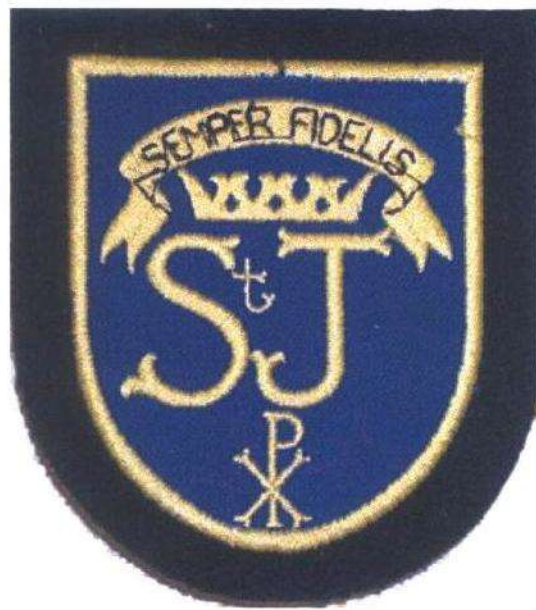


St. Joseph's Primary School



School Brochure
2024 - 2025



Falkirk Council
Children's Services



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A Foreword from the Director of Children's Services

Session 2024-25

This handbook 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.

Falkirk Council is keen to work with parents, not only to allow you a greater opportunity to contribute to your child's education, but also to encourage you to play a greater role in the life of the school as a whole. We offer several opportunities when you will be able to make your voice heard in relation to your own child's education, your local school, and Children's Services as a whole.

Throughout each school year there will be opportunities for you to discuss your child's progress with his/her teacher. There will also be Council-wide events for parents organised by Children's Services. These events are spread across the school year, and each will focus on a particular theme. The events are open to all parents, and they are also attended, wherever possible, by the Education Portfolio Holder as well as members of the Service's Management Team. Each session offers parents an opportunity to ask questions about aspects of their child's education. Dates for these events will be issued by your child's school and we hope you will be able to come along and hear about, and contribute to, our plans for Education in Falkirk.

We are pleased to introduce this handbook for session 2024/25 and trust 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 handbook, please contact the Head Teacher of your child's school in the first instance who will be happy to offer any clarification required.

Robert Naylor
Directors of Children's Services
Falkirk Council

Footnote: If you want a printed copy of this handbook, please ask the school.

It may be possible to offer some assistance in helping to translate all or part of this handbook to parents whose first language is not English. Enquiries should be directed in to the Communications Officer for Children's Services (tel: 01324 506657).

Disclaimer

The information in this school handbook is considered to be correct at the time of publication (Dec 2023), however, it is possible that there may be some inaccuracy by the start of the school term in August 2024

Curriculum for Excellence - Learning to Achieve

Learning Entitlements

In addition to the entitlements of Curriculum for Excellence our education provisions will reflect local needs and circumstances. Therefore, at different stages of their education, our learners will have opportunities to:

- Link aspects of their learning to the local environment and its heritage
- Participate on a residential experience where possible
- Participate in arts, sports and cultural events
- Participate in environmental projects
- Participate in a community project
- Participate in outdoor learning experiences
- Access appropriate technology
- Be consulted on and contribute to the decision making process in school
- Experience work based learning
- Develop collaborative, social, leadership and other life skills
- Access academic and vocational learning experiences
- Access learning experiences designed and / or delivered by relevant partners
- Reflect upon and be pro-active in planning and making choices about their own learning
- Engage with learners in other countries and demonstrate knowledge of their culture.

How can you help?

By law, you must make sure your child receives education.

As a parent, you can help your child by:

- making sure your child goes to school regularly;
- encouraging and supporting your child with any homework given;
- showing that you are interested in how your child is getting on at school;
- encouraging your child to respect the school and the whole school community; and
- being involved in the life and work of the school.

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.

Our School Vision

At St Joseph's we strive to develop as a community of faith and learning; aspiring to foster a positive environment which allows each individual child the opportunity to reach their potential



Our Values

Respect

Kindness

Care

Achievement

Community

Welcome from Mrs Aileen Brady, Head Teacher

"To educate the young is to transform the world."

Juan de Bonifácio SJ (c.1553-1606)



It is my privilege to extend a very warm welcome to you and your family, as you join St Joseph's Primary School community of faith and learning.

Our strong vision statement, created by our children, parents and staff, along with our School Values, sets out the vision we have for all of our learners very clearly. As part of our community we strive to ensure that every child feels known and loved every day.



"I give you a new commandment: that you love one another. Just as I have loved you, you also should love one another. By this everyone will know that you are my disciples."

John's Gospel 13:34-35

We have the most wonderful team of teachers and support staff at St Joseph's. It is the role of our staff to ensure that opportunities are provided that will challenge the imagination and guide the choices of our children to choose the best possible course of action to flow from, and follow up on, what they have learned. The children in our school are growing to be curious about everything; and active in their engagement with the world, adapting and changing what they can for the better.

"The universe unfolds in God, who fills it completely. Hence, there is a mystical meaning to be found in a leaf, in a mountain trail, in a dewdrop, in a poor person's face. The ideal is not only to pass from the exterior to the interior to discover the action of God in the soul, but also to discover God in all things."



Pope Francis, Laudato Si' (2015) n.223

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

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

To make our handbook easy to use we have divided the information into five different sections:-

Section One – Practical Information about the School

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

This section deals with the practical aspects of your child's attendance at our school. It provides details on such things as:

- travelling to and from school
- school meals and milk
- financial assistance with school clothing, transport and school meals
- school closures in an emergency or unexpectedly for any reason
- general supervision available for your child in the morning and at lunchtime
- wet weather details
- how the school communicates with parents
- how to complain if you are not happy about something.

As with any organisation, to ensure smooth running and appropriate maintenance of standards, a range of procedures and policies have to be implemented within our school.

This section gives an overview of the policies the school has in place. If you would like to see a full copy of these policies or to discuss them in more detail, please contact me.

Section Two – Parental Involvement in the School

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

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

You can also find out more about the ethos of the 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 Council, how to contact them and how parents can get involved in the life and work of the school.

Section Three – School Curriculum

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

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

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

This handbook also tells you how we will report on your child's progress and what written reports may be sent out to parents.

Section Four – Support for Pupils

This section gives information about how pupils' additional support needs will be identified and addressed and the types of specialist services provided within our school. This handbook also explains who to contact for more information if you think your child has additional support needs.

This section also gives information about transition – from primary school to secondary school – what the arrangements are and contact details of the catchment high school to which our pupils normally transfer. There are also details about making a placing request to another school.

Section Five – School Improvement

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

Whilst Falkirk Council is happy to provide this information we do have some reservations that the publication of raw statistics, without any kind of informed qualification, can be misleading to the reader. In particular, they should not be construed as offering an indication of the quality of education provided in any of our schools.

We have also shown where you can get further information about our plans for the next three years to improve our performance and how the school will involve parents in that improvement.

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.

Mrs Aileen Brady
Head Teacher
St Joseph's RC Primary School
Broomhill Road
Bonnybridge
FK4 2AN

Tel: 01324 503150

Email: stjosephsprimaryschool@falkirk.gov.uk

Section One - Practical Information About the School

Contact Details

Name of Head Teacher – Mrs Aileen Brady

Name of School – St Joseph's RC Primary School

Address – Broomhill Road, Bonnybridge, FK4 2AN

Telephone Number – (01324) 503150

Website - www.st-josephs.falkirk.sch.uk

E-mail Address - stjosephsprimaryschool@falkirk.gov.uk

Principal Teacher - Mrs Denise Anthony

Class Teachers

Ms Michelle Casci

Mrs Denise Comrie

Mrs Lyndsay Dennis

Mrs Gemma Evans

Mrs Kathleen Finlay

Mrs Clare Gallacher

Mrs Sharon O'Connor

Mrs Colleen Byrne

Senior Early Years Officer

Mrs Caroline Sweeney

Early Years Officers

Mrs Lorraine McGrellis

Miss Angela Kelly

Miss Abigail Keith

Miss Beth Mallace

Early Learning and Childcare Assistants

Miss Clare McGuire

Mrs Hannah Frame

Support for Learning Assistants:

Mrs Jan Evans

Mrs Angela McGuire

Mrs Audrey Young

Clerical Staff

Mrs Dawn Robertson

Janitors

Miss Diane Wilson

Mr Stanley Thornton

Specialist Teachers

Support for Learning Teacher: Mrs Denise Anthony

PE: Mr Ruaridh MacDonald

Music: Mrs Webster

Youth Music Initiative Instructor: Mr John Somerville

School Chaplain

Very Reverend Ryszard Canon Holuka

About the school

Stages of Education provided for - Nursery to P7

Present Roll 120 + (Nursery 32)

Denominational Status of the School – Roman Catholic

Gaelic Medium Education No

Single sex school No

Organisation of the School Day

Breakfast Club from 8.30am (This is a charged service)

School Start Time 9.00 am

Morning Break 10.30 am – 10.45 am

Lunch Time 12.15 pm – 1.00 pm

Finish Time 3.00 pm

Organisation of the Nursery Day

Our Nursery is open from 9.00am – 3.00pm, Monday –Friday, Term time only.

FALKIRK COUNCIL: CHILDREN'S SERVICES

Agreed Term Dates for Session 2024-2025

School year

Autumn Term begins (for pupils)	Wednesday 14 August 2024
Autumn Term ends	Friday 11 October 2024
Winter Term begins	Monday 28 October 2024
Winter Term ends	Friday 20 December 2024
Spring Term begins	Monday 06 January 2025
Spring Term ends	Friday 04 April 2025
Summer Term begins	Tuesday 22 April 2025
Summer Term ends	Friday 27 June 2025

Term Time Public Holidays

- Monday 9 September 2024
- Friday 14 February 2025
- Monday 17 February 2025
- Monday 05 May 2025

Staff Development Days

- Monday 12 August 2024
- Tuesday 13 August 2024
- Friday 29 November 2024
- Tuesday 18 February 2025
- Friday 4th April 2025

Registration and Enrolment

The date for registration of new P1 school entrants is advertised in all local nurseries, schools, the local press and on the council's website www.falkirk.gov.uk. 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.

