



*Goldenhill Primary School*

*Handbook*

*2018*



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To empower our learning community to achieve  
the highest outcomes for all

## School Values

*Be kind, helpful, honest and respectful  
work hard  
Be the best you can be in school and in  
our community.*

**Together** – we aim to work with our parents and community in partnership to ensure that every learner achieves success

**Everybody Counts** – we aim to provide a positive, caring and supportive environment where all learners have the same opportunity to succeed and develop key skills for life, learning and work.

**Achieve** – we aim to promote a culture of ambition and achievement by focussing on high quality opportunities, expectations, confidence building and celebrating success.

**Motivate** – we aim to provide a rich and exciting curriculum which engages and motivates learners providing opportunities for everybody to achieve their full potential.

**Our curriculum is Pupil Centred, Inspirational and Inclusive.**

Goldenhill Primary School  
Stewart Drive  
Hardgate  
Clydebank



Dear Parent/ Carer,

I would like to extend a warm welcome to Goldenhill Primary School.

Goldenhill has a strong reputation with the local community as a provider of high quality learning experiences and pastoral care for all children who attend, as well as a tradition of excellence within the fields of Sport and the Arts.

Our new school building opened in August 2010, giving our pupils the opportunity to learn in a building of outstanding design, providing excellent accommodation and facilities, supporting innovative and effective learning and teaching approaches for the 21<sup>st</sup> century. Goldenhill pupils can expect to learn and play in a safe, happy, healthy and calm environment, where they are supported to achieve to the best of their ability. In creating this positive environment for learning, high standards for work and behaviour are established, based on a clear set of values including respect, equality and working to the very best of our ability.

The achievements of our pupils are celebrated through school assemblies, displays, features in local media and our monthly newsletter. All pupils have a range of opportunities to have their voice heard and contribute to our shared aim of continuous improvement.

As a parent/carer, we welcome your involvement in all aspects of school life and aim to encourage positive and productive partnerships between home and school. You will always be made welcome in Goldenhill whenever you wish to discuss any matter concerning the education or wellbeing of your child.

Yours sincerely,

Roselyn McGregor  
Head Teacher  
November 2017

**'Welcome to our school. If you come here, you'll find that we are very friendly'. P1-7 Pupil Council.**



**'Welcome to our school. If you come here, you'll find that we are very friendly'. Pupil Consultation Group**

<b>School Name</b>	Goldenhill Primary School
<b>Address:</b>	Stewart Drive, Hardgate, G81 6AH
<b>Telephone:</b>	01389 384030
<b>Fax:</b>	01389 384039
<b>E-mail:</b>	<a href="mailto:schooloffice.goldenhill@west-dunbarton.gov.uk">schooloffice.goldenhill@west-dunbarton.gov.uk</a>
<b>Present Roll:</b>	Current School: 285 (December 2017)
<b>Planning Capacity:</b>	424 (December 2017)
<b>Working Capacity:</b>	360 (December 2017)

Parents should note that the working capacity of the school may vary dependent on the number of pupils at each stage and the way in which the classes are organised.

**Stages Covered:** Primary 1 to Primary 7

This school is non-denominational and co-educational.

Community classes and organisations of various kinds meet in the school in the evenings. Information on the above and applications for lets may be obtained from Letting Section, Educational Services Department, West Dunbartonshire Council, Garshake Road, Dumbarton.

Our school is airy and bright and consists of classroom areas with one wall of folding doors opening out onto large attractive shared work areas with central Learning Zones & Library, Music Rooms, Assembly/PE Hall and separate Dining Room.

There is access to all facilities for disabled pupils, staff and visitors.

If parents or carers wish to voice any concerns to the school, we encourage you to do so at the earliest opportunity by telephone, email or in person, in order that we can work together to achieve a positive outcome. Parents or carers will be listened to, issues or concerns logged with action points agreed and followed up by the Senior Management Team. Should parents wish to voice a complaint, we would encourage you to follow the same procedure in order to work together towards a resolution that meets the needs of your child.

## **Local Learning Communities**

All educational establishments within West Dunbartonshire Council are members of a Local Learning Community (LLC). These LLC's are made up of one secondary school and its associated primary schools and include a number of Early Education and Childcare Centres and Partnership Nurseries. Goldenhill Primary School is a member of the Clydebank Local Learning Community.

The five Learning Communities in West Dunbartonshire have been established as part of West Dunbartonshire's educational improvement strategy. This strategy has a clear focus to raise educational aspirations, achievement and attainment of all pupils while improving the skills and knowledge of all staff involved in the education of children and young people.

Mrs Roselyn McGregor represents Goldenhill Primary School on the Clydebank LLC, however other members of staff may attend meetings in support of improvement work. The Clydebank LLC is led by Andrew Brown, Educational Services Manager who is assisted by the school's Quality Improvement Officer Mrs Susan Gray.

Updates on the work of the LLC's will be made available through parent council meetings and through Standards and Quality reporting.



(Parents should note that teachers may teach different stages each session.)

December 2017

**Headteacher:** Mrs Roselyn McGregor  
**Depute Headteacher:** Mrs Amanda Shiels  
**Principal Teacher:** Mrs Sharon Lappin

<b>Class Teachers:</b>	Miss P Kinsella	P7
	Mrs J Malcolm	P7/6
	Miss A Beatty	P6
	Mrs M Debuef (3 days per week)	P5B
	Mr S McGillvray(2 days per week)	P5B
	Mrs A Thomson	P5A
	Mrs J Walsh	P5/4
	Mrs A Freeman	P4
	Miss G Rae	P3
	Miss L Brown	P3/2
	Miss K Rankin	P2
	Mrs S Smith	P1B
	Mrs J Stephen	P1A
	Mrs S Walker	
	Mrs H Campbell	

#### **Visiting Teachers:**

Ms Gallagher 1 day per week & Miss McIntyre 1 day per week – strings tutor.

#### **Non-Teaching Staff**

Mr S Laurie	Facilities Assistant	Mrs C Anderson	Learning Assistant
Mrs S Jamieson	Clerical Assistant	Mrs E Wilson	Learning Assistant
Mrs K Fallon	Clerical Assistant	Mrs L McColl	Learning Assistant
Mrs S McKeown	Clerical Assistant	Mrs M Wright	Learning Assistant
		Mrs L Rawls	Learning Assistant
		Mrs A Bonner	Learning Assistant
		Mrs A McGee	Learning Assistant

#### **Catering Manger**

Mrs M Donaldson

#### **Cleaning Supervisor**

Mrs F Rafferty

#### **Supervision of Playgrounds**

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

**Adults are present in the playground from 8.45am (before the start of the school day).**

The number of teachers is adjusted each session according to the size of the school roll (currently 15).



## School Hours

<b>Primary 1 – 3</b>	9.00am until 12.30pm 1.15pm until 3.00pm	<b>Primary 4 – 7</b>	9.00am – 12.45pm 1.30pm – 3.00pm
<b>Intervals:</b>	10.45am until 11.00am		
<b>Lunch:</b>	<b>P1 – 3</b>	12.30pm until 1.15pm	<b>Lunch: P4 – 7</b>
			12.45 – 1.30pm

Whole school dismissed at 3.00pm each day

Children are not permitted to leave the school unsupervised at lunch time to purchase lunch in one of the local takeaways. Children may of course go home for lunch with parents' permission.

### **Late coming**

The school monitors children arriving late for school. Where there is persistent lateness, the parent will be advised of the number of occasions on which their child is late and invited to discuss any difficulties with the school.

