



# Currie Primary School



# School Handbook

Working in Partnership



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**A Foreword from the Director of Children and Families  
Session 2014-15**

Dear Parents/Carers

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

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

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

I am pleased to introduce this brochure for session 2014/15 and hope that it will provide you with all the relevant information you may need concerning your child's school. If you have any queries regarding the contents of the brochure please contact the Head Teacher of your child's school in the first instance who will be happy to offer any clarification you may need.

**Gillian Tee**  
**Director of Children and Families**

## **Children and Families Vision**

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

We believe that children and young people do best when:

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

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

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

## **Currie Primary School Handbook**

### **Welcome**

Welcome to our Currie Primary School Handbook. It has been written to provide clarity and to be a user friendly document. You will find attached to the handbook a number of appendices giving you further information. This handbook offers an introduction to our school and a general overview of the education your child will be getting at school.

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

### **Introduction to the School**

Currie Primary is a school on the South West of the City of Edinburgh. We currently have 2 nursery classes and 14 classes in the main school. Our school role is growing and is currently at 389 with an additional 120 pupils in the nursery.

Currie Primary was officially opened in 2008 following the amalgamation of Curriehill and Riccarton Primary Schools. We have 15 classrooms, a large nursery, music/drama room, 2 halls, library, staff base, 2 meeting rooms, 4 offices and a staff room. Our large playground is a mixture of grass and tarmac.

We are a very active Eco school. We achieved our second Green Flag in August 2013 and in June 2013 gained level 2 accreditation in the Royal Horticultural Society benchmark scheme to get schools gardening. We have achieved Health Promoting Schools Level 2 status. We are currently working towards becoming a Rights Respecting School.

Currie Primary is a non-denominational school. We do however visit Currie Kirk and welcome their minister to our assemblies during the year.

At Currie Primary School achievement is as important to us as attainment and we provide our pupils with a very rich and balanced curriculum across all areas. All pupils are encouraged to do and be the best they can be. Pupil voice is very important to us and this session all of our pupils from P4-P7 are serving on one of our 10 different Pupil Council groups which meet monthly. Almost all staff are involved in working with these groups.

We value a positive relationship with our parents and fully believe education is a shared responsibility. We developed Personal Learning Planning to share learning with parents and encourage parents to work with us in a variety of ways - working alongside us in classes, parent consultations, through assemblies, open afternoons/evenings, trips etc. We have an active Parent Teacher Association and Parent Council who meet regularly. They work closely with us to ensure that the school is supported in many ways.

We pride ourselves on the ethos in Currie Primary School. Many visitors as well as Partner Services and Agencies have commented on the warm welcome they receive and on the friendly atmosphere in the school. We believe that everyone, whatever their position or job in school, contributes to a very successful team. If you have any questions about our school we will be happy to answer them. You are warmly invited to make contact with us at the school.

We hope that the time your child/children spend at Currie Primary School will be a happy and rewarding experience. To make our handbook easy to use we have divided the information into five different sections.

**Sally Hourston**  
**Head Teacher**

**Michelle McAndrew**  
**Depute Head Teacher**

**Neil Mackenzie**  
**Principal Teacher**

November 2014

## Section 1 – Practical Information about our School

### Contact Details:

Name of Head Teacher: Sally Hourston

Name of School: Currie Primary School

Address: 59 Curriehill Road, Edinburgh, EH14 5PU

Telephone Number: 0131 449 3359

Website: [www.currie-pri.edin.sch.uk](http://www.currie-pri.edin.sch.uk)

E-mail Address: [admin@currie-pri.edin.sch.uk](mailto:admin@currie-pri.edin.sch.uk)

### About the School:

Stages of Education provided for: Nursery - Primary 7 (3-12yrs)

Present Roll: 389 and 120 nursery pupils

Denominational Status of the School: Non-Denominational

### Organisation of the School Day:

Start Time: 8.45am

Morning Break 10.15am (P1, P2 & P3) 10.30am (P4-P7)

Lunch Time: 12 midday-12.45pm (P1, P2 & P3) 12.15pm-1.00pm (P4-P7)

Finish Time: 2.45pm (P1 and P2) 3.15pm (P3-P7)

Nursery Sessions: AM 8.30am-11.40am and PM 12.20pm-3.30pm

Assembly: Mondays

## **Currie Primary School Vision**

At Currie Primary School it is our shared vision to create a welcoming, inclusive and nurturing environment for learning which is deep, personal and enduring.

We share the same values on which Scottish society was founded and the Curriculum for Excellence promotes, those of wisdom (successful learners), justice (effective contributors), compassion (responsible citizens) and integrity (confident individuals).

## **Currie Primary School Aims**

Currie Primary School exists to enable our pupils to be successful learners, confident individuals, responsible citizens and effective contributors.

To achieve our vision, we aim to do this:

1. By delivering a varied, stimulating, active and relevant curriculum encouraging creativity, enthusiasm for, resilience to and motivation for life-long learning, ensuring every pupil reaches their full potential and the highest standards of attainment possible.
2. Through a positive ethos, we build on and promote confidence and self-esteem, recognising and celebrating the wider achievements of our pupils.
3. Through nurturing self-respect, respect for others, for the local community and wider environment we enable our pupils to live and work, now and in the future, in a sustainable world.
4. Through building strong partnerships with parents, carers and our professional partners we create opportunities for and encourage our pupils to make informed choices enabling them to be active and responsible participants in our school, in the local area and within the wider world, appreciating the diversity within our communities.
5. By being a health promoting school we encourage and promote the health of the whole child - physical, emotional and social health and well-being.

### **School Organisation**

The school is staffed by a Head Teacher, Depute Head Teacher, Principal Teacher, Business Manager and 14 full time equivalent Class Teachers. There is a full-time Additional Support for Learning Teacher and part-time visiting Specialist Teachers for Music and Modern Languages (French/German). We also have visiting music instructor who teaches strings.

In addition there are other staff excluding teachers which include a School Administrator, Pupil Support Assistants, a Nursery Officer, Nursery Practitioners, Service Support Officer, school meals catering staff, crossing patrol staff and cleaners.

In any given year pupils are likely to be taught for part of the year by student teachers. During such periods, as with other professionals, the student is directly supervised by the qualified professional, who at all times ensure that standards are maintained.

Details of current staffing can be found in Appendix 1 at the end of this handbook.

From time to time, in Primaries 1 to 7, it becomes necessary to form composite classes composed of pupils at two different stages. In The City of Edinburgh, these classes are formed using the criteria of pupil ages. In the course of their school life, it is not unlikely that children may at some point be placed in a composite class. Parents can be assured that a composite class is no more unnatural an educational vehicle than a year group class based on equally arbitrary dates. In every class, the teachers meet the needs of all children by using different methods and by differentiating the teaching and learning. It may also be the case that during the journey from Primary 1 to Primary 7 class groupings may be changed to provide a better educational and social mix.

### **The School Session/Term Dates**

The school year is from mid-August till the end of June or beginning of July the following year. Children begin school in the August following their fifth birthday, although children are eligible for admission from age 4 1/2 years. Pupils normally progress through one primary stage each year. At the end of seven years of primary education, children progress to secondary school. Children are eligible to join the Nursery waiting list on and after their second birthday. Priority is given to those children who will be eligible for school the

following session. The term dates and holiday dates for the ensuing session are contained in Appendix 2.

It should be noted that Primary 1 pupils attend in the mornings only for the first two weeks of the autumn term.

Parents are asked not to send their children to school too early in the morning especially in inclement weather. Children can arrive at 8.35am when the school doors will be open for children to enter the building.