Pupils who are baptised Roman Catholic are automatically entitled to enrol at the denominational catchment school. All other pupils must make a placing request to attend a denominational school.

Parents who want to send their child to a school other than the catchment school must make a placing request in addition to enrolling their child at their catchment school. 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.

Parents can also make a formal request for their child to attend Gaelic Medium Education. Falkirk does not currently have a school with Gaelic Medium Education, however if there is a request for 5 or more preschool children to attend Gaelic Medium Education the following year, we would do our upmost to accommodate this. Otherwise we can support parents in applying to a Gaelic Medium School in a neighbouring authority.

Attendance and Absence

It is the responsibility of parents of a child of school age to make sure that their child is educated. Most do this by sending their child to school regularly. Attendance is recorded twice a day, morning and afternoon.

<u>Percentage</u>	<u>Number of School Days Annually</u>	<u>Number of days missed</u>
100%	190	0
95%	180.5	10 days (2 weeks)
90%	171 days	19 days (3 weeks, 4 days)
85%	161 days	28 days (5 weeks, 3 days)

Absence from school is recorded as 'authorised' i.e. it has been approved by the education authority, or as 'unauthorised' i.e. the absence remaining unexplained by the parent.

Please let the school know by letter, email to the school's generic address or phone if your child is likely to be absent. If there is no explanation from a child's parents / carers, the absence will be regarded as unauthorised.

Please make every effort to avoid family holidays during term time as this disrupts your child's education and reduces learning time. In certain extreme

situations, the head teacher can approve absence from school for a family holiday for example, in exceptional circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with the head teacher before the holiday. If the head teacher does not give permission before the holiday, it will be recorded as unauthorised absence. The head teacher may also exercise discretion when a parent 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 the head teacher on this basis is regarded as authorised absence.

Parents from minority ethnic and/or religious communities may request that their children be permitted to be absent from school to celebrate recognised religious and/or cultural events. Absence approved by the head teacher 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 education authority has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel.

School Dress Code

Parents are asked to co-operate with the school in encouraging their child to follow the school's dress code.

All schools have a dress code, which includes the school's policy on uniform. The wearing of uniform is encouraged as it helps to:

- develop a school community spirit
- improves school security by making non-pupils more easily identifiable
- allows pupils to be easily identified when out of the school, e.g. on trips
- enhances the school's reputation within the community; and
- minimises rivalry and bullying amongst pupils that can arise from, for example, the wearing of designer clothing.

The school's dress code has been agreed in consultation with parents, pupils, staff and the Parent Council. This consultation has ensured that the dress code meets the needs of the school community, allows pupils to participate in all aspects of school life and is age appropriate.

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, sweatshirts and PE equipment, which are often lost. A protective apron or an old shirt should be worn for art and craft activities. Please help the school and

the education authority by making sure 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 and 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 featuring inappropriate language or illustrations is 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 Head Teacher.

School Meals

Primary and Secondary Menus offer healthy and tasty meal options whilst reflecting the Scottish Government food and drink legal requirements for School Lunches. Special diets and allergies are usually accommodated subject to consultation with the parent/guardian and the regional dietician. Primary School Menus provide 3 daily choices with 2 portions of veg and 1 portion of fruit included with every meal choice with High Schools providing a range of plated meals, pasta, meal deals and salad boxes. 2 portions of veg and 1 portion of fruit are included with every meal choice within the balanced core High School menu Meal prices are reviewed annually. Please contact the school to be advised of the current price.

All P1-5 pupils are entitled to a free school meal. In the case of P6-P7 and secondary aged pupils, some families may be eligible to apply to Falkirk Council for provision of free school meals. Further details can be obtained from your child's school.

Free School Meals and Clothing Grants

Falkirk Council provide Free School Meals, and financial support towards the cost of School Clothing and Footwear for families that meet certain eligibility criteria.

Do I qualify for an award?

- To be eligible, you should normally be resident in the Falkirk Council area and your child(ren) must attend any [primary, special or secondary school](#) managed by Falkirk Council.

What is the Current Value of Clothing Grants?

- For 2024/25 the Clothing Grant is £125.00 per child/per year for primary school aged children and £155.00 per child/per year for secondary school aged children.

Do I Need to Apply if My Children are in Primary 1 to Primary 5 and receive Universal Free School Meals?

- Free School Meals – No you do not need to apply for Free School Meals if your child is in Primary 1-5.
- Clothing Grants – Yes, you still need to apply for Clothing Grant for these pupils.

How is Eligibility Assessed?

- Assessment of eligibility is generally based on your household income/circumstances.
- There are different qualifying thresholds for Free School Meals and Clothing Grant awards.
- The qualifying criteria can be found on our website here: www.falkirk.gov.uk/fsm.

Will I need to submit an application form?

- No - If you received an award during the 2023/2024 school year and you have already been contacted to advise you do not need to re-apply.
- Yes - If you have never applied before or if you did not receive an award during the 2023/2024 school year.

How Do I Apply?

- You should apply online: www.falkirk.gov.uk/fsm

When will I receive my award?

- We aim to assess applications within 28 days of receiving them. Please make sure that you provide all of the necessary evidence with your application form in order for us to complete our assessment, otherwise any entitlement and awards may be delayed.

Further Information

- More information regarding Free School Meals and Clothing Grant can be found on our website and FAQ's at www.falkirk.gov.uk/fsm.

Other Support

There are other sources of support which may be available to families, depending on your circumstances.

- [Best Start Grant: Pregnancy and Baby Payment](#) – Payments for parents of new-borns, or those currently expecting.
- [Best Start Foods](#) – Payments for parents of children up to 3 years old.
- [Best Start Grant: Early Learning Payment](#) – Payment for parents with children aged between 2 and 3 and half years old.
- [Best Start Grant: School Age Payment](#) – Payment for parents of children starting Primary School.
- [Education Maintenance Allowance \(EMA\)](#) – Financial support for 16 - 19 year olds continuing at high school.

- [Young Scot](#) – The Young Scot National Entitlement Card is available free of charge to everyone aged 11-25 living in Scotland. It can be used to receive discounts, for rewards, and also as proof of age.
- [Young Persons' Free Bus Travel Scheme](#) - Young people aged between 5 and 21 years old are eligible for free bus travel from 31 January 2022.
- [Help with Welfare Benefits](#) – Find out if you are claiming all of the support you are entitled to and speak to an adviser for further advice.
- [Other support for families](#) - Any family facing financial insecurity can also contact our Support for people team for assistance or sign posting to other support. The team can be contacted on 0808 100 3161.

Education Maintenance Allowance (EMA)

EMA is a weekly allowance of £30 which you may be able to get if you are:

- aged 16 to 19
- attend a Falkirk school (or attend Home Education)

You'll need to meet the terms of your Learning Agreement, and will usually only get EMA for a week where you have 100% attendance.

Check if you are eligible by visiting the [EMA Scotland website](#).

How to apply

You can apply online at [Education Maintenance Allowance | Falkirk Council](#).

Make sure you read the guidance carefully and provide all the information that is asked, including any supporting evidence.

Please Note: You will need to complete the application with your parent/carer present as some of the questions relate to their circumstances, and they need to sign the declaration.

Make sure you submit your application even if you don't have all the information. The date that we receive your application can make a huge difference to the date we can pay you from (eg you miss the 30 September or 28 February deadlines).

Deadlines

<i>Your age</i>	<i>Application date</i>	<i>Payment start date</i>
<i>16-19 on or before 30 September</i>	<i>Apply on or before 30 September</i>	<i>Payments start from beginning of August term</i>
	<i>Apply after 30 September</i>	<i>Payments start the week we receive your application</i>
<i>Turn 16 between 01 October and 28 February</i>	<i>Apply on or before 28 February</i>	<i>Payments start from beginning of January term</i>
	<i>Apply after 28 February</i>	<i>Payments start the week we receive your application</i>

Medically Prescribed Diets

Parents/Carers with a child/ren on a medically prescribed diet should contact the Headteacher in order to obtain and complete a prescribed diet referral and declaration form. The Schools Meals Service will only accommodate a child/ren with a medical referral diagnosed by a medical professional.

School Clothing Grant

Falkirk Council can also provide assistance with the cost of school clothing and footwear.

Clothing grants are available for children who live in the Falkirk Council area and who are in compulsory education at any of our [primary](#), [special](#) or [secondary](#) schools. Pupils attending some special schools outside the area may also be eligible for this grant.

School clothing grants are not available to children attending [nursery schools](#), nursery classes or other pre-5 centres.

The School Clothing Grant is means tested. To be eligible, parents or guardians must meet one of the following criteria:

- In receipt of Income Support, or
- In receipt of Income-based Job Seekers Allowance, or
- In receipt of Income-related Employment and Support Allowance, or
- In receipt of Child Tax Credit only with a gross annual income below £16,105, or

- In receipt of Child Tax Credit and Working Tax Credit with a gross annual income below £16,105

Payments are paid directly into the parent or guardian's bank account.

Travel to and from School

Parents should remind their child(ren) that, in the interests of safety, good behaviour is expected from all pupils travelling on school transport.

Children should be reminded by parents that, wherever possible, they should only cross the road where there is a crossing patrol and should exercise care on walking to and from school.

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

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

Free school transport is provided to and from your home address to your child's catchment school if they are distance entitled. Falkirk Council operate a more generous distance entitlement policy than required by law.

Distance entitled children are:

- ✓ All children under 8 years of age who live one mile or over from their catchment school by the nearest available safe walking route*.
- ✓ All children over 8 years of age who live two miles or over from their catchment school by the nearest available safe walking route*.

