

Pitcairn Primary School



**School Handbook
Academic Session 2024-2025**



Introduction

Dear Parents

We would like to extend a warm welcome to you. Pitcairn Primary is a non-denominational school. As a school, we look forward to getting to know you and your child and to working in partnership with you.

We welcome and encourage active parental support and involvement in our school community as we believe that this enhances the educational experience of your child. Every stage within school is of equal importance to your child's development and throughout these stages your child is valued, encouraged and has equal opportunities to develop and learn to his or her potential in a supportive and caring environment.

We look forward to you and your family joining us here at Pitcairn Primary School.

This section of the handbook will give you the basic information you require to understand the procedures and practices in our school. However, should you have any queries, please do not hesitate to contact your child's class teacher or the Headteacher. It is important that any query or concern regarding your child is addressed quickly though a meeting, telephone call or letter. We will always acknowledge your concerns and work together to arrange next steps in resolving any issues.

The information contained in this school handbook was accurate at the time of publication (December 2023) further changes may have occurred since then.

Delineated Area

Pitcairn Primary School opened in 1939 and provides Primary Education for the children residing in Almondbank, Pitcairngreen and Bertha Park. (This includes the Bridgeton and Admiralty Wood areas of housing as well as new houses in the Bertha Park development). Additional information can be found on the Perth and Kinross Council website.

Any parent who resides outwith the delineated area but wishes their child to attend Pitcairn Primary School should complete a Placing Request Application Form. Forms are available from Perth and Kinross Education and Children's Services. **Please note that placing requests are restricted at the current time to allow for the increase in families joining us from Bertha Park.**

Contact Details

SCHOOL ADDRESS:	Pitcairn Primary School Bridgeton Brae Almondbank Perth PH1 3LJ
TELEPHONE	01738 477560
E.MAIL	pitcairn@pkc.gov.uk
WEBSITE:	www.pitcairnprimary.org.uk
ROLL (at time of writing)	120
STATUS	Primaries 1- 7
HEADTEACHER	Jenny Ballantine
PRINCIPAL TEACHER	Sharlene Burns
PARENT COUNCIL Chair	Isabel Williamson/Victoria Elder

The Staff 2023-24

Primary teachers are trained to teach all stages of primary and may teach various stages throughout their careers. At present, our classes and staffing allocation for the session 2023-24 are as follows:

Class Teachers

Rachel Kennedy/Nicola Hampson	P1/2Y
Nicole Gallagher	P1/2B
Emma Naughton	P3/4
Emma McAuley	P4/5/6
Eilidh Wilson/Sharlene Burns	P6/7
Sharlene Burns	RCCT (Reduced Class Contact Time)

Visiting Staff

Shirley Wilson	Pupil Support Teacher
Simon Calvin	Peripatetic Supply Teacher
David Gibson	Area Support Teacher

Support Staff

Wendy Davidson	Primary School Support Worker
Jenn Smith	Primary School Support Worker
Judith Warren	Primary School Support Worker
Margaret Brown	Primary Support Assistant
Maxine Rae	Primary Support Assistant
Kylie Smith	Play Assistant (P1)
Susanne Finnigan	Community Learning Assistant

Facilities Assistant

Derek Briggs

Parental Concerns

Staff are always willing to make themselves available to discuss any aspect of your child's development. For minor and very short queries it is often possible to speak to the teacher before or after school. If you require a longer time, or if a confidential matter needs to be discussed, please arrange an appointment via the school office. Concerns are always taken seriously and listened to. Parents, staff and children will then work together to agree a positive way forward. Communication will be maintained until the concern is alleviated.

Should parents feel that the concern has not been dealt with sufficiently they can contact Perth and Kinross Council to address their concerns.

The Complaints Procedure

To improve the school, all suggestions and comments are welcome and an environment of mutual trust, respect and open communication is promoted.

At Pitcairn Primary we want to do the best we can for you and your children. Users of the school should have confidence that concerns will be dealt with promptly and in a professional manner. However, if you still feel that your concerns have not been addressed you may choose to make a formal complaint. This should be made to the Headteacher. Complaints may be made in writing, by telephone or in person. The complaint will be recorded detailing the nature of the complaint, the contact details of the complainant and relevant dates. This will be dealt with fairly, and in a sensitive and confidential manner. The complaint will be acknowledged on receipt and a full reply will be given within 5 working days from the date of receipt of the complaint. If the problem is not resolved, the complainant should contact the school's designated Quality Improvement Officer, Perth and Kinross Council, who will advise on taking forward the complaint within the formal complaint procedure of the Council. Details of this procedure can be found on the Perth and Kinross website or by contacting Customer Service Centre on 01783 475583.

The school deals with complaints as part of Perth & Kinross Council's Complaints Handling Procedure. More information is available on the Council's website as follows:

<http://www.pkc.gov.uk/complaints>

Procedure in the Case of Pupil Absence or Sickness

If your child is unwell and unable to attend school, please notify the school directly by phoning 01738 477560 or by emailing pitcairn@pkc.gov.uk before the start of the morning session. Please do not send a message with one of your child's friends or via Seesaw. A message can be left on the answer machine if the office is unattended and this will be passed onto the class teacher.

If your child is expected in school and does not arrive the class teacher will notify the office and you will be contacted by school staff to ensure all is well. If the school is unable to make contact with you and determine the whereabouts of your child, we may need to enlist the support of other agencies e.g., the police or social work to ensure all is well.