Children arriving late (after their class line has left the playground) should be directed to the controlled entry at the Main Entrance. Their time of arrival will be logged at the school office.

### **Emergency Closure**

During school hours it is essential that each child has an emergency contact address. This address should be of a person who is readily available in the event of an emergency closure due to severe weather, lack of heating or fire etc. Older children should be made aware of where they should go in an emergency. No child will be left unattended should no address be available. Parents will be contacted via text message whenever possible to alert them to emergency closure. Parents should ensure that their mobile and emergency contact numbers are updated as often as required, especially in the winter months.

### **Information in Emergencies**

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, interruptions to transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or reopening. The West Dunbartonshire Council website <http://www.west-dunbarton.gov.uk/schools-and-learning/> contains information about such closures and re-openings. We shall also keep you informed through text messaging, letters and announcements in the press and on local radio.

### **School Security**

The school has a controlled entry system at the main entrance and all visitors to the school should enter by this door. Playground gates are made secure when the children are at play. All external doors are alarmed. During the school day there is no access to the school other than by the main entrance from Stewart Drive.





## School Holidays 2018/2019

### 2017 First Term

	Staff Return	Tuesday, 14 <sup>th</sup> August 2018
	Pupils Return	Thursday, 16 <sup>th</sup> August 2018
September Weekend	holiday	Friday, 21 <sup>st</sup> September 2018
	holiday	Monday, 24 <sup>th</sup> September 2018
Inservice (Holiday for pupils)		Friday, 12 <sup>th</sup> October 2018
October Holiday	close	Monday, 15 <sup>th</sup> October 2018
	re-open	Monday, 22 <sup>nd</sup> October 2018
Close for Christmas		Friday, 21 <sup>st</sup> December 2018 at 2.30pm

### 2018 Second Term

	Re-open	Monday, 7 <sup>th</sup> January 2019
	holiday	Monday, 11 <sup>th</sup> February 2019
	holiday	Tuesday, 12 <sup>th</sup> February 2019
	Inservice	Wednesday, 13 <sup>th</sup> February 2019
	re-open	Thursday, 14 <sup>th</sup> February 2019

\*Note pattern – Holiday Monday & Tuesday, Inservice Wednesday.

Close for Spring Holiday		Friday, 29 <sup>th</sup> March 2019 at 2.30pm
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### 2018 Third Term

	Re-open	Monday, 15 <sup>th</sup> April 2019
May Day Holiday		Monday, 6 <sup>th</sup> May 2019
May Weekend		
	Inservice(holiday for pupils)	Thursday, 23 <sup>rd</sup> May 2019
	holiday	Friday, 24 <sup>th</sup> May 2019
	holiday	Monday, 27 <sup>th</sup> May 2019
	re-open	Tuesday, 28 <sup>th</sup> May 2019
Close for summer		Friday, 28 <sup>th</sup> June 2019 at 1.00pm

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**‘We want people to know more about our new school’. P. 4 pupil**

Our pupils are proud of their school and its history as part of the local community of Hardgate.

The new Goldenhill Primary was completed in summer 2010 and was occupied for the first time in August 2010. The 3 distinctive wings of the new school were named by children during the build to

reflect the area: ‘Antonine’ after the Antonine Wall, ‘Cochno’ after the Cochno Estate and ‘Clyde’ after the River.

It is situated in Stewart Drive near Hardgate Cross to the north of the A82 in the northern part of Clydebank. The area surrounding the school has Roman stone remains from the Antonine Wall in adjacent Goldenhill Park to the rear of the school.

Kilbowie Road North, into which Stewart Drive leads, houses the headquarters of the divisional Fire Brigade and Clydebank Fire Station.

At Hardgate Cross there is a wide range of shops and business making this a busy centre. Most of these shops and businesses have been involved at different times with the school’s local study projects: the fire station, the bank, the local hairdresser, the car showroom, the supermarket etc., depending on the nature of the topic. The Antonine Sports Centre is situated at the end of Goldenhill Park. Nearby is Duntocher Trinity Church to which the schools’ chaplain is attached.

The catchment area of the school is wide, stretching from the north side of the A82 encompassing both sides of Kilbowie Road North as far as the outlying smallholdings and Cochno Farm. A modern housing estate is situated north/west of the school and there is substantial new house building around and near the school. The catchment area to the north east stretches as far as Hardgate Golf Club.

The school also has a high percentage of children who attend the school as a result of placing requests (currently 61%) and many of these children, in addition to catchment area children, are brought to and from school by car each day.

Children for whom statutory transport is provided, are brought to and from school by private taxi arranged by the authority. A number of other children are also collected by private taxis arranged by their parents. (Please see later advice on private taxis)

**‘We want people to know we’re a great school and let them hear about our achievements’. P. 6 pupil**

The transition process for children starting at Goldenhill will begin early in the school session, with a programme of visits and activities designed to support as smooth a transition as possible from nursery to school. Nursery staff and Primary 1 teachers have opportunities to plan learning experiences together to meet the needs of children moving into P1 and to share information on individual children so that their progress in nursery can be built on. Primary 1 staff visit local nurseries to meet children and to discuss arrangements to support them in making a successful transition into primary school.

Parents and carers planning to enrol their child at Goldenhill are also offered a number of opportunities to visit the school both during the school day and in the evening to find out more about learning and teaching approaches at Goldenhill and how best to support their child in starting school. Enrolment dates are listed locally in December and parents should telephone the school to arrange an appointment for enrolment week in January. Parents wishing to enrol children at other times during the session should contact the school office to arrange an appointment with the Headteacher. Parents from outside the catchment area wishing to make a placing request for their child should enrol at their local school initially where they will be given a placing request form which they should complete and return.

Parents/carers are welcome to contact the school should they require more information at any point or wish to schedule an additional visit.

**‘Teachers are nice, helpful, funny, caring and smart for the wee people’.**  
**P.3 pupil**

## Curriculum, Assessment and Arrangements for Reporting to Parents

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools to share good practice and explore learning together. The experiences and outcomes of Curriculum for Excellence balance the importance of knowledge and skills, with a focus on pupils as active participants in their learning. Pupils can expect to be involved in the planning of learning experiences, with an element of pupil choice being built in to programmes of study.

**‘We enjoy the lessons and the teachers are nice’ P.4 pupil**



### **Literacy and English**

This consists of Reading, Writing, and Listening & Talking, and includes aspects such as poetry and debating skills. Throughout the school, reading-related activities are an integral part of the curriculum. The teaching of reading is therefore not only restricted to the use of the school reading books but includes a wide variety of activities, allowing pupils to investigate fiction and non-fiction texts with increasingly complex ideas and structures. The school also uses ‘Jolly Phonics’ in Primary 1, 2, 3 and 4 to support the development of skills in reading and spelling. The progressive development of skills in Writing and Listening & Talking is designed to support pupils to communicate and interact effectively and with confidence in a range of situations. Literacy skills are also developed through other areas of the curriculum, with pupils applying learned skills in literacy in a range of different contexts.

**Mathematics** This consists of information handling; number, money and measure; shape, position and movement. Maths in context is in evidence throughout the school and maths & numeracy are not always taught from a textbook, but through a variety of meaningful experiences and sources, recognising the importance of mathematics in our everyday life. The core mathematics scheme currently in use to support the development of skills required to interpret and analyse information and solve problems is Heinemann Active Maths. At the early stages, particular emphasis is placed on learning through experience and activity rather than by rote. This emphasis is carried on throughout the school where problem-solving has a meaningful purpose in relation to children's everyday experiences.