*Note – a "safe walking route" assumes that the pupil is accompanied by a responsible adult.

Concessions, details of times of operation, criteria and application forms are available from the Transport Planning Unit within Falkirk Council. Tel: 01324 504724 / 504966.

Pickup points

Where home to school transport is provided, some pupils will require to walk a reasonable distance from home to the transport pick-up point but this should not exceed the authority's agreed limit of 1 mile.

It is the parent's responsibility to make sure that their child arrives at the pickup point on time and behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Children who misbehave can lose their right to home to school transport.

There are 2 contracted buses which bring pupils to school for 9.00 a.m. and return at 3.10p.m. to take them home. A timetable is below:

Service 172 – Dennyloanhead – St Joseph’s Primary School

Dennyloanhead	0838	St Joseph’s PS	1510
Wheatlands Avenue	0840	Gateside Avenue	1515
Gateside Avenue	0845	Wheatlands Avenue	1524
St Joseph’s PS	0853	Dennyloanhead	1526

Service 178 – Allandale – St Joseph’s Primary School

Allandale	0841	St Joseph’s PS	1510
Greenhill Road	0846	Reilly Road	1513
Reilly Road	0848	Greenhill Road	1515
St Joseph’s PS	0845	Allandale	1517

The Council publishes a school bus timetable which is distributed by the school. There is a copy on the Parents’ Notice Board in the foyer. There is also a Helpline number for queries and complaints.

BUS LINES

Children are supervised by school staff to buses at the end of the day. Behaviour at "morning" bus stops is a parental responsibility. Parents of new entrants should meet the 3.10 p.m. bus to ensure each child dismounts at the correct stop.

<http://www.falkirk.gov.uk/services/schools-education/school-life/school-transport.aspx>

General Supervision

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

During intervals support for learning assistants supervise the children. In addition, the Head Teacher and Janitor are on call to cope with any difficulties which may arise. There is always access to the building and the children are made aware of this. For further information on these arrangements, please contact the school.

School Security

Falkirk Council has introduced procedures to ensure the safety and security of pupils and staff when attending or working in a school. We use a number of security measures including a visitors’ book, badges and escorts, while visitors are within the school building. 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.

Wet Weather Arrangements

In wet weather pupils are allowed to remain indoors during breaks and at lunchtime. However, as supervision during these periods is limited, it is especially important that they exercise good behaviour.

Parents Meetings

All of our schools offer opportunities for parents to discuss their child's progress with teachers through arranged meetings. Arrangements vary from school to school but all parents will be advised of when these meetings will take place. In addition to these set dates, parents are able 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.

Communication with Home

From time to time you will receive important and routine communications from the school via variety of methods (email, group call, social media etc.). Parents are also encouraged to check their child's schoolbag for these communications. Enquiries of any kind should be addressed to the Head Teacher in the first instance.

Unexpected Closures

Most closures will be notified to you in writing, in advance, but there are occasions when the children may be dismissed early without warning, e.g. as a result of power cuts or severe weather. In the event of an early school closure please ensure that your child knows where to go if you are not usually at home during the day. To help us keep you informed it is important that you make sure we have the most up to date emergency contact information for your family. We will keep in touch using text messaging, via the Falkirk Council website or via information broadcast on Central FM.

Mobile Devices

Parents provide their children with mobile devices for a variety of reasons, including supporting learning and for personal safety. It is the right of parents to allow their child to have a personal mobile device in school. However, if devices are brought to school there must be a clear understanding that the individual pupil is responsible for the care and usage of their device(s).

Education establishments develop their own mobile device policies in consultation with pupils, parents and staff. For more information on this topic, please contact your child's school.

ICT Acceptable Use Policy

Falkirk Council Children's Services recognises that access to Information and Communications Technology (ICT) equipment and services helps young people to learn and develop skills that will prepare them for work, life and citizenship in the 21st Century.

To support this, we provide resources for pupils and staff to use. The Children's Services ICT Acceptable Use Policy (AUP) outlines the guidelines and

behaviours that pupils are expected to follow when using school equipment or when using personally-owned mobile devices in Falkirk Council establishments. The purpose of this is to protect young people online and to protect the Council's network and equipment. The ICT Acceptable Use Policy (AUP) will be issued by the school for both parent(s) and pupil(s) to sign.

Equality

The council is required to work towards advancing equality of opportunity for all people and to foster good relations between people. The council is committed to eliminating discrimination on the grounds of race, sex, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status, pregnancy/maternity or poverty.

Children's Services have a range of policies and procedures to address equalities issues specific to education to enable us to fulfil these duties. In addition to this all education establishments have a responsibility to report incidents of prejudice-based bullying in line with our Anti-Bullying Policy: 'Promoting Positive Relationships in Falkirk's Educational Establishments'.

English as an Additional Language (EAL Team, ASN Service)

As part of the Additional Support Needs Service, the Council provides a support service for children who have English as an additional language. The service supports enrolment and provides staff training and visits to schools to work with those children and young people who require assistance in developing English language skills.

This service can be contacted via email: EAL@falkirk.gov.uk

Compliments, Enquiries and Complaints Procedure

Falkirk Council Children's Services would like you to be completely satisfied with your child's education. As a Council of the Future, we are encouraged to view complaints positively as they help us to continually improve the service we provide. We welcome/encourage feedback on our services from parents, pupils, and members of the public whether it be compliments, enquiries, or complaints.

Please let your school know if you have a compliment, enquiry or a complaint about the service provided so they can investigate and resolve any issues you or your child are experiencing as quickly as possible.

How do I complain?

Complaints can be made to schools in writing, by email, on the telephone, or in person.

Who do I complain to?

Parents must contact the school in the first instance. Any complaints received by Education Headquarters that have not been initially referred to the school will be redirected back to school to respond.

What happens with my complaint?

Complaints are logged on our online complaints handling database (Customer First). Only Children's Services staff responsible for logging, monitoring progress or responding to complaints have access to this part of the database.

Our complaints procedure has two stages:

- Stage 1 – Frontline Resolution
- Stage 2 – Investigation

Stage 1 of our complaint's procedure allows immediate action to be taken to resolve the problem with an on-the-spot apology or be given to a Principal Teacher or Deputy Head Teacher to investigate and respond. If we can't resolve your complaint at this stage, the next steps will be explained to you.

Complaints that have not been resolved at Stage 1 or are complex and require detailed investigation are investigated at stage 2 of our complaint's procedure. If a complaint is escalated to Stage 2, it will be allocated to the Head Teacher or another senior member of staff to investigate and respond. Stage 2 is our final opportunity to address your complaint.

We will deal with your complaint confidentially and as quickly as possible. If we have made a mistake we will apologise and try to put things right.

How long will it take until I get a reply?

We aim to resolve stage 1 complaints within 5 working days and stage 2 complaints within 20 working days. Occasionally the school may need extra time to investigate when the complaint is complex.

If your stage 1 complaint is received in the final week of term or during a school holiday period, you will be advised that your complaint will resume when staff return.

If your stage 2 complaint is received within the last 2 weeks of term or during a holiday period, you will be advised that your complaint will resume when staff return.

Who else can help?

If you remain dissatisfied after the second investigation stage, you can raise the matter with the Scottish Public Services Ombudsman
<https://www.spsso.org.uk/complain/form/start/>

You should also be aware that you have the right to raise concerns with your local Councillor, MSP, or MP.

What else do I need to know?

Schools can only respond to complaints about a service that they or Falkirk Council provides or a service we have contracted from a third party.

The Council's complaints handling procedure sets a time limit for making a complaint of six months from when the customer first knew of the problem.

You can find out more about the Council's Complaint Procedure from the Falkirk Council website - <http://www.falkirk.gov.uk/contact-us/complaints/>

School Health Service

NHS Forth valley has a statutory obligation to provide health services for all school age children. The aim is to make sure that all children and young people, throughout their school years, are in the best possible health to benefit from their education.

School Nursing Service

School Nurses are available **8.30am-4.30pm** all year round, excluding Public Holidays. School Nurses are not based in schools and are part of an integrated community team working from local health centres/clinics. The School Nurse Team offer health screening, health assessments and health reviews.

A health review is offered to all children in primary 1. This involves a parent questionnaire and the opportunity of an appointment with the school nurse to discuss any parental concerns and a review of the child's growth.

The Falkirk School Nursing team comprises of

- **Registered School Nurses**
- Health care support staff

Children/young people, parents/carers can request a health appointment at any time by contacting the service on 01324 679129.

Referral to the School Nursing Service can be made by Education, Social Work, GP or other Health Care Professionals.

The **School Doctor** may also offer appointments to children with a significant medical or developmental condition which affects their education. School staff and parents can request a child be seen.

The Public Dental Service carries out dental inspections in Primary 1 and Primary 7 and can help access dental services for children not registered with a dentist.

Infectious diseases

Colds and tummy upsets are the most common infections affecting children at school. It is important to keep your child at home in the early stages of a cold or until at least 48 hours after an episode of diarrhoea/vomiting to

prevent infecting others. For treatment of diseases such as chickenpox or mumps, please consult your GP practice or nurse.

Head Lice

Head lice are spread through head to head contact at home, whilst playing or in school. Regular wet combing of your child's hair using a special comb is the best way to catch this problem early. Specific treatment lotions are available as shampoos are not effective. Two applications should be administered seven days apart. If this is not followed, re-infection is likely.

Further advice is available from leaflets about head lice which are available in all schools and health centres

Clinics

Some children are asked to attend clinics (eye clinics, dentist, doctor etc) Please let the school know and arrange for your child to be collected if they must leave school to attend. No child will be allowed away from school without a responsible adult or unless written permission has been received from a parent or carer.

