities.

Parents/guardians should make one application to the nursery of their choice. They will be asked to state a second and third choice.

The South Ayrshire Council admissions policy is adhered to when allocating nursery places. The policy is set out below:-

**Priority 1:** “CHILDREN IN NEED” (CHILDREN SCOTLAND ACT 1995) – REFERRED BY SOCIAL WORK SERVICES, PSYCHOLOGICAL SERVICES, PRE-SCHOOL ASSESSMENT TEAMS, GP’S, HEALTH VISITORS.

All children regardless of priority must apply for a nursery place during registration week.

Priority 1 admission will apply to 3 and 4 year olds in nursery schools, classes and partnerships centres, 0-5 year olds at The Cherry Tree Nursery and 2-5 year olds at Tarbolton Nursery School and Wallacetown Nursery School.

**Priority 2:** CHILDREN WHO ARE DEFERRING ENTRY TO PRIMARY SCHOOL

Children with January/February birthdays whose parents/carers have requested an additional year.

Children with September – December birthdays for whom South Ayrshire Council has granted an additional year.
Priority 3: CHILDREN IN THEIR PRE-SCHOOL YEAR LIVING IN SOUTH AYRSHIRE
South Ayrshire Council’s Nursery expansion means that places can be offered to all 4 year olds.

Priority 4: CHILDREN IN THEIR PRE-SCHOOL YEAR WHO RESIDE OUTWITH THE BOUDARY OF SOUTH AYRSHIRE BUT WITHIN THE CATCHMENT OF A SOUTH AYRSHIRE PRIMARY SCHOOL
Places will be made available only after all South Ayrshire children in their pre-school year have been accommodated.

Priority 5: ALL OTHER CHILDREN LIVING IN SOUTH AYRSHIRE
All other children living in South Ayrshire whose older brothers/sisters will be accessing nursery education within the same establishment.

Priority 6: ALL CHILDREN LIVING OUTWITH SOUTH AYRSHIRE
Places will be made available only after all children in priorities 1, 2, 3, 4 and 5 have been accommodated.

Within each category priority will continue to be given to children whose home address lies within Social Inclusion Partnership areas, all other considerations being equal.

Further information about this policy can be obtained from the Head Teacher.

STARTING NURSERY
Parents will be notified by letter of their child’s start date. Each child is assigned to a member of the nursery staff, who will take responsibility for the child’s progress, assessment and care both in and out of the nursery.
Parents are very welcome to come along to the nursery on their child’s first day. It is reassuring for your child to know you are close by and it also provides the opportunity for you to look round the class, chat with the staff and to see first hand what goes on in the nursery.

TOYS FROM HOME
If a small familiar toy offers some feeling of security for your child, then certainly bring it along. However, please understand that we cannot be responsible for lost or damaged toys.

CLOTHING
All children enjoy messy work. While we always try to ensure aprons are worn, accidents do happen. It would be helpful if you could dress your child in suitable clothes. Suitable outdoor clothing is also useful in case outdoor play or a trip is planned. Indoor shoes would be helpful for use in the gym. This session, for the first time, school polo shirts are available for nursery children. A sample of this can be seen at the nursery entrance. Please ask a nursery staff for details.
ARRIVAL AND COLLECTION OF CHILDREN

I am sure you will appreciate that the safety of the children in the nursery is of paramount importance. It is expected that a responsible adult brings and collects your child from nursery each day. It is important and indeed helpful to inform a member of staff if there is a change of person collecting your child. This avoids difficult situations arising when staff do not allow a child to leave with an adult the staff do not know.

Safety measures have been taken to increase the security of the school. The nursery door will be supervised by a member of staff at the beginning and end of each session. To gain access outwith these times, the buzzer entry system must be used.

The nursery currently offers all children a 2½ hour session each day.

We would ask that children are collected promptly at the end of each session.

NURSERY CURRICULUM

We aim to provide a well-balanced, planned programme of activities tailored to each individual child by providing suitable equipment in safe, nurturing surroundings. This will encourage the child’s natural curiosity and allow them the valuable opportunity to progress at their own pace in an educationally stimulating environment enabling them to achieve their full potential.

Children in our nursery class will also work within Curriculum for Excellence, currently being implemented.

The main curricular areas are:

- Expressive Arts – art, drama, music and dance
- Health and wellbeing
- Literacy
- Mathematics
- Religious Moral Education
- Science
- Social Subjects
- Technologies

PLANNING

We use information from parents and children/staff, to plan and provide interesting challenging and achievable learning experiences taking account of the individual needs, stage of development and interests of each child.

