

## EDUCATION, COMMUNITIES & HOUSING

### St Andrews Primary School

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Acting Head Teacher: Mrs Angela Hancock



**ORKNEY**  
ISLANDS COUNCIL

# School Handbook 2025 / 2026



We are committed to excellent education for all!

# St Andrews Primary School Handbook

This handbook comprises seven sections to guide you through the life and work of the school in striving to provide excellent education for all our pupils, three appendices of ancillary information, and a feedback questionnaire.

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## **Foreword from the Head of Schools**

I am pleased to introduce the School Handbook for session 2025 / 2026 and hope that it will provide you with all the relevant information you may need concerning your child's school.

In Orkney we have a wide range of schools, different types and sizes; each one provides a learning experience which is very much linked to the community the school serves. The School Handbook offers an insight into the life and ethos of the school and also offers advice and assistance which you may find helpful in both supporting your child and getting involved in your child's education.

If you have any queries, please contact the Head Teacher of your child's school in the first instance and they will be happy to offer any clarification you may need.

**Wendy Bowen**

Head of Schools

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

It may be possible to offer some assistance in helping to translate all or part of this handbook for parents whose first language is not English. Enquiries should be directed to Education, Leisure and Housing by telephone on 01856 873535 or email [education.leisure@orkney.gov.uk](mailto:education.leisure@orkney.gov.uk).

## **Service pledges**

### **Orkney Islands Council's Vision, Values and Aims**

The Schools service is committed to working together with the wider community so that Orkney is a place where, as children and young people grow up, they get the right help, at the right time, in the right way in order to ensure that they can 'be all that they can be' (and, indeed, maybe more).

This work is underpinned by a set of core values:

- Enjoyment.
- Respect, Responsibility.
- Being Healthy, Being Active, Being Safe.
- Being all we can be.
- And the belief that.
- This is our community.
- We want the very best for everyone.

Our vision embraces many aspirational and achievable ambitions. We believe that by working together we will support everyone to develop as active, healthy individuals who take responsibility for their own learning and enjoy learning together for a sustainable future in our diverse community. We aim to ensure everyone feels accepted, respected and safe by providing a tolerant, understanding and caring environment. We want everyone to do their very best in all that they do and we celebrate their successes individually and collectively.

The key aim of the Service is:

Our schools are expected to prioritise their actions to ensure that, in particular, children and young people: get the best start in life; become successful learners, confident individuals, effective contributors and responsible citizens; and are better educated, more skilled and more successful.

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Acting Head Teacher: Mrs Angela Hancock



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Dear Parent,

Welcome to St Andrews Primary School.

This handbook gives an outline of the main features of life at St Andrews and tells you about our school and its place in the community.

We believe that positive relationships with adults and children enable our children to make the most of their learning and enjoy school. We join with our community in having high expectations of our children's behaviour and their engagement in learning.

We aim to create a happy school in which all children can learn and thrive in an atmosphere of shared responsibility, encouragement, mutual support and trust.

Your child's teacher is the first point of contact between home and school, but I too am happy to meet with you to discuss further aspects of your child's education, the school and the handbook. I encourage you to mention any concerns or worries as soon as possible so that we can work together to ensure your child is confident and happy - essential ingredients in being a successful learner.

Yours sincerely



Mrs Angela Hancock  
Acting Head Teacher

# Overview of Handbook

## 1. Practical Information

This section provides you with some background information on our school and our nursery. It tells you how our school day and school year are made up and how to contact the school if, for example, your child is ill. This section deals with the practical aspects of your child's attendance at our school. It provides details on such things as:

- Travelling to and from school.
- School meals and milk.
- Financial assistance with school clothing, transport and school meals.
- School closures in an emergency or unexpectedly for any reason.
- General supervision available for your child in the morning and at lunch.
- Wet weather details.
- How the school and parents communicate with each other.
- How to make a compliment or a complaint to the school.
- How to give positive feedback.

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

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

<http://www.st-andrews.orkney.sch.uk>.

- Homework Policy.
- Clothing or uniform (PE Clothing).
- Health Statement / medicines.