### Sciences

Through learning in the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. At Goldenhill, pupils engage in a range of collaborative investigative tasks, which allows them to develop skills in problem solving and analytical thinking in relevant contexts. The key concepts in Sciences are developed within the following organisers: Planet Earth, Forces, Electricity and Waves, Biological Systems, Materials and Topical Science.



### Technologies

The technologies framework offers challenging activities which involve research, problem solving, exploration of new and unfamiliar concepts, skills and materials, and the rewarding learning which often results from creating products which have real applications. It provides progression in cognitive skills. Children and young people will develop their creativity and entrepreneurial skills and be encouraged to become innovative and critical designers of the future.



The technologies framework has six organisers: Technological Developments in Society, ICT to Enhance Learning, Business, Computing Science, Food and Textiles, Craft, Design, Engineering & Graphics.

### Social Studies

This consists of People, Past Events and Societies; People, Place and Environment; People in Society, Economy & Business. Through social studies, children develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and how it has been shaped. Learning takes place within contexts and experiences familiar to children, with a focus on active learning which provides opportunities to observe, explore, experiment and play. Outdoor learning, visiting contributors and field trips are used to support learning in Social Studies.

### Health and Wellbeing

Learning in health and wellbeing ensures that children develop the knowledge and understanding, skills, capabilities and attributes they need for mental, emotional, social and physical wellbeing now and in the future. The school takes a holistic approach to promoting health and wellbeing, one that takes account of the stage of growth, development and maturity of each individual, and the social and community context. Relevant links are made to the development of skills in Health & Wellbeing as teachers plan using experiences and outcomes in other curricular areas.

In certain areas of the health & wellbeing curriculum, such as Relationships, Sexual Health & Parenthood Education, parents will be informed in advance of planned lessons so that they can be given an overview of planned programmes and discuss any issues with staff.

**‘We learn a lot about different subjects and we have Learning Reviews with our teacher’. P.7 pupil**



### **Expressive Arts**

These consist of Music, Art and Design, Dance and Drama. Experiences in the expressive arts involve creating and presenting and are practical and experiential. At Goldenhill, we aim to recognise and nurture the creative and aesthetic talents of all pupils while developing skills and techniques relevant to specific art forms.

### **Languages 1 & 2**

The learning of a modern language now begins in Primary One. In our Local Learning Community, the second language is Spanish. All pupils are being introduced to basic Spanish vocabulary and phrases on a daily basis. This year during Term 3 pupils from P4-7 will also be introduced to a third language – French. This is in line with West Dunbartonshire’s Strategy of every pupil learning a second language from P1 and a third language from P5 by 2020.

### **Interdisciplinary Learning**

Pupils have opportunities for interdisciplinary learning throughout the school year, allowing learners to make connections between different areas of learning and enjoy relevant and challenging learning experiences beyond subject boundaries. These experiences take the form of coherent and meaningful one-off projects or longer courses of study and are planned to ensure progression in skills, knowledge and understanding.

### **Religious and Moral Education**

Religious and Moral Education is taught throughout the school encouraging an awareness that beliefs and values are fundamental to families and to the fabric of society in communities, local and global.



Three world religions are studied: Christianity, Islam and Judaism, with a focus on developing an understanding of Christianity, which has shaped the history and traditions of Scotland and continues to exert an influence on national life. The skills of reflection and critical thinking and an enhanced understanding of the beliefs and values of others are all crucial in developing

children’s understanding of diversity in our society and their own roles in it.

Any parent wishing exemption from RME or from Religious Services for his/her child can arrange this in consultation with the Headteacher.

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

### **Access to the Curriculum**

At Goldenhill, we are committed to removing barriers to learning and ensuring that all pupils can access the curriculum. We aim to do this by identifying pupil needs at an early stage and reviewing pupil progress at regular intervals, working with other professionals as required. We also work to develop positive partnerships with parents and to make effective use of staffing, time and resources to support individual pupils.

### **Assessing Pupil Progress**

Pupil progress is assessed on a daily basis, as teachers measure pupil progress in relation to the learning intentions identified for each lesson and identify next steps in learning. Progress

towards the Outcomes & Experiences of Curriculum for Excellence is also measured at regular intervals and is discussed at a target setting meetings with the Headteacher and during assessment moderation meetings. Evidence, in the form of assessed pieces of pupil work, is recorded and used to inform teacher judgement about pupil levels of attainment. Baseline literacy and numeracy assessments are carried out across the school to establish pupil progress and identify next steps, while the 'Collaborative Procedure' assessment aims to identify the progress/needs of all pupils at the P.3 stage and put in place any support necessary. Standardised assessments are used at key points to measure pupil progress in maths and reading.

### Tracking

The progress of all pupils in relation to Curriculum for Excellence is tracked and monitored regularly by the class teacher and head teacher. Teachers meet with the head teacher to discuss pupil progress and to ensure pupils are on track with their learning. Pupils are encouraged to discuss learning and their progress with personal targets. Class teachers and the head teacher keep records of pupil progress and pupils at all stages identify key pieces of work that demonstrate targets for learning are met.

### Reporting to Parents

Reports on individual pupil progress in relation to Curriculum for Excellence are sent out to parents each year.

Your child's report will tell you about your child's progress throughout the year. It will include information and teacher comments about:

- the breadth of learning your child has experienced within curricular areas
- the level of challenge planned for your child to ensure he/she is achieving his/her full potential and being supported appropriately
- how well your child can apply learning in new and unfamiliar contexts.

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

Parents are invited to attend a Parents' Evening in November to discuss their child's progress and may attend a further meeting in May as required. There will also be opportunities throughout the school year to attend school events and look at work your child has completed. The parents of our P1 pupils are welcomed each month into the classroom on Friday afternoons from 2.40pm throughout the school year, giving parents an opportunity to discuss their child's learning. Parents who are concerned about any aspect of their child's progress are welcome to telephone the school when a time can be arranged to discuss any concern with the class teacher and/or the Headteacher.

### Policies for Parents/Carers

The local education authority has produced policies for parents which provide information for new parents at school. Copies are available from the school or can be accessed from the council website.

In Goldenhill we are producing updated policies for different aspects of school life, e.g. homework, anti-bullying, positive relationships, emergency closure etc. These will be available from the school on request.

### **Homework**

Homework varies from stage to stage and according to the ability of the child. Normally it should be an opportunity to practise skills in reading, maths or spelling, or seek information for projects and discussion. It should not take more than half-an-hour, depending on the age of the child. Some homework activities may run over several days or weeks, giving some flexibility in days/times allocated to their completion. Parental co-operation is anticipated in the supervision of this part of the curriculum in that we request that parents sign that the homework has been tackled in a satisfactory manner.

**Parents should not feel that they have to correct the homework, rather, leaving this to the teacher who can see where a child has had difficulty with unsupervised work.**

### **The Schools Priorities for Improvement**

Development work in relation to the full implementation of Curriculum for Excellence is ongoing at Goldenhill and in schools throughout Scotland. Through regular self-evaluation activities, we aim to give a clear indication of areas for improvement. Some of the school's achievements over the last 12 months include:

- The provision of learning opportunities and programmes of study to promote increased challenge, enjoyment and progression through Curriculum for Excellence
- Continuity and progression supported at the transition stages from nursery into P1 and P7 into S1 through close partnership working.
- Developments in monitoring and tracking of pupil progress develops focus on pace, challenge, continuity and progression across school.
- The wide range of pupil opportunities for personal and wider achievement, including extra-curricular activities
- Improved opportunities for those at risk of missing out improved through development of the Getting it Right for Every Child approach to identifying risk factors and needs.
- Approaches to planning and assessment which support continuity and progression across levels and throughout the school.