### **Nursery**

Monday-Friday AM class 8.30am - 11.40am

Monday- Friday PM class 12.20pm - 3.30pm

Children can be placed on the nursery waiting list no earlier than their second birthday. Application forms can be obtained at the school office and parents must return them to the school office. Parents will be informed in the summer term if their child is being offered a place.

The Nursery does not have a catchment area in the way the Primary School does, but parents should note that enrolment at the nursery does not automatically ensure a place at Currie Primary School.

### **Communicating with the School**

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

### **Registration and Enrolment**

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

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

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

Children whose 5th birthday occurs between 1st March and 28th February of the following year are eligible for admission on the first day of the Autumn term. An advert will be placed in the press and locally in November of the previous year advising parents to contact their local school to enrol their child.

An Open Day for all City of Edinburgh Schools is held at the start of November every year. In addition during enrolment week parents/carers of children starting school for the first time are invited to meet the Depute Head Teacher as part of the enrolment process. The transition from Nursery to Primary 1 includes activities and opportunities for both the parents/carers and children to sample life in Primary 1.

In June parents will be invited to an induction session and the children will be invited to meet their new teacher and classmates at four one hour sessions in June. Details of this can be found in the Induction to Primary 1 booklet which will be given to all new Primary 1 parents/carers.

Parents out with the catchment area who wish a place at Currie Primary for their child at the P2-6 stage should contact the school to discuss placement. If pupils are entering P1 or P7 a request must be made in writing to The Children and Families Department using a non-catchment placing request form. These are available from the school office. Parents whose children are transferring from another school are asked to call at the school or to telephone for an appointment.

### **Attendance and Absence**

It is the responsibility of parents of a child of school age to make sure that their child is educated. Absence from school is recorded as authorised, that is approved by the children and families department, or as unauthorised, that is unexplained by the parent (truancy).

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

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

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

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

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

Pupil absence should be reported to the school office by phone (0131 449 3359) first thing in the morning before 9.00am. A member of our office staff will contact you directly if your child is marked absent at registration. This will ensure that the reason for the absence is known as soon as possible and alert you if your child is not in school when they should be. The absence line is open 24 hours. It is important that the school is informed of any absence by 9.00am however earlier is helpful. When a pupil returns to school after an absence, a short note should be written by the parents and handed to the class teacher explaining the reason for the absence.

It is particularly important that the school is informed immediately of the reason for a pupil not returning after lunch. If a child has a medical appointment or dental appointment then a note should be sent in to school to notify staff of the time and date. Parents must collect pupils from school for such appointments. It is not possible to allow pupils to leave on their own.

Attendance rates at Currie for the last school session can be found on Appendix 4.

### **Clothing**

Parents are asked to co-operate with the school in encouraging the wearing of the school uniform. The uniform was agreed in consultation with parents/carers, pupils, staff and the Parent Council.

It incorporates a range of popular items of dress, e.g. sweatshirts, t-shirts. Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing. A school's reputation can also be enhanced in the local community by the wearing of school uniform and school security will be improved as it will be easier to identify intruders.

The appropriate clothing and footwear for PE is a T-shirt, shorts and gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons.

Please ensure that all items of clothing are clearly labelled, particularly ties, sweat shirts and PE equipment which are often lost. A protective apron or old short should be work for art and craft activities.

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

In certain circumstances, appropriate clothing will be necessary for school activities for safety reasons, e.g. in games areas, science laboratories, technical workshops; this extends to the wearing of suitable footwear and even, on occasion, to the length of pupils' hair and the wearing of jewellery and earrings. Offensive clothing such as t-shirts or other items painted with obscene language or illustrations are not permitted. Football colours are also inappropriate as they can lead to incidents of rivalry.

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

Our uniform is:

- ☛ grey/black/navy trousers, shorts, skirts
- ☛ navy or white polo shirts
- ☛ navy sweatshirts   Nursery and P7 wear purple

All school uniform orders are made online at <http://www.currie.imagescotland.com> and an order form can be obtained by the school office at any time detailing items available. Orders can be delivered to the home address or directly to the school. School uniforms delivered to the school can be collected from the main school office.

If pupils are going on an educational excursion, we will let you know the type of clothing we think most suitable. If no guideline is given then school uniform should be worn.

### **Footwear and Clothing Grants**

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

- Child Tax Credit, but not working tax credit, with an annual income of less than £ 15,860
- income support
- jobseekers allowance[income-based]
- support under Par V1of the Immigration & Asylum Act 1999
- Income related element of Employment and Support Allowance

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

### **School Meals**

Menus offer healthy and tasty meal options while reflecting the Scottish Government food and drink legal requirements for school lunches. Special diets and allergies are usually accommodated subject to consultation with parent/guardian and catering services. Meal prices are reviewed annually with the current price being £1.90.

Parents/carers are issued with new menus each session and as they are changed. These can also be found on the school website. Lunches are paid for online via

Wisepay except in exceptional circumstances. We ask that lunches are paid for on the Sunday at the latest for the following week. Some children prefer to bring a packed lunch from home and we would ask if parents could avoid glass bottles. Packed lunch containers must be named. Children must be able to open the products that you provide by themselves as we have a large amount of children in the lunch hall.

Pupils who stay in school for meals must remain within the school grounds at lunch break. Pupils are not allowed to go to local shops to buy food.

### **Free School Meals**

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

Further information and an application form can be obtained from the school or from the Children and Families Department, Waverley Court, 4 East Market Street, Edinburgh EH8 8B

### **Milk**

Milk is also paid for via Wisepay online. This can be paid up for the whole year or termly. Free milk will be available to all children in nursery education and to children of primary school age at primary and special schools whose parents are in receipt of Income Support or income-based Jobseeker's Allowance. Any other pupil of primary school age at primary and special schools may be provided with milk at a reduced cost.

### **Transport**

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

Before school begins supervision is very limited, therefore pupils should not arrive at school until as near to the school start time as possible.

The City of Edinburgh Council's current qualifying criterion for assistance with travel is:

1. The pupil must be attending their catchment school, which is based on the child's home address, and:

2. Distance between the catchment school and the home address based on the most suitable walking route is greater than 2 miles for pupils attending primary school and 3 miles for pupils attending secondary school or college. Where appropriate, free travel is provided for pupils receiving special education. Consideration may also be given to requests for assistance with travel in exceptional circumstances, for instance where the road between home and school is deemed by the Council to be dangerous, and where there is no public transport.

### **School Security**

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

### **Playground Supervision**

When pupils are at school, the responsibility for their safety rests with the Local Authority. The Head Teacher and staff (including Pupil Support Assistants) undertake this responsibility as the authority's representatives. This means that all reasonable steps are taken to prevent any pupils suffering injury and to ensure that accidents or difficulties can be reported to a responsible adult and the appropriate action taken.

### **Wet Weather Arrangements**

In exceptionally wet weather pupils will stay in school during breaks and at lunchtime. However, as supervision during these periods is limited, it is especially important that they exercise good behaviour.

### **Unexpected Closures**

In the event of an emergency, such as a power cut or severe weather, that prevents schools from opening in the morning or results in an early closure a range of communications channels are used to let parents know. We will let you know via Wispay email alert and through the school website.

In addition, announcements will be made on:

- Radio Forth (Forth 1 and Forth 2)
- Via the Council's corporate Twitter account:  
[www.twitter.com/Edinburgh\\_CC](http://www.twitter.com/Edinburgh_CC)
- Council Facebook page: [www.facebook.com/edinburghcouncil](http://www.facebook.com/edinburghcouncil).

If many schools are affected, or the situation is likely to be prolonged, then the Council's website [www.edinburgh.gov.uk](http://www.edinburgh.gov.uk) will also be used.