If your child has been at home for lunch and becomes unwell during this time, please contact the school to inform us that they will not be returning for the afternoon session. Pupils who have been absent or sent home with sickness and/or diarrhoea should not return to school until they have been clear of symptoms for a full 48hrs – this is in line with authority policy.

If a pupil is removed from school before the end of the day for any reason parents are asked to sign them out under health and safety procedures.

Please try to make appointments, e.g. medical, outwith school hours as much as possible. Appointments during the school day should be notified to the school in advance.

We would urge parents to avoid absences due to holidays in term times and stress that absence from school can lead to lower attainment levels. Holidays during term time are recorded as unauthorised absence in line with authority policy.

Pupil absence is carefully tracked through the school's electronic management system. This highlights patterns and frequencies of absences. Where there are concerns over any pupil's attendance, parents will be contacted, in the first instance, by the Headteacher.

Emergency Contacts

There may be occasions when it is imperative that the school contact you, for instance if your child is ill or injured and a hospital visit is necessary. We also require the name of a contact person who is available by phone and available to collect your child from school with minimal notice. Annual Data Check forms are issued to all parents in August/September. It is important that your details are checked and any amendments noted. The form should be returned to school as soon as possible. Please help us to keep our records up to date by informing us of any changes in circumstances, e.g. change of address, phone numbers (home, work or mobile), email address or contact person, etc.

Visiting the School / Enrolments

Parents of prospective pupils are encouraged to visit the school prior to enrolment. Please telephone the office to arrange a suitable time. *NB. Parents of children due to start Primary 1 in the next session will be invited to a programme of visits in the preceding summer term.*

Parents of new entrants to Primary 1 are invited to enrol their child in January for the following August. Information about enrolment arrangements are shared via local press and are detailed under Primary School Enrolment on the PKC website <https://www.pkc.gov.uk/article/17276/School-enrolment>. Enrolment takes place online. It is necessary to provide both the pupil's birth certificate and proof of address when enrolling. Invitations will be extended nearer the time of entry for children and parents to come along for transition visits and parents will then have the opportunity to raise any questions they may have.

Primary School Enrolment

The 2024/25 school year starts on Wednesday 14th August 2024. Your child is of compulsory school age on the first school entry date from his/her fifth birthday. If your child's 5th birthday falls on or between the day after the school commencement date and the last day in February 2025, he/she may attend school from the beginning of the next school session (August 2025) instead and will be automatically entitled to an additional year of 1140 hours of funded Early Learning and Childcare. Parents/carers should seek advice from staff at their nursery if they are considering deferred entry.

Placing Requests – Primary

Should parents/carers wish their child to attend a primary school other than their local catchment area school, they must submit a placing request and should not register their child at the local catchment school.

Please note that placing requests are restricted at the current time to allow for the increase in families joining us from Bertha Park.

Transfer to Secondary School

Parents/carers of children who are transferring to secondary school education on Wednesday 14th August 2024 will be advised by letter during January 2024 of the school in which their child has been allocated a place. Should parents/carers wish their child to attend a secondary school other than their local catchment area secondary school, they must submit a placing request even if their child already attends an associated primary school of the chosen secondary school.

Placing Requests – Secondary

Parents/carers who wish to make a placing request for their child to attend a school other than their local catchment school for school session 2024/25 must submit a placing request application no later than the designated date in March 2024. If you submit a placing request and do not receive an acknowledgement within two weeks, please contact the address below. Placing request application forms are available from Perth & Kinross Council's website <http://www.pkc.gov.uk/article/17301/Placing-request> or from any Perth and Kinross Council School.

Information Available To Parents/Carers

Details on school catchment areas and further information on enrolment/transfer procedures and placing requests is available from Perth & Kinross Council's website www.pkc.gov.uk or from any Perth & Kinross Council school, or from the address detailed below:

Schools Support Team
Education & Children's Services
2 High Street, Perth, PH1 5PH
Telephone 01738 476200
Email: ECSSchools@pkc.gov.uk

Reporting to Parents

The school offers many opportunities throughout the year to communicate with parents

- Parent Contact Appointments
- School performances and concerts
- Friends of Pitcairn minutes and meetings
- Pitcairn Primary School Website
- Phone calls, emails and meetings
- Newsletters and letters about forthcoming class events
- Annual Pupil Progress Reports
- Curriculum events and workshops
- Meet the Teacher
- Home/ School Reading Diaries and Homework
- Learning Logs
- Seesaw Updates
- Celebration of Success

School Ethos

Pitcairn's Vision, Aims and Values

Our **Vision, Aims and Values** were created by pupils, parents and staff in January 2016.

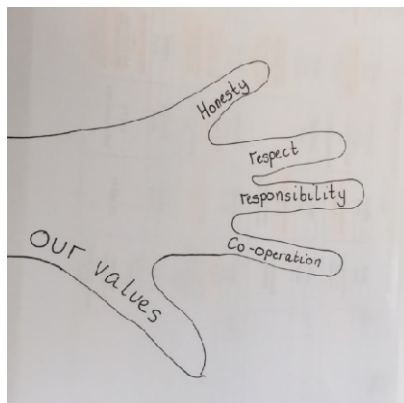
Our **Motto** is All Included, Learning & Creating.

Our **Vision** is to create a safe and caring school community where our children are happy, confident and learn to be the best they can.