Goldenhill Primary is committed to continuous improvement. Over the next 3 years, we plan to work towards the continued improvement in levels of attainment in Maths and Literacy & Numeracy, further build on our approaches to assessment, further develop opportunities for outdoor learning and develop our approaches to tracking progress for each pupil. Parental involvement is also a key area for development, as we look at ways of involving parents more fully in the life of the school and in their child's learning.

**Our school is very clean, we have a good pitch and kind teachers. It's an awesome school'. P.5 pupil**

## Home and School Links



Parents are invited to school many times throughout the session to take part in a variety of activities. This may be to assist teachers and children in the classroom with a particular topic, to help with resources, to accompany classes on trips, to speak to the children about a particular area of expertise or interest, or to view the activities and work in progress. We have concerts or entertainment throughout the year, Parents' Evenings when teachers are available for private discussion, and, in the case of Primary 1 children, Friday afternoon 'Soft Finish' when parents can share and discuss their child's learning with them. Also arranged are whole-school curriculum and information meetings, including Meet the Teacher afternoons, where parents of all children in the school are welcome to attend. School news and details of things happening in the school calendar are intimated to parents by a monthly newsletter. Regular letters of information/permission are issued to individual classes as appropriate.

The school often communicates with parents by way of text message and we ask parents to supply their mobile phone number and to inform the school of any changes in number. We will also ask for details of email addresses in order to keep parents informed, and ask that the school is notified of any changes. All contact details and emergency contact details should be kept up to date so that parents can be contacted as required.

Parents are able to help us, for example, in accompanying children on educational visits or by helping in school and we welcome volunteers. On occasions we ask for parents' names to form a list of available parents.

Our school has an open and welcoming ethos, and parents are encouraged to discuss any concerns or issues with school staff as they occur. We will aim to return any calls from parents promptly.

We are fortunate in having a very supportive Parent Council, enabling us to organise and fund a range of additional learning opportunities for our pupils and we would encourage parents to become involved. The Parent Council arrange a variety of very successful and enjoyable fundraising activities over the school session, to the benefit of all our learners.



## Equal Opportunities and Social Justice

All learners in West Dunbartonshire have an entitlement to an educational service which will support them in developing their values and beliefs and enable them to:

- achieve the highest possible levels of literacy and numeracy and cognitive skills
- develop skills for learning, skills for life and skills for work
- develop knowledge and understanding of society, the world and Scotland's place in it
- experience challenge and success

At Goldenhill Primary, we are committed to promoting and sustaining equality and inclusion, and aim to demonstrate this commitment through the way in which we develop, consult on and deliver services.

We are also continuing to develop our approaches to *Curriculum for Excellence and Getting It Right For Every Child* which provide a framework for children to access appropriate curriculum and supports to enable them to thrive.

The Council's approach to the promotion of equality and diversity is set out in its [Equality Outcomes and Mainstreaming Report](#)

For further details on this or other equalities policies, contact:

Policy Development Officer  
 Community Planning and Policy Team  
 3rd Floor, Council Offices,  
 Garshake Road,  
 Dumbarton  
 G82 1NZ  
 Tel: 01389 737269  
 Email: [community.planning@west-dunbarton.gov.uk](mailto:community.planning@west-dunbarton.gov.uk)

**‘When we put a request in to the Headteacher she will always help us. She is good at listening’. P.5 pupil**

### Additional Support Needs

In West Dunbartonshire a process called Staged Intervention is used to identify and support children who have additional support needs, whether those needs are educational, social or emotional. The school currently supports pupils with a wide range of additional support needs including pupils on the autistic spectrum, with genetic conditions which impact on learning, those requiring a high level of medical intervention, children requiring support with social and emotional issues, pupils with dyslexic-type difficulties and children who may require support with a specific area of the curriculum. Highly able pupils are supported to ensure appropriate pace and challenge through the curriculum.

Staged Intervention is based on:

- \* strong partnership working within education, with partner agencies and with parents;
- \* early identification of additional support needs by assessing needs carefully and well;
- \* targeting of resources for maximum effectiveness through careful planning and joint working,
- \* regular reviews and assessment of achievements and progress.

In West Dunbartonshire we have four stages of intervention. School staff identify issues impacting on an individual's learning and interventions are planned and evaluated. Further assessments are carried out as necessary after consultation with parents, with the

involvement of our Network Support teacher or Educational Psychologist sought as required. Resources, including additional input from school staff may be implemented to meet learners' needs. Children may move between the stages as appropriate. The needs of some pupils may be best met through an Individualised Education Programme or a Co-ordinated Support Plan which outlines their additional support needs, educational objectives that have been set for them to achieve and the support they need to achieve these objectives. Parents can be expected to be involved at all stages of the staged intervention process and should contact the school's Pupil Support Co-ordinator (Mrs S Lappin) at any point to discuss progress.

Further information can be obtained on all aspects of additional support needs from West Dunbartonshire's Council website at:

<http://www.west-dunbarton.gov.uk/schools-and-learning/schools/additional-support-needs/>

Enquire- The Scottish Advice Service for Additional Support for Learning also has a wide range of information for parents on Additional Support Needs. They offer independent, confidential advice and information which can be accessed at [www.enquire.org.uk](http://www.enquire.org.uk) , their Telephone Helpline: 0845 1232303 or Email Enquiry Service: [info@enquire.org.uk](mailto:info@enquire.org.uk). They also produce a number of clear and easy-to-read guides and factsheets including The Parents' Guide to Support for Learning.

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

Getting it Right for Every Child (GIRFEC) is the Scottish Government's approach to promoting and safeguarding the wellbeing of children in Scotland. In most cases the families around each child will be able to offer all the help and support that is needed. However, there are times when a child may need a bit of extra help. The GIRFEC approach is there to make it as easy as possible to get that help when it is needed.

The GIRFEC policy requires that every child and young person and their family have access to help and support from a Named Person. The role of the Named Person is to safeguard and support the wellbeing of children and young people very much like the support that has always been offered by key members of staff in school. The role of the Named Person is integrated into the current role of key promoted members of staff in schools and serves to strengthen the support they currently provide as a central point of contact for children, parents and other people working with them.

On our school website you will find the names of the members of staff who have been given the role of Named Person for each age group of children along with the arrangements for cover in the event of absence.

It is our intention to support the wellbeing and safeguarding of all our young people. Parents are reminded that the Named Person will only offer advice or support in response to a request from a child or parent, or when a wellbeing need has been identified. There is no obligation to accept the offer of advice or support from a Named Person.

### **Holiday Cover**

The GIRFEC policy also recommends the local authorities provide continuity of the Named person Service during school holiday periods. At these times the Named Person Service will be provided by suitably qualified staff from the Central Named Person Service at the Council Offices. See contact details below.

### **Central Service Named Person Service:**

**Joanne Scott (Education Support Officer) 01389 737303**  
**education.nps@wdc.gcsx.gov.uk**

The school has many ways of supporting children, both curricular and pastoral, and designated staff are allocated to children as required, within the school's positive and safe environment.

Learning activities help our pupils develop the knowledge and skills to keep themselves safe and appropriate programmes for health and personal safety are provided as part of the overall curriculum provision. Parents are given information on specific health and safety programmes, including Internet safety. We make it clear to pupils that they will be respected and listened to.