## 2. Parental Involvement

Parental involvement is very important because we know it helps children do better in school. This section contains information about how parents can be involved in supporting learning at home as part of a home-school partnership.

It also includes information on our Parent Council, how to contact them and how parents can get involved in the life and work of the school.

## 3. School Ethos

Ethos is a key aspect of how we see ourselves as a school in partnership with our parents and the wider community. This section covers the ethos of the school, what our values are and our aspirations for our pupils including how we celebrate pupil

success, and the links we have with partner organisations and the wider local, national and international community.

## **4. Curriculum**

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

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

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

This handbook also tells you how we assess children's learning and how we will report on your child's progress.

## **5. Transitions**

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

## **6. Support for Pupils**

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

## **7. School Improvement**

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

Whilst Orkney Islands Council is happy to provide this information it has some reservations that the publication of raw statistics without any kind of informed qualification can be misleading to the reader. In particular, that they should not be construed as offering an indication of the quality of education provided in any schools. We have also shown where you can get further information about our plans for the next three years to improve our performance and how the school will involve parents in that improvement.

Disclaimer: Whilst every effort has been made to ensure that this handbook contains accurate information at the time of going to print (Aug2016), it is inevitable that by the start of the following academic year some of the information may have become out-dated and been superseded while other information may not have been available at the time of writing.

# 1. Practical Information

## 1.1. Contacting the School

The name and address of the school is:

St Andrews Primary School, Toab, Orkney, KW17 2QG

You can contact us by:

- Telephone: 01856 861256
- E-mail: [admin.standrews@glow.orkneyschools.org.uk](mailto:admin.standrews@glow.orkneyschools.org.uk)

Some teachers have their own e-mail addresses for contact, and these may be made known by the class teacher to their individual classes.

The school website: [www.st-andrews.orkney.sch.uk](http://www.st-andrews.orkney.sch.uk) contains information about the school, its procedures, and up-to-date information on any extra-curricular activities of the school. It also contains a copy of the weekly bulletin, this handbook, minutes of the Parent Council, Standards and Quality Report, School Improvement Plan, information on the Parent Forum, the school dress code, photographs and description of activities in the school, and a 'virtual tour'.

## 1.2. School Staffing

The school caters for nursery, pre-school and primary-school-aged children, that is pupils aged 3 to 12, and currently comprises 9 classes:

- Nursery and pre-school, primary 1 to primary 7 (P1 to P7).
- The whole school roll is currently 211.

Acting Head Teacher	Mrs Angela Hancock
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P1/2L	Mrs Alison Miller
P1/2B	Miss Leila Dearness
P2/3	Mrs Lindsay Moar
P4	Mrs Lesley Spence
P5	Mrs Lori Dass
P6	Miss Freya Greaves (Probationer)
P7	Mrs Fiona Reid (Principal Teacher)

Support for Learning	Mrs Linzi Dunlop / Mrs Claire MacLellan
Early Intervention Nursery Nurse	Mrs Jan Higson
Support for Learning Assistants	Miss Ellen Moar, Mrs Kasia Barnett, Mrs Lyn Scollay

Nursery Manager	Miss Lisa Rutherford
Nursery Staff	Rebecca Tait Emily Kelly Zoe Kemp Moira Walker Leah Wright Susan Ward Callie Bland Vicky Rendall Beki Russell Kirsty Rochford Chrissie Dearness
Janitor	Conrad Murray
Auxiliaries	Elaine Pottinger Hayley Nicol Suzy Thorne
Office Staff	Kirsty Laird Julie Foxcroft
Head Cook	Marlene Budge
Kitchen assistants	Vanessa Cooper Alison Low Karen Herbertson
Cleaners	Alison Low Suzanne Murray Sarah Dempsey

- Learning is also supported by specialist teachers of music, art, P.E. and drama. Their names and the days on which they are allocated are not always known until the beginning of the new academic year.
- Fiddle / violin and woodwind tutors visit once a week.
- The speech and language therapist comes periodically, and educational psychologist comes monthly.

The school is non-denominational and holds a whole-school weekly opportunity for weekly religious observance, as required by government guidance.