### **Equality and Fairness**

The ethos of our school is seen through the attitudes, values and opinions of the whole school community - parents/carers, pupils, staff and partner services and agencies. We have a very positive school ethos with high expectations of everybody and a willingness to work together for continued improvement. We are proud of our pupils' behaviour and in the way they cooperate and work together.

We have a strong commitment to equality for all and have clear equality policies and procedures throughout the school to address any perceived or actual inequalities.

At Currie Primary we believe that all people have the right to:

- develop healthy self-esteem;
- be treated fairly and justly as equal members of our community
- be valued, respected and celebrated as unique individuals

We will not tolerate any behaviour that discriminates against an individual or group. This is always unacceptable in our community and will always be challenged.

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

### **Complaints, Comments and Suggestions Procedure**

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

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

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

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

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

### **Health and Safety**

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

great importance to the school".

We expect that everyone will behave responsibly and comply with all safety requirements. Parents' support in promoting good practice in safety matters is very important to the school.

### **School Finance**

Under the direction of the Head Teacher the school manages 80% of its budget, with responsibility for minor maintenance and energy costs as well as certain staffing costs. School staff and Parent Council members are informed of budget costs and consulted wherever possible on planned expenditure. Schools are now required to show on an annual basis the total running costs of the school as they are made available.

### **Wisepay**

Our school uses the online payment system Wisepay. We accept payments online with credit and debit cards.

Go to our school website for our link to the WisePay Payment Portal and further information. All major credit and debit cards are accepted. All payments are highly secure.

Benefits to Parents are:

- Quick and easy to use
- Payments can be made when the school is closed
- Safe and secure to use
- Own private account history available at anytime
- Balances can be viewed 24/7
- Quick and easy way to find information
- No more searching for cash

### **Pupil Information and Emergency Contacts**

When you enrol your child an admission form requires to be completed giving information about your child. This confidential information is kept on SEEMIS our online computer system and is subject to the provisions of the Data Protection Act. Parents are given a copy of the information held. If there are any changes of details such as your telephone number, place of work, emergency contact or the like, it is important that we are informed so that records can be updated.

We know it is not always possible for parents to be at home during school hours and it is essential that we have an alternative contact that is prepared to take your child in an emergency. It helps us greatly if the emergency contact can be reached by telephone. **It is extremely important that our files are kept up to date and we ask all parents to ensure that the school is notified of any change which may occur.**

### **Entering and Leaving School Out With Normal Hours**

Pupils should only enter or leave by the visitors' entrance out with normal school opening and closing hours.

### **Fire Drills**

Fire drills are held at regular intervals to ensure the safety and speedy evacuation of the school in an emergency.

### **Crossing Patrol**

Children are instructed that at all times they must cross with the patrol crossing. Instruction is given on road safety on several occasions during a pupil's school year. Parents should note, however, that it is the responsibility of parents to ensure safe journeys to school.

### **Accidents in School**

Minor injuries such as bruises or abrasions are treated in school by trained first aid staff. Where professional medical treatment is considered necessary, or where a pupil is thought to be unfit to complete the school day, parents/carers or emergency contacts will be informed and asked to collect the pupil from school. If a serious accident occurs and it is impossible to contact parents or emergency contact, the pupil will be taken to a doctor or hospital without delay.

### **Administration of Medicines to Pupils**

If medicine is to be administered in school, parents should complete the relevant medical forms which can be obtained from the school office or downloaded from the school website. A Pupil Support Assistant will be

responsible for administering the medicine to pupils.

### **Employment of Pupils**

Children under the statutory school leaving age can only be employed within the terms of the byelaws on the Employment of Children. These regulations do not permit the employment of children less than 13 years of age, and for those over that age there are limits on the hours and type of employment, which are allowed. Parents and employers must both complete an application form for an employment permit before the employment begins. Further details can be obtained from the Children and Families Department.

### **Policies**

If you would like a copy of any school policies please contact the school or view the policies currently uploaded onto the school website at [www.currie-pri.edin.sch.uk](http://www.currie-pri.edin.sch.uk). We are in a constant process of self-evaluation therefore our policies are updated regularly and are subject to change.

## **Section 2 – Parental Involvement in the School**

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

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

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

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

### **Ethos/Values**

We are committed to supporting the development of the whole pupil and as a result, wish to encourage their development in spiritual, moral, social and cultural terms.

These key human aspects of learning are supported through the following arrangements by:-

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring that staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.

- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- Providing a programme of moral education.
- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

### **Promoting Positive Behaviour**

We wish to encourage a partnership with you to ensure the best possible standards of pupil behaviour. We have recently up-dated our Positive Relationships Policy which sets how we plan to do this (see our school website for a copy of this policy). Staff members may decide to inform parents/carers about an incident or series of incidents of misbehaviour (unless it is felt that this is not in the best interests of the child). In some cases this might take the form of an informal chat in person or over the phone or more formally at a meeting within the school. These meetings should be Solution-Oriented, reflect our four core values and should establish the high, but realistic expectations of behaviour required at school. Parents/carers will be notified promptly of improved behavioural patterns.

### **Positive Relationships Policy**

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

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

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

## **Parents Welcome**

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

We welcome parents/carers into the school in a variety of ways such as having an open door policy, parents consultations, formal and informal meetings, open events, community events, open days, school assemblies, classroom visits, use of e-mail, website, Wisepay, letters, newsletters, phone calls, radio etc.

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

## **Parental Involvement**

We are proud of our strong working relationships with parents/carers and the wider community. We operate an open, responsive policy to questions or concerns you may have. We would encourage you to telephone, e-mail or write if you have any queries you wish to make about your child or about general matters. We regularly communicate with you through Wisepay, the school website, newsletters, letters, Parent Teacher Association, Parent Council and a range of parents' meetings. We welcome your comments and suggestions on the work that we do and the service we provide for you and your child, bearing in mind that we are striving to do our best for every child in the school. We will regularly seek information and feedback from you by completing some self-evaluations so that we can be sure that we are listening to what you say about the service we provide for you and your child.

We do our very best to consult and communicate with parents on as many issues as possible, but, there may be times when you have concerns that we do not appear to be tackling. We need to know about this - please contact us at school and we will arrange a suitable time to meet with you to discuss any concerns you may have.

## **Parent Councils**

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

Parents are welcomed to be:

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

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

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

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

The main aims of the Parent Council are:

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

There are up to 20 members on the current Parent Council, one representative per class. There is a chair, vice chair, treasurer and clerk. All parents are

automatically members of the Parent Forum and are able to attend meetings as observers. The Parent Council are there to represent the views of parents and work in partnership with the school for the benefit of all of our children. The Parent Council meet on Wednesday evenings once a month from 7pm-9pm. All parents/carers are welcome. You can view details for the parent council through the school website and then access the Parent Council section at [www.currie-pri.edin.sch.uk](http://www.currie-pri.edin.sch.uk). The chair of the Parent Council is currently Mr Mark McEwan.

A fabulous and informative government website for parents can be found at: <http://www.ltscotland.org.uk/parentzone/index.asp>

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](http://www.parentzonescotland.gov.uk).

### **Parent Teacher Association (PTA)**

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

The Parent Teacher Association, like the Parent Council, provides links between the school and parents. The PTA is autonomous but has always worked well in co-operation with the school, namely but not exclusively in organising and supporting social activities and clubs. Much of its work is concerned with fund-raising but this is by no means its sole function.

The activities arranged by the PTA are an important part of school life and the children's education. The support of parents for the PTA and its activities is essential for the creation of a good school ethos.

