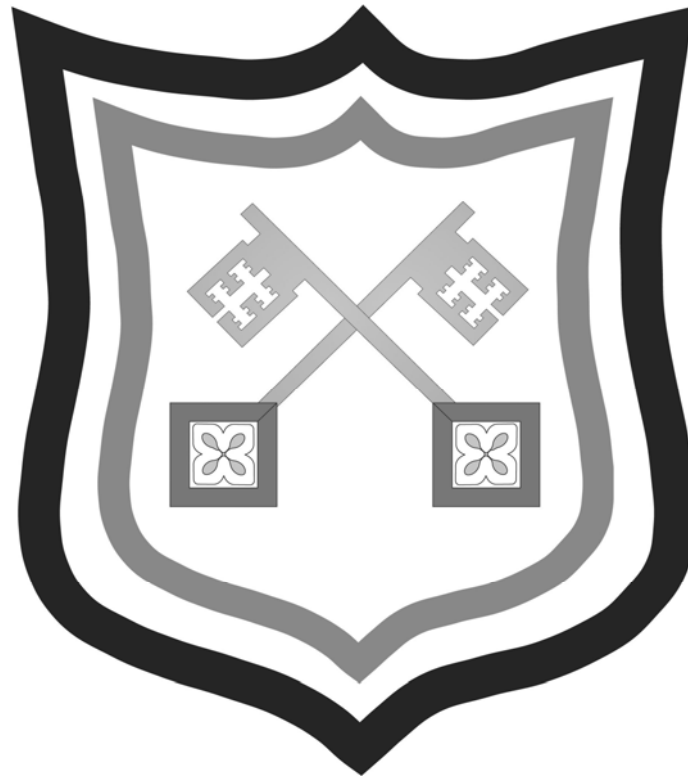


St Peter's Primary School

Information Booklet

2012



learning to live
living to learn

www.moray.gov.uk

Inspire

•

Include

•

Improve

Welcome to
ST. PETER'S PRIMARY SCHOOL

Dear Parent,

A very warm welcome to you and thank-you for taking the time to read this booklet.

St. Peter's School is a small school. This allows us to develop a friendly atmosphere where every pupil is well known and can develop their talents in a truly caring and secure environment. Parents have ready access to teachers and parental contact is encouraged.

Although St. Peter's is zoned as a Catholic school, for many years children of other denominations have been welcomed to the school and received a sound education promoting the Christian values which have supported them throughout their life.

You can place your child with us knowing that he/she will be welcomed and given every opportunity to develop and progress. If you require any more information, please do not hesitate to contact the school and we will do everything we can to help you.

Best wishes

Mrs Amanda Feeley
Acting Head Teacher

The information contained within this handbook is correct at the time of publication, and is updated annually. This handbook has been prepared by the Head Teacher and follows guidelines set out by The Moray Council.

Date of preparation - 15 December 2011

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Acting Head Teacher..... Mrs Amanda Feeley

Address..... St. Peter's R.C. Primary School
37 St. Peter's Terrace, Buckie
Morayshire AB56 1QN

School Telephone Number..... 01542 831339

School Fax Number..... 01542 835867

School E Mail Address..... admin.stpetersp@moray-edunet.gov.uk

Eboard.....www.stpetersp.buckiehigh.site.eboard.com

Moray Council web site address..... www.moray.gov.uk

School Information line 08700549999 PIN Number 031490

The Moray Council has produced a "Notes for Parents and Carers" booklet, which is designed to provide basic information about the education system in Moray and also to detail specific areas of government legislation which may relate to your child's experience at school. This booklet is available from the school, from Education & Social Care Services, or the Moray Council internet site http://www.moray.gov.uk/moray_standard/page_47236.html (Telephone No. 01343 563374)

This booklet is also available in other languages

SCHOOL TIMES

| | Morning | Lunch | Afternoon |
|-------------------|----------------|------------------|---|
| Nursery 3 yr olds | 9.00 - 11.30 | | 1.00 – 3.30 |
| Nursery 4 yr olds | 9.00 - 11.30 | | 1.00 – 3.30 |
| Primary 1 - 3 | 8.50 - 12.30 | 12.30 - 1.30 | 1.30 - 2.35 |
| Primary 4 - 7 | 8.50 - 12.30 | 12.30 - 1.30 | 1.30 - 3.15 Mon - Thursday 1.30 - 2.35 Frid |
| Breakfast Club | 8.30 - 8.50 | Monday to Friday | |

STAFFING

TEACHING

| | | |
|------------------------------|---|---------------|
| Acting Head Teacher | - | Mrs A Feeley |
| P1-2 Teacher | - | Miss K Murphy |
| P2-3 Teacher - Jobshare | - | Mrs M Mather |
| P2-3 Teacher - Jobshare | - | Mrs A Feeley |
| P4-7 Teacher | - | Mrs P Flude |
| Head Teacher Relief | - | Vacancy |
| Support for Learning Teacher | - | Mrs L Aiken |
| Nursery Teacher | - | Mrs B Simmers |

VISITING SPECIALISTS

| | | |
|----------|---|----------------|
| Art | - | Miss J Green |
| PE | - | Mr T Custudio |
| Music | - | Miss L Tulloch |
| Recorder | - | Mr E Friday |

NON-TEACHING

| | | |
|---|---|------------------|
| Administrator | - | Mrs S Farquhar |
| Senior Nursery Nurse | - | Miss V Murray |
| Nursery Nurse(AM & PM) | - | Mrs H Pitt |
| Nursery Nurse(AM) | - | Mrs T Henderson |
| Nursery Nurse(PM)/Class Assistant(P2-3) | - | Mrs B Harvey |
| Classroom Assistant(P1-2) | - | Mrs N Grant |
| Education Auxiliary | - | Mrs S MacDougall |
| Children Supervisor | - | Mrs N Grant |
| Dining Attendant | - | Mrs D Goodall |
| Janitor | - | Mr G Pirie |