## 1.3 Term Dates, Enrolment and School Times for Session 2025 - 2026

Holiday dates for the current and subsequent academic years, where already set, may be found via

<https://www.orkney.gov.uk/our-services/education-and-learning/schools/about-our-schools/term-holiday-and-closure-dates/>

Term dates for 2026 - 2027 are:

### Education, Leisure and Housing

#### School term dates - 2026 / 2027 (all dates are inclusive)

<b>Term 1 2026</b>	Tuesday 18 August – Friday 9 October. (39 days)
October holidays	Monday 12 October – Tuesday 27 October.
<b>Term 2</b>	Wednesday 28 October – Friday 18 December. (38 days)
Christmas holidays	Monday 21 December – Monday 4 January.
<b>Term 3 2027</b>	Tuesday 5 January – Friday 26 March. (55 days)
Schools closed	Thursday 11 February – Tuesday 16 February.
Spring holidays	Monday 29 March – Friday 9 April. (Easter Monday 29 March).
<b>Term 4</b>	Monday 12 April – Wednesday 30 June. (58 days)
Schools closed	Monday 3 May (May Day holiday).
Schools closed	Monday 31 May.
<b>Staff Only, In-service days are:</b>	<ul style="list-style-type: none"> <li>• Monday 17 August.</li> <li>• Monday 26 and Tuesday 27 October.</li> <li>• Tuesday 16 February.</li> <li>• Monday 31 May.</li> </ul>

## Nursery Registration and Enrolment for Session 2025 - 2026:

Each year in February Education, Leisure and Housing Services announces pre-school registration procedures by advertising in 'The Orcadian'. This is the first opportunity you have to register your child for a pre-school education place.

### Early Learning and Childcare Registration

Registration week opens on Monday 2 February 9am until Friday 6 February 5pm

<b>Children born between.</b>	<b>Eligible to start.</b>
1 March – 31 August	August (Autumn Term)
1 September - 31 December	January (Spring Term)
1 January - 28/29 February	April (Summer Term)

Though most parents choose to put their child to a pre-school setting in their local area, some parents may find it more convenient to use pre-school elsewhere. These requests cannot be guaranteed unless there are enough spaces. To ask for an alternative placement is called a placing request. A valid reason such as 'siblings attend school already' or 'moving house' may be considered. Parents may want to choose another setting because of their childcare arrangements.

## 1.4 The School Day

The school day begins at 9.15am and ends at 3.15pm.	
Morning break	10.45 - 11.00
Lunch times	12.00 - 12.45 (P1-3) 12.45 - 13.25 (P4-7)

## Nursery times (Early Education and Childcare)

Standard Early Education and Childcare sessions are 2 hours 30 minutes each day for morning and afternoon sessions. Children may also attend full day sessions which run from 09.00 to 15.00.

There is an additional opportunity for parents to purchase “Early Bird Sessions” which run from 08.30 – 09.00. Application forms are available from the council.

Morning Sessions	
Monday - Friday	9.00am - 11.30am
Afternoon Sessions	
Monday - Friday	12.30pm – 3.00pm
Full day Sessions	
Monday - Friday	9.00am – 3.00pm

The janitor begins playground supervision at 8.45 am. Because no supervision is available before this time, children should not arrive at school until 8:45 am.

During intervals janitor and auxiliaries supervise the children. In addition, the head teacher and principal teacher are on call to cope with any difficulties which may arise; parents are kept informed if there are any significant issues. There is always access to the building for children who need it.

### 1.5 Attendance, Absences, and the Duty to Attend School

Parents are required to contact the school every day for any absence other than holiday. Council policy is that we will contact a parent if a child is absent and no communication has been forthcoming from a parent.

Please read the following Council guidelines issued by the Education Department concerning attendance and absence.

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

Absence from school is recorded as authorised, that is, approved by the education authority; or as unauthorised, that is, unexplained by the parent (truancy).