Immunisation

Primary Schools

Flu vaccines are given every year from Primary 1 onwards by an immunisation team visiting the school. Any child who misses a session can be vaccinated by their GP. Pupils with chronic illnesses such as asthma can visit their GP at any time to receive the vaccine

Secondary Schools

Pupils are offered several vaccinations such as Meningitis ACWY, a catch-up for the MMR vaccine and a booster for diphtheria, polio and tetanus. From 2019 HPV vaccine will be offered to both boys and girls.

For more information: <https://www.nhsinform.scot/>

Medicines Administration

Administration of medicines prescribed by a doctor or dentist is at the discretion of the head teacher but most schools are happy to co-operate. Parents who wish school staff to give medicines should take the medication to school and fill in the appropriate form (MED1). It is also possible to complete another form (MED4) which allows pupils to carry and administer medication themselves, for example inhalers. Prescribed medication should be clearly marked with your child's name, date prescribed, how often it has to be taken and for how long.

Pharmacies

Community pharmacies are trained in providing advice on coughs and colds, high temperature, fever, nasal congestion, minor eye infections, constipation, stomach upsets, fungal infections such as athlete's foot, and skin problems such as impetigo.

For more information: nhsforthvalley.com

Insurance Cover for School Children

Public Liability

Personal Injury

Falkirk Council has in place a Public Liability policy which operates in respect of claims for injury to any third party which includes a pupil whilst under the care of the Council or their employees. In order for liability to be accepted there is an onus to evidence the council was negligent in their acts and was responsible or partially responsible for the injury sustained

Pupil's Property

It is inevitable that during each session, pupil's property is lost, damaged or stolen from school. Parents are therefore discouraged from allowing their children to carry expensive items of personal belongings to the school and are reminded that a standard household policy can be extended to provide a degree of cover for personal items taken away from the home. Falkirk Council are not legally responsible for pupils property which is subsequently lost, damaged or stolen, unless specifically entrusted with a member of staff.

Any claim made for loss or damage to the property left in the care of the school or its employees will have to be submitted, in the first instance to Children's Services. Following a thorough review of the claim, settlement will only be made if it can be shown that Falkirk Council are legally liable for the loss.

Travel and Personal Accident Cover – Educational Excursions

In order to provide necessary cover for educational excursions Falkirk Council has in place an insurance policy for travel and personal accident which specifically covers any pupil enrolled at a participating establishment. The policy provides compensation for each insured pupil should an incident occur, irrespective of legal liability. There are varying degrees of benefits within the policy, but the key compensation values are noted below.

1. Death	£30,000
2. Permanent Total/Partial Disablement	up to £30,000

The insurance policy provides accidental bodily injury cover whilst any insured person is undertaking an organised trip (including exchange visits and work experience placement) as long as it is with the authorisation of the school or council and the activities involve a journey outside the premises of the school. The policy also extends to cover overseas travel cover.

Section Two – Parental Involvement in the School Parents Welcome

All Falkirk Council schools welcome and encourage parental involvement and engagement. Research has shown that when parents are involved children do better in school.

Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science. Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education. Furthermore, the website has details about schools including performance data for school leavers from S4-S6; and links to the national, and local authority and school level data on the achievement of Curriculum for Excellence levels. Parentzone Scotland can be accessed at <https://education.gov.scot/parentzone>.

A banner for Parentzone Scotland. At the top is a collage of photos showing diverse groups of children and adults engaged in various educational activities. Below the photos, the text 'Information and advice on education and learning for parents in Scotland' is written in a large, bold, blue font. Underneath this, the tagline 'Be at the heart of your child's learning . . .' is written in a smaller, italicized blue font. The Parentzone Scotland logo is centered below the tagline. At the bottom, there is a blue bar containing white text: 'Sign up to receive our Parents and Carers e-bulletins for the latest developments in Scottish education.', 'edscot.org.uk/p/LQE-39I/subscribe', 'Email: enquiries@educationscotland.gsi.gov.uk', and 'education.gov.scot/parentzone'. A QR code is located in the bottom right corner of the banner.

Parental Involvement at St Joseph's Primary School

At St. Joseph's we value the support parents, grandparents and others carers provide within our school and involvement in a range of activities supporting teachers within the school and nursery settings or as helpers on trips and workshops out of school is always welcomed.

We provide a variety of homework tasks to enable parents/carers to support and develop their children's learning in the home setting. In particular, research and creative projects linked to current contexts for learning, are encouraged.

We welcome feedback from our parents/carers and regularly seek their views on a variety of issues through questionnaires and through discussion. Nursery parents and carers are encouraged to contribute to their child's learning journals and to floor books.

We have an active Parent Council/PTA, known as The Friends of St. Joseph's, and we encourage parents/carers to become involved in this important group within the school.

We welcome parents, carers and grandparents into St. Joseph's in a variety of ways:

- Parent consultations and open sessions
- School assemblies / Masses
- Parent workshops
- Community events
- Classroom visits / showcases
- Parent helpers
- Parent focus groups
- School website
- Use of e-mail,
- Letters, newsletters, phone calls, radio etc.

In St. Joseph's Primary we aim to be an 'open' school, i.e. to have direct and easy access. We aim to be responsive to queries from parents within 24 hours.

All classes will have continuous engagement with home through our:

- School website
- Pupil Diaries / Learning Journals/ Teams
- Class Twitter
- Email

Further information can be found here:

<http://www.falkirk.gov.uk/services/schools-education/school-life/parent-councils>

Parent Council – Friends of St Joseph

Parents are welcomed to be:

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

All parents / carers are automatically members of the Parent Forum at this school. As a member of the Parent Forum all parents should –

- 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 collaboratively with the school; and
- enjoy taking part in the life of the school in whatever way possible.

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.

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 and work collaboratively with the school in its work with pupils
- To seek and 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 in the school.
- To raise funds for the school for the benefit of pupils (in some schools the PTA/PA fulfils this role).
- To be included in School Improvement Planning

Within St. Joseph's, the PTA and Parent Council have merged to be one body called The Friends of St. Joseph's (FoSJ)

The Friends of St. Joseph's work hard all year round for the benefit of the school. They organise and supervise school discos, provide teas and coffees after events such as school masses, class celebrations, the Christmas Concert and class prayer services and raise money for the school, for example, through the events organised by the Fundraising Group. Their biggest fundraising event is the annual Connell Cup football tournament/summer fayre which brings the Bonnybridge community together to raise a great deal of funds for the school.

The chairperson of the FOSJ is Mr Kevin Devine and can be contacted at this email address: friendsofstjosephsps@yahoo.com

For more information on parental involvement and engagement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at <https://www.education.gov.scot/parentzone/>

Pupil Council

St Joseph's has a Pupil Council who have helped make positive changes in the life of the school. Each year pupils from P1 - 7 nominate two children from their class to represent their views at the meetings. Primary 7 also take responsibility

for representing the younger classes. Issues that are most relevant to the children are discussed and their feedback is valued and taken into consideration in decision making.

As well as Pupil Council, there are many opportunities for pupil involvement and representation in St Joseph's Primary School.

Our Pupils work together to develop all aspects of school life, including

- Eco schools
- Prayer life of the School – Faith in Action
- Rights Respecting School
- Sports and Arts life of the School
- Library
- Links with school improvement plan
- Health and Wellbeing
- Enterprise

Pupils also represent St Joseph's Primary in the local community, including:

- Parish life of St Joseph's Catholic Church
- Sporting events
- Educational visits
- Outdoor education
- School community events

There are many school clubs which pupils can attend, including:

- Football
- Cross Country
- Guitar
- Choir
- Mindfulness
- Taekwondo

School Ethos

At St. Joseph's we strive to develop a community of faith and learning; inspiring to foster a positive environment which allows each individual child the opportunity to reach their potential.

Aims of St Joseph's Primary School

We deliver the aims and principles of Curriculum for Excellence by:

- Engaging all children from Nursery to Primary Seven, to develop a passion for learning by encouraging curiosity and creativity.
- Providing high quality, active learning and teaching that motivates, challenges and raises attainment of all pupils.

- Creating a positive ethos in a loving and nurturing environment where everyone feels included, respected and valued.
- Welcoming and respecting the views of children, parents and carers, church, community and partner agencies and valuing their contributions.
- Developing the emotional, social and physical health and wellbeing of the whole child to achieve their full potential.
- Celebrating success and achievement whilst fostering ambition, both within and out with school life.

Religious Education is of high importance at St. Joseph's and permeates through all that we do. We have strong links with St. Joseph's Church where Canon Holuka is our school chaplain. He supports the school well throughout the year by saying special Masses for us at the end of each term, on feast days, for our Primary 7 leavers and for the children receiving sacraments. He visits the school when he can to talk with the children and staff and plays an important role in building relationships between home, school and parish.

Our school is committed to sustainability and have worked hard to achieve 6 green flags and 'eco schools status' through reducing, reusing and recycling.

Development of pupils' mental, social and emotional wellbeing

The school is committed to supporting the development of the whole child and as a result, wishes to encourage their holistic wellbeing.

Mental, social and emotional wellbeing is supported in the following ways;

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an environment which is both caring and challenging and which provides opportunities for exercising rights and responsibility.
- Ensuring that staff and adults in the school act as positive role models for pupils.
- Providing opportunities for members of the school community to come together reinforcing shared values.
- Providing rich opportunities across all areas of the curriculum to develop mental, social and emotional wellbeing.
- Taking every opportunity within the curriculum and across the wider work of the school to celebrate diversity and promote equality.

Pupil Conduct

A partnership between the school and family is necessary to ensure the best possible standards of pupil conduct.

Pupils are expected to set themselves high standards in appearance and behaviour. School rules are devised to encourage the maximum amount of self-discipline. The rules make clear what is expected of pupils, and how they are

required to behave. The general aim is to produce an atmosphere of friendly co-operation, encouraging respect and consideration for other persons and for property.