2011/2012 TERM AND HOLIDAY DATES

Autumn Term

| | | |
|-----------|---|------------------------|
| Commences | - | Tuesday 16 August 2011 |
| Ends | - | Friday 7 October 2011 |

Winter Term

| | | |
|---------------------|---|------------------------|
| Commences | - | Monday 24 October 2011 |
| In-Service Closures | - | 21 & 22 Nov 2011 |
| Ends | - | Wednesday 21 Dec 2011 |

Spring Term

| | | |
|------------------|---|-------------------------|
| Commences | - | Thursday 5 January 2012 |
| Mid Term Holiday | - | 10 & 13 February 2012 |
| Ends | - | Friday 30 March 2012 |

Summer Term

| | | |
|---------------------|---|-----------------------|
| Good Friday | - | Friday 6 April 2012 |
| Commences | - | Monday 16 April 2012 |
| May Day Holiday | - | Monday 7 May 2012 |
| In-Service Closures | - | 17 & 18 May 2012 |
| Local Holiday | - | Monday 11 June 2011 |
| Ends | - | Thursday 28 June 2012 |

2012/2013

Autumn Term

| | | |
|-----------|---|------------------------|
| Commences | - | Tuesday 21 August 2012 |
| Ends | - | Friday 12 October 2012 |

Winter Term

| | | |
|---------------------|---|------------------------|
| Commences | - | Monday 29 October 2012 |
| In-Service Closures | - | 19 & 20 November 2012 |
| Ends | - | Friday 21 Dec 2012 |

Spring Term

| | | |
|------------------|---|-----------------------|
| Commences | - | Monday 7 January 2013 |
| Mid Term Holiday | - | 15 & 18 February 2013 |
| Ends | - | Friday 28 March 2013 |

Summer Term

| | | |
|---------------------|---|----------------------|
| Commences | - | Monday 15 April 2013 |
| May Day Holiday | - | Monday 6 May 2013 |
| In-Service Closures | - | 16 & 17 May 2013 |
| Ends | - | Friday 5 July 2013 |

School term dates are available on the internet - www.moray.gov.uk

CONTACTING THE SCHOOL

If you ever have any problems or concerns, we prefer you to let us know straight away. Problems are best dealt with promptly and you should feel free to contact us as soon as possible. You will generally be offered an appointment to see the teacher or Head Teacher at the end of the school day. Casual visits during the day are not encouraged as we regard teaching and learning time for the class as something which should not be disrupted. If you cannot manage the end of a day then prior warning will enable us to make other arrangements.

SCHOOL STAFF

Our school Administrator is **Mrs. Sandra Farquhar** and you will always find her approachable and helpful. Our school telephone number is Buckie (01542) **831339**.

Mrs. Farquhar works at the school in the morning from 8.45am until 12.00. Apart from the office we have telephone extensions throughout the building, so even when there is no one in the office someone will answer the phone to you so don't hang up too soon!

You may also wish to speak to the Head Teacher – **Mrs. Amanda Feeley** - who is always willing and happy to meet parents. Mrs. Feeley has a class teaching commitment for part of the week so may not be able to meet you immediately.

SCHOOL SECURITY & ACCESS THROUGH MAIN DOOR

When entering the main door please push either the AM or PM button on the intercom. You will be asked for your name and reason for entry to the building and once this is given a buzzer will sound indicating the door is open.

St. Peter's School, along with all other schools in Moray, has been obliged to adopt a visitor control system to improve the security of children and staff in the school. All visitors to the school (including parents) must enter the school through the gate and by the door near the school office. Any visitors who wish to go beyond the reception area outside the office must first sign in and wear a visitor's pass. Before you leave, your time of departure should be recorded and your pass should be returned to the reception.

ABOUT OUR SCHOOL

The school was built in 1864 on a site gifted by Sir William Gordon of Letterfourie, adjacent to St. Peter's Church. It is the oldest school in Buckie and for most of its history St. Peter's has served as the local school for children living in the Buckpool area of Buckie. The original single classroom has been added to several times over the years, most recently in 1938 when the school was a Junior Secondary providing education for children up to the age of 14 years. Since 1972 the school has been a primary school with the addition of a nursery class in the same year.

Our classrooms are spacious and well equipped to meet a modern curriculum. We also have a library, a general purpose room, a Learning Support base, a hall and several resource rooms. There is an excellent provision of text books, materials, computers, audio visual aids, and sports equipment.

To the rear and side there is an enclosed, walled playground providing a secure play area for the children. The play park comprises of a soft safety surface with a slide and climbing frames. It is there for the use of the nursery and younger primary pupils.

At present we have a Primary 1-2 class, P2-3 class and P4-7class with children from more than one stage in the same class. Whilst this is common in schools in Moray, some parents who are unfamiliar with the practice may be concerned initially. We firmly believe the advantages of much smaller class sizes outweigh any perceived disadvantages.

Apart from the class teachers we have a large number of support staff in the school to help enhance the curriculum and support teaching and learning. These include nursery nurses, a support for learning teacher, classroom assistants, SEN auxiliaries and a children's supervisor. For blocks of time during the year we enjoy the services of visiting specialist teachers for Art, Physical Education and Music. Instrumental Instruction may also be available. We also have a secretary, janitor and catering assistant.