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

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

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

A supportive approach is taken to unexplained absence; however the education authority has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

National guidance on the management of attendance and absence in Scottish schools can be found at the following link:

[www.scotland.gov.uk/Publications/2007/12/05100056/0](http://www.scotland.gov.uk/Publications/2007/12/05100056/0)

## **1.6 School Dress Code**

The dress code was agreed in consultation with parents, pupils, staff and the Parent Council. It incorporates a range of popular items of dress, e.g. sweatshirts, T-shirts.

Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing. A school's reputation can also be enhanced in the local community by supporting the school dress code.

Parents can at any time approach a local trader (Logo Orkney, or MacGregors, Kirkwall) to make their own purchases. We also have a preloved rail of school uniform at the school entrance which you can help yourself to anytime.

### **Clothing for Activities**

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

Please ensure that all items of clothing are clearly labelled; particularly sweat shirts and PE clothing which are easily lost. A protective apron or an old shirt should be worn for art and craft activities. Please help the school and the education authority by making sure that pupils do not bring valuable or expensive items of clothing to school.

The wearing of jewellery is discouraged. If a child has pierced ears, then studs may be worn.

In certain circumstances, appropriate clothing and footwear will be necessary for school trips and extra-curricular activities.

Offensive clothing such as T-shirts or other items painted with obscene language or illustrations are not permitted. Football colours are also inappropriate as they can lead to incidents of rivalry.

Please note that school uniform is not compulsory and it is not policy to insist on pupils wearing uniform or having specialist items of clothing in order to engage in all of the activities of the curriculum. As such, pupils will not be deprived of any educational benefit as a result of not wearing uniform.

All clothing brought to school should be labelled or marked in some way, as it is difficult for children to distinguish their own clothing from others.

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

## **1.7 School Catering**

All schools in Orkney provide subsidised meals, either prepared in-house or, in some cases, at a neighbouring school. Our school provides meals prepared at the school. Orkney's school meals service aims to provide children with a high quality and varied diet. Copies of the menus are available from the school and on the website.

For more information on catering provision please contact the school directly.

## **1.8 School Meals at St Andrews**

School meals at St Andrews are prepared daily in the school kitchen by a team of catering staff led by the School Cook – Marlene Budge, and eaten in the dining hall.

Meals currently free for Primary 1-5 pupils and cost £3.70 each for P6&7 pupils. These can be ordered using the online meal payment and ordering system, IPAY Impact.

The food is very healthy and wholesome and the children can have a great variety in a week. Each day there is home-made soup, a hot main course and sometimes a choice of main courses and a sweet. Alternatively there are sandwiches or baked potatoes with a choice of fillings, and a choice of fruit or yoghurt instead of the sweet. There are always salads. A drink of juice / milk is always provided with the meal.

The term's menu goes home to each family and the daily menu is also posted in the entrance area. Vegetarian meals are provided on request, so please let the school know of any special dietary requirements your child has.

### **Packed Lunch**

Some children prefer to take their own packed lunches, and these are also eaten in the dining hall. Children are encouraged to make healthy choices in the packed lunches they bring to school.

## 1.9 Free School Meals and Clothing Allowance

Applications for Free School Meals and Clothing Allowance are made on one form, and should be submitted to Orkney Islands Council for each school year.

The eligibility criteria are outlined on the following webpage, where application forms are also available: <https://www.orkney.gov.uk/our-services/education-and-learning/grants-emas-and-bursaries/school-meals-and-clothing-allowances/>

Application forms can also be obtained from the school and Orkney Islands Council (OIC) Customer Services. Applications must be submitted along with supporting documentation as detailed on the form. A new application is required for each school session. For help with filling out the form and more information on school meals and clothing grants please telephone Education, Housing and Leisure on (01856) 873535, or email: [education.grants@orkney.gov.uk](mailto:education.grants@orkney.gov.uk), or visit in person at OIC Customer Services.

## 1.10 School Transport

Orkney Islands Council provides school transport for pupils who live out with walking distance, and the provision is described in the Authority's School Transport Policy.

Full details of the authority's School Transport including entitlement, catchment areas, collection / drop off points, code of conduct and provision for pupils with additional support needs is available on the following webpage:

<https://www.orkney.gov.uk/our-services/education-and-learning/schools/about-our-schools/school-transport/>

Parents should also consult the authority's website for the variations in the summer / winter transport entitlements.