Our Aims

- To engage in high quality learning and teaching
- To ensure everyone is safe, valued and included
- To help everyone do their best
- To develop respect, good behaviour and tolerance
- To encourage all to take responsibility in school and beyond
- To promote hope and a "can do" attitude

Our **Values** are Co-operation, Responsibility, Respect and Honesty



Pitcairn Promise
We try our best to:
Be safe
Be ready
Be kind

Classroom Charter and Rights Respecting Schools

We are a Silver Rights Respecting School and at the beginning of the new session each class draws up a Classroom Charter where children and teacher agree upon the roles of Right Holders and Duty Bearers. This is linked to the pupils' understanding of the most relevant rights within the United Nations Convention of the Rights of the Child.

House System

Each child belongs to a House Group (Badgers, Otters, Red Deer, Pinemartens and Wildcats). Our house system, which is led by our pupils, enables the older children to provide additional peer group support and pastoral care to their younger house group members during regular meetings and events. As a member of the House Group, pupils develop a sense of identity and belonging which enhances self-esteem, self-awareness and a pride in their House Group achievements.

Leadership and Skills

At the beginning of the school session each class takes on a leadership role e.g., Rights Respecting Schools, Climate Warriors, Digital Schools, Playground Developers etc. This ensures that all pupils experience leadership opportunities within curricular experiences, and these will be linked to skills developments.

Personal and Social Development

We aim to promote and actively develop a positive learning environment where all of our young learners feel safe, secure and protected. Pupils and staff work collectively to maintain and enhance the school ethos through a number of ongoing Personal and Social Development programmes such as Emotion Works and Bounce Back. The school promotes the use of Restorative Practices to resolve any disagreements.

Positive Behaviour and Relationships

The school follows procedures outlined in our *Positive Behaviour and Relationships Policy*, which was developed with pupils and parents. This is under review and will be updated on our school website during the 2022-23 session.

Parental Involvement

We recognise the importance of working in partnership with parents and aim to find every opportunity to welcome parents into our school.

The Parent Council, Friends of Pitcairn

The Parent Council, 'Friends of Pitcairn', provides a forum for parents to have a say in their children's education and to express their views and wishes. Your Parent Council meets once a term to discuss current school developments and events with the Headteacher. Members of the Parent Council share ideas, skills, knowledge and opinions of ways in which parents can work in partnership with the school to continually improve the learning experiences of their children. The Parent Council are also our main organisers of fundraising efforts in order to support school developments.

Seeking Parental Views

We strive to consult fully with parents directly, as well as through the Parent Council, to gain valuable feedback. This information is vital to the school improvement process. We, therefore, invite parents to contribute views and ideas to the school Self-Evaluation exercise through a variety of methods which vary from year to year.

Family Learning Afternoons

Throughout the year parents can be invited to school to learn with their child. Topics are decided in conjunction with parents and, over recent years, have covered Writing, Reading, Maths, Science, French, Art, Health and Well-Being.

Further Information

Further guidance and information on parental involvement in school and in your child's education can be found at:

<http://www.pkc.gov.uk/parentalinvolvement>

Transitions

Effective transition is important to ensure continuity and progression in children's learning. This can be transition from class to class, between Curriculum for Excellence stages, between schools, from nursery to P1 or from P7 to secondary.

Secondary Transition

Pupils' resident within our catchment area transfer to Bertha Park High School.

Bertha Park High School
Adamson Avenue
Perth PH1 0AU

BerthaParkHSP@pkc.gov.uk

Tel: 01738 452300

Transition activities with Bertha Park High School staff take place during the session prior to pupils starting High School. These may include visits from High School staff to our school, shared learning projects and online activities in addition to the two days formal induction in June at Bertha Park.

For pupils who require enhanced transition, this may begin in Primary 6 and additional visits may be organised with the support of the Community Link Worker as required.

Nursery to Primary Transition

Children come to Pitcairn from a variety of settings. Our standard transition plan is set out below.

Activities	Purpose
<ul style="list-style-type: none">• P1 Class visits – May / June	<ul style="list-style-type: none">• Familiarisation; continuity and progression; confidence building; partnership building; positive experience; allay fears and worries; sharing information of child and building on this knowledge
<ul style="list-style-type: none">• Parental Talk – June	<ul style="list-style-type: none">• Starting School Pack issued
<ul style="list-style-type: none">• Meet the Teacher Evening – Sept	<ul style="list-style-type: none">• To share information about learning and teaching, hints and tips for supporting each child at home, answer any questions and partnership building

Transition between Classes

At Pitcairn Primary teachers ensure that information on children's learning and attainment, as well as pastoral issues, is passed on at planned times before children move classes. In addition, the school holds a half day "Bump-Up" session where children move to work with their new class and teachers.

Additional Support Meetings may also be held to ensure smooth transition for relevant pupils.

The Curriculum

Curriculum for Excellence

Curriculum for Excellence provides education in Scotland with a coherent, flexible and enriched curriculum for 3 to 18 year olds. The curriculum aims to help every learner develop knowledge, skills and attributes for learning, life and work.

Careful planning with children means that we can provide relevant, challenging, active and enjoyable learning experiences in stimulating contexts that can bring children of different ages, with similar interests, together.

Staff are using a balanced and carefully chosen selection of learning and teaching methods, including assessment for learning strategies and co-operative learning techniques, to facilitate learning and develop children's skills as learners. They use a mixture of whole class, group and individual learning as appropriate.

The subject areas of the Curriculum for Excellence are detailed below, although many experiences and outcomes are taught using a cross-curricular approach.