All parents/carers and staff of the school are members of this group. They organise and run a wide range of after school activities, one of the widest range of activities offered by any Edinburgh Primary School and includes sports, music and crafts available to all P1-7 pupils. In addition, they run various fun events such as Halloween parties, discos and magic shows. They raise funds for the school with our annual May Fayre and support the school with lots of other events.

Their aim is to support and advance the welfare, education and social interaction of the pupils and to foster good links between the parents and staff. All the organisational work is carried out by a volunteer committee which meet

on Monday evenings around 6-7 times a year. Without these people and the wider support from parent helpers, the school would not be able to offer such extensive extra curriculum clubs and events. New members are very welcome and any offer of help is gladly accepted, so even if you can't commit to regular help, you can still get involved. Watch out for information on events and meeting dates in the school newsletters or check the web site.

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

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

### **Pupil Committees**

Pupil Voice is very important to us at Currie Primary School and all pupils from P4 - P7 are in one of our 10 Pupil Council Groups. This year our Pupil Council groups are; iPads Council, Citizenship Council, Community Council, Eco Council, Fair Trade Council, Health Promoting Schools Council, House Council, Rights Respecting Schools Council, Road Safety Council and School Grounds Council. Our Council groups meet once a month and are involved in taking forward a number of priorities from our school development plan.

Working on a Pupil Council groups enables our children to be involved in developing the ethos and life of our school as well enhancing opportunities for personal achievement. In addition the Pupil Council groups offer our children the chance to develop skills for learning, skills for life and skills for work - those of working together, listening and presenting to achieve a target or outcome, working with outside agencies and within the local community.

### **Section 3 – School Curriculum**

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

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

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

#### **Curriculum for Excellence**

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

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

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

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

It develops skills for learning, life and work, bringing real life into the

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

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

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

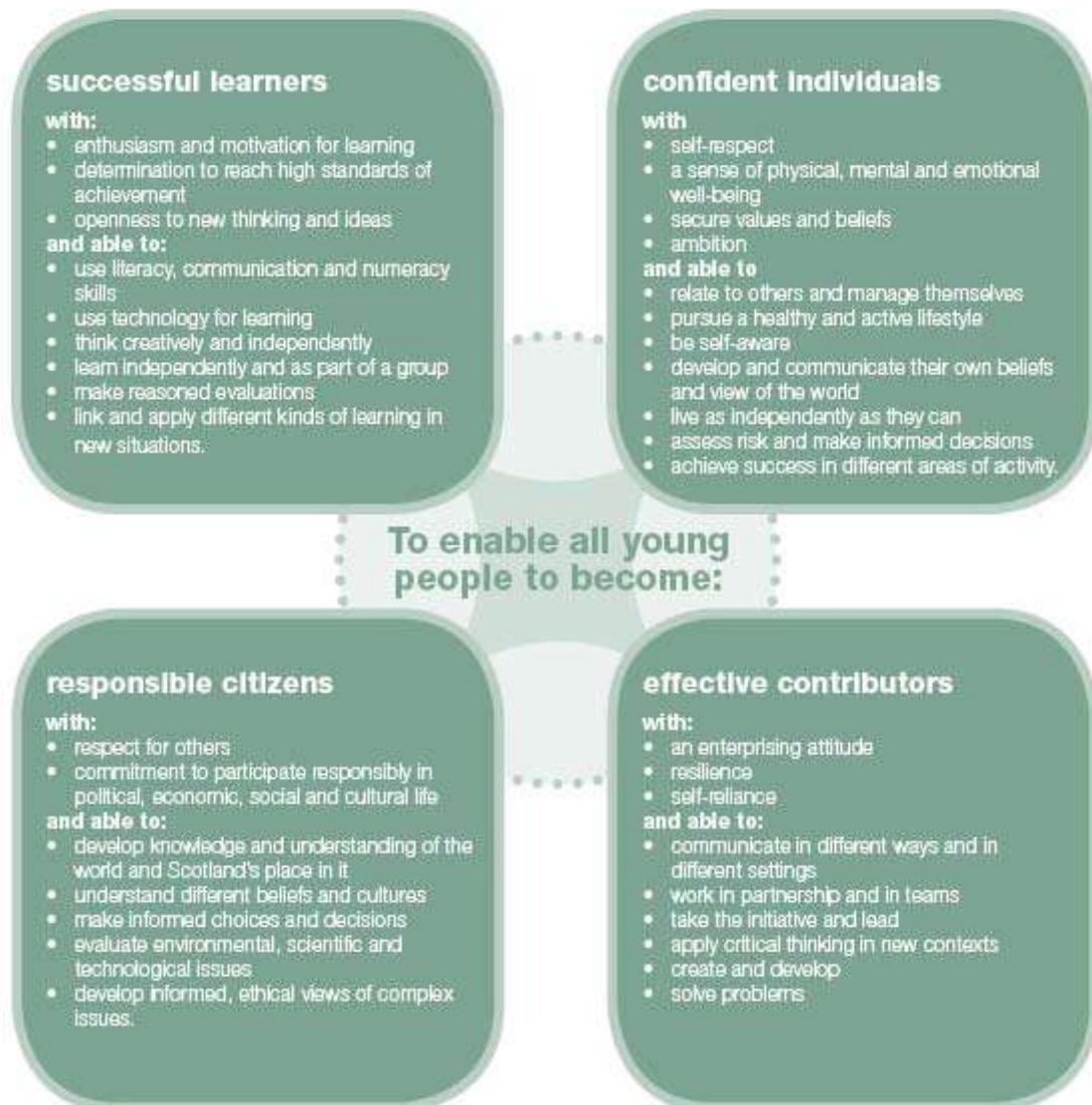
We have included information and links to Curriculum for Excellence on our school website ([www.currie-pri.edin.sch.uk](http://www.currie-pri.edin.sch.uk)) or alternatively please contact the Head Teacher if you would like any further information about the curriculum within our school.

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18. The curriculum includes the totality of experiences which are planned for children and young people through their education, wherever they are being educated.

It is underpinned by the values inscribed on the mace of the Scottish Parliament - wisdom, justice, compassion and integrity.

The purpose of Curriculum for Excellence is encapsulated in the four capacities - to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

## Curriculum



'The intention of A Curriculum for Excellence is to avoid driving young people through the levels as fast as possible. This arrangement of experiences and outcomes is intended to give teachers and other staff the flexibility and scope to follow issues through and to provide personalised and varying programmes of learning so that the young person is secure at a level before moving on. ' (Curriculum for Excellence, Building the Curriculum 3, A framework for Learning and Teaching, The Scottish Government, Edinburgh ,2008).

## Levels within A Curriculum for Excellence:

Level	Stage
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4.  The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.
Senior phase	S4 to S6, and college or other means of study.

If you would like to read a more in depth explanation of A Curriculum for Excellence and find out about recent developments you can visit the website on: [www.ltscotland.org.uk/curriculumforexcellence/](http://www.ltscotland.org.uk/curriculumforexcellence/)

The subjects in A Curriculum for Excellence are now divided up as follows:

- Expressive Arts
- Health and Well-being
- Languages
- Mathematics
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

### Active Learning

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

## **Planning Children's and Young People's Learning**

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

### **Homework**

We have a clearly defined policy on homework, a copy of which will be distributed to you on an annual basis. We are currently updating this based on the views that you gave us through our self-evaluation process.

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

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

Parents are encouraged to help pupils with their homework as a means of keeping them up to date with the work of the class and the child's progress and to promote partnership between the school and parents. Homework provides an opportunity to consolidate what has been learned in class, and makes you aware of what your child is learning and provides you with a useful discussion starter. Homework is also an integral part of school work. Parental interest and co-operation in ensuring homework is undertaken is appreciated.