## 1.11 Travel to and from School

Bus transport to St Andrews is provided by two operators

Stagecoach in Orkney Scott's Road Hatston Industrial Estate KIRKWALL T: 01856 870555 or 01856 878014	OCTO Coaches Power Station Offices Great Western Road KIRKWALL T: 01856 870340	
Route information		
R74	Holm (St Mary's and West)	Stagecoach
R75	East Holm	OCTO
R76	Deerness	Stagecoach
R77	Tankerness	Stagecoach

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

Parents of children who walk to school are asked to remind their children to exercise care when crossing the road to the school gate. Younger children should be accompanied by an adult when crossing.

Cycle training is provided in term 4 for all P5 children. This gives information and training on the basic skills required when cycling on the road. We recommend that parents do not consider allowing their child to cycle to school until this training has been successfully completed and they are satisfied that their child has the necessary skills and wears a cycle helmet.

Parents are requested, when dropping off / collecting children from school, at the beginning and end of the school day not to stop in the designated bus parking area.

## **1.12 Transport for Early Education and Childcare Children**

There is no provision of transport by the local authority for children age 3 to 5 in Early Education and Childcare.

## **1.13 School Security**

Orkney Islands Council has introduced procedures to ensure the safety and security of pupils and staff when attending or working in a school. We use a number of security measures including a visitors' book, badges and escorts, while visitors are within the school building. Normally, anyone calling at a school for any reason will be asked to report to the school office. The school staff then can make the necessary arrangements for the visitor.

## **1.14 Wet Weather Arrangements**

In wet weather pupils remain in school during breaks; however, as supervision during these periods is limited, it is especially important that they exercise good behaviour. P7 pupils assist in the supervision of the younger pupils.

## **1.15 Parental Consultation**

We offer opportunities for parents to discuss their child's progress with teachers through arranged meetings. All parents will be advised of when these occasions are. Over and above set meetings, parents are welcome to contact the school to ask for information or for an interview. Please see section two of this handbook for more details on home / school partnership.

## **1.16 Communication with Home**

Enquiries regarding school work should be addressed to the class teacher in the first instance.

From time to time your child will bring home important and routine communications from the school. Parents are encouraged to check their child's schoolbag for these communications. Parents may also decide to use the app "Seesaw" as an electronic form of communication.

We will communicate some information to parents and carers via Seesaw. Information such as school closures and reminders about events at school will be sent this way. This is an effective and convenient way for us to contact many people quickly.

Our system allows us to check when the message has been received by your phone. When it has not, because of poor signal for example, we will make contact by your other listed contact telephone numbers. We have no way of checking when the messages delivered by text have been read and so we ask that, on days when there is bad weather, you keep your mobile phone with you and check it regularly.

The school Facebook page is used to share information on events, successes and learning at the school. If you have a Facebook account, then you can 'like' the St Andrews School page to view the posts.

A general consent form is issued to each child annually and includes consent that children's photographs may be published by the school. We will never publish a photo on Facebook where the children are named. If you wish to update your consent, please contact the school.

## **1.17 Unexpected / Severe Weather Closures and Transport Disruption**

There can a number of winter days where the weather causes disruption to schools and school transport. It is important to ensure that the school has your up-to-date contact details in order to inform you of any during-the-day closures. Information on school closures and transport disruption can be obtained as follows:

Early morning:

- OIC School Transport Facebook page is available; this may be your first stop for information on school closures and transport changes.
- The Facebook page and Twitter feed are both updated as soon as information is available. This can be as early as 6.30am to assist isles daily travellers in planning their travel. Information and links to these sites are available at:
- <https://www.orkney.gov.uk/contact-us/oic-updates/>
- School closure information is passed to BBC Radio Orkney and broadcast on its programme at 7.30am (93.7 FM). Radio Orkney will be notified if there is disruption to transport and / or school closures. However detailed information on specific routes will not be provided.
- Information on school closures and transport disruption is also provided on the OIC answer phone (01856 873535) outwith office hours.