- Literacy and Languages
- Mathematics
- Religious and Moral Education
- Sciences
- Social Subjects
- Technologies
- Health and Wellbeing
- Expressive Arts

A pictorial representation of our school curriculum rationale can be found on our website.

Literacy

Literacy is taught both discretely and within context across the curriculum. In Literacy we use a variety of texts and interactive resources to teach reading. In the Early Years Jolly Phonics is used to teach spelling; children then follow the school spelling programme. For the teaching of handwriting skills, the school uses the Nelson Spelling Programme. Our Early Years classes use Active Literacy methods. We use Explicitly Teaching Writing approaches to support the development of writing skills.

Reading is taught during differentiated class lessons and through group work. The home school reading scheme complements this but is only a part of the teaching of reading carried out in school. The library and the visiting Library Van are used to provide opportunities to extend personal reading.

Development of Listening and Talking is planned for through learning and teaching across all areas of the curriculum.

Modern Languages

The school implements the modern languages strategy "1+2". All children learn French as part of the curriculum.

Numeracy & Mathematics

In Numeracy and Mathematics, learning and teaching involves the use of a variety of resources with an emphasis on practical and interactive teaching. Pupils have regular interactive mental maths experiences. Numeracy is taught as a core subject and pupils are given the opportunity to apply their knowledge and understanding in various meaningful and practical contexts. There is an emphasis on active learning with a balance of written and practical activities.

Health and Wellbeing

Health and Wellbeing encompasses PE and Health Education. The purpose of this area of the curriculum is to ensure that pupils begin to develop the skills and tools they require for mental, social and physical wellbeing, now and in their future. Many areas are embedded in everyday school practice and the school ethos. In PE, Perth and Kinross has developed an excellent package which is used by teachers.

Elements of Health and Wellbeing are taught discretely in an age-appropriate, planned programme, namely *Substance Misuse and Relationships, Sexual Health & Parenthood*. The school has developed pathways for the teaching of these, which are shared with parents.

Internet Safety is a key feature of our learning and teaching.

Physical Education

In response to Scottish Government recommendations, our pupils receive two hours of Physical Education each week. Using Perth and Kinross Physical Education guidelines, this is taught by our class teachers.

All classes participate in daily exercise.

Social Studies

Over the year, planning for this area includes teacher-based topics, pupil choice of topics and whole school themes. Learning in this area is linked to other areas of the curriculum and pupils are encouraged to investigate areas that are of interest to them.

Science

Where possible, Science is taught through topics, as mentioned above, while the remainder of the curriculum is taught discretely by class teachers.

Technologies

Our school is equipped with computers, iPads and Promethean Boards in all classrooms, with a bank of laptops for use in classes as required.

A programme of ICT skills is taught where possible through work in other subjects and, occasionally, in stand-alone lessons.

Opportunities to use ICT in practical applications form part of the curriculum.

Expressive Arts

Class teachers plan and deliver lessons in Art, Music and Drama, linking these to skills development, other curricular areas and pupil interests.

Outdoor Learning

Class teachers plan regular sessions of Outdoor Learning with a focus on Literacy and Numeracy and Health and Well-Being. These sessions have a focus on skills such as team-building, turn-taking, listening, working with others and leadership skills.

Creativity

Creativity is at the heart of learning in Pitcairn Primary. Children are encouraged to develop curiosity, open-mindedness, imagination and problem-solving through:

- having a say in topic choices
- helping to plan the direction of class topics using all curricular areas
- leading the planning for several weeks in the year through dedicated creative projects.
- creative afternoons – pupil-led
- identifying skills for creativity
- creative homework projects

Opportunities for Personal Achievement

Pupils need opportunities for achievements both in the classroom and beyond, giving them a sense of satisfaction and to build motivation, resilience and confidence.

Added to this, because children learn through all their experiences - in the family and community, pre-school centre, nursery and school - the curriculum aims to recognise and complement the contributions that these experiences can make.

Skills for Life and Work

Our Curriculum supports all children and young people in developing skills which they will use throughout their life and in their work – not only literacy and numeracy skills but skills such as working co-operatively, planning ahead, problem-solving etc. Children are provided with opportunities to apply these skills in a variety of practical contexts in class and at school events.

Pupil Choice

Our children have opportunities for choice in their learning as part of the curriculum e.g., involvement in planning topics, choosing to be part of a committee, setting their own targets, choosing between activities, choosing charities to support etc.

Educational Visits

Throughout the year educational visits are encouraged to support the curriculum and to broaden the pupils' experience. We also take part in different sporting activities throughout the year which can include football, athletics, curling and swimming, depending on availability.

After School/ Lunchtime Activities

Usually, each member of teaching staff runs a club over 4-6 weeks for a set age group at lunchtimes or after school. Examples of clubs can be as below, although this varies from year to year.

- Art
- Cooking
- Cheerleading
- Fitness and Games
- Homework
- ICT/ Website
- Choir

Religious and Moral Education

A wide range of religious, moral and ethical issues are explored in Religious and Moral Education, covering Christianity, Other World Religions and Personal Search. Pupils consider the views and beliefs of others and gain understanding and tolerance through this subject area.

Religious Observance

The school holds regular assemblies, which provide opportunities for pupils to share together and celebrate, as a school community, those things we value. They also provide opportunities for our pupils to reflect on matters of spiritual and moral concern. Through this, pupils can increase their understanding of religious practices and the experience which underlies them. The Parish Minister occasionally contributes to these assemblies. From time to time, visitors from other groups are invited to lead assemblies in line with school policy.