All staff in the school are required to be aware of child protection issues and are provided with regular information on Child Protection Policy and Procedures. The school maintains close working relationships with all other relevant agencies to ensure appropriate information is shared and that professionals from various agencies work collaboratively for the well-being of the children and young people. All staff have a responsibility to report concerns regarding the

welfare or safety of a child or young person to the Headteacher. If the Headteacher, or the person deputising for the Headteacher is of the view that there may be grounds for concern, they will immediately contact the duty senior social worker and advise them of the circumstances.

All our pupils have frequent and regular opportunities to discuss their learning with adults who know them well. The school's curriculum structure has time allocated for such discussions each week, with teachers supporting pupils in setting appropriate goals for the next stages in learning. Pupil Profiles and Learning Logs contain information on pupil progress towards set goals. Groups consisting of pupils P1-7 also meet with the Headteacher to discuss progress in learning and identify areas for school improvement.



## **School Ethos**

Our work in school is based on our shared school values, expressed as 'T.E.A.M.'

**T** Together – we aim to work with our parents and community in partnership to ensure that every learner achieves success.

**E** Everybody Counts – we aim to provide a positive, caring and supportive environment where all learners have the same opportunity to success and develop key skills for life, learning and work.

**A** Achieve – we aim to promote a culture of ambition and achievement by focussing on high quality opportunities, expectations, confidence building and celebrating success.

**M** Motivate – we aim to provide a rich and exciting curriculum which engages and motivates learners providing opportunities for everybody to achieve their full potential.

These values have been developed by our school community and can be seen in our approaches to learning and teaching. Our school values were agreed by pupils, staff and parents. They are:

**Be kind, helpful, honest, and respectful**

**Work hard.**

**Be the best you can be in school in our community.**

These shared values also reflect the high standards we set for work and behaviour. Pupil achievement is recognised and celebrated through whole school assemblies, our Pupil Notice Board, school newsletters and articles in the local media.

**'Teachers are very encouraging and helpful'. P7 pupil**

## **Promoting Positive Behaviour**

The relationship between pupil and teacher requires to be strengthened by mutual consideration and respect. The aim of discipline in school is to foster this mutual respect, in order to create within the school a happy, secure and motivating atmosphere for all children.

It is the policy of the school to minimise the impact of any inappropriate behaviour on the progress and well-being of children. The school's values form our code of behaviour, based on the rights and responsibilities of the whole school community. Our Pupil Council has rewritten the school's 'Golden Rules', which now reflect our school values. Our strategy for promoting positive behaviour reflects our school values of respect and equality, places emphasis on pupil wellbeing and nurture and is built on restorative, solution-oriented practice. This approach centres round positive visual displays in each classroom, individual star charts and a merit system which links to our school House system. In this way, good behaviour is recognised and celebrated, while there is a clear process for addressing inappropriate behaviour in the school, which is understood by pupils. Parents will be invited into school to discuss any aspects of their child's behaviour which is impacting negatively on learning or the health and wellbeing of others. The co-operation of all parents in this important aspect of school life is very much encouraged.

There is a Pupil Notice Board in the main foyer where children's achievements, both social and academic are recorded for all to see. At our weekly assemblies, children are given the chance to share their own good news and achievements with the rest of the school. Both classes and individual children receive good work or good behaviour certificates and stickers on a regular basis.

## **Better Relationships Policy**

The school works hard to create an environment where children can work and play in safety without the fear of being bullied. Our anti-bullying work is based on a system of rights and responsibilities, encouraging pupil involvement in finding solutions to difficulties. The school's policy on Better Relationships is available to parents. The school will always investigate any alleged bullying and take action in accordance with this Policy. The school will seek parental involvement in cases of bullying and very much appreciates the support of all parents in this respect.

## **School and Community**

The school is a vital part of the community in which it is situated and maintains strong links with the local Church. Our visiting Minister, Gregor McIntyre, regularly attends whole school assemblies and has helped us to develop links with residents from our local nursing home as well as supporting our Fair Trade work. The Community Involvement branch of the Police also visit the school, often working with our Junior Road Safety Officers to address road safety issues. We also have a Credit Union operating in school, to support pupils in their financial education and to encourage a regular saving habit. Children are encouraged to take part in all aspects of the life of Hardgate. The school, through its own efforts, supports many charities both local and



national and contributes regularly to them. The area surrounding the school is also rich in providing resources for environmental studies. Visits are regularly made to Goldenhill Park, Duntocher Trinity Church, the Fire Station, local bank and business, and the area surrounding the school for local area studies. We work closely with organisations such as Active Schools and Sports Development to plan activities for pupils, as well as local sports clubs such as Clydebank Rugby Club and Dalmuir Housing Association Football League. The school is also involved in local Netball and Football Leagues, giving opportunities to play teams from other schools in the area. The involvement of members of our community in school events and activities is actively encouraged and we foster links through the local press and radio stations.

## Pupil Voice

Goldenhill's Pupil Council consists of pupil representatives P1-7, voted onto the Pupil Council by their classmates. Pupils on the council represent their peers in school decision-making processes and are involved in activities such as organising charity fundraising events, taking action on school issues and recruiting pupils for roles such as School Librarians or Reading Buddies. Our Junior Road Safety Officers take leadership in promoting road safety within our community while our House Captains represent our school at a range of events. P4-7 pupils take part in Masterclasses, supported by Teachers. Learning Assistants and Parents they cover a range of topics such as digital photography, sewing, cookery, forest schools, athletics, running, golf, art- clay modelling, chess, technology, knitting and art and design.

## Facilities for Sport and Extra-Curricular Activities

### **Sport**

Children are actively encouraged to take part in sport at this school. This ranges from school-based sports to community and West Dunbartonshire Council run sporting events when teams represent the school. At present children in Primary 1 – 7 experience a variety of sports including Football, Rugby, Netball, Badminton, Hockey, Athletics and P.1-3 'Mini Movers'. There are some inter-school tournaments which take place during the session enabling children to take part in friendly competition with other schools. Children in Primary 7 also receive swimming lessons for one term at The Playdrome in Clydebank.



Annual Sports Days are held in the school grounds and this is a family event where parents are made most welcome.

### **Facilities for Sports**

Our school has accommodation for sport and includes outside play areas and a large outdoor sports pitch as well as 2 indoor areas for sports recreation.

### **Extra-Curricular Activities**

There are many activities which are arranged for the children after the school day. These change from year to year and this year include Mini-Movers, Netball, Football, Athletics, Rugby & Dance as well as Space Club and Basketball Clubs this session. Parent volunteers play a key role in the running of many of our extra-curricular activities and we welcome the involvement of parents in after-school activities.

From time to time there are different music groups in the school. On occasions there are violin groups and the school choir. Children are taught in the school by professional instructors of violin.

Seasonal concerts and entertainment are a popular feature of the school, with performances at Christmas concerts and class assemblies giving all the children in the school an

opportunity to take part. We also have whole school events such as our Scottish Focus week and Open Afternoons. Various other events are held at other times during the year including author visits, theatre group visits and opportunities for P6-7 pupils to work with Scottish Opera during workshops and performances.

P.7 take part in a residential trip lasting several days where they take part in activities such as abseiling, canoeing and rock climbing taught by instructors. This is found to be an invaluable part of their social education as well as being of great educational value.

**‘We have lots of clubs to help keep people active’. P5 pupil**

### Supervision of Playgrounds

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

There is an adult presence in the playground from 8.45-9.00am and at break times.