### **Religious Instruction and Observance**

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

### **Additional Opportunities and Activities**

At Currie Primary we pride ourselves on providing a wide range of additional activities and opportunities for our pupils, both during the school day and out

with school time. Many of these opportunities focus on developing the individual through a wide range of sporting events. In working with Active Schools our children are given the opportunity to take part in tailored programmes of sports coaching and festivals with involvement in activities such as Club Golf, Edinburgh's Triumph Triathlon and Games at the Hub. Children also get the opportunity to sample a number of different sports and short blocks of taster sessions of badminton, rugby, netball and football are also organised. We are members of the Edinburgh Primary School Sports Association (EPPSA) and are offered the opportunity to take part in a number of competitive events across a wide range of sports including cross country running, swimming and diving, basketball and netball, football and athletics as part of the Interscholastics Competition.

### **Active Schools**

The fundamental aim of Active Schools is to give school-aged children the tools, motivation and the opportunities to be more active throughout their school years and into adulthood. These opportunities are available before, during and after school, as well as in the wider community. For further information contact the Active Schools Coordinator on Bev Anderson.

### **Assessment**

As pupils progress through our school, teachers use a range of assessment strategies, including Assessment for Learning strategies, professional judgement, end of unit or topic tests and standardised tests. Pupils are also involved in assessing their own progress and developing their next steps.

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

Our assessments involve gathering, reflecting on and evaluating evidence of learning to enable staff to check on progress and report to parents. Teachers use a range of assessment approaches to assess the different types of achievement across the curriculum. This range allows learners to demonstrate what they know, say, understand and can do. Evidence is gathered from a broad range of contexts to check progression and learning. Evidence will come from day-to-day learning as well as from specific assessment tasks, activities and

written tests.

## Curriculum for Excellence - A framework for Assessment



## **Section 4 - Support for Pupils**

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

### **Getting It Right for Every Child**

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

*Getting it right for every child* aims to improve outcomes for all children and young people. It promotes a shared approach that:

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

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

### **Protecting Children and Young People**

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

## **Additional Support for Learning**

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

In on the Act - Supporting children and young people with additional support needs provides the following information specified by the Education (Additional Support for Learning) (Scotland) Act 2009 which includes:

- (a) the authority's policy in relation to provision for additional support needs,*
- (b) the arrangements made by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and young person and the particular additional support needs of the children and young persons so identified.*
- c) the other opportunities available under this Act for the identification of children and young persons who -*
  - a) have additional support needs,*
  - b) require, or would require, a co-ordinated support plan,*
  - c) the role of parents, children and young persons in the arrangements referred to in paragraph (b),*
  - d) the mediation services provided*
  - e) the officer or officers of the authority from whom parents of children having additional support needs, and young persons having such needs, can obtain advice and further information about provision for such needs.*

Currie Primary has a full time Additional Support for Learning Teacher who works with pupils on a short or a long term basis. The level, duration and type of support will vary depending on the individual needs of pupils. Additionally, the Additional Support for Learning Teacher may provide support to the class teacher in the form of resources, suggestions and strategies. If a pupil receives Additional Support for Learning, parents will be notified and consent sought. The Council has a policy of placing children with special needs in their local primary or secondary school if at all possible. Additional support may be given to the school to help such placements. Similarly, every attempt is made to enable children who have special aptitudes or interests to develop to their full potential. Occasionally, when a pupil has a marked learning or behavioural difficulty we seek help from the Authority's Psychological Services or partner services and agencies. These referrals are made only after consultation with parents

## **Homework**

Class Teachers provide homework on a weekly basis. This is varied in content so that the children are offered a variety of homework tasks in line with the curriculum previously detailed. Children are set a variety of tasks so that they can choose what to do and hand in within a set timescale.

## **Standards of Behaviour**

At Currie Primary School we have a whole school policy which seeks to promote good relations through a positive reinforcement programme. At all times we encourage high standards of behaviour and respect for others.

## **Home and School**

At Currie Primary School we value the support we receive from parents in so many ways.

Some parents give up their free time to help in school either on a regular or occasional basis, assisting in library and fruit preparation, running clubs, or helping on excursions. If you have some time to spare and would like to help please do contact the Head Teacher or school office.

The facilities of the school are available to community organisations in the evenings and weekends. Enquiries about lets should be addressed to The City of Edinburgh Council.

## **Parent Consultations and Curriculum Meetings**

Parent Consultation times are held twice a year. These are important for both staff and parents/carers as they allow focused discussion of progress of the individual child. The Additional Support for Learning Teacher is also available to discuss progress of certain pupils.

Curriculum meetings are held as appropriate to inform parents about the curriculum. On these occasions, a guest speaker may be invited along to talk to parents.

### **Partner Services and Agencies**

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

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

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

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

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

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

The School Nurse may be helped by a Health Assistant. The School Nurse acts as an important link between home and school. She visits the school and liaises with the teachers to find out whether any pupil has a health need that requires to be addressed. The School Nurse can link with other members of the health team, in the community or in hospital, concerned with a child's health.

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

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

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

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

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

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

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

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

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

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

We hope that the School Health Service can, together with yourselves,

contribute to your child's overall well-being and development. Please do not hesitate to arrange through the Head Teacher to see the School Doctor or School Nurse should you require any further information".

### **English as an Additional Language**

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

### **Hospital and Outreach Teaching**

The Hospital and Outreach Teaching Service (HOTS) provides educational support for vulnerable children and young people experiencing an interrupted education. The service is a referral based service and works closely with schools, parents, partnership services and agencies.

### **Psychological Services**

Psychological Services works to promote the success and well-being of all the children and young people for whom the City of Edinburgh Council is responsible. The service is a referral based service and works closely with schools, parents, partnership services and agencies.

### **Supporting Learning Needs Services**

Linked to each of the five neighbourhood groups within the City of Edinburgh is a Support Coordinator who undertakes a range of tasks, all of which focus on the education of children with additional support needs in our schools, whether special, nursery, primary or secondary.

### **Visiting Teaching and Support Service (VTSS)**

The Visiting Teaching and Support Service (VTSS) works with children and young people from birth and throughout the school years. They work with children and young people who have a disability and, in the case of preschool children, who are awaiting a diagnosis.

Parents, carers and children with additional support needs can also seek

independent advice and support through:

Enquire: [www.enquire.org.uk](http://www.enquire.org.uk) on 0845 123 2303

Scottish Independent Advocacy Alliance, [www.siaa.org.uk](http://www.siaa.org.uk), 0131 260 5380

Take Note: National Advocacy Service for Additional Support Needs (Barnardos in association with the Scottish Child Law Centre) [www.sclc.org.uk](http://www.sclc.org.uk), 0131 667 6633.

### **Transitions**

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

### **Nursery Class Provision**

The school's nursery class provides 60 morning and 60 afternoon places for children aged 3 - 5 years. Nursery class provision is non-denominational. This means that all nurseries are open to children and parents of all religions and beliefs. Placement in the nursery class does not guarantee a place in the primary school.

### **Transfer from Nursery to Primary 1**

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

### **Primary School Admissions**

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

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

All our schools do offer a high quality educational experience.