Parental Rights: parents are entitled to withdraw their children from religious education/ observance and should put such a request in writing to the Headteacher.

Further details can be found by following the link below:

<http://www.gov.scot/Topics/Education/Schools/curriculum/ReligiousObservance>

Further Information:

More information on the Curriculum for Excellence at authority and national level can be found by following the links below:

<http://www.gov.scot/Topics/Education/Schools/curriculum>

We implement the Local Authority Policy for Equal Opportunities and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender and ability.

Assessment & Reporting

Assessment

Assessment involves gathering, reflecting upon and evaluating evidence of learning to enable staff to check on our learners' progress and, therefore, support further learning. Pupils and teachers work together using a range of approaches to assess achievement in a planned manner across a range of contexts and settings within the curriculum.

The role of pupils in self-assessment and identifying their own next steps is critical within the framework of Curriculum for Excellence. Pupils at Pitcairn Primary take part in a variety of self and peer assessment across the curriculum areas. Teachers and pupils use a variety of methods to gather assessment evidence including:

- Observation of learners carrying out tasks and activities, practical investigations, performances, oral presentations and discussions.
- Self-assessment evaluations by learners or peers.
- Teacher assessment evaluations.
- Information from questioning.
- Written responses.
- Work produced.
- Discussions with learners.
- Learning Conversations/ Diaries
- National Standardised Assessments

Tracking

Pupils' attainment and achievement is tracked using the following methods. This information is used as the basis for all planning to ensure next steps are relevant and appropriate and to ensure pace and challenge.

- Learning Logs
- Weekly Plans
- Planning and Tracking meetings
- Class Achievement Boards
- Prize giving Awards
- Annual Pupil Reports
- Pupil Seesaw Profiles
- Learner Conversations

Reporting to Parents

At Pitcairn Primary School we consider reporting to parents to be an ongoing process which includes regular updates using open afternoons, curriculum evenings, reading records, home school link diary for pupils with ASN, learning logs and newsletters. Where teachers have concerns about progress, they will contact parents at the earliest opportunity to discuss this. In addition, we invite you to discuss progress at parent contact evenings twice a year. A written report is also issued in June covering all aspects of learning.

Support for Pupils

Key Adult

The key adult for your child is his/her class teacher. All enquiries should be made to the class teacher in the first instance. An appointment may be made through the office to see the teacher at the beginning or end of the school day. Class teachers will make every effort to see you as soon as possible if you have a concern or question. If you wish to discuss your child's overall progress further, you should contact the Principal Teacher or Headteacher through the school office.

Meeting the Needs of All Pupils

Class Teachers meet the needs of pupils within their class through careful assessment, planning and through selecting appropriate learning and teaching methods to suit the styles of all learners. Class lessons are differentiated and group work is carefully planned. To meet the needs of some pupils, teachers need to consult with relevant professionals who may offer classroom support or identify appropriate resources e.g., Pupil Support Teacher, Teacher of English as an Additional Language, Teacher for Hearing Impairment, Autism Outreach Officer, Educational Psychologist etc. Pupils within the school may work with a member of support staff who, under the instruction of the class teacher, help to support pupils on a one-to-one basis or within a small group in class.

Identifying Additional Support Needs

Class Teachers generally identify support needs at the earliest opportunity and bring this to the attention of the Headteacher, Principal Teacher or Pupil Support Teacher. The class teacher will be supported by the Pupil Support Teacher to undertake relevant detailed assessment to identify the specific needs of the child and to put in place appropriate support. Parents will be consulted and given information on the above. Some pupils may require a Child's Planning Meeting at which outcomes will be agreed. Regular progress meetings which fully involve parents will follow. In a few cases a child may require a Co-ordinated Support plan which enables professionals from a variety of agencies to work more closely together to co-ordinate support.

Perth and Kinross Policy on relation to Additional Support Needs

Further details can be found at

<http://www.pkc.gov.uk/article/17278/Schools-additional-support->

National Information relating to additional support needs:

<https://education.gov.scot/parentzone/additional-support/>

Enquire offers independent, confidential advice and information on additional support for learning through: Telephone Helpline: 0345 123 2303
Email Enquiry service: info@enquire.org.uk Advice and information is also available at www.enquire.org.uk

Enquire provides a range of clear and easy-to-read guides and factsheets including The parents' guide to additional support for learning.

Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and
Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741."

Pastoral Support

All staff have a duty to carry out pastoral support to pupils. At playtimes, pupils are supervised by support staff. All staff have been trained in Child Protection Procedures and are committed to ensuring that pupils are happy and feel safe and looked after.

Child Protection Procedures

All children have the right to be kept safe from harm. All staff working in our school are trained annually in Child Protection procedures and are committed to ensuring your children are safe at all times. The officers for child protection in the school are the Headteacher and the Principal Teacher. Schools are required to report if there is an indication that any child has come to harm as a consequence of possible abuse or harm. The school has good contact with school medical officers, social workers,

community link workers and the police, any or all of whom may become involved if abuse or harm is suspected. The school will always ensure that parents/guardians are informed and participate in any action regarding their child. Further information and guidance for parents can be found on the Perth and Kinross website by following the link below:

<http://www.pkc.gov.uk/childprotection>

School Improvement

Pitcairn Primary School – Standards and Quality Report for Session 2022-23

Evaluative Terminology	
All	100%
Almost All	91 – 99%
Most	76 – 90%
Majority	51 – 75%
Less (or fewer) than half	16 - 50%
Few	Up to 15%

These statistics are recorded in terms of the average attendance for each pupil.