In St Joseph's we work in partnerships with pupils and parents/carers to promote the Gospel values and create a positive ethos and environment for effective learning and teaching. Within our school community we are expected to be proactive in promoting positive relationships through our behaviour in the classroom, playground and wider community. Our aim is to ensure that our School Values are reflected in all that we do:

Care	Kindness	Respect
Achievement		Community

House Points

Every pupil is assigned to a House when they enter St Joseph's community. Everyone has the opportunity to earn House points. Points are awarded to houses, classes, groups and individuals who live by the School Values and promote our school ethos.

Awards

Awards are distributed weekly at Assembly. These run on a 4 week cycle for Effort, Curriculum, Wider Achievements and Living the St Joseph's Values.

Restorative Approach To Bullying Behaviour

Whilst many believe that children who display bullying behaviour should be punished, it is widely accepted that this type of response can at times be ineffective, and make the situation worse.

The adoption of restorative approaches is evidenced to be a more effective response than traditional methods. Pupils are given the opportunity to accept responsibility for their actions, recognise the harm done and are supported to find restorative responses to the harm they have caused.

There are times where sanctions are appropriate; exclusion is seen as a last resort and carried out when incidents fall within the legislative criteria.

Falkirk Council has a responsibility to provide an education for all pupils and to challenge and address bullying behaviour. Whilst appropriate action will be taken by the school, it is also important that all parent/carers, work with the school to resolve any issues in the best interests of their child or young person.

Parents can access Falkirk Council's Anti-Bullying Policy, 'Promoting Positive Relationships in Falkirk's Educational Establishments'; on the Council website: www.falkirk.gov.uk/services/schools-education/policies-strategies/anti-bullying-policy.aspx

Restorative Approach at St Joseph's

Restorative Approaches are designed to help young people, staff and parents/carers achieve a safe and respectful environment. Through a restorative conversation harm caused is addressed and supports the young person by providing opportunity for them to accept responsibility and make amends. The intention is to bring about real and positive change in the behaviour of individuals. The Restorative Conversation allows those involved to discuss:

What happened?

What were you thinking at the time?

What have you thought since?

How did this make people feel?

Who has been affected?

How have they been affected?

What should we do to put things right?

How can we do things differently in the future?



Section Three – School Curriculum

Curriculum For Excellence – Learning to Achieve

- **Learning to Achieve** - Our core educational policy.

This describes in detail how **Curriculum for Excellence** will be delivered in our educational establishments. We use **Learning to Achieve** along with the national guidance to monitor, develop and improve outcomes for children and young people.

- **Curriculum for Excellence** – Bringing learning to life and life to learning.

Curriculum for Excellence is the vehicle by which we deliver a Quality Education across the **4 Contexts of Learning**. It aims to **raise standards**; prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Curriculum for Excellence balances the importance of **knowledge** and **skills**. Every child is entitled to a **broad** and **deep** general education, whatever their level and ability. 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.

- **Responsibility of all**

Every single teacher and practitioner will be responsible for the development of **literacy and numeracy and health & well-being** from Early Level through to Senior Phase.

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.

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 is an emphasis by all staff on looking after our children's **health and well-being**; to ensure that the school is a place where children feel safe and secure.

GLOW, Scotland's unique, world leading, online network supports learners and teachers. Learners have **individual access** to GLOW through a username and password issued by school.

Curriculum for Excellence in St Joseph's

In St. Joseph's Primary, pupils experience a wide and varied active and creative curriculum. Pupils develop skills for learning, life and work, including literacy, numeracy and health and wellbeing, both in and out with the classroom. The curriculum is planned across all Curriculum for Excellence levels. Pupils are consulted during the planning process to ensure the contexts for learning are relevant and engaging.

Curricular Areas

Literacy/Modern Languages

- We use an interactive approach to the learning and teaching of reading called 'Bug Club'. Parents can find out more about this resource on the school's website
- Active Literacy, our spelling /phonics programme, is used consistently across the stages from P1-P7
- Big Writing' programme from P1-P7
- St Joseph's children experience a progressive programme in French from nursery to P7. P5-7 have an additional language in Spanish.

Numeracy/Mathematics

We use an active approach to the teaching of mathematics and numeracy using many different resources including:

- Heinemann Active maths
- TJ Maths

STEM

We are developing an active, engaging programme of learning from Nursery to Primary 7. Pupils have the opportunity to cover key concepts and ideas within their Science programme;

- Planet earth
- Forces, electricity and waves.
- Biological systems
- Materials

and each of these areas are expanded to include Technologies, Engineering and Mathematics knowledge and skills.

Religious and Moral Education

As a Catholic school we follow '**This Is Our Faith**', the new syllabus for Catholic religious education in Scotland. This ensures that young people can:

- develop their knowledge and understanding of Catholic faith
- nurture respect for other Christian traditions and world faiths
- experience opportunities for spiritual growth
- acquire the skills of reflection, discernment and moral decision-making

- commit to beliefs, values and actions in a positive response to God's invitation to faith.

Religious Education forms a daily part of every class and the school holds Assemblies, Prayer Services and School / Class Masses on regular occasions throughout the school session.

In Primary 3, the children prepare for and receive the Sacrament of Reconciliation

In Primary 4, the children prepare for and receive the sacrament of Holy Communion.

In Primary 7 the children prepare for and receive the sacrament of Confirmation.

There are many learning opportunities available for pupils both inside and outside the classroom and after school hours. Previous after school clubs we have offered, include:

- Cross Country
- Guitar
- Football
- Choir
- Prayer
- Mindfulness
- Taekwondo

We regularly consult children to identify interests for any other clubs. All eight subject areas are carefully planned to ensure depth and progression throughout the school.

Throughout the year, pupils participate in many planned activities in a variety of locations. The Nursery children participate in weekly woodland visits to enhance their learning through the natural environment. Pupils participate in many sporting events involving schools across the authority, for example, cross country and tennis. Educational visits are planned throughout the year to enrich pupil's learning experiences.

Primary 7 have the opportunity to participate in a residential experience to the National Sports Centre in Inverclyde

Information and Computing Technologies

ICT is taught as a succession of skills and is used across all curricular areas. The school has wireless access, iPads and laptop computers, Interactive Whiteboards, etc. to support the teaching of ICT skills. All children from Primary 5-Primary 7 have their own iPad provided by Falkirk Council. These are used on a daily basis within the school and home.

Developing the Young Workforce

Developing the Young Workforce (**DYW**) is a seven-year programme that aims to better prepare children and young people from 3–18 for the world of work.

This programme **builds on the foundations** already in place as part of Curriculum for Excellence.

Collaborative working between primary and secondary alongside **partnership working** builds on your child's experiences in primary school through secondary school. Curriculum planning and structures in schools have continued to evolve progressively as new qualifications have been introduced alongside traditional subjects. There is now on offer a **wide range of opportunities** for young people to develop their employability skills, gain experiences of the world of work and incorporate work-based learning elements together with employers to explore **direct pathways** into employment.

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

For further information on Learning in Scotland please access the following link:

<https://education.gov.scot/parentzone/learning-in-scotland>

Parents can find out more about the Curriculum for Excellence on the Education Scotland website:

<http://www.education.gov.scot>

<http://www.education.gov.scot/parentzone>

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

Play Pedagogy and Active Learning

Curriculum for Excellence emphasises the value of an active learning approach. Active learning is engagement of the brain whilst participating in learning experiences.

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 give them ownership of their own learning, encourage co-operative working and utilise skills required for learning, life and work.

Facilities for Physical Education and Outdoor Activities

Our gym hall has a variety of apparatus for physical education within the school. Pupils also have access to our outdoor 3G football pitch and basketball court.

Planning Children's and Young People's Learning

Practitioners use a variety of approaches to ensure that pupils understand the purpose of their learning and are clear about how to be successful. A variety of

planning approaches are used to ensure that experiences are progressive, skills – focused and meet pupils' learning needs. Often individualised targets help pupils to assess their own learning.

In St. Joseph's Primary, pupils are consulted at each stage of the planning process. Floor books are utilised in the Nursery and within individual classrooms to plan, record and evaluate learning opportunities. Planning processes ensure that planning is child led and relevant. This ensures pupils are engaged in and take ownership of their learning. Parents are consulted on learning through the school website, parent workshops and parent evenings.

Learning at Home

Practitioners provide home learning activities to support reinforcement of learning or to encourage pupils to apply learning in different ways, often in real life situations.

Parents are encouraged to get involved in home learning tasks. This helps parents keep up-to-date about learning in class and promote positive learning partnerships. The school encourages parents to sign each homework task.

Care of Books / Materials

To enable us to provide the best possible education for your child, every care should be taken to look after the school's resources and facilities. Parents are asked to remind their child(ren) that all school equipment and fitments should be used with care.

Books and learning resources which are lost or destroyed must be paid for, either wholly or in part, depending on the age of the resource. Any loss of school or Council property should be reported immediately to the school.

Religious Instruction and Observance

Religious Instruction

Schools have a statutory duty to provide Religious Instruction in the timetable. This aims to promote a knowledge of the Christian, and other faiths, and encourage children and young people to develop enquiring minds through investigating spiritual, moral and philosophical issues.

Religious Instruction may include visits to local places of worship, and/or visits from representatives of places of worship. This helps children and young people to develop knowledge and understanding of faiths, especially those with which they are less familiar. It provides opportunities to reflect on schools as communities of learners often from different cultural and social backgrounds with a wide range of beliefs. It recognises that individual, personal development is founded on respect for oneself and for everyone else.

Qualifications from National 3 to Advanced Higher are available to secondary school pupils in the study of Religious, Moral and Philosophical Studies.

Religious Observance/Time for Reflection

Religious Observance, which may take the form of a Time for Reflection, is held at least six times a year, in addition to traditional celebrations central to the life of the school community. Religious Observance will often (but not necessarily) take the form of an assembly.

Roman Catholic schools follow the customs and practices of the Roman Catholic Church in order to nourish spirituality and faith and religious education is governed by separate church guidance.