OUR VISION

Working together everyone achieves more

OUR VALUES

Honesty

Trust

Respect

Friendship

Never giving up

OUR SCHOOL AIMS

The school aims provide us with a clear statement of what we at St. Peter's are trying to achieve. We aim to:

- Create a caring and stable environment in which children feel secure, happy and valued.
- Develop each child to their full potential and continuing to raise attainment in the school.
- Offer a well balanced and varied curriculum to meet the demands of a changing world, equipping our pupils to become responsible members of the community.
- Foster in each child a love of God and encourage the development of Christian attitudes to others, recognising the values of tolerance, understanding and awareness of the needs of others.
- Foster a caring attitude for their global environment and developing an awareness of justice, fairness and equality.
- Maintain quality communication of an informal and formal nature between

school, home and community.

- Ensure that there is a welcoming, open-door policy for parents so that they feel able to discuss their child's progress and needs.
- Provide for parents opportunities for real involvement in the life and work of the school through The Parent Council, focus groups and by shared family expertise.
- Seek parents support in discipline and behavioural matters, to ensure that our pupils are offered clear guidance from both home and school.
- Consult with parents on new initiatives and developments to ensure that decisions are shared, and any changes made clear.

EDUCATION & SOCIAL CARE MISSION AND AIMS

Our Mission: "Learning to Live, Living to Learn"

Our Aims:

- **Inspire**

Motivate all to have high expectations and a desire for excellence

Encourage an enthusiasm for active, healthy lifestyles

Build the confidence of individuals to become responsible citizens

- **Include**

Enable access to quality learning experiences for all, in safe and supported environments

Involve the people of Moray in shaping the future

- **Improve**

Develop enhanced life chances for the people of Moray

Work with others to develop high quality services

Commit to on-going improvement

A series of leaflets has been produced by Education & Social Care for parents and carers. These leaflets are available from the school or the Moray Council Internet site

[http://www.moray.gov.uk/moray_standard/page 42708.html](http://www.moray.gov.uk/moray_standard/page_42708.html)

ADMISSION TO ST. PETER'S SCHOOL

St Peter's Primary School is zoned to serve the Catholic population covered by the parish of St Peter's Church but children of other denominations are very welcome. Free transport is available to catholic children who live within the zone and more than 2 miles for the school.

NURSERY & P1 INDUCTION

Enrolment for admission to Primary 1 and Nursery will take place during January 2012. St Peter's Primary has an induction policy which includes a series of parents meetings and school visits. Every effort is made to ensure children are prepared for entry to school and parents made to feel part of our school community.

SCHOOL UNIFORM

We do have a school uniform and we do expect all children in the school to wear it. The uniform is not expensive and is generally hard wearing, easily cared for and creates a very smart impression. We feel that school uniform gives the pupil a sense of identity and belonging to our community. It is the equivalent of working clothes and helps reinforce in the mind of the pupil the idea that school is a place of work with different requirements from life at home. The wearing of school uniform saves pupils and parents from having to compete to wear the latest fashions with all the unnecessary pressures and expense that can bring. Wearing school uniform is not compulsory but the Moray Council do encourage it and almost all children at St. Peter's do wear it. The advantages of a uniform far outweigh any disadvantages and we ask all parents to support us.

Most items of uniform are readily available in any clothing store, and ties and school sweatshirts can be purchased directly from the School Office.

Green sweatshirt/hoodie/fleece
White polo shirt, shirt or blouse
Grey, navy or black trousers
Grey, green, navy or black skirt

Please mark every item of clothing with your child's name.

CLOTHING GRANTS

These forms are available from The School Office or from the Payments Section of the Council's Finance and ICT Services (Tel 01343 563144). You can apply for a Clothing grant for your child if you are receiving the following benefits:

- Income Support (or to children who receive it themselves)
- Income Based Jobseeker's Allowance;
- Any income related element of Employment and Support Allowance;
- Child Tax Credit, who do not receive a Working Tax Credit, and who have an annual income (as assessed by the Inland Revenue) of below £15,860
- Child Tax Credit and Working Tax Credit with an income below the threshold for receipt of maximum Working Tax Credit, currently set by the UK Government at £6,420;
- Guaranteed Pension Credit;
- Support under Part VI of the immigration and Asylum 1999

If you are between 16 and 18 years old and receive any of these benefits in your own right, you can apply for a clothing grant for yourself. You may also be eligible if you are an asylum seeker receiving support under Part VI of the Immigration and Asylum Act 1999.

SCHOOL LUNCHES

School meals are served daily in the school hall and the menu for the week is posted on the hall door. Children can buy tickets on a Monday morning from the canteen assistant, singly or in books of ten. A meal costs £2.00. If you choose to pay by cheque, your cheque should be made payable to 'The Moray Council'. All schools in Moray provide a wide range of healthy food in their menus. These meet the Scottish Nutrient Standards for School lunches, and offer choice and variety. In addition the Moray Council has an on-going commitment to providing healthy options through its snack and vending provision.

Families receiving Income Support, Income Based Jobseekers Allowance, Child Tax Credit, who do not receive a Working Tax Credit and your annual income is less than £15,860 (as assessed by the Inland Revenue), any income related element of employment and support allowance, Child tax credit and working tax credit with an income below the threshold for receipt of maximum Working tax credit, currently set by the UK Government at £6,420, guaranteed pension credit are entitled to free school meals. If you are between 16 and 18 years old and receive any of these benefits in your own right, you can claim free school meals for yourself. You may also be eligible if you receive support under Part VI of the Immigration and Asylum Act 1999. You will need to complete a Free Meals form and provide proof of entitlement. If you wish to apply for free school meals then Mrs. Farquhar will be happy to send home an application form or give you one if you call in personally.