	2020-21	2021-22	2022-23
Attendance	97%	92%	93%

The attainment data from June 2023 shows that in P1 most learners are meeting or exceeding national expectations for Listening & Talking, Reading, Writing and Numeracy. In P4 the majority of learners are meeting or exceeding national expectations for Reading, Writing and Numeracy with most meeting or exceeding national expectations in Listening and Talking. In P7 all learners are meeting or exceeding national expectations in Listening and Talking and almost all learners are doing the same in Numeracy. Most learners are meeting or exceeding national expectations in Reading and Writing. Across the whole school most learners are meeting or exceeding national expectations for Listening & Talking, Reading and Numeracy, and the majority are doing the same for Writing. For children in the Acorn 4 and 5 categories, attainment has been raised or maintained in P1 and P7. Our P4 learners in the Acorn 4 and 5 categories are experiencing an attainment gap in Writing and Numeracy.

- Almost all parents completing the Parental Questionnaire 2023 (52% of families) said their child is making good progress at school.
- Pupil Equity Funding has been used to support Literacy, Numeracy and Emotional Regulation Interventions.
- New assessment systems have been introduced to allow for a more robust and accurate use of class specific data which has informed planning and targeted interventions to allow all children to make good or better progress.
- All learners in our school have had opportunities to achieve outwith the classroom. The majority of learners attended at least one extra-curricular club and all learners have taken part in a class trip.

LEARNING

- We have developed how we teach Writing this year and as a result are observing raised attainment in the majority of classes with the majority of learners becoming more confident, motivated and independent writers.
- The majority of teachers have engaged with a programme of Education Scotland learning designed to enhance the quality of Numeracy teaching.
- PKC Progression Pathways have been introduced for Literacy and Numeracy and are supporting all teachers to make better judgements around pupil progress and for planning next steps in learning.
- An Annual Plan format has been introduced across the school to provide a clear overview across all areas of the curriculum.
- Pupil Personal Targets have been streamlined to be more responsive to individual learners' needs. Almost all learners engage in weekly learning conversations.
- Laptops and ipads have been redistributed across classrooms to ensure equitable digital technology availability for all learners when required.

ENSURING WELL-BEING, EQUITY AND INCLUSION

- Almost all parents completing the Parental Questionnaire 2023 (52% of families) said staff treat their child fairly, with respect, help them to feel confident and encourage them to treat others with respect. Almost all report the school encourage learners to be healthy and take regular exercise. Most said the school supports their child's emotional wellbeing.
- Whole school self-regulation scripting, routines and visual supports have been introduced along with the Pitcairn Promise to focus our rules on wellbeing – be safe, be kind, be ready. This is beginning to create a shared understanding and language of wellbeing.
- Staff and pupils are developing a deeper understanding of emotional literacy through the launch of 'Emotion Works' across all classes and weekly assemblies. Almost all learners can talk about the 'Cogs' learned so far.
- Hot Chocolate with the Head Teacher and a refreshed House Points system have been introduced to promote the application of our school values.

LEADERSHIP

- We have re-established our four core values and as a result almost all pupils and staff are able to confidently identify, evidence and reflect on these during our day-to-day practices.
- Almost all staff have undertaken a leadership role across the school e.g. Rights Respecting R Schools Award, Fair Trade Fortnight, Extra-Curricular clubs, whole school performance and extra-curricular events.

- All P7 pupils and some P6 pupils have either House leadership or Prefect roles. House Captains/Vice Captains have supported the development of a new House system and Prefects now lead weekly Assemblies. P6/7 are leading our whole school Emotion Works launch and all learners take part in
- weekly Leadership Groups

IMPROVEMENT PRIORITIES for 2023-24	
Quality indicator	School Self-Evaluation
1.3 Leadership of change	Level 4- Good
2.3 Learning, teaching & assessment	Level 3- Satisfactory
3.1 Ensuring wellbeing, equity & inclusion	Level 4- Good
3.2 Raising attainment and achievement	Level 4- Good

- Raise attainment in Reading, Writing and Numeracy through improved teaching and learning and targeted interventions
- Ensuring positive relationships and behaviours are founded on a climate of mutual respect within a strong sense of community, shared values and high expectations.
- Building teacher community and capacity as a professional learning network.

School Policies & Practical Information

Policies Information on the following authority policies can be viewed on the Perth and Kinross Council website: www.pkc.gov.uk

- Child Protection
- Health
- Additional Support Needs
- Attendance
- English as an Additional Language
- Grants and benefits
- Music Tuition
- Curriculum for Excellence

Organisation of the School Day

School begins	9:00 am
Morning interval begins	10:30 am
Morning interval ends	10:45 am
Lunch break begins	12:15 pm
Lunch break ends	1:15 pm
School day ends	3:15 pm

School Holidays

The dates for the school Holidays 2024-25 are found on the PKC website.

School Meals

School Meals are prepared offsite and transported to the Dining Centre. All pupils in primaries 1 - 5 are entitled to free school meals. The cost of a school meal for pupils in Primaries 6 and 7 is currently £2.15 per day. Parents must pay via Parent Pay.

Application forms and information about eligibility for free school meals for pupils in Primary 6 to Primary 7 are available in the school office or from the Perth & Kinross Council website.