The plan is then used in conjunction with the Curriculum for Excellence framework which will provide a framework for your child’s time at nursery, enabling a child’s initiated, natural progression towards future learning. All nursery staff are involved in weekly planning sessions, with plans monitored by the school management team on a regular basis.
LINKS WITH PRIMARY 1

Children within the nursery and Primary 1 are working within the Early Level of Curriculum for Excellence. To continue to provide high quality learning experiences, staff within the nursery regularly work with Primary 1 staff to plan, deliver and assess learning experiences.

From time to time, some children from the nursery will work within the Primary 1 classroom, and children from the Primary 1 classroom may work within the nursery.

In addition, opportunities are provided for P1 teachers to visit the nursery to meet the children who will move to Primary 1 in August. A written report called a skills profile which parents will have already seen will be made available and discussed with your child's key worker. This is an excellent opportunity to ensure that your child's P1 teacher has a clear view of your child's development and thus enables them to provide an appropriate curriculum for your child from the very beginning of primary one. Other activities are organised during the month of June. These can include further visits to P1, senior pupils coming into the nursery to work with pre-school children on a “buddying” scheme. This can assist many young children to cope with the move to P1 without anxiety.

Children With Additional Support Needs

At all times, we try to ensure that each child progresses as an individual. Those pupils who may be experiencing difficulties are brought to the attention of the Head Teacher, who will in turn speak with parents, or where appropriate, other relevant professionals. Children in this category are given extra help and attention from nursery staff, and after consultation with the Head Teacher, parents and other professionals, an appropriate programme or work is drawn up to cater for the child's needs.

Children in the nursery class follow the same guidelines as the primary department.
EQUALITY

All children are encouraged to develop positive attitudes towards others whose gender, language, religion or culture for example is different from their own. Parents from Ethnic Minorities who celebrate particular religious festivals may wish their children to be absent in order to attend religious events. Such occasions will be supported by the establishment.

MEDICAL INFORMATION

It is extremely important that nursery staff are aware of any medical problems your child may have. These, naturally are kept confidential. If your child suffers from asthma, the staff must be informed of any activities which would be likely to start an attack. Inhalers can only be administered by staff after arrangements are made via the Head Teacher.

If your child is going to be absent from nursery, it would be appreciated if the school could be telephoned to inform us of this absence. If your child takes unwell during class time, parents will be telephoned. If parents are unavailable, the emergency contact number will be used. Everything possible will be done within the school to ensure that the child is as comfortable as can be. It is important that the school is kept fully informed of any changes to telephone numbers.

From time to time, health professionals may visit the nursery to speak with all the children e.g. nurse, dentist, doctor, health visitor, etc. It should be noted that NO child will be seen by any of these visitors unless parents have been informed and permission has been received. Should you have any concerns about any medical issues, please speak with a member of the nursery staff or the Head Teacher. Notices are always posted on the parents’ notice board to inform you of any infectious illnesses reported to the school.

Accidents

These will be dealt with within the nursery. We will always inform you about any minor accidents when you collect your child. If your child is seriously injured we will make every effort to contact you immediately. All accidents are recorded with a note of action taken. The adult collecting the child will be asked to sign a record of the accident.
ASSESSMENT AND REPORTING TO PARENTS

Each child’s development is monitored continuously by his/her key worker, and a profile of your child’s work and achievements is kept. Parents are able to see this at the parents’ meetings held throughout the year. The first of these is usually in October and the other will take place near the end of the session. With the parent’s permission, the information in the profile is also made available to your child’s Primary 1 teacher.

Nursery staff are always willing to talk to you about your child. However, if it is a matter which may require lengthy discussion, it would be helpful if an appointment could be made through the school office.

NEXT STEPS

Most of the children who attend the nursery will progress to P1 at Muirhead Primary School. Staff from the School and nursery will work together throughout the year to ensure a smooth transition from pre-5 to primary.

Staff will also liaise closely with other nursery establishments and primary schools to provide a smooth transition for children, and parents.

A skills profile which details your child's learning will be passed on to the receiving establishment.

PARENTAL CONTRIBUTIONS

It would be much appreciated if parents could donate one kitchen roll and a box of tissues at the start of the session.

Any outgrown clothes – pants, jogging bottoms, etc., would be most welcomed in case of "accidents".

Part of the art work done in the nursery involves the use of “junk”. Donations of the following would be welcome:- newspapers, yoghurt cartons, ice-cream tubs, kitchen roll tubes, small cardboard boxes, cereal boxes etc. (NO polystyrene please).