### School Clothing and Uniform

Pupils attending schools within West Dunbartonshire Council are strongly encouraged to wear school uniform. Our contact with parents in recent years has also made us aware that the vast majority are in favour of uniform. The wearing of school uniform helps promote the identity of the school in the local community and helps us create an ethos of sharing and pride in the school.



Most people tend to form opinions about a school by the appearance and behaviour of the pupils.

West Dunbartonshire Council supports the wearing of the uniform in all its school because it:

- improves school security by making it easier to identify intruders
- builds a sense of identity and belonging to the school
- gives pupils an equality of appearance thereby discouraging competition
- is cheaper to buy than other clothing which pupils may wish to wear
- encourages school discipline and a work ethic amongst pupils.

**‘We want people to know about our uniform and what the rules are’. P3 pupil**

The forms of dress which are unacceptable in school are items of clothing which:

- potentially, encourage faction (such as football colours including strips and equipment)
- could cause offence (such as anti-religious symbolism or slogans)
- could cause health and safety difficulties, such as loose-fitting clothing, dangling earrings, sportswear made of flammable material and body piercings/jewellery for PE and sport
- could cause damage to flooring
- carry advertising, particularly for alcohol or tobacco
- could be used to inflict damage on other pupils or be used by others to do so

- are valuable or expensive items of clothing or jewellery which represent a security issue for the school.

Parents receiving income support, jobseekers allowance (income based), housing benefit or council tax rebate will normally be entitled to monetary grants to assist with clothing and uniform. Information on clothing grants is available from the school office or on the council website at [www.west-dunbarton.gov.uk/schools-and-learning/](http://www.west-dunbarton.gov.uk/schools-and-learning/) . Approval of any requests for such grants made by parents in different circumstances are at the discretion of the Director of Educational Services. Application forms may be obtained online from West Dunbartonshire Council Website and from the benefits section, 1<sup>st</sup> floor, West Dunbartonshire Council, Garshake Road Dumbarton. Tel:01389 738282.

Parents are asked to assist the school by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school. Parents should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the Authority can be shown to have been negligent.

The colour scheme and certain items of dress that comprise an individual school's uniform should be determined, through a consultation process which is appropriate to each school. This consultation process should involve pupils, parents and staff. A range of options for this uniform may be considered including, for example, different items of clothing for summer.





## **Goldenhill Primary School Uniform**

### **School uniform**

School tie  
 White Blouse/shirt  
 Black skirt/pinafore  
 Black trousers  
 Red cardigan/sweatshirt  
 Black blazer (at parents' discretion)  
 White or black socks  
 Black, red or white tights  
 Black shoes  
 We recommend no jewellery except watches

\*Pupils may wear EITHER shirt and tie  
 OR poloshirt

Either a poloshirt or collar and tie should be worn under sweatshirt.

### **Items of clothing not permitted to be worn**

- no football strips, football colours or equipment (hats/bags etc) at any time.
- no tracksuit or tracksuit/jogging trousers\*\*
- no jeans
- no denim of any kind
- no leggings
- no dangling earrings or other jewellery which could cause injury
- no articles of clothing with slogans/logos

\*\* tracksuits may be worn for football lessons outdoors in colder weather.

**Sweatshirts and poloshirts are available to purchase from school in April & October (outwith this time from Tesco online or Schoolwearmadeeasy.com)**

**Ties and badges from Goldenhill Parent Council (at school office).**

**School Colours are red, white and black**

### **PE Uniform (required on PE Days)**

School poloshirt or plain white T-Shirt  
 black shorts  
 ankle socks  
 gymshoes

**All jewellery, including earrings must be removed for PE, Sport, Drama or Movement lessons;  
 all children are required to change back into school uniform after PE;  
 gymshoes should be kept in school at all times.**

### **Recommended Summer Uniform**

(Options for the summer term (after Easter) or during Autumn Term (until September weekend)  
 Summer dresses  
 Short Black Trousers

## Attendance at School

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

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

**It is essential that parents contact the school between 8.30 and 9.00am to inform us of their child’s absence. This lets us know that your child is safe and hasn’t failed to arrive at school for any reason, unknown to parents.**

Parents who know that their child is likely to be absent from school for some time should contact the school to this effect. Every child on his/her return to school after any absence, whether long or short, should bring a note of reason for absence. Any child returning to school with no note of explanation will receive a letter asking for written explanation from the parent.

**Parents telephoning the school to inform us about absence of a child should telephone between 8.30 and 9.00am. Other telephone calls can be made during the school day 9.00 – 4.00 pm. Where there is unnotified absence, the school will make every effort to contact the parent as soon as possible. Parents must provide the school with up-to-date contact information.**

The policies for Parents document “Achievement through Attendance”, available to all parents from the school or on the council website [www.west-dunbarton.gov.uk/education-and-learning/schools](http://www.west-dunbarton.gov.uk/education-and-learning/schools), outlines the importance of good attendance.

The Scottish Government has now issued guidance to all local authorities indicating that family holidays taken during term-time should be categorised as unauthorised absence (Circular no 5/03).

Only in very exceptional circumstances will it be possible for the Head Teacher, with the approval of the local authority, to authorise family holidays during term-time.

Clearly with no explanation from the parent, the absence is unauthorised.

Parents who wish to remove their child from school for the purpose of a family holiday during term time should write in advance to the Headteacher indicating the period of removal and when the child is likely to return to school.

Homework packs will NOT be provided for children going on holiday during term time.

The school monitors all children’s attendance regularly. Parents will be informed if their child’s attendance is giving cause for concern and a meeting arranged to discuss any difficulties. If there is no sustained improvement after this meeting, pupils can be referred to the Attendance Review Committee which works with schools and families to secure improved attendance. There are different organisations which can support parents and children in this respect and this can be discussed at any of the school attendance meetings. Support is also available from the Pupil and Family Support Team deployed across schools in West Dunbartonshire. The authority also has the power to write to, interview or prosecute parents, or to refer parents to the reporter of the children’s hearings, if necessary.



In West Dunbartonshire the focus is on “healthy choice schools” as part of the Hungry for Success Initiative. The introduction of a two course meal appears to be the best way of ensuring that each child gets the correct nutrients from their school lunch. All school meals will cost £2.15, the current school meal price. If parents wish their child to stay for school lunch, they should send £2.15 each day for the school meal. You can be assured that your children will receive a fully balanced meal.

West Dunbartonshire’s menu will be two courses, a salad bar, potatoes and vegetable, plus fresh fruit. **There will also be bread and drinks supplied at no extra cost as part of the meal.** The drinks available will be water or milk. Charging a set price for the meal allows the lunch money to be collected at a different time during the day, which allows more actual time in the dining room rather than standing in a queue at the till. Parents should inform the school if their child requires a special diet, as every effort will be made to accommodate their needs.

Children of parents in receipt of income support, job seekers allowance (income based) or child tax credit only with an income of £16,500 or less are entitled to a free mid-day meal. Information and application forms for free school meals may be obtained online at the council website at [www.west-dunbarton.gov.uk/schools-and-learning/](http://www.west-dunbarton.gov.uk/schools-and-learning/)

Children who bring packed lunches also eat lunch in the Dining Hall. At the start of session, parents of P1 pupils are invited to join their children for lunch on an arranged day to see the choice of food available and how the cafeteria operates.

Free school milk is also available to pupils during the school day and we would ask parents to encourage their child to drink the milk

## Pupil Health and Welfare

### Medical and Health Care

Routine Dental and Medical inspections are carried out in school on groups of children by the school dentist and school nurse. Parents will be asked to complete permission forms when their child starts school.