<http://www.pkc.gov.uk/freeschoolmeals>

Special medical diets are catered for if necessary. Please note there can be no guarantee that the lunches are free of nuts. Parents who have a child/children with a food allergy or dietary needs are encouraged to complete a medically prescribed diet request form, available from the school meals web page or from the school. Please note this form has to be supported by either a doctor or dietician and must be received by Education and Children's Services a minimum of two weeks prior to commencement of meals. Some parents choose to help children self-manage their allergies by referring to Tayside Contracts interactive menu. This interactive feature shows all current meal recipes and ingredients, along with allergy information and can be found at:

<https://www.tayside-contracts.co.uk/catering/school-catering>

For more information surrounding school meals including menus, dietary request form (and nut/peanut allergy disclaimer) and meal photographs, parents should visit:

<http://www.pkc.gov.uk/freeschoolmeals>

School Uniform

At Pitcairn Primary School we encourage our children to wear school uniform as we believe it demonstrates school identity and a sense of pride in all that we do and achieve, either in school, or when we are out and about taking part in local and national events.

The school uniform is: -

Boys: Grey / Black Trousers, White Polo Shirt & School Sweatshirt

Girls: Black/Grey Skirt / Trousers or Pinafore, Polo Shirt & School Sweatshirt. Summer dress for girls – blue and white check. (optional)

In addition to the above school clothing items, parents may wish to purchase a variety of school jackets and other items, which will have our embroidered school logo. School uniforms may be purchased at any time during the school year online at

www.schooltrends.co.uk

To ensure personal safety in PE lessons, children should be appropriately dressed. We request all children wear the following items at PE which can then be worn to identify them as Pitcairn pupils should they participate in local and national events.

- Indoor: Black shorts, plain white T-shirt and soft shoes.
- Outdoor during colder weather: Black track suit bottoms, plain white T-shirt, outdoor trainers.

Pupils may come to school in their PE kit. Class Teachers will advise the specific PE days via Seesaw.

For art and craft work, which can often be messy, we recommend that all pupils keep an old shirt in school which they can then put on to protect their school uniform.

All items of clothing should be clearly marked with each pupil's name. It can be very difficult to track down the rightful owner of a school sweatshirt with no name, especially in the younger classes.

It is also essential that all pupils have an indoor pair of shoes to wear in classrooms. These can be gym shoes or proper shoes which are kept as an indoor pair. As our playground is very muddy it helps us keep the floor areas clean for children to sit on and to use as an additional work space for larger pieces of work. At Pitcairn, we feel it is important that we make the best use of our grassy spaces to play and run around on at all times of the year.

We discourage our pupils from wearing jewellery, particularly necklaces, bracelets and hoop earrings. This is primarily for health and safety reasons but also to avoid loss or breakage which can cause upset. All jewellery must be removed for PE lessons. If earrings cannot be removed they must be covered using appropriate tape provided from home. Artificial nails are not appropriate for school therefore we must ask that parents ensure these are kept for holiday periods.

Mobile Devices

Pupils are **not** permitted to use personal mobile electronic devices on any school property (please note this includes the playground areas), or on school trips. If it is **absolutely necessary** for a pupil to bring such a device to school this **must** be handed in to the school office at 9am (via the class teacher). Staff will keep the device in a safe place and return these to pupils at 3.15pm. Devices can be collected at lunch time if the pupil is leaving the premises for a 'home lunch' but must be brought back to the office as soon as the pupil returns to school.

Lunch time Arrangements

Morning and Lunchtime Intervals are supervised by Support Staff in the playground and dining centre. The Headteacher and Principal Teacher may also support in the playground and lunch areas.

Only children who register for home lunches may leave the school at lunchtime. Those taking school meals or packed lunches must stay within the school grounds under our supervision.

Wet Weather Procedures

We aim for our pupils to have breaks outside as often as possible. However, if the weather is very wet and stormy at break times, the children remain in school and our 'wet weather' plan falls into action. Primary 7 Prefects have duties in each class, playing with the children and assisting the Support Staff.

Homework

In our school we recognise the importance of homework as a tool to encourage our young learners to develop the confidence and self-discipline to work on their own - an essential skill for adult life. Homework activities are planned across the school to consolidate and reinforce literacy and numeracy skills, to extend learning undertaken in the classroom and to encourage independent research. Homework tasks are set on a monthly basis and are posted online.

Instrumental Tuition

Instrumental tuition may be available for those who show aptitude and commitment. Parents should complete an IT1 form, which is available from Education and Children's Services, if they would like their child to be considered for tuition. Places are allocated to pupils on the basis of an interview and an assessment of musical interest and aptitude. Further information is also available on Perth & Kinross Council website, Facebook and Twitter pages. Links to all are below.

website - www.pkcmusic.com

Facebook - [PKC Music Service](#)

Twitter - [@pkcmusicservice](#)

Health Care

The School Nurse supports the school as required. There are occasional visits from the School Dentist especially for P1 and P7 screenings. Parents whose children are being examined by the School Nurse or Dentist are notified well in advance by the Health Service via the school. The results

of the Dentist's visits are conveyed to parents, who are then expected to take the appropriate action if so advised.

If your child becomes ill at school or has an accident, the school will notify you at once by telephone. If it is considered that emergency treatment is required, your child will be taken straight to the nearest A and E while you are being contacted and you will be asked to go to attend to take responsibility for your child's treatment.

If parents are not available, the child's emergency contact will be contacted. Please note that if an X-ray is needed the Infirmary have informed us that they require the permission of a relative.