The school recognises the role of parents as the child’s first educator. When your child starts we will ask you to complete a leaflet ‘All About Me’ and this will give the staff background information about your child’s likes, dislikes, and special interests. Each staff member is responsible for eight children in both the morning and afternoon sessions. If you have any problems or concerns, please come and discuss them right away.
PARENTAL PARTNERSHIPS

The nursery has an ‘Open Door’ policy which means parents are welcome to visit. We encourage you to become actively involved in your child’s education during their time in Nursery. We invite you to spend a morning or afternoon within the Nursery observing your child and helping with daily activities. If you have a special knowledge or interest in any subject e.g. art and craft, nature, music or are involved in something which might interest the children e.g. fire service, police, please inform the Nursery Staff. Information about the activities your child is involved in during the time he/she is in the Nursery is displayed in the cloakroom area outside and is updated on a regular basis. If you have any concerns at all about your child in the Nursery Class, please feel free to come along and talk about them. Working together, we can usually sort them out very quickly. A monthly newsletter is issued to all children in the school. This is an addition to information issued specifically for the nursery class.

HOW CAN I HELP AS A PARENT?

Please:

- Keep us up to date with any changes to address or telephone number
- Inform school if emergency contact number changes
- Clearly name your child’s clothing/footwear
- Inform school if child is being collected by another adult
- Let school know if your child may be upset by something which has happened at home e.g. death of a pet or illness of a family member
- Encourage your child to talk about his/her experiences at Nursery
- Use designated entrance for Nursery and School pupils
- Encourage your child to move carefully within the school, to use toilets properly and to respect other people’s belongings
- Support the school Parent Council which raises funds for the whole school including Nursery. Details of fundraising events are included in Newsletters
- Volunteer when help is required for outings, parties, etc
- Enjoy your child’s time at Nursery

We are always keen to improve our service and value any input from parents. The head teacher would be happy to hear from any parent who has suggestions on how to improve the work of the school.
QUALITY ASSURANCE

As a registered centre, our nursery is inspected regularly by the care commission and will be included in a joint Care Commission / Education Scotland HMIE Inspection programme. A rigorous monitoring and evaluation programme developed within the school ensures high standards are kept in all aspects of the service. This is undertaken by all nursery staff as well as the school management team. Parents and children are consulted regularly about our service and how we can improve.

GENERAL INFORMATION

SNACKS AND HEALTHY EATING

Healthy eating is encouraged at snack time. A carton of milk is provided each day, along with a variety of snacks. Water is always available as an alternative to milk. Other soft drinks will only be provided if the child has a medical condition. It is important that parents inform nursery staff of any food allergies or any foods they do not wish their children to try.

Parents are invited to contribute £1.50 per week, generally collected on a Monday. This money provides snacks and other small treats for the children. The children practice washing hands, preparing and tidying up after snacks and are encouraged to be independent. This nursery also participates in the tooth-brushing scheme, where all children have the opportunity to brush their teeth after their snack.

FIRE DRILLS

A fire drill for all children and staff in the school, Nursery to Primary 7 will take place termly. Procedures for evacuating the building are displayed throughout the school. The initial drills are announced, where the procedures are discussed with the children. Subsequent drills are unannounced.

SMOKING

Muirhead Primary School in line with other South Ayrshire Council buildings, is a smoke free zone. It would be helpful if parents and visitors to the school could refrain from smoking in the building and in the playground. We appreciate your co-operation in this matter.

PHOTOGRAPHER

The photographer visits the school each year. Parents will be kept fully informed of dates for this.
**EMERGENCY CLOSURE / CONTINGENCY ARRANGEMENTS**

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you in touch by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio. In the event of an emergency during the school day, where staff and pupils are unable to return to the building, all pupils and staff will be taken to Muirhead Activity Centre.

**ATTENDANCE**

Regular attendance at nursery is encouraged. We would appreciate a phone call if your child is going to be absent from nursery for any reason.

**OUTINGS & TRIPS**

From time to time, outings are planned to link with nursery themes. A letter informing parents of proposed trips will be issued along with a permission slip which must be returned to the nursery teacher before the child is permitted to participate in the outing. High adult : child ratios are applied on all outings.

**BIRTHDAYS**

We celebrate children’s birthdays in nursery with a card and a small gift. If you wish to provide a birthday treat for everyone (cake or sweets or fruit etc) this would be welcomed. Unfortunately, for health and safety reasons, we are unable to accept home made cakes.
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<td>01292 292674</td>
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AYR | 01292 267675 |
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58 Robertson Street  
GLASGOW  
G2 8DU | 0141 282 5000  
[www.ltscotland.org.uk/parentzone](http://www.ltscotland.org.uk/parentzone) |
| **Education Scotland / HMie** | HM Inspector of Schools  
Europa Building,  
450 Argyle Street,  
GLASGOW | 0141 242 0100  
[www.hmie.gov.uk](http://www.hmie.gov.uk) |
| **Care Commission Office** | Sovereign Road, Suite 3  
Academy Road  
IRVINE  
KA12 8RL | 01294 323920 |

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

a) Before the commencement or during the course of the school year in question:

b) In relation to subsequent school years