### **Catchment**

The school catchment covers a wide area. If you are unsure which catchment your address falls into please contact the school office where a comprehensive list is held. Alternatively you can access information about school catchments on the [Edinburgh Grid for Learning](http://www.edinburgh.gov.uk/info/20074/schools/388/school_places/2) at [http://www.edinburgh.gov.uk/info/20074/schools/388/school\\_places/2](http://www.edinburgh.gov.uk/info/20074/schools/388/school_places/2)

### **Primary to Secondary Transfer**

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

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

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

### **Secondary School**

The local secondary school to which the majority of pupils transfer after P7 is Currie High School. Parents are informed of transfer arrangements by December of the pupil's last year in primary school. There is close liaison between Currie Primary and Currie High School to ensure that the children have as smooth a transition from primary to secondary education as possible.

### **Placing Requests**

As a parent, you have the right to make a Placing Request for your child(ren) to

be educated in a school other than the local school.

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

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

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

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

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

### **Transport for Placing Requests**

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

## **Section Five – School Improvement**

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

### **Raising Attainment**

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

### **Standards and Quality Report**

Every year each school publishes a Standards and Quality report which highlights the school's major achievements. Please see Appendix 3.

### **School Improvement Plan**

A copy of the School Improvement Plan can be obtained by referring to the school website at [www.currie-pri.edin.sch.uk](http://www.currie-pri.edin.sch.uk)

The information in this school handbook is considered to be correct at the time of publication (November 2014), however, it is possible that there may be some inaccuracy as we continuously self-evaluate and update our information and processes.

## Appendix 1

# Staffing Session 2014/2015

### Senior Leadership Team

Head Teacher:	Ms Sally Hourston
Depute Head Teacher:	Mrs Michelle McAndrew
Principal Teacher:	Mr Neil Mackenzie
Business Manager:	Mrs Margaret Campbell

### Teaching Staff

Additional Support for Learning:	Mrs Sonia Masson
Nursery Teacher:	Mrs Sandra Dempster
Nursery Officer:	Mrs Carol Griffin
Nursery Practitioner:	Ms Linda Hutton
Nursery Practitioner:	Ms Pamela Wilson
Nursery Practitioner:	Mrs Lois Paterson
Nursery Practitioner:	Mrs Jacqueline Neillings
Nursery Practitioner:	Mrs Patricia Davies
Primary 1A:	Mrs Jackie Hattersley
Primary 1B:	Mrs Lynne Munro/Mrs Jude Moyes
Primary 1/2:	Miss Julie Mackay
Primary 2A:	Miss Kirsty MacLean
Primary 2B:	Mrs Alison Black
Primary 3A:	Mrs Linda Laird
Primary 3B:	Miss Nicola Wilson
Primary 4A:	Mrs Emma McGlynn/Mrs Sian Morrison
Primary 5A:	Mr Richard Mullholland
Primary 5B:	Mrs Frances Jack
Primary 6A:	Mrs Donna Johnston
Primary 6/7:	Mrs Kerry Tate
Primary 7A:	Mrs Tracy-Anne Turnbull
French/German Teacher:	Mrs Mhairi Ferguson
Music Teacher:	Mrs Linda Galloway
String Instructor:	Mrs Kirsty Miller

## Staff Excluding Teachers

School Administrator:	Mrs Lynda Lee
Office Support Assistant:	Mrs Carol McGlade
Pupil Support Assistant:	Mrs Lesley Corfield
Pupil Support Assistant:	Miss Emma Brown
Pupil Support Assistant:	Mrs Susan Laurie
Pupil Support Assistant:	Mrs Liz Patterson
Pupil Support Assistant:	Mrs Christine Lowe
Pupil Support Assistant:	Ms Michelle Carr
Pupil Support Assistant:	Mrs Val Reid
Pupil Support Assistant:	Mrs Claire Geddes
Pupil Support Assistant:	Mrs Jackie Tatton
Pupil Support Assistant:	Mr Alex Mackay
Service Support Officer:	Mr Brian Donaldson
Active Schools:	Mrs Bev Anderson
School Crossing Patrol:	Mrs Hazel Donaldson
School Crossing Patrol:	Mr Thomas Telford
School Crossing Patrol:	Mr David Cairns
School Crossing Patrol:	Mr Brian Munro
School Crossing Patrol:	Absence
Head Cook:	Mrs Isabel Bennett
Kitchen Assistant:	Mrs Penelope Baillie
Kitchen Assistant:	Ms Lee Blackwood
Kitchen Assistant:	Mrs Anne-Marie Innes
Cleaning Staff:	Mrs Liz Fairlie
Cleaning Staff:	Mrs Joan Aitken
Cleaning Staff:	Mrs Sandra Hay

## Appendix 2 – Term Dates for Session 2014-2015

### School Session Dates 2014/15

Staff resume		Monday	11 August *	2014
Staff only		Tuesday	12 August *	2014
Pupils return		Wednesday	13 August	2014
Autumn Holiday	Schools closed	Monday	15 September	2014
All resume		Tuesday	16 September	2014
Scottish Independence Referendum	Primary and nursery schools closed	Thursday	18 September	2014
Mid-term	All break	Friday	10 October	2014
	Staff resume	Monday	20 October*	2014
	Pupils resume	Tuesday	21 October	2014
Term ends		Friday	19 December	2014

Staff resume		Monday	5 January*	2015
Pupils resume		Tuesday	6 January	2015
Mid-term	All break	Friday	13 February	2015
	All resume	Monday	23 February #	2015
Secondary pupils resume		Tuesday	24 February	2015
Term ends		Thursday	2 April	2015

*The Easter break incorporates the following three holidays*

Good Friday	Schools closed	Friday	3 April	2015
Easter Monday	Schools closed	Monday	6 April	2015
Spring Holiday	Schools Closed	Monday	20 April	2015

All Resume		Tuesday	21 April	2015
May Day	Schools closed	Monday	4 May	2015
All resume		Tuesday	5 May	2015
In Service Day	Closed for Pupils	Thursday	7 May*	2015
Victoria Day	Schools closed	Monday	18 May	2015
All resume		Tuesday	19 May	2015
Term ends		Friday	26 June	2015

\* Five In-Service days for all schools.

# Additional In-Service day for Secondary Schools only (6 in total)

In-Service Thursday 7 May coincides with date for General Election

Primary and nursery schools will be closed on Thursday 18 September for the Scottish Independence Referendum.

The above timetable allows for staff and pupil attendance as follows;

	Pupils	Staff
Term 1	86	89
Term 2	58 (57)	59 (60)
Term 3	46	47
<b>Total</b>	<b>190 (189)</b>	<b>195 (196)</b>

(Bracketed show Secondary position)

## Appendix 3

# PRIMARY SCHOOL – IMPROVEMENT IN PERFORMANCE / ATTAINMENT REPORT 2013-2014

School Name Currie Primary School

### Section 1: School in Context

<b>Cluster:</b>	Currie High School	<b>HT:</b>	Sally Hourston		
<b>Neighbourhood:</b>	South West	<b>QIO:</b>	Lynn Paterson		
<b>FMR 2014 (%):</b>	3	<b>FTE Teaching:</b>	18.35		
<b>No. Composite Classes:</b>	2	<b>Total Roll:</b>	373		
<b>Integration Audit Hours</b>	162.2	<b>Attendance (%)*</b>	97	<b>Exclusions* (Nos. openings lost)*</b>	0
<b>Language Resource Class(es) (Y/N)</b>	0	<b>Nos. pupils in Language Resource Class(es)</b>	0		

\*Source: Children & Families

### Number of pupils supported during 2013-2014 by:

	<i>Nursery Primary</i>			<i>Nursery Primary</i>	
Additional Support Plans/Child's Plan (excluding gifted and talented)	0	13	Co-ordinated Support Plans	0	0
Individualised Educational Programmes	3	5	Gifted eg programmes, interventions	0	0

#### Significant factors specifically affecting attainment in 2013-2014 (for example, a high proportion of pupils left the school)