Withdrawal from Religious Instruction and Religious Observance/Time for Reflection

Parents who wish to exercise their right to withdraw their child from religious observance are encouraged to discuss their intention with the Head Teacher in the first instance to enable them to make a fully informed decision. Thereafter parents who wish to proceed to withdraw their child(ren) should notify the Head Teacher in writing. This is so that alternative educational activities can be planned for their child(ren) during times of Religious Instruction and/or Observance.

Extra-Curricular Activities

Every school is encouraged to offer as wide a range of sporting and cultural activities as possible. In this context, the Authority provides a degree of financial and administrative support for leagues, competitions, festivals and similar events but it is recognised that, again, the help of parents and the community is irreplaceable. Quite separately, the Council and / or Falkirk Community Trust and other partner organisations also undertake to organise and administer certain events and many schools take part in these.

There is a range of extra-curricular activities available for pupils during lunchtime and after school. Parents will be informed about these by the school. In addition to in-school activities, classes also make regular educational visits and field studies. Wherever possible, these visits are linked to pupils' class work.

Where participation involves children travelling or staying late after school, written permission for children taking part is required from parents.

Active Schools

The goal of Active Schools is to provide more high quality opportunities to participate in sport within schools. We also aim to ensure that these opportunities are well connected to and supported by other local, regional and national partners.

We work with Physical Education (PE) professionals to ensure better coordination between PE and school sports and also to encourage the development of more physically active children and young people.

While our focus is sport, our activities connect to the wider landscapes of play, dance, exercise and active living – we know that a joint effort is required to deliver the health and performance related fitness our children and young people deserve.

Within Falkirk Council we have an Active Schools Manager, nine Active Schools Coordinators (Primary) and nine Active Schools Coordinators (Secondary). The Coordinators work within their respective Primary and High Schools clusters to provide further opportunities for physical activity, sport and play. We also have a coordinator designated to disability sport.

[Active Schools Falkirk | Falkirk Council \(falkirkleisureandculture.org\)](https://www.falkirk.gov.uk/active-schools)
[Follow us on @falkirkSPORT](https://www.falkirk.gov.uk/active-schools)

Assessment and Reporting

There are a variety of ways to assess progress and ensure that children and young people achieve their potential. Effective assessment practice within schools and establishments include:

- Learner involvement in setting personal targets and next steps
- On-going self-evaluation by learners, staff and school leaders
- Identification of strengths and next steps
- A range of approaches to assessment
- A variety of evidence gathered informally on a day-to-day basis or formally at certain points throughout the year (not exclusively - Teachers' professional judgement, Scottish National Standardised Assessments, National Qualifications)
- Moderation of standards using Education Scotland Benchmarks
- Consideration of data analysis and performance information

Achievement of a Level & Scottish National Standardised Assessments (SNSA):

Learner's progress is defined within the following levels:

Level	Stage
Early	Pre-school and P1 however may be later for some
First	To the end of P4 however may be earlier or later for some
Second	To the end of P7 however may be earlier or later for some
Third & Fourth	S1 – S3 however this may be earlier for some
Senior Phase	S4-S6 and college or other means of study

Achievement of a level means that the learner has achieved a breadth of learning across the curriculum area and has met the appropriate benchmarks; that they have responded consistently well to the level of challenge in their learning and can apply what they have learned in new and unfamiliar situation.

From August 2017, National standardised assessments have been introduced to all schools across Scotland in aspects of reading, writing and numeracy, for all learners in P1, P4, P7 and S3.

These assessments sit alongside a wide range of other evidence including ongoing classroom assessment of all aspects of literacy and numeracy. They cannot be used alone to confirm judgements of achievement of a level.

- Within schools and establishments, finding out about your child's progress includes:
 - Attending parents' information evenings
 - Discussing progress with teacher staff and school leaders by appointment
 - Attend open evenings/afternoons including "meet the teacher" events
 - Reading learning logs or diaries (which usually invite parents/carers to comment)
 - Summary Reports (sent home to parents/carers including an invite to make comments)
 - Social media updates from staff and/or the school

Further information about what data is collected about your child is given in section 5 of this handbook.

Section Four – Support for Pupils

Getting It Right For Every Child (GIRFEC)

Getting it Right for Every Child (GIRFEC) is underpinned by the United Nations Convention on the Rights of the Child (UNCRC). The UNCRC was produced in 1989 and contains 54 Articles specifically for children, recognising the special care and protection they need throughout childhood to experience the full range of human rights: civil, cultural, economic, political, and social rights.

The Scottish Government is committed to recognising, respecting, and promoting children's rights as part of its wider commitment to improving life chances for all children and young people. The UNCRC lies at the heart of the Scottish Government's policy and practice.

[UNCRC: the foundation of Getting it right for every child - gov.scot
\(www.gov.scot\)](https://www.gov.scot/publications/uncrc/summary/pages/default.aspx)

Getting it Right for Every Child (GIRFEC) is the Scottish Government's approach to improving children's services. The wellbeing of all children and young people is at the heart of GIRFEC. Services must work together with children, young people, their families, and those responsible for their care, to provide quick and effective support. To support the GIRFEC approach, the Children and Young People (Scotland) Act 2014 ensures key parts of GIRFEC are within law.

Wellbeing

The GIRFEC approach looks at eight areas of wellbeing. These are recognised as required areas which children and young people need to flourish both now and in the future.

The eight wellbeing indicators are:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Responsible
- Respected
- Included

These enable the adults responsible for the care and wellbeing of children and young people to provide them with support. These areas help children and young people, families, those responsible for their care, and services, to identify any needs. Through a collaborative approach children and young people, families, those responsible for their care, and services will use these eight wellbeing indicators to identify any need and respond with appropriate planned solutions and supports.

This approach provides a common language and areas to focus on when gathering information about a child and young person's world, to ensure they are growing and developing (UNCRC Article 6).

[Policies & strategies - Getting it Right for Every Child \(GIRFEC\) | Falkirk Council](#)

Main Contact

In 2019, the Scottish Government repealed the relevant sections of the Children and Young People (Scotland) Act 2014 relating to the Named Person service. A named person was defined as a central point of contact for children, young people, and parents. This person had the responsibility for providing families with information for getting the support if, and when, they needed it. As a result of the Scottish Government's decision, education authorities are no longer legally required to provide this service.

Every child and young person will still have a main contact within a school establishment to support and promote their wellbeing. The role of the main contact is to act as the first point of contact for children, young people, those responsible for their care, and families.

If the main contact is not available, please speak to another member of staff who will be able to help. During school holidays an officer from Children's Services Headquarters will provide the advice and support you may require.

Family Support Services

Family Support services work in partnership with families, schools, and other agencies to support young people's wellbeing from early intervention to more intensive support.

Children, young people, and families may require additional support at different times in their life due to changing circumstances, such as: following a bereavement, trauma, illness, increased anxiety, and transition points in life.

Support can be tailored to meet the individual needs of children, young people, and families, when they need it most and as locally as possible.

A request for support can be made through a member of school staff (main school contact) who will be able to talk with you, gather information and your family's views. This helps identify the most appropriate service.

Support can be delivered in school, at home or in the community, on an individual or group basis.

Protecting Children and Young People

Article 19 of the UNCRC states that all children and young people have a right to be protected from violence, abuse and neglect. Children's Services have an important role in identifying children and young people who are at risk of abuse or are being abused.

Falkirk Council has clear procedures for all staff to follow. Headteachers or designated members of staff are instructed to notify Falkirk Council and Children's Services when a member of staff has a suspicion that a child might have been abused, are at risk of abuse or are likely to be exposed to significant harm due to neglect.

Children's Services will make a decision on whether or not an investigation is necessary and will advise accordingly. In every situation, the welfare of the child overrides other considerations.

To support children and young people, Falkirk Council has a Child Protection Lead Officer and child protection guidelines, training, and policy guidance.

Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Education (Additional Support for Learning) (Scotland) Act 2004 (amended 2009) and its accompanying Code of Practice. This has been strengthened through the Children and Young People (Scotland) Act 2014.

Further details of the policies and procedures can be found on the Falkirk Council website:

www.falkirk.gov.uk/services/schools-education/additional-support-needs/

Children, young people, and families will work together with this school, other agencies and professionals to provide the best possible educational provision to meet their needs within the resources available. This may include working with Social Work Services, Educational Psychology Service, and the National Health Service.

Support for Pupils

The school makes provision for pupils with additional support needs throughout their education (UNCRC Articles 23, 28 and 29)

- each teacher differentiates the Curriculum for Excellence within their class to provide educational targets and objectives suited to their age and stage of development
- the school has an experienced Support for Learning Teacher or Pupil Support Teacher to co-ordinate and organise support for children
- the school can utilise Support for Learning Assistant time for exceptional cases

For the children and young people who require further support, the GIRFEC wellbeing indicators, and other assessments, may be used to identify their additional support needs. Those involved in helping to complete a rounded picture of assessment are referred to as the Team Around the Child (TAC) (UNCRC Article 3).

Members of the TAC may include the following. Depending on the circumstances, others may be involved.

- the child or young person (UNCRC Article 12)
- parents or carers
- others responsible for the care of the child or young person
- school staff
- NHS staff
- social work
- Children's Rights Officer
- ASN Advisor

The Team will also draw up and review plans to meet the identified needs. Their activities are co-ordinated by the Lead Professional, who is responsible for ensuring plans are implemented and has an overall picture of the child or young person's progress.

If you believe your child may have unrecognised additional support needs, your first

point of contact should be the child's class teacher (primary) or their Guidance teacher/Pastoral Head (secondary).

Disputes and Resolution in Additional Support Needs

Schools and Early Learning Centres (ELC) do their best to support and respond to the needs of their children and young people. It is important for good communication between home and school so that should a problem arise, it can be identified and discussed as soon as possible.