If you prefer your child to take a packed lunch to school then provision is made for packed lunches to be eaten in the canteen. Please make sure that your child does not leave his/her packed lunch box at school. Every week a number of lunch containers are left lying unclaimed in the corridor. They soon become smelly and they will be disposed of if they are not claimed within a few days.

IN BAD WEATHER

Please do not send your children to school too early on a morning as supervision cannot be guaranteed before the start of the school day. Children should come to school equipped with adequate outdoor clothing to keep warm when they are required to play outside on cold days. When the weather is unsuitable for outdoor intervals the children will be supervised by the playground supervisor or classroom assistant in the hall or GP room. Responsible behaviour is expected and pupils must carry out their requests without argument.

In the case of bad weather (or other emergency) closure, parents will be contacted as soon as a decision has been made and it is authority policy to broadcast such information on local radio stations. This is another occasion when it is essential for us to have up to date emergency contact names, addresses and telephone numbers as no child will be allowed to leave the school until we are assured of his/her safety. Parents can also access information re closures by telephone the **School Information Line number - 0870 054 9999 and entering the PIN number for St Peter's which is 031490.**

INTERVALS

During mid-morning and lunchtime intervals children play in the school playground to the rear of the school under the supervision of the children's supervisor. Children must not leave the school without permission and are expected to play in a safe manner with due consideration for other children using the playground. Pupils are expected to follow the requests of the children's supervisor without question. The school provides a selection of playground equipment such as skipping ropes, stilts and soft balls which children can use during the lunchtime interval. At St Peter's Primary we work hard at encouraging the children to eat healthily at lunch time and break. To this end we run a healthy tuck shop in the morning. The children are able to buy snacks and drinks which will give them energy but do not contain too much sugar or fat. We offer fresh fruit, milk, yoghurt, low fat crisps and breadsticks which costs from 5p to 25p each.

ABSENCES

If your child is absent from school we ask you to inform the school as soon as possible on the day that he/she is absent. We have to make returns to Moray Council on the number of authorised and unauthorised absences over a certain period. If we do not know why your child is off school then the absence may be recorded as "unauthorised" and this can lead to investigations. The Education (Scotland) Act requires parents to ensure that their children attend school regularly. Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment etc. Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised (eg approved by the local authority) or unauthorised (eg unexplained by the parent/guardian (truancy) or excluded from school).

ILLNESS AND ACCIDENT

Pupils who are unwell should not be sent to school. It is better for the child to recover fully at home than to spend all day in school. Occasionally children become ill while at school. If this happens, we will contact you by telephone and ask you to collect your child. If you are not available, we will contact the emergency contact number given to us. Failing that, we will do our best but there is no comfortable or quiet place for children to rest in school. We therefore ask you to ensure you have adequate arrangements in the event of illness or accident. If your child has an accident at school which requires a visit to the hospital, we would normally try to inform you beforehand but if necessary we may have to transport the child to hospital and inform you as soon as possible afterwards.

When a child is ill or injured he/she needs the comforts of parents or family friends and we do ask all parents to keep us up to date with changes in telephone numbers, addresses and information relating to emergency contacts.

HEALTH CARE

If your child is having treatment for any medical condition it is important to pass the information on to the class teacher. A copy of "Supporting Pupils with Medical Needs in Schools including The Administration of Medicines" guidance document is available at the school.

Whilst staff have a general duty regarding health and safety it is NHS Grampian who have the legal responsibility regarding medical treatment of pupils. Generally however in Moray schools there will be staff that, with the appropriate training will be able to administer essential medication. Depending on their maturity, it may be appropriate for older children to carry their own medication and be responsible for its use. It is essential, nevertheless, that parents ensure the school is informed of this.

In line with the policy agreed by the Senior Medical Officer, schools will only administer medicines with the written approval of a medical practitioner.

Painkillers such as aspirin and paracetamol fall into this category, and will therefore not be administered to pupils on request.

MEDICAL EXAMINATIONS

All Primary 1 children and their parent/carer have a Health Care Review with the School Nurse. There is a growth screening by the School Nurse in Primary 1 and 6. There is a hearing screening by the Audio technician in Primary 1. Vision screening by the School Nurse takes place in Primary 1, 4 and 6. Parents will be notified if anything is detected. Both the School Nurse and the School Doctor are regularly available for consultation. They are always happy to discuss any concerns a parent may have about their child's health and its effects on education or social life.

Unfortunately, some conditions like head lice occur in **all** schools from time to time. Should any of these conditions occur, the school should be informed and your child kept off school until treatment has been carried out. Advice can be sought from Alison Work, School Health Coordinator, Buckie High School (01542) **832605** or Helen Andrew, Health Visitor, Ardach Health Centre (01542) **833757**

VALUABLES, TOYS AND PERSONAL PROPERTY

The same general principle applies to any valuable items which a pupil may choose to bring to school. While staff would always wish to be helpful, we can accept no responsibility for any items (e.g. money, watches, jewellery, toys, mobile phones, footballs) that are brought to school. We would advise all parents and pupils that if an item is worth keeping - it's worth keeping at home! In terms of health and safety some items that have appeared at school from time to time are too dangerous for us to allow children to play with. These are things such as roller boots, skate boards and pogo sticks. Parents are asked to consider that the context of a crowded playground is quite different from that of one or two children playing outside their house. For moral reasons we do not like to see pupils playing with replica guns or knives at school.

SAFETY

Parents are asked to respect the children's safety by not parking their cars in the prohibited zones marked near the gate on St. Peter's Terrace.