- The maths attainment is inaccurate as staff reported children as not yet secure. It is 88%. Children in P1 performed well in SEAL assessments and in PIMs5 therefore we are certain that this was an error when inputting levels secured.
- Two Downs Syndrome children in P1 who are not able to participate in formal assessments.
- One Primary 1 child that did not attend school for 6 months as did not get into her catchment school – this went to court

#### Start of Session Roll – Nos. Pupils

	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>P7</b>
Female	21	34	21	29	19	27	29
Male	42	25	39	31	22	20	14
All	63	59	60	60	41	47	43

Source: ScotXed pupil census, **September 2014**

<b>Nursery Class(es) Roll 2013-14</b>		
<b>AM</b>	<b>PM</b>	<b>FT</b>
60	60	0

## Section 2: Overview of Attainment

Mathematics/Numeracy									
	CfE Levels			Standardised Assessments					
By end of	Pupils achieving expected level*			Mean Standardised age score		Percentage less than or equal to 88		Percentage equal to or more than 112	
	Roll (May 2014)	% with levels							
		2013	2014						
P1	65	90	89	Baseline 116	PIM5 108	Baseline 2	PIM5 10	Baseline 65	PIM5 46
P4	62	60	68	97		35		13	
P7	44	33	84	98		20		16	
<b>P4-P7 Progress</b>				<b>P4 (2011)</b>	<b>P7 (2014)</b>				
				92	98				

English/Literacy									
	CfE Levels			Standardised Assessments					
By end of	Pupils achieving expected level			Mean Standardised age score		Percentage less than or equal to 88		Percentage equal to or more than 112	
	Roll (May 2014)	%age with levels							
		2013	2014						
P1	65	88	94	Baseline 108	YARC 112				
P4	62	53	61	104		11		26	
P7	44	51	84	104		7		30	

Note::CfE percentage levels are expressed as a percentage of the roll in May 2014. In 2013 they were expressed as a percentage of those pupils for whom CfE Levels had been recorded.

### Overview of school's attainment including strengths and areas for development

#### Strengths:

- Better use of standardised assessment data by class teachers.
- Tracking and monitoring has improved and children are being tracked individually and predication are made and revisited.
- Extended ASfL to full time and this takes into consideration both literacy and numeracy support.
- Use of programmes to support learning such as Toe by Toe, Therapy Inclusion Programme, Communication Groups, SEAL maths/training, setting for maths, Edinburgh Literacy Programme, spelling progression, handwriting progression, levelling of novels, writing moderation, Big Write update training, purchasing a range of new novels to extend and support reading and updated mathematics planners.
- Use of GIRFEC and associated paperwork to support pupils to meet their full potential. Purchasing additional Pupil Support Assistants over and above devolved allocation. Training for PSAs to deliver programmes in association with partner services and agencies.
- SEAL assessments throughout the school to support pupils with specific number difficulties.
- Attainment above the CEC average within CfE, YARC and PIMs

#### Development:

- Break down information from standardised tests to identify pupil strengths and areas for improvement in learning
- Develop tracking of coverage of levels to show how well covered using green, amber, red
- Develop assessment folders to show latest and best as evidence to support teacher professional judgements



## Section 3: Tracking of Learners' Experiences (Nursery and School)

### Tracking attainment by:

Group	Yes / No	Group	Yes / No
Lowest attaining	Yes	Ethnicity	No
Gender	No	EAL Pupils	No
Disability	Yes	Other (eg Young Carers)	Yes
Looked After Children	Yes		

**How do you monitor and track learners' progress and achievement in the Broad General Education to provide evidence of standards of achievement across all curricular areas and trends over time?**

- Three year tracking sheet in place
- PIMs, SWST, YARC, NGRT, SEAL, CfE Levels, tracking and monitoring (nursery), coverage of E&Os
- Tracking, celebrating and recording wider achievements in and out of school
- IEPs and ASPs
- Monitoring of weekly plans and curriculum coverage
- Ongoing formative and summative assessments by class teachers
- Celebrating achievements through showcase events and including parents

**Any particular achievements?**

- All children involved in Pupil Council Groups
- Staff plan opportunities across the 4 contexts for learning
- A large number of pupils have represented our school in a variety of events across the city – including all sports festivals and competitions, Rotary Quiz, Maths challenges etc.
- Children receiving violin tuition have played in assemblies and performed with the area strings concert
- Classes all involved in enterprise projects including organising and running European Christmas market, £1 challenge, community coffee mornings and setting out displays and show casing work during Finance week
- Children have identified, planned events and raised over £3000 for a variety of charities
- Wider achievements out of school tracked and celebrated at achievement assemblies, sea of success wall and through weekly newsletters

## Section 4: Impact of Improvement Plan

**Overall evaluation of impact of the school improvement plan on attainment and achievement**

### Comments

- Improvement in writing, moderation and assessment across the stages
- Maths planning across the stages
- Setting in maths to meet the needs of pupils in terms of support and challenge
- SEAL maths and numeracy developments in P1, Nursery and ASfL
- Big Floor Planning Books involving children in the direction of learning and how they will demonstrate learning
- PLPs – Sharing learning with parents, celebrating/recording wider achievements and sharing progress with parents across the curriculum each term
- Spelling and handwriting progression across the school

## Section 5: Overall Evaluation of Quality Indicator 1.1 Improvements in Performance

Overall evaluation Nursery (1-6)	5
Overall evaluation School (1-6)	4

Date Report Finalised:	19/09/2014
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***Completed reports should be emailed to Heather Williamson  
Heather.Williamson@edinburgh.gov.uk***

## Appendix 1: Data for Currie Primary School

### Levels of English – Nos. Pupils

Level	1	2	3	4	5	EN	LC	NA
<b>Nos. Pupils</b>	3	4	14	1	7	343		1

Source: ScotXed Pupil Census, September 2013

**Level of English Key: 1: New to English | 2: Early Acquisition | 3: Developing Competence | 4: Competent | 5: Fluent | EN: English as a first language | LC: Limited Communication | NA: Not Assessed**

### Ethnicity

Ethnicity	Nos. Pupils	Ethnicity	Nos. Pupils
African – African/British/Scottish	3	Not Disclosed	
African - Other	1	Not Known	
Asian - Bangladeshi/British/Scottish		<b>Not Known/Disclosed Total</b>	
Asian – Chinese/British/Scottish	5	White - Other British	10
Asian - Indian/British/Scottish	6	White - Scottish	319
Asian - Other	5	<b>White Total</b>	<b>329</b>
Asian - Pakistani/British/Scottish	4	<b>Total</b>	<b>373</b>
Caribbean or Black - Caribbean/British/ Scottish			
Caribbean or Black - Other			
Mixed or multiple ethnic groups	3		
Other - Arab	5		
Other - Other			
White – Gypsy/Traveller			
White - Irish			
White - Other	9		
White – Polish	3		
<b>BME Total</b>	<b>44</b>		

Source: ScotXed Pupil Census, September 201

## **Appendix 4**

### **Data Transfer**

#### **Transferring Educational Data about Pupils**

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

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

#### **What pupil data is collected and transferred?**

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

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

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

#### **Why do we need your data?**

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

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

### **Your data protection rights**

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the use of pupil data can be found on the ScotXed website ([www.scotxed.net](http://www.scotxed.net)).