In the first instance, the school or ELC should be contacted directly. If the matter cannot be satisfactorily resolved, services from centrally based staff may be called upon: the Additional Support for Learning Adviser, the Educational Psychologist or the school's attached Team Manager. Children's Services also commission independent mediation through Children in Scotland. This is a free service to parents, carers, and young people. It offers an independent mediation service by fully trained, experienced mediators in neutral venues and operates with a child-centred approach. Their services, called Resolve, may be arranged by the Additional Support for Learning Adviser, or accessed directly by parents and carers.

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

- **Enquire** – the Scottish advice and information Service for additional support for learning managed by Children in Scotland:
www.enquire.org.uk, info@enquire.org.uk 0345 123 2303
- **Resolve: ASL** - to contact the service, or to find out more:
www.childreninscotland.org.uk, info@childreninscotland.org.uk Sandra Mitchell, Mediation Manager smitchell@childreninscotland.org.uk Children in Scotland, Thorn House, 5 Rose Street, Edinburgh EH2 2PR
- **Scottish Independent Advocacy Alliance** - www.siaa.org.uk, enquiry@siaa.org.uk 0131 510 9410
- **Let's Talk ASN Scotland** - is a Scottish Government funded service for the parents of children with additional support needs and run in partnership with Barnardo's. The service provides legal representation in appropriate education law cases to parents or pupils. It also provides advocacy support for families with a right of reference to the ASN Tribunal for Scotland., c/o Govan Law Centre, letstalkasn@edlaw-org.uk 0141 445 1955
- **Children and Young People's Commissioner Scotland** - www.cypcs.org.uk/about/

More detailed information about Falkirk Council's ASN service can be found here:

[Falkirk Council Additional Support Needs | Supporting Children & Young People with Additional Support Needs Across Falkirk Council \(glowscotland.org.uk\)](http://glowscotland.org.uk)

Educational Psychology Service

The Educational Psychology Service is a statutory service with a role to provide advice to both the school and parents. Educational Psychologists work in collaboration with teachers, parents and other professionals to support children and young people with their learning and development, and to make the most of their lives.

Every school and pre-five establishment has a link Educational Psychologist who provides consultation, assessment, intervention, training and project work. The Service works within the Staged Intervention Approach of Children's Services.

The school must obtain the agreement of parents and, where appropriate, the pupil before involving the Educational Psychology Service. Further information is on the website <https://blogs.glowscotland.org.uk/fa/epservice> where there is helpful information for parents.

Parents can contact the service directly on Educational Psychology Service educationalpsychologyservice@falkirk.gov.uk or 01324 506600. Please ask for the link psychologist for your child's school or the Principal Educational Psychologist.

Nursery Class Provision

The school's nursery class provides places for children aged 3-5 years. Nursery class provision is non-denominational, which allows children of parents from all religions and beliefs to attend the nursery. Attendance at the nursery class does not however guarantee a place in the school.

Admission to Early Learning & Childcare (ELC) Establishments in Falkirk

All ELC places are allocated according to the Early Learning and Childcare Admission Policy. A funded pre-school education place is available for every child aged 3 to 5 years who lives in Falkirk. A place can be provided in either a Falkirk Council ELC Centre, private nursery or childminder which is in partnership with Falkirk Council.

Children become eligible for pre-school education as follows:

- For children who reach 3 years of age between 1st March and 31st July the start date will be the beginning of the Autumn Term (August)
- For children reaching 3 years of age between 1st August and 29th February of the following year the start date will be a month after the child's 3rd birthday.

Applications for the forthcoming academic session are accepted from 1st December to 28th February and can be submitted online through the Falkirk Council website at <https://www.falkirk.gov.uk/services/children-families/early-learning-childcare/elc-admissions.aspx>

Only one application form should be completed. The application form asks for the 1st, 2nd and 3rd choice of ELC Class or Centre, the form should be submitted along with the child's birth certificate and proof of address. Please note you will need to create a MyFalkirk account before applying.

Applications are then allocated according to the criteria detailed in the Admissions Policy - <https://www.falkirk.gov.uk/services/children-families/early-learning-childcare/docs/nursery-admission-policy/Early%20Learning%20and%20Childcare%20Admission%20Policy.pdf?v=201507271206>

Progression from Nursery to Primary

Each establishment has a detailed approach to ensure a smooth progression for children to primary school. This involves nursery and primary staff working together to share information about children's progress and achievements which will inform future planning.

Primary School Admissions

Children's Services must set a date each year for the commencement of children's attendance at Primary school. This date is usually the 3rd or 4th week in August.

When commencing Primary 1 education, your child will normally attend the local denominational or non-denominational Primary school and transfer from it, after Primary 7, to its associated Secondary school. Details of the catchment areas and boundaries can be obtained from the Forward Planning Section – Tel. 01324 506608 in the Children's Services, on the website - www.falkirk.gov.uk or the relevant school.

Pupils who are baptised Roman Catholic and who live within the catchment area of a denominational school are automatically entitled to enrol at the school. All other pupils will require a placing request (see below).

Any movement between denominational and non-denominational schools at year stages other than Primary 1 will require a Placing Request Form to be completed.

The authority will place adverts in the local press and nurseries advertising the date(s) for enrolment.

Parents of pupils enrolling at a denominational school must also present their child's RC baptismal certificate. Parents of pupils that are not RC baptised will be required to submit a placing request (see below).

You are still required to enrol your child(ren) at your catchment denominational school (if RC baptised) or catchment non-denominational school (if not RC baptised) even if you do not wish him/her to attend that school.

Enrolment timetables will also be available through the Falkirk Council website at www.falkirk.gov.uk.

Children eligible for enrolment are those whose 5th birthday falls between 1st March and the end of February the following year. Requests for enrolment will only be prioritised if Children's Services receive more requests for enrolment than places available at the school.

Primary to Secondary Transfer

There are a range of activities that take place to ensure that all children are well supported as they move from Primary 7 to 1st year, and these are all decided by each secondary school and its associated primary schools.

Generally, visits take place in the summer term, with a programme of activities for pupils in classroom relating to their secondary subjects. Sporting and social activities may also be planned. Pupils, therefore, become familiar with the new school, their new teachers, and their new classmates.

Clusters also arrange for secondary school subject teachers to visit Primary 7 classes from time to time, with the cluster agreeing each year which subject areas should be the focus for these. Opportunities for senior pupils from secondary schools to visit classes in their associated primaries offer further reassurance and can help supportive peer relationships to be developed before S1 begins.

Most secondary schools also have an information evening for parents of Primary 7 children at which they can gain information about uniform, lunchtime arrangements, school clubs, etc.

Pupils with Additional Support Needs

Secondary school Pastoral and Support for Learning teachers make visits to the Primary 7 class to get to know the children and their needs, including any Additional Support for Learning needs. Visits by Support for Learning staff sometimes take place as early as Primary 6 to help with additional arrangements for those children for whom the move to secondary school may present challenges.

Moving to the denominational secondary school

Children who are baptised Catholic

With the exception of some pupils at St Patrick's PS, pupils who are in Primary 7 in denominational primary schools (Sacred Heart PS, St Andrew's PS, St Mary's PS, St Francis Xavier's PS and St Joseph's PS) move to St Mungo's HS.

Pupils in Primary 7 at St Patrick's PS attend St Modan's HS in Stirling.

Children who are non-Catholic

Parents of non-RC baptised pupils who were enrolled through a Placing Request at a denominational primary school must submit a further Placing Request if they wish them to transfer to St Mungo's High School. These pupils are, otherwise, automatically entitled to transfer to their catchment non-denomination secondary school.

Moving between denominational and non-denominational schools

Parents who intend to send their children to St Mungo's HS from a non-denominational primary school, or from a Catholic primary school to their catchment non-denominational high school, should make known their intentions both to the primary school and the secondary school as soon as possible. This enables the necessary transfer arrangements to be made.

Catchment Secondary School

Our Catchment Secondary school is :

St. Mungo's High School
Merchiston Avenue
Falkirk
FK2 7JT
Tel (01324) 614614
Email: info@stmungoshighschool.co.uk
Rector Dr Tricia Holland

Staff from St Mungo's begin the transition process in January of P6. There are regular meetings involving staff from both schools and pupils to establish a holistic picture of the child. In P7 the children are involved in transition projects and staff from St Mungo's continue to visit. In the summer term children will have the opportunity to participate in induction visits to St. Mungo's and meet children from other feeder schools. There are a series of planned meetings for parents/carers to attend. Additional visits to support pupils may be arranged as required.

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. Applications for Primary 1 and Secondary 1 Placing Requests to commence school in August will only be accepted following the publication of an advert in the local press inviting applications in early December.

Every effort will be made to try to meet parental wishes, but you should note that it is not always possible to grant every Placing Request. You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. A parent could, therefore, end up with children attending different schools.

Primary 1 children must also be enrolled at the catchment area school on the Falkirk Council Website whilst awaiting the outcome of their Placing Request Application. If the Placing Request is granted, the child's enrolment at the catchment school will automatically be withdrawn by Children's Services.

Placing Requests can only be approved when there are sufficient places remaining in the class after all catchment area children have enrolled and if staffing and accommodation at the school are able to meet the numbers of Placing Requests at that school. Children's Services will also reserve places in a class for catchment pupils they expect to move into the area during the school year.

If more Placing Requests are made for admission to a particular school than places available, these Requests will be prioritised according to Falkirk Council's Admissions Policy and requests accepted and refused accordingly.

Online placing request applications can be made via the Council's website www.falkirk.gov.uk/placingrequests. Written application forms are available from all schools and from Children's Services. Written applications must be returned to the Director of Children's Services, Sealock House, 2 Inchyra Road, Grangemouth, FK3 9XB. Placing request for Primary 1 and Secondary 1, commencing in the next school session, should be made by the 15th March each year. Responses will be issued no later than 30th April.

Your Placing Request will be considered against a set of criteria which is set out in the Council's priorities for admission.

Any Placing Requests received after the 15th March for Primary 1 and Secondary 1 will not be considered in the first round of Placing Requests. Parents / Carers will be notified of the outcome of their request within 8 weeks of receipt.