The School Dentist examines children's teeth from time to time. Postcards are issued to those requiring treatment, but a parent can get such treatment from his/her own dentist if preferred. Children cannot be excused from the examination except upon receipt of a direct, written request from the parent.

The School Nurse visits the school on occasion. Parents are expected to take their child to their own GP for all immunisation. Pupil flu immunisation is carried out in school each year. On the occasions when the nurse carries out a medical with the child, the parent is invited to be present on these occasions. Check-ups are also carried out from time to time. Parents are not normally asked to be present on these occasions, unless they have something special to ask the nurse about.

The children's hearing and eyesight are also tested and parents are informed if any doubt or query arises, and advised when to get further tests, if necessary. The School Nurse also gives informal talks on hygiene and aspects of health and wellbeing.

Parents are requested to inform the school of any particular medical requirements which will enable the school to cater for a child's health and well-being.

### Accidents in School

If a child sustains a slight injury in school, simple first aid and comfort will be given, usually by the auxiliary staff or Headteacher/Depute Head. If a child sustains a minor injury, especially to the head area, and appears to make a full recovery in school without any adverse reaction, a call will be made or a short note will be sent home with the child to alert the parent in case of delayed reaction experienced later at home.

If a child is taken ill in school, the parent or nominated adult in charge will be informed and is expected to either come and take the child home or make arrangements for another responsible adult to collect the child. **It is therefore essential that the school has as much up to date information about emergency contacts as possible for such emergencies.**

If a more serious accident occurs, such as a broken leg or arm, the parent will be informed and, if necessary, either transport or an ambulance will be arranged to take the parent and child to hospital.

From time to time children may require medication/medicines during the school day. Parents are asked to work out timings so that medicine is not required to be administered in school where possible.

Parents of children who have serious chronic conditions requiring medication during the school days should discuss this with the Headteacher.

**'The service you get if you have an accident and get hurt is good'. P3 pupil**

## Photography



### **Policy of Taking of Photographs on Council Premises**

West Dunbartonshire Council has a policy dealing with photographs taken of individuals on premises occupied or managed by the Council or at events organised by the council:

- photographs should not be taken of school pupils on occasions and in locations where there is a reasonable expectation of privacy: normally for example, young people would not expect to be photographed in the classroom, playground, or other areas of the school or during lessons on the sports field or at the swimming pool, except by arrangement.
- sporting events, mass participation events, stage appearances and other similar occasions, will be considered to be public events and photography will be permitted.
- where there is a reasonable expectation of privacy, permission to take photographs should not be assumed, in the case of young people under 16 years of age, without written consent of their parent or guardian; in the case of young people over the age of 16 this would refer to the young people themselves. Parents will be asked to give written consent on an annual basis.
- parents and young persons should understand that sporting events, mass participation events, stage appearances and the like, where there is an audience, are public events and it is likely that photographs will be taken.
- the policy applies to all photographs and digital images, however taken, including images taken by any camera, camera mobile telephone, video camera or similar equipment.
- photographs of pupils may appear on the school website, with parental permission
- a full copy of the policy is available for inspection at Council premises.

### **The Use of Mobile Phones in School**

During class time all mobile phones should be switched off. These are then collected and held safely in classrooms until the end of the school day.

Mobile phones are not permitted in the playground to minimise playground incidents including bullying.

Photographs are not permitted to be taken in school in line with the council's privacy policy (See Photographs above)

At all times, a parent may contact their child urgently via the school office and similarly, in an emergency during school time, the school will contact parents via the school office.

If mobile phones are switched on and are evident in class, or are used for texting or the taking of photographs, they will be removed from the pupil who may collect the phone at 3.00pm from the school office.

## Parent Council

Currently, this association helps the school in many ways. The Headteacher and Staff are pleased to work in partnership with this organisation, to the mutual benefit of families and school. Through working together, parents gain a deeper insight into the work of the school while the school benefits greatly from the skills, talents and commitment of Parent Council members.

A number of meetings are arranged throughout the year helping to raise money for school funds.

Chairperson:	Mrs Michelle Stuart
Coordinator, Fundraising:	Ms Amanda Logan

The Scottish Schools (parental involvement) Act 2006 requires that:

- a Every parent is automatically a member of the Parent Forum for his/her child's school and may be represented by a Parent Council
- b The members of the Parent Forum decide the structure, membership, aims, objective and constitution of the Parent Council they wish to form
- c Other members of the Parent Council may be co-opted
- d Parent Councils are to be involved in the appointment of a Head and Depute Headteacher
- e Parent Councils, the Local Authority and Schools should play an active role in supporting parental involvement in the school.
- f Parent Councils have the right to represent the views of the parents
- g Parent Councils are accountable to the members of the Parent Forum and should establish arrangements for reporting to the Parent Forum
- h The needs of and arrangements for all children and young people involving parents, carers and those who look after the children are met
- i The school improvement plan takes account of the Local Authority's strategy and parental involvement as appropriate
- j A complaints procedure which covers how the local authority carries out its functions under the Act is in place
- k Local Authorities must provide reasonable funding to enable the Parent Council to carry out its functions
- l A combined Parent Council may be established to cover two or more schools

In the course of session 2006/7 West Dunbartonshire Council established a Strategy Group for the implementation of the Scottish School (parental involvement) Act 2006. The group continues to carry out the duties and responsibilities laid out in the Act.

## Goldenhill Primary Parent Council

<i>Chair</i> (Parent)	Michelle Stuart
<i>Coordinator, Fundraising</i> (Parent)	Amanda Logan
<i>Treasurer</i> (Parent)	Craig Stewart
<i>Secretary</i> (Parent)	Moira Drummond
P7 Liason	Julie Brown
Printer	Stephen Flaherty
Uniforms & Party Planner Assistant	Yvonne Moore
Council Members (Parents)	Claire Duncan Elaine Breen Caroline Wilson Tracy Mack Nicole Patton Arlene Smyth Pauline Strachan
<i>Staff Member</i>	Gemma Rae & Kirsty Ogg
<i>Co-opted Members</i>	Mr Gregor McIntyre
<i>Headteacher</i>	Roselyn McGregor

## Pupil Transport



### **General**

West Dunbartonshire Council has a policy of providing free transport to all Primary pupils who live more than one mile by the recognised shortest safe walking route from their zoned school. This policy is one which is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or Education Department. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst the arrangements are made. The appropriate Head of Service is authorised to grant privilege places for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

### **Pick-Up Points**

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

Parents should ensure that their child knows what to do in the event of the transport not arriving at the pick-up point, if the child is not accompanied by an adult. Transport may be cancelled for example due to adverse weather conditions.

### **Placing Requests**

The Education Authority does not provide transport for those pupils in receipt of a placing request. In the case of under-age placing requests if the child is offered a place in his/her catchment area school, transport will be provided in accordance with Council policy stated above.



### Private Taxis

Arrangements for delivering and collecting children from school are the parent's responsibility.

**On occasions, parents arrange for a private taxi to deliver or collect their child from school. All arrangements should be made by the parent. The school has no responsibility for organising any aspect of private taxi.**

**We wish to inform you about the following guidelines:**

1. No vehicle (including private taxi) is permitted to stop or park on the zig zag lines outside the school gates, nor mount the pavement.  
Please inform the taxi company of this if you require to book a taxi.
2. It is not the school's responsibility to escort children to a waiting taxi, nor to wait in the street



until a taxi arrives. We therefore recommend that taxis are ordered for 3.10pm and that the children wait safely in the school foyer or playground until the taxi arrives.