BICYCLES IN SCHOOL

Whilst we encourage children to cycle to school we do ask parents to think very carefully before allowing their children to do this. To reach school it is necessary for most children to cross at least two busy roads. Young children have neither the skill nor the road sense to make this journey safely. In the upper primary, children are given the opportunity to take part in cycle lessons. They will be taught how to look after their bikes and how to cycle safely on the roads. All children are required to wear a cycle helmet. Whilst we will always do our best to protect the property of children, we must make it quite clear that we can accept no responsibility for any theft, damage, or vandalism caused to bicycles while on school premises or en route to school.

RELIGIOUS OBSERVANCE

Prayers are said at the beginning and end of each day. School Services are held in St Peter's Church to celebrate eg Christmas, Easter and end of term. The children help present these services with readings, prayers and drama. Parents and friends of the school are very welcome to attend. Whole school assemblies are held weekly. Parents have the right to withdraw their children and are asked to raise this with the Head Teacher.

FIRST HOLY COMMUNION

In primary 3, parents of Catholic children are asked if they wish their children to be prepared for the Sacraments of Reconciliation and First Holy Communion. Parents are invited to a meeting at the start of the programme, and nearer the time a meeting is devoted to the practical arrangements. Children who are in older classes can also be prepared for these sacraments. Any parent who wishes their child/children to be baptised should contact Father Tad Turski.

PERSONAL AND SOCIAL DEVELOPMENT

Personal and Social Development is closely linked to moral education. The main components are Self Awareness and Relationships. Much of the work is covered in the This is our Faith but this is supplemented by circle time and exploring issues like bullying. Good behaviour is encouraged by the use of rewards and incentives, such as "Golden Time". As pupils progress up the school opportunities are looked for to give them responsibilities in the class and the wider school.



CURRICULUM FOR EXCELLENCE

Bringing **learning to life** and **life to learning**

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

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

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

Curriculum for Excellence balances the importance of **knowledge** and **skills**.

Every child is entitled to a **broad and deep** general education, whatever their level and ability. Every single teacher and practitioner will be responsible for **literacy and numeracy** – the language and numbers skills that unlock other subjects and are vital to everyday life.

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

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

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

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

The above has been received from the national Curriculum for Excellence Management Board

Successful Learners

with

enthusiasm and motivation for learning
determination to reach high standards of achievement
Openness to new thinking and ideas

and able to

use literacy, communication and numeracy skills
use technology for learning
think creatively and independently
make reasoned evaluations
link and apply different types of learning

Confident Learners

with

self respect
a sense of physical, mental and emotional wellbeing
secure values and beliefs
ambition

and able to

relate to others and manage themselves
pursue a healthy and active lifestyle
be self aware
develop and communicate their own beliefs and view of the world
live as independently as they can
assess risks and take informed decisions

Responsible Citizens

with

respect for others
commitment to participate responsibly in political, economic, social and cultural life

and able to

develop knowledge and understanding of the world and Scotland's place in it
understand different beliefs and cultures
make informed choices and decisions
evaluate environmental, scientific and technological issues
develop informed, ethical views of complex issues

Effective Contributors

with

an enterprising attitude
resilience
self-reliance

and able to

communicate in different ways and in different settings
work in partnership and in teams
take the initiative and lead
apply critical thinking in new context
create and develop
solve problems

CURRICULUM DEVELOPMENT

At St. Peter's we are continually developing our programmes of work to ensure that we are able to deliver A Curriculum for Excellence (CfE). Success can only be achieved by carefully tailoring tasks and teaching approaches to individual pupil needs. Staff work hard to make learning stimulating and rewarding. A high priority is given to practical, activity based learning experiences and the school aims to provide a rich and stimulating environment in which learning and teaching can take place.

Reading, writing, listening and talking have been a big focus for us this year. A new language programme is now in place which will ensure that pupils are given skills that they can then transfer into other curricular areas.

Other changes to the curriculum are being made when we feel necessary. We are trying to make cross curricular links where appropriate so that pupils see that the skills they are learning are transferable. For example, report writing is a skill that is taught in language time but can then be used when writing up science experiments and historical accounts.

To aid us in preparing pupils to become effective citizens in the twenty first century, we deliver a comprehensive programme of activities designed to develop pupils' awareness of themselves and others as contributing members of society. This includes outings linked with topics studied, opportunities to take part in sporting and arts related activities and a residential trip for P6 and P7 pupils. A number of links with the local community have been established over the years and we continue to develop these.

We continue to deliver a programme of education for enterprise. This aims to help pupils find out about the world of work and business and provide opportunities for them to be directly involved in organising and running their own enterprise activities. Examples of this are the organising and running of the Christmas fete and the current work being undertaken by the upper stage class to raise funds for their residential trip in the summer term.

We have just completed a comenius project funded by the British Council. We were partnered with schools in Poland, Portugal, England, Finland,

Turkey, Romania and Italy. Over the course of the two years we produced a guide book with information, recipes and fitness activities from each country. Pupils had opportunities to communicate with their European peers and to learn about life and culture from each partner country.

The aim of this project is to provide motivational and enjoyable learning experiences, in line with the CfE, for all pupils. As pupils develop their knowledge and understanding of their locality as well as their place in Europe they will become responsible citizens and enthusiastic learners.

We received our full international award on 1st September 2011. This is accredited for the next 3 years.

Our nursery and P1 teachers have always worked closely to ensure progression of skills and knowledge. Under the new curriculum we feel that this is vital and regular discussions take place among all members of staff to ensure the consistency of teaching across the early levels of CfE. A similar approach is taken to High school transition.