As soon as a decision has been made, you will be notified of the result. If your Placing Request is successful, you will be asked to contact the school to establish arrangements for enrolment.

Mid-Session Transfers

You may make a Placing Request at any time during a school session. If your child is experiencing problems at school, you are advised to discuss the matter with the Head Teacher prior to making a Placing Request. Completing the Application Form does not guarantee a place for your child at your chosen school.

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

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's Services. Head Teachers regularly track pupils' progress at meetings with each teacher to ensure that progress is maintained and to identify effective strategies progress when necessary.

Standards and Quality Report

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

Standards and Quality Reports – Operational Guidance

Schools and centres must provide an annual Standards and Quality Report (SQR) as a record of the progress made with the annual improvement plan. The SQR should be based on the results of on-going self-evaluation which is rigorous, effective and based on consideration of impact. This self-evaluation should be informed by How good is our school? 4th edition (HGIOS?4) and/or How good is our early learning and childcare? (HGIOELC?) and How good is OUR school? It should give a clear indication of where the school is now in relation to its process of continuous improvement.

It should state clearly and briefly the progress towards the National Improvement Framework (NIF) priorities and drivers and Children's Services NIF Improvement Plan priorities. The report should be written using evaluative language.

The National Improvement Framework key priorities are:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people

- Improvement in attainment, particularly in literacy and numeracy

The 6 drivers of improvement identified in the NIF are:

- School and ELC leadership
- Teacher and practitioner professionalism
- Parent/career involvement and engagement
- Curriculum and Assessment
- School and ELC improvement
- Performance information

Standards & Quality Report

Our Standards and Quality Report details all achievements over the past year and these are all available from the school on request, or on our school website.

Progress and Achievement 2022-2023

Reading

Last year's improvement priority 'To increase reading attainment at P1,4,7 through quality teaching and learning to be in line with the national target of 85% of children on track or beyond' led to an increase in reading attainment across all cluster schools. However, analysis of data at the end of last session highlighted that the attainment gap for the lowest attaining pupils remained. The focus of this year's improvement priority was to shorten the gap, which existed within each school.

In St Joseph's this year, the children of Primary 1 have all been on track for Reading, in Primary 4 it has been 94% and in Primary 7 it was 83%. Statistically, therefore, they have all made the equivalent of 85% and above (due to small numbers in class). Hence, St Joseph's has met this target.

We achieved our Reading Accreditation Award through two projects: Our Reading Garden and the upleveling of our indoor Library space. Both of these effective initiatives led to the increase in Reading attainment across P1, P4 and P7 through our Reading for Enjoyment programme of activities as evidenced in our Accreditation application.

Our breadth of books within our indoor library was significantly improved by the addition of a £500 grant obtained from the Scottish Book Trust providing a more inclusive approach to our Library stock.

Digital Learning

A variety of tools were used to support the development of reading, including immersive reader, reading progress test, Nessy, reading eggs and speech to text. These tools helped to support peer and self-assessment and build a broader assessment profile. Professional dialogue during tracking meetings and collegiate sessions at school and cluster level indicate the use of digital tools for assessment has increased practitioners' confidence in their professional judgement.

At St Joseph's, Primary 7/6, digital tools to track reading speed and accuracy were introduced with eight pupils with dyslexic tendencies and other specific identified ASN, or absence and late-coming impacting performance. All amber boost children were included. Across three blocks – November, January and March – initiatives were carried out and this process was used as qualitative evidence of reading progress. From this, 62.5% of the group showed significant improvements in reading accuracy therefore moving them from amber boost to green on track category, reducing omissions and increasing in complexity of reading text.

A survey of teacher's skills and confidence in the use of digital technology to support learning was carried out across the cluster at the beginning of the session. Following this, a cluster team was created to share expertise across the St Mungo's cluster, providing opportunities for professional learning to build skills and knowledge of technology pathways of all teachers across the cluster. This includes ready reckoners for class teachers, apple video clips and Connected Falkirk CLPL resources. Results of the post-intervention survey demonstrate an increase in teacher confidence in utilising digital tools to reduce barriers to learning for pupils of 30%.

A survey of pupil's skills and confidence in the use of digital technology to support learning was also carried out at the beginning and the end of the school year which demonstrated an increase of confidence in using five different technologies.

Digital Pupil Leaders from cluster primaries attended workshops led by St. Mungo's digital leaders and staff to become familiar with applications and tools to be utilised in S1.

Surveyed anonymously, almost all who participated completed the survey. All questions were based on a 5 point scale.

The results of our pupil questionnaires demonstrated that overall, the Digital Leaders Training at St Mungo's High School was highly effective and increased pupils' confidence with iPads and use of Apps as part of their transition process.

Writing

Using our new writing planner led to an increase in pupil knowledge of Writing. A wide range of sophisticated grammar and writing tools were evidenced in the termly writing assessments, end of year whole school grammar assessment, daily jotters and in talking activities

As a result of our Writing initiatives throughout St Joseph's, our overall attainment value added for P1, P4 and P7 was 9%.

Skills for Life, Learning & Work in a Faith Based School

The impact of improvements in executive functioning skills means that children are now able to work more independently, are more organised in their work, are able to work to a schedule and therefore, demonstrate an overall increase in attainment.

We used our Reading and Spelling standardised data to demonstrate improvement in attainment, as these use many of the executive functioning skills in their development and give children the best possible outcomes in terms of accessing and delivering the rest of the curriculum, as well as outcomes for life, learning and work.

All children in school carried forward the Eco work embedded in the school, litter picking, monitoring of recycling and energy use. Children within this Eco group created an action plan for global citizenship, climate and school grounds. The school grounds has had the biggest impact for play as all of the children have a variety of toys to access from the newly resourced trollies. All children were surveyed and 92% said they feel happy and secure in the school. The infant children also have a new sand pit, mud kitchen, ship and climbing equipment. Through observation, it was evident that the equipment has benefited the children's gross motor skills and improved engagement in active activity during playtime. This has been evident in all of our SfLA feedback about children engaging in rich play outside.

100% of the Faith in Action Group have supported the Faith of the school through dramatisations of the Gospel during Lenten assemblies, leading the school in prayer services before school during Advent and Lent. The attendance of these services out with school hours was in the region of 30% but this increased during Advent to 60%. The group also organised and led charitable work with two Toy Sales, engaging the wider community by hosting this in the Church Hall. An average of thirty parishioners attended these events. The Faith in Action Group presented their work of caring for common home at the Laudato Si Cluster Conference where the children explained what the school had achieved through out that year on the topic of poverty under the headings of pray, learn and act. **Pray** being the prayer services of the faith in action group, Masses led by each class. **Learn** by P6 assembly on Fairtrade, SCIAF visit and workshop on Zambia. **Act** being the Toy sales the Faith in Action group led and the foodbank donations from each class.

The school achieved the Rights Respecting Schools Bronze award and are working towards Silver. The school has a Rights Respecting Schools Group who support the teaching of children's rights at assembly. The school has linked children's rights to health and wellbeing and has a SHANARRI display which includes characters to engage the younger children with each article from UNCRC. This ensures that children have a visual of their rights and are becoming immersed in the learning and understanding of their rights. UNCRC permeate the school curriculum and are beginning to take a focal point at each Assembly. This has resulted in children feeling and acting more empowered as fed back through our Pupil Council meetings.

School Improvement Plan

Our School Improvement Plan is also available from the school on request and again, on our website.

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) to help to improve education across Scotland.

Information on how this data is used and what the Scottish Government and its partners do to protect the information supplied to them can be found via the link below:

<https://www2.gov.scot/Topics/Statistics/ScotXed/PrivacyInformation>

For more information on why we transfer educational data to the Scottish Government and third parties, please see the Primary page on the Falkirk Council website : www.falkirk.gov.uk/privacy

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at ScotXed@gov.scot or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.

Websites

You may find the following websites useful.

- <https://education.gov.scot/parentzone/> - 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.
- <https://education.gov.scot/inspection-reports> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <https://education.gov.scot/parentzone/> - 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.
- www.falkirk.gov.uk - contains information for parents and information on Falkirk schools.
- <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.itscotland.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.
- Scottish Attainment Challenge: [1. Introduction - Scottish Attainment Challenge: framework for recovery and accelerating progress - gov.scot \(www.gov.scot\)](#), [Scottish Attainment Challenge | Learning in Scotland | Parent Zone \(education.gov.scot\)](#) and [Scottish Attainment Challenge | Learning resources | National Improvement Hub \(education.gov.scot\)](#)
- Curriculum for Excellence: [What is Curriculum for Excellence? | Curriculum for Excellence | Policy drivers | Policy for Scottish education | Scottish education system | Education Scotland](#)

National Improvement Framework 2022: [Education - Achieving Excellence and Equity: national improvement framework and improvement plan 2022 - gov.scot \(www.gov.scot\)](#) and National Improvement Framework | Learning in Scotland | Parent Zone (education.gov.scot)

Glossary

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLD – Community Learning and Development

DHT - Depute Headteacher

EMA – Education Maintenance Allowance

FFB - For Falkirk's Bairns - Integrated Children's Service Plan

FOI – Freedom of Information

FVNHS - Forth Valley National Health Service

GIRFEC – Getting it Right for Every Child

Glow - Scottish Schools National Intranet (Glow doesn't stand for anything)

HT - Headteacher

LIPs - Local Improvement Priorities

LTA - Learning to Achieve

MFIF - My Future's in Falkirk

NPFS - National Parent Forum of Scotland

PC - Parent Council

PLPs - Personal Learning Plans (personal learning planning)

PT - Principal Teacher

PTA/PA - Parent/Teacher Association/Parents Association

SEEMiS - Management Information Systems (SEEMiS is the pupil database)

SIP - School Improvement Plan

SPTC - Scottish Parent Teacher Council

SQA – Scottish Qualifications Authority