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

### **Concerns**

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

# Appendix 5 - School Lunch Menu

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEK CYCLE
WEEK 1	<p>Homemade Soup Y</p> <p>Roasted Pot. Finger with New Potatoes &amp; Vegetables</p> <p>or</p> <p>Chicken/Pasta with Vegetables or Salad &amp; Choice of Drink Y</p> <p>or</p> <p>Jacket Potatoes with a Choice of Fillings</p> <p>Fresh Fruit Selection</p> <p>Seasonal Vegetables, Mixed Salad, Bread &amp; a Drink Available Daily as part of the meal</p>	<p>Chicken Meatballs in a Tomato Sauce with Potatoes</p> <p>or</p> <p>Veget. Meatballs served with Chilli Sauce Y</p> <p>or</p> <p>Jacket Potatoes with a Choice of Fillings</p> <p>or</p> <p>Roast. Roasted Sprouts with Cauliflower</p> <p>Fresh Fruit</p> <p>Seasonal Vegetables, Mixed Salad, Bread &amp; a Drink Available Daily as part of the meal</p>	<p>Homemade Soup Y</p> <p>Chicken Curry with Rice</p> <p>or</p> <p>Pizza with Tinned &amp; Chops Y</p> <p>or</p> <p>Jacket Potatoes with a Choice of Fillings</p> <p>Fresh Fruit Selection</p> <p>Seasonal Vegetables, Mixed Salad, Bread &amp; a Drink Available Daily as part of the meal</p>	<p>Roast Beef Pie with Mixed Potatoes &amp; Vegetables</p> <p>or</p> <p>Veget. Roastie/Casserole with Mixed Potatoes &amp; Vegetables Y</p> <p>or</p> <p>Jacket Potatoes with a Choice of Fillings</p> <p>or</p> <p>Roastie Lamb with Cauliflower</p> <p>or</p> <p>Selection of Fresh Fruit</p> <p>Seasonal Vegetables, Mixed Salad, Bread &amp; a Drink Available Daily as part of the meal</p>	<p>Pasta/Potatoes/Beans</p> <p>or</p> <p>Yoghurt</p> <p>or</p> <p>Fresh Fruit</p> <p>or</p> <p>Jacket Potatoes</p>	<p><b>WEEKS COMMENCING</b></p> <p>20 October</p> <p>10 November</p> <p>1 December</p> <p>5 January</p> <p>26 January</p> <p>20 February</p> <p>10 March</p>
WEEK 2	<p>Roasted Pot. with Mixed Potatoes &amp; Vegetables</p> <p>or</p> <p>Veget. Meatballs in a Tomato Sauce with Mixed Potatoes &amp; Vegetables Y</p> <p>or</p> <p>Jacket Potatoes with a Choice of Fillings</p> <p>or</p> <p>Fruit, Curries &amp; Cauliflower</p> <p>Fresh Fruit Selection</p> <p>Seasonal Vegetables, Mixed Salad, Bread &amp; a Drink Available Daily as part of the meal</p>	<p>Homemade Soup Y</p> <p>Chicken-Casserole with Potatoes &amp; Vegetables</p> <p>or</p> <p>Quorn Potatoes Y</p> <p>or</p> <p>Jacket Potatoes with a Choice of Fillings</p> <p>or</p> <p>Veget. Roastie/Pasta/Potatoes Selection</p> <p>Seasonal Vegetables, Mixed Salad, Bread &amp; a Drink Available Daily as part of the meal</p>	<p>Pot. Pie with Potatoes &amp; Vegetables</p> <p>or</p> <p>Veget. Curry served with Rice Y</p> <p>or</p> <p>Jacket Potatoes with a Choice of Fillings</p> <p>or</p> <p>Pasta/Potatoes</p> <p>Fresh Fruit Selection</p> <p>Seasonal Vegetables, Mixed Salad, Bread &amp; a Drink Available Daily as part of the meal</p>	<p>Homemade Soup Y</p> <p>Chicken &amp; Herb Potatoes with Chilli, Bread &amp; Salad</p> <p>or</p> <p>Pizza, Tinned &amp; Chops Y</p> <p>or</p> <p>Jacket Potatoes with a Choice of Fillings</p> <p>or</p> <p>Roastie/Potatoes</p> <p>Seasonal Vegetables, Mixed Salad, Bread &amp; a Drink Available Daily as part of the meal</p>	<p>Pasta/Potatoes/Beans</p> <p>or</p> <p>Yoghurt</p> <p>or</p> <p>Fresh Fruit</p> <p>or</p> <p>Jacket Potatoes</p>	<p><b>WEEKS COMMENCING</b></p> <p>27 October</p> <p>17 November</p> <p>6 December</p> <p>12 January</p> <p>2 February</p> <p>2 March</p> <p>23 March</p>
WEEK 3	<p>Homemade Soup Y</p> <p>Pot. Soups with Potatoes &amp; Chops</p> <p>or</p> <p>Roastie/Casserole &amp; Salad Y</p> <p>or</p> <p>Jacket Potatoes with a Choice of Fillings</p> <p>or</p> <p>Veget. Roastie/Pasta/Potatoes Selection</p> <p>Seasonal Vegetables, Mixed Salad, Bread &amp; a Drink Available Daily as part of the meal</p>	<p>Soup &amp; Roast Chicken</p> <p>or</p> <p>Pizza with Potatoes, Peppers &amp; Salad Y</p> <p>or</p> <p>Jacket Potatoes with a Choice of Fillings</p> <p>or</p> <p>Lentil Sprouts &amp; Cauliflower</p> <p>or</p> <p>Roastie/Potatoes</p> <p>Seasonal Vegetables, Mixed Salad, Bread &amp; a Drink Available Daily as part of the meal</p>	<p>Homemade Soup Y</p> <p>Mixed Pot. with Potatoes &amp; Vegetables</p> <p>or</p> <p>Veget. Curry Y</p> <p>or</p> <p>Jacket Potatoes with a Choice of Fillings</p> <p>or</p> <p>Fresh Fruit Selection</p> <p>Seasonal Vegetables, Mixed Salad, Bread &amp; a Drink Available Daily as part of the meal</p>	<p>Pot. Soups with Mixed Potatoes &amp; Beans</p> <p>or</p> <p>Seasonal Vegetables/Potatoes served Y with Chilli Sauce</p> <p>or</p> <p>Jacket Potatoes with a Choice of Fillings</p> <p>or</p> <p>Chocolate Cheesecake Brownie</p> <p>or</p> <p>Fresh Fruit Selection</p> <p>Seasonal Vegetables, Mixed Salad, Bread &amp; a Drink Available Daily as part of the meal</p>	<p>Pasta/Potatoes/Beans</p> <p>or</p> <p>Yoghurt</p> <p>or</p> <p>Fresh Fruit</p> <p>or</p> <p>Jacket Potatoes</p>	<p><b>WEEKS COMMENCING</b></p> <p>2 November</p> <p>24 November</p> <p>14 December</p> <p>19 January</p> <p>6 February</p> <p>6 March</p> <p>20 March</p>

Y Vegetarian option  
Bread available every day

## Appendix 6 – Useful Websites

You may find the following websites useful.

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

## **Appendix 7 - Glossary**

CFE - Curriculum for Excellence

ASN - Additional Support Needs

EMA - Education Maintenance Allowance

ASL - Additional Support for Learning

SQA - Scottish Qualifications Authority

FOI - Freedom of Information

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

CLD - Community Learning and Development

GIRFEC - Getting it Right for Every Child

## Appendix 8 - Parent feedback

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

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

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

Name of school: Currie Primary School

Thank you for filling in the questionnaire. Your views are appreciated. Please return this questionnaire to: Currie Primary School, 59 Curriehill Road, Edinburgh, EH14 5PU or [admin@currie-pri.edin.sch.uk](mailto:admin@currie-pri.edin.sch.uk)

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

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

**Sally Hourston (Head Teacher, Currie Primary School)**