All teachers are now trained to use 'critical skills' which is an initiative that is being used across Moray. Pupils are encouraged to co-operate in small or large groups, play a role in teams, listen and share ideas and to challenge each other. Critical skills is used on a daily basis in all areas of learning and we have found that this active approach has allowed pupils to share their new knowledge and discoveries with their peers and build their confidence, independence and self-esteem.

At St. Peter's we feel that it is important to involve pupils in curriculum planning. We seek their ideas and suggestions on a regular basis. This approach starts in the nursery and is continued through to P7. This helps to maintain interest in the topics taught and also enables pupils to take responsibility and ownership of their learning.

We aim to communicate with parents about the curriculum on a regular basis through meetings and newsletters. You are welcome to contact the school at any time if you wish more information.

ASSESSMENT, ACHIEVEMENT & ATTAINMENT

Assessment is the cornerstone of good teaching practice and it is important that information about children's progress is collected systematically and used for appropriate action.

We assess to ensure that progress is actually being made, that what has been taught has, in fact, been learned, to identify strengths and weaknesses and to use this information to plan for the next stage of development.

Pupils are heavily involved in this process through self and peer assessment.

In primary schools teachers assess all aspects of the curriculum and personal development on a daily basis as they observe, question, listen, discuss and prepare tasks. Additionally, children are formally assessed in mathematics, reading and writing, according to current Moray guidelines, using materials from the national testing bank. We are continually updating this process in line with Curriculum for Excellence.

All children in Moray Primary Schools are given a Base Line Assessment screening at the start and finish of Primary 1. The purpose of this is to compare the knowledge that the children have at the start and end of Primary 1 with those of other children in Moray and Scotland. This enables us to identify children who may be having a difficulty with some aspect of their learning at a very early stage and to provide them with the appropriate help. All achievement, academic and social are recognised and celebrated within the school. This helps to promote a sense of community and to build confidence. We encourage parents to share with staff any achievements made within the school.

ACCESSIBILITY

The School has a duty to ensure that all our pupils have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of lessons and the teaching strategies but also minor adaptations to the physical environment of our buildings to address the needs of pupils with physical or sensory impairments, including the relocation of classes to the ground floor where feasible. We also need to ensure that parents and carers who have a disability have equal access to information about their children. This will involve, for example, relocating a venue for parents/carers meetings to facilitate access; provision of an interpreter for deaf people; agreeing a phone contact system to provide feedback to parents/carers.

SUPPORT FOR LEARNING

Children who experience learning difficulties or who have other particular needs will receive, whenever possible, learning support help. The learning support teacher will work with the pupil in a small group or sometimes may give individual help. Support may be given in the class or children may be taken out of class where there are fewer distractions. If we think your child might benefit from learning support help you will be sent a letter from school and will be invited to discuss the matter with the learning support and/or class teacher. The learning support teacher also has an advisory role and additional help may be in the form of advice and materials for the class teacher to use with the pupil. Learning support may only be for a limited period and if it is discontinued you will be informed.

Children with special learning difficulties or behaviour problems may be referred to the Educational Psychology Service. The Educational Psychologist provides advice for teachers and parents and may carry out an assessment to

confirm or discover specific learning difficulties. The school or parents may ask for a referral but the school will not make a referral without the prior consent of the parent.

ADDITIONAL SUPPORT NEEDS

The Moray Council is committed to working in partnership with parents, young people and children. It is important that everyone feels able to have their say at meetings and to have their views fully discussed as part of the decision making process.

Procedures such as talking to the Head Teacher can help sort out the great majority of situations. To further help with this, you can contact Mrs Lesley Aiken who is the Additional Support Needs Co-ordinator in the school.



THE ADDITIONAL SUPPORT FOR LEARNING (ASfL) ACT 2004

The Additional Support for Learning Act introduced a new statutory framework to support children and young people in their school education, and their families based on the idea of additional support needs. This new term will apply to children and young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education.

The legal definition is:

"A child or young person has additional support needs for the purposes of this Act where, for whatever reason, the child or young person is, or is likely to be, unable without the provision of additional support to benefit from school education provided or to be provided for the child or young person".

Additional support is therefore a different and much broader concept than the

former one "special education needs" which it replaced. It does not define a small section of children as in some way being different or special. The concept takes full account of the social and educational context in which children grow and develop and applies to needs that are short term (eg a few weeks) as well as those that are more enduring. It is likely therefore that the majority of children and young people will need additional support at some point in their educational career.

Children and young people may require additional support for a variety of reasons which fall broadly into the following four themes or factors. Examples are provided under each factor but this is not an exhaustive list:

- **The Learning Environment**
For example: the ethos and relationships in the school; curriculum not suited to the child's abilities and aptitudes; inappropriate approaches to teaching; problems with physical access; language used in school different from that used at home.
- **Family Circumstances**
For example: homelessness or poor housing conditions; disability or ill health of family members; excessive burdens of care placed on the child and/or the family; need for care and protection; disruption caused by family moves or changes in care arrangements; family break up or bereavement; drug or alcohol misuse.
- **Disability and Health**
For example: motor or sensory impairment; learning difficulties; mental health problems; specific development disorders; ill health.
- **Social and Emotional**
For example: bullying; experience of discrimination; poor social skills and understanding; impulsive behaviour; difficult relationships with others in the school, poor school attendance; anxiety.