3. Parents may wish to consider employing an escort, through the taxi company, who will collect the child outside the school, walk with the child to the taxi, make sure taxi doors are securely closed, make sure child has seat belt securely fastened, sit in the rear of the taxi with the child, and make sure the child is delivered to the correct destination.
4. It is the parent's responsibility to cancel/alter times of the taxi, and not the school's, if there is any change in your arrangements.
5. As with all children leaving the school, we have a system for contacting parents if children remain uncollected after a short time at the end of the school day. Children are instructed to return to the school office and not wait alone in the street. The same applies for children collected by taxi.  
If a taxi fails to appear, we will contact you, the parent, and not one of the many taxi companies employed, to ascertain your arrangements.

Both the school and Parent Council have initiated campaigns to ensure that all drivers, including private taxis, park according to safety guidelines for all children, in keeping the designated zig zag areas free of parked cars.

If you require to use private taxis at any time, please inform them of the above.

## Home/School Communication

### Communication

#### **We provide:**

Monthly newsletters about school events (visits, achievements, concerts, sport etc.)  
 Class letters/permission forms/visit information  
 School handbook (general and curriculum information)  
 Parent Guides and Information Sessions  
 New Entrants Handbook (information about starting school)  
 Pupil Noticeboards/ Curriculum for Excellence Noticeboard  
 Notices throughout the school  
 Articles in the local press  
 Parent Council Noticeboard  
 Parents visits to Cafeteria  
 Text message updates as required  
 Information by telephone when appropriate/requested  
 Photographs on display  
 Individual letters: sickness/lateness/lost dinner money/non-attendance/specific etc.

### Improving Home-School Partnerships

#### **We Provide:**

School Handbook detailing school values and relevant information  
 Parent Guides/Handouts giving information on the curriculum  
 Written annual reports on children's progress  
 Homework and Homework Diaries  
 Displays of work  
 Open Afternoons/Evenings  
 Meet the Teacher Afternoons  
 P1 Soft Finish Fridays  
 Reading Record Books for Parents P1 – 3  
 Performances (all stages)  
 Nativities/School Show  
 Headteacher Reports on curricular matters to Parent Council  
 Pupil Profiles  
 Pupil Self-Reporting Form for Parents' Evening (P4-7)  
 Parent questionnaires on aspects of teaching and learning

### **Section 3: Parental Representation**

#### **We Provide:**

Private interviews with class teachers (evenings/late afternoons)  
 Alternative arrangements for parents who cannot attend Parents' Evening (by arrangement)  
 Other discussions/meetings with class teachers or promoted staff on request  
 Regular telephone links with parents of specific children  
 Daily/weekly/monthly behaviour reports for parents of specific children  
 Attendance reports where there may be concern

Fast response to telephone enquiries/concerns  
 Acknowledgement of letters receiving attention  
 Reading Record Books (P1 – 3) inviting 2- way communication with parents and teachers  
 Written reports  
 Review Meetings for parents of specific children  
 Individual interviews by appointment for parents of all children enrolling at the school  
 Information meeting with Headteacher of Clydebank High School for P6 & P7 parents  
 Information meeting for parents of children going on extended educational excursions  
 Information meetings on aspects of the curriculum  
 Attendance at monthly Parent Council meetings

Reports to Parent Council  
 Attendance at social events

Regular tear-off return slips for parent responses, helpers, transport, payment etc

### **Other Useful Information**

#### **Data Protection Act 1984**

Information on parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the Data Protection Act 1984 and may only be disclosed in accordance with the Codes of Practice. For further information, please contact the school.

#### **Transfer from Primary School to Secondary School**

Pupils are normally transferred between the ages of eleven and a half and twelve and a half so that they will have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the arrangements no later than December of the year preceding the date of transfer.

Pupils from Goldenhill Primary normally transfer to:-  
 Clydebank High School  
 Janetta Street  
 Clydebank G81 3EJ  
 Tel No: 0141 533 3000

The school enjoys excellent relationships with the staff of Clydebank High School and its associated primaries with much curricular development work taking place in both sectors of Primary and Secondary Education. Efforts are made by both the Primary and Secondary school to make this transition as easy as possible. Meetings for parents are held both in Goldenhill Primary and in Clydebank High School where the Headteacher and staff will talk to P7 parents about the High School and its curriculum and what the school can offer.

Primary 7 teachers visit the High School to plan transition and meet with Secondary teachers, such as the Assistant Head for S1 and S2. Members of the Guidance staff come from the High School to see the work done in the Primary 7 classes, and meet some of their future pupils. The children in Primary 7 spend one half day in November at the High School and also two full days in June, being shown around by senior pupils, meeting the teachers and following the kind of timetable they can expect to follow after the summer holidays.

## Annual Census Data

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

Education authorities and the Scottish Executive Department (SEED) have collected data about pupils on paper for many years. We are now working together to transfer data electronically through the ScotXed programme.

### **What pupil data will be collected and transferred?**

Data on each pupil is collected by local authorities and SEED. The data collected and transferred covers areas such as dates of birth, postcode, registration for free meals, whether a pupil is looked after by his/her local authority, special educational needs, attendance, absence and exclusions from school. Pupil name and address are collected by the school and education authority but they are not passed to SEED. Your postcode is the only part of your address that is transferred. Data is held securely and no information on individual pupils can or would be published by SEED. It is used for statistical and research purposes only.

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

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

In order to make the best decisions about how to improve our education service, SEED and education authorities need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better exam results. Accurate and up-to-date data allows SEED, education authorities and schools to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understanding of the factors that influence pupil attainment and achievement
- target resources better.

### **Your data protection rights:**

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of the data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller detail of the uses of pupil data can be found on the ScotXed website. ([www.gov.scot/Topics/Statistics/ScotXed](http://www.gov.scot/Topics/Statistics/ScotXed)) SEED works with a range of partners including HM Inspectorate of Education and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under strict control and prior agreement of the Data Sharing Panel in SEED, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual.

### **Concerns**

If you have any concerns about the ScotXed data collections, you can email the Senior Statistician, Peter [Whitehouse@scotland/gis.gov.uk](mailto:Whitehouse@scotland/gis.gov.uk) or write to the ScotXed Support Office SEED Area 1B, Victoria Quay, Leith EH6 6QQ

Alternative versions of this page are available, on request, from the ScotXed Support Office, in other languages, audio tape, Braille and large print. Please allow up to 10 days for requests to be processed.

**Want more information?**

Further details about ScotXed data exchanges are available on the ScotXed website.) The website also contains answers to commonly asked questions about ScotXed.

### Some useful addresses

**Associated Secondary School**

**Ms. J. Lynam  
Headteacher  
Clydebank High School  
Janetta St  
Clydebank**

**Area Office**

**West Dunbartonshire Council  
One Stop Shop, Kilbowie Road  
Clydebank**

**Education Offices**

**Laura Mason  
Executive Director of Educational Services  
West Dunbartonshire Council  
Garshake Road  
Dumbarton**

**West Dunbartonshire Councillors**

**Provost Douglas McAllister  
West Dunbartonshire Council  
Garshake Road  
Dumbarton**

**Councillor Jim Finn  
West Dunbartonshire Council  
Garshake Road  
Dumbarton**

**Councillor Lawrence O'Neill  
West Dunbartonshire Council  
Garshake Road  
Dumbarton**