Emergency Contacts

There may be occasions when it is imperative that the school contact you. For instance, if your child is unwell or has sustained an injury. We therefore require the name and telephone number(s) of a contact person who would be available to collect your child from school in an emergency. Annual Data Check forms are issued to all parents in August, at the start of a new school year. It is important that you check your details and inform us of any amendments i.e., change of address, mobile telephone number or emergency contact person on the form or throughout the year. This form should then be returned to school as soon as possible to enable us to keep our records up to date.

Arrangements for Emergency Closures

If early closure is planned (e.g. end of session at Christmas or Summer), notice will be given by letter and/or newsletter. Both planned and unplanned closures are rare. If an occasion arises where pupils require to be sent home, pupils must be collected from school by a parent or their nominated adult after a telephone discussion has taken place. If we are unable to get in touch with a parent or emergency contact, pupils will stay in school with staff until contact is made.

Early Closure: e.g., Severe Weather Conditions – Heavy Snow

Should there be severe weather prior to the start of the school day please note information regarding emergency closures due to snow or flooding will be available from the following sources:

Service	Contact Details	When Used	Other Comments
Radio Tay Am	Not applicable	All Instances	Frequency AM 1584 and 1161
Radio Tay Fm	Not applicable	All Instances	FM 96.4 and 102.8
PKC Customer Service Centre – Number for Parents	01738 475000 (main Council line)	All Instances	Available from 08:00 hours to 18:00 hours however this line <u>may</u> operate from 07:00 hours in exceptional circumstances.
PKC website	www.pkc.gov.uk	All Instances	Parents/Carers can find closure updates on the Perth and Kinross Council website by logging onto www.pkc.gov.uk where closures will be flagged up on the home page, or alternatively access the information on http://www.pkc.gov.uk/Schoolclosures
PKC Twitter and Facebook	Twitter: @PerthandKinross Facebook: @Perthandkinross	All Instances	
Radio Heartland	Not applicable	Widespread conditions	FM 97.5, 106.6 Used if schools closed are within an area known not to receive Radio Tay signal
Radio Central	Not applicable	Widespread conditions	FM 103.1 Used if schools closed are within an area known not to receive Radio Tay signal

If the school has to close due to severe weather during the day parents will be contacted as soon as possible. An email and Seesaw message will be sent to all parents informing them of the closure. At this point pupils should be collected from the school by an adult. The person collecting the child will be asked to sign for the child to ensure the safety of all children. If children are not collected, the school will contact the parents by other means and, if necessary, the other emergency contacts. The school website will also be updated with closure information.

Please ensure all phone numbers and emergency contact details are up to date at all times.

Health and Safety

The Health & Safety at Work Act requires staff to ensure that school is a safe place for children. Many aspects of safety and of responsible behaviour are included in class lessons. Fire drills are held regularly to familiarise pupils with the sound of the alarm and the procedure for evacuating the school building safely.

Should a child become ill at school or have an accident requiring more than minor first aid, parents will be contacted and asked to come to school. It is important that the emergency contact number is up to date in the event of parents not being available. Minor incidents requiring simple first aid are dealt with in school.

Our Health & Safety Officer is Jenny Ballantine, Headteacher.

Medicines in School

If any medication is required to be taken within school hours, parents must hand the medicine into the school office and sign a form authorising the school to administer it (forms can be found on the school website). Members of staff have the discretion to decline to administer medication if they so wish. For reasons of safety, medicines should not be left in the possession of children.

Parents are requested to inform the Headteacher if any medication taken at home is likely to have an effect in school (e. sleepiness or tiredness). This allows due attention to be given to the child and such information is treated in strict confidence.

First Aid

We have several staff trained in First Aid procedures. Should your child require first aid during the school day, he/she will be given a note home explaining any incident that required them to have first aid. For head injuries, we will also telephone to inform parents directly.

Name of Child Protection Officer

Jenny Ballantine, Headteacher and Sharlene Burns, Principal Teacher are the Child Protection Officers.

GIRFEC

Getting it right for every child (GIRFEC) is the Scottish Government's approach to promoting the wellbeing of children and young people. Wellbeing is described by 8 'indicators':

Safe Healthy Achieving Nurtured Active Respected
Responsible Included

These eight words help everyone to understand wellbeing in the same way and use the same language to talk about it. Sometimes the initials of the words are used, and the wellbeing indicators are referred to as SHANARRI.

The vast majority of Scotland's children and young people get all the help and support they need from within their families and their wider, local communities. But at times a child, young person or family might need extra help or support. The GIRFEC approach aims to make it as easy as possible for any child or young person (and their parents) to get the help or support that they need. Within schools, key staff are available to children, young people and their parents/carers to provide help, advice or support should they choose to make use of it.

The Child or Young Person's Plan is one single plan which coordinates all the services and agencies involved in supporting a child/young person, will help ensure that everyone works together to deliver better outcomes for the child or young person who needs additional support and their family.

Nursery

Each nursery provision will have a defined locality which may not be the same as the primary school catchment area. Localities are agreed and registered with the Education Services within Education & Children's Services. Parents of children attending nursery should be aware that a place in a local authority managed nursery class does not give children priority in gaining a place in the same school when enrolling for primary school. Entitlement to primary school is determined by the child's home address. The designated nursery provision for Pitcairn Primary School is at Methven or Goodlyburn Primary. Some local private nurseries are also Perth and Kinross partner providers.

Further details of nursery provision in Perth and Kinross are available in the Council's "Policy & Guidelines for Admission to Nursery Schools and Classes for School" which can be accessed on the Council's website at the following address:

<https://www.pkc.gov.uk/families>