A number of leaflets are available either in school or on the Internet

http://www.moray.gov.uk/moray_standard_page_42567.html

For further information and advice you can contact the Additional Support for Learning Co-ordinator in Moray:

Education & Social Care, The Moray Council, Council Offices, High Street,
Elgin IV30 1BX

Telephone 01343 563374

BUDDY SYSTEM

Children in our school are always made aware of the need to take care of each other in class and at play. We have practiced a Buddy System where older pupils have a responsibility towards a younger pupil. The older Buddy encourages the younger in the following:- to play well and fairly with others; to develop self confidence; to learn to trust his/her Buddy; to follow the school rules and feel secure and safe in school. This helps the children to develop a sense of duty towards each other and the school. This is part of our positive behaviour policy.

KEEPING PARENTS/CARERS INFORMED

We issue a written progress report in the Summer term. Reports are currently being changed in line with the expectations of the Curriculum for Excellence. Parents will be kept up-to-date on developments. At the end of October and May parents are offered a meeting with the class teacher and Support for Learning Teacher, if applicable. These appointments are timetabled and take place in the evening or at a convenient time. We regard these interviews as being very important to your child's progress and they are always very well attended. If you cannot manage an evening appointment because of work commitments or some other important reason then we will do our best to find an alternative time.

Please remember that teachers are happy to meet you at any time if you have concerns. We operate an "open door" policy and are always willing to see you. We ask you to make an appointment through the school secretary to avoid any disruption to the class and generally we would see you at the end of the school day.

A newsletter is issued regularly and gives details of events going on in the school, holiday dates, Parent Council information and other matters of interest.

We also send out occasional notes and it is a good idea to check schoolbags on a regular basis. Not all children make good postmen!

If we are at all concerned about your child then we will contact you by letter or telephone. Conversely, if you have any concerns then please contact us.

HOMEWORK

All classes receive homework on a regular basis. Homework at different stages may include: reading, reading comprehension, spelling (using look-cover-write-check strategy), language worksheets, memorising number bonds, learning multiplication tables, revision and practice of maths sums, researching for theme work.

It is important that children get into the way of carrying out their homework regularly. We ask parents to ensure that each pupil does her/his homework promptly and carefully. If a pupil cannot complete the homework then please send the work back to school with a note for the teacher. Similarly if you have any concerns about the amount of homework your child is getting then please discuss it with your child's teacher. There is a supervised Homework Club open to all pupils in P1-3 on a Tuesday from 2.35pm-3.15pm and during a Thursday lunchtime for pupils in P4-7.

BULLYING

Although we do our best to keep well informed on what is going on in our school, we do not claim to always know everything that happens, especially if

it takes place on the way to, or home from school. Bullying is not tolerated in the school. Any parent who suspects that their child is being bullied should inform the head teacher immediately. We always take action. A copy of our policy can be obtained from the School Office.

RULES

In order to create a positive learning environment children must observe the following:

- be on time for school.
- be friendly and show respect to all children, staff and visitors at St. Peter's School.
- show care and respect for school equipment, resources and other people's belongings.
- use the toilets properly.
- follow instructions and behave responsibly in rooms, corridors and the playground to ensure the safety of everyone.
- walk at all times within the building.
- respect the right to learn by not distracting or interfering with others.
- do not leave the playground without permission.
- show care for the school environment by putting litter in a bin.

BEHAVIOUR MANAGEMENT

As we stated earlier, we are trying to create a caring environment built around a positive framework of discipline, where pupils work and behaviour is praised by other children, staff and parents. A high standard of behaviour is expected from all pupils and strategies are in place to deal with unacceptable behaviour. Staff within the school work hard to recognise positive behaviour and rewards such as having their name put into a 'chance jar' and gaining stickers on achievement cards are given to individuals who promote this.

We recognise that sometimes individual pupils need more help with their behaviour and that standard rewards and sanctions do not always work. We may ask that parents meet with the class teacher to discuss and implement a positive behaviour system that will take place at home and at school. We have high expectations for our pupils and will be more likely to achieve those standards if we get 100% support and trust from parents.

SANCTIONS

Although we recognise that for the most part, pupils' behaviour is of a good standard, pupil misbehaviour will occur from time to time and has to be dealt with. Therefore we will make use of the following:-

1. Speaking to the pupil and pointing out that the behaviour is unacceptable.
2. Separation from a group.
3. Exclusion from the teaching area until he/she is prepared to behave sensibly.

4. Loss of play times.
5. Loss of privileges e.g. golden time.
6. Informing parents and seeking their support.
7. Exclusion from school.

When a child's behaviour or attitude is giving cause for concern we shall contact you to discuss the matter.

Any incidents involving violence, dangerous weapons, drugs or alcohol will be reported immediately to Education & Social Care, and the Police may also be involved.

PUPIL USE OF INTERNET & EMAIL

Moray school networks are provided for pupils to do school related work, including research and communication with others. For internet access, parents permission is required.

PUPIL COUNCIL

A Pupil Council is elected at the beginning of each session and comprises of representatives from nursery to P7. The election is run according to set procedures where the pupils are allowed to put themselves forward as candidates or are nominated by another pupil. Speeches and voting systems are used to ensure a fair election and these results in the council for the current year. The council meets regularly with a teacher to discuss school issues.

AFTER SCHOOL CLUBS

At St Peter's we run a breakfast club every morning between 8.30 and 8.50am. Children are offered a choice of toast, cereal and juice.

Miss O'Reilly runs a basketball club every Thursday for P4-7 pupils. A number of clubs take place throughout the year such as art & craft, quiz and gardening. Any help and support from parents is gratefully received.



SCHOOL EXCURSIONS

Each year both Primary and Nursery pupils go on organised trips connected with their planned learning. The days are well organised and if possible we are glad to invite parents who wish to participate. These days are part of the pupil's learning experience and help them to practice the citizenship skills that are embedded into the curriculum.