Note: In bad weather conditions it is very difficult to obtain individual route information to advise parents whether the school bus on their route is running that morning, because it will depend on the local weather and road conditions. We therefore are only able to advise whether there will be disruptions to school transport in general. Parents are best placed to know the road conditions in their area and this will guide their decision whether to put their child out for school transport and how long they wait.

Throughout the school day:

- We contact parents through Seesaw if the school is closing or transport is running early. Where it is not possible to contact parents in this way, we will telephone.
- Local media (Radio Orkney, The Orcadian) will also be notified of any disruption during the day.

## **1.18 Use of Electronic Devices, Including Mobile Phones**

Children and parents are asked to follow the school's guidance on the use of personal electronic equipment.

Mobile phones may not be brought to St Andrews Primary School without good reason, for example, in case of emergency for a child who walks or cycles home. In these rare cases, the child should give the phone to the class teacher on arrival at the school, and collect it again immediately prior to departure.

Children should not bring to school any other electronic equipment without special permission e.g. iPods, iPads, kindles etc.

## **1.19 Equality**

Orkney Islands Council is committed to promoting equal opportunities, challenging discrimination and fostering good relations, both in employment and in carrying out its work and delivering services, and we at St Andrews Primary School are part of that commitment.

The Council is a member of Orkney Community Planning Partnership. The Partnership has developed an Equality and Diversity Strategy which determines how the community planning partners promote equality and diversity in the work they do. It also sets out how the public agencies and organisations within the Partnership are meeting their duties in terms of equality and diversity legislation, the needs of the local community and the aspirations contained in the Orkney Community Plan.

The Equality Act 2010 introduced a single equality duty covering the nine protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. The equality duty requires the Council to have due regard to the need to eliminate unlawful discrimination, victimisation and harassment, advance equality of opportunity and foster good relations across the protected characteristics. The message of the Act is that everyone has the right to be treated fairly, whether at work or when using services.

Education, Leisure and Housing has policies and statements to address equalities issues specific to education to enable us to fulfil these legal duties. All schools have copies of these policies.

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

The Authority provides a support service of teachers who offer information and advice to address the needs of pupils learning in their second language.

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

Orkney Islands Council Education Service is keen that you should be completely satisfied about your child's education, so we at St Andrews encourage feedback on our services from parents and pupils. We are, therefore, interested in feedback of all kinds, compliments, suggestions or complaints.

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

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

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

- Please make any complaints initially to the head teacher. This makes sure that the school knows what is going on and has an opportunity to respond to and resolve the issue.
- We will try to respond as quickly as possible, but often issues are complex and we need time to investigate.
- If you are still unhappy with the service or with our response then you have the right to take the matter further using the Orkney Islands Council complaints procedure. You can put your complaint in writing or fill in a complaint form, available in the school or any council office. We can help if you have difficulty with this. Completed forms should be sent to: Complaints Officer, Education, Leisure and Housing, Council Offices, School Place, Kirkwall KW15 1NY or email [education.leisure@orkney.gov.uk](mailto:education.leisure@orkney.gov.uk)
- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman; our reply will include the contact details.
- You should also note that you have the right to raise unresolved concerns with your local councillor, MSP or MP.

## **1.22 School Policies**

Reference and links to the relevant school, local authority and national policies are made throughout this document.

A summary of these policy links is provided at the end of the handbook.

## **1.23 School Health Service**

Orkney Health and Care provides an Orkney-wide school health service to all school-age children and young people, to promote their health and wellbeing, and to provide them with information to make informed decisions on lifestyle choices. Our aim is that children and young people are as healthy as possible so they can gain the most benefit from their education, and that they will make healthy choices and therefore reduce the incidence of ill health in the future.

The service undertakes routine screening and is involved with child protection, health surveillance, health promotion and education, Human Papilloma Virus (HPV) vaccination and 1:1 support and advice. It can help any parents with parenting, through the Triple P Positive Parenting Programme, and help children and young people overcome bedwetting.

It also provides advice and support to education staff and deliver training on many health conditions that impact on childhood e.g. asthma, epilepsy and allergies. It supports and coordinates paediatric clinics and acts as a link between consultants and parents