PARENTAL INVOLVEMENT (NURSERY)

The partnership between home and school is vital to the young child's happiness and development. We value, but treat as confidential, any information you may give us. We shall keep you informed of your child's progress during his/her time in Nursery. Informally, when you deliver and collect your child daily. Nursery staff welcomes the opportunity to exchange information. Staff are always available to answer or discuss any queries which you may have.

On a more formal basis parent interviews are held twice a year, during November and March. An appointment is arranged at a suitable time and staff and parents can discuss the child's progress.

During the second term parents are invited to spend a session in the Nursery. This is an ideal time for parent and child to enjoy Nursery activities together and also affords an insight into general Nursery routine.

Nursery classes take part in school plays, concerts, outings etc. and, of course, we welcome parents' support and involvement on such occasions.

We shall keep you informed of all Nursery news by sending home regular class letters and by posting notices on the notice board.

PARENTAL COUNCIL

School Boards have been replaced by Parent Councils. All parents of primary and nursery pupils are members of a Parent Forum. Elected parents then become members of the Parent Council. The objectives of the Parent Council are:

- To Promote partnership between the school, its pupils, all parents and the Catholic Church to ensure that all pupils develop their full potential leading to their lifelong activities being guided by the Holy Spirit and presence of Christ in the service of God and others.

- To work in partnership with the school to create a welcoming community which is inclusive for all parents.
- To develop and engage in activities which support the education and welfare of the school and other matters affecting the education and welfare of the pupils.
- To help pupils from all faiths, religions and cultures to integrate into the school curriculum.

Copies of minutes of all meetings are available to any parents. Anyone who has any query or matter they would like discussed, please see any member of the Parent Council.

MEMBERS

| | |
|--------------------|-------------------------|
| Pauline Rigby | Chairperson |
| Amanda Grant | Vice-Chairperson |
| Ann Bruce | Treasurer |
| Colleen Taylor | Parent Member - Primary |
| Joanne Geddes | Parent Member - Primary |
| Alison Hutchison | Parent Member - Primary |
| Christine Geddes | Parent Member - Primary |
| Gemma Payne | Parent Member - Primary |
| Debbie Thomas | Parent Member - Primary |
| Councillor A McKay | Councillor |
| Vacancy | Business representative |
| Father Tad Turski | Church representative |
| Brenda Harvey | Support Staff Member |
| Mrs Flude | Teaching Staff Member |
| Mrs A Feeley | Acting Head Teacher |
| Mrs S Farquhar | Secretary/Clerk |

ASSOCIATED SCHOOLS GROUP - ASG

St Peter's is a member of the above group which is in place to ensure participation between all the feeder primary schools and Buckie High School. We work together to implement new initiatives in education and ensure smooth transition between primary and secondary education.

DATA PROTECTION ACT

Information on pupils, parents and guardians is stored on a computer system and may be used for teaching, registration and assessment and other administration duties. The information gathered complies with the principles of the Data Protection Act 1998 and may only be disclosed in accordance with the Code of Practice. The data protection Act 1998 ensures that information is collected fairly and lawfully, is accurate, adequate, up-to-date and not held for longer than necessary.

BUDGETED RUNNING COSTS FOR FINANCIAL YEAR 2011/2012

| | |
|--|----------|
| School roll at September 2010 | 51 |
| Total School Running Costs at April 2010 | £241,078 |
| Cost per pupil | £4,727 |
| Moray average cost per pupil | £3,334 |
| National average cost per pupil | £4,090 |

ATTENDANCE AND ABSENCE FOR SCHOOL YEAR 2009/2010

Total number of possible attendances (pupil half days)

| | P1-7 |
|------------|----------|
| St Peter's | 19728 |
| Moray | 2325945 |
| Scotland | 13110520 |

Percentage authorised absences

| | P1-7 |
|------------|------|
| St Peter's | 6.2 |
| Moray | 3.9 |
| Scotland | 4.0 |

Percentage unauthorised absences

| | P1-7 |
|------------|------|
| St Peter's | 0.0 |
| Moray | 0.8 |
| Scotland | 1.2 |

Minimising overall absence

| | Absence recorded (2008/2009) Average | Absence recorded (2009/2010) Average |
|--|---|---|
| | | |

| | number of half days absence per pupil | number of half days per pupil |
|------------|--|----------------------------------|
| St Peter's | 23.7 | 23.7 |
| Moray | 18.2 | 17.8 |
| Scotland | 19.4 | 19.8 |

NURSERY

In recent years the government and the council have expanded pre-school education and a nursery place is now provided for all children aged 3 and 4. The two nursery classes in the school currently cater for 80 children from the Buckie High School catchment area. There are 2 sessions offering 5 mornings or 5 afternoons a week. Places are allocated according to the criteria and policy laid down by the Moray Council. The parents of children who have been allocated a place are invited to participate in the induction procedures during the summer term.

Aims of St. Peter's Nursery Class

- To create a welcoming, safe, happy environment for the child and his/her family.
- To build on the foundation of what a child has already learned, and to share learning experiences with parents.
- To create opportunities for play.
- To stimulate an interest in the world around the child and to learn by discovering and experimenting
- To develop confidence, self-esteem and independence.
- To develop attitudes of sharing and caring.
- To develop an awareness of the community in which we live.

Curriculum for Excellence in the Nursery

Young children learn best through play, so we aim to provide opportunities for our 3-5 year olds to explore, discover and problem solve in a carefully planned way.

At present activities and experiences are planned to promote development in each of the following key areas:-

- Literacy & English
- Numeracy & Mathematics
- Health & Wellbeing
- Sciences

- Social Studies
- Expressive Arts
- Religious & Moral Education
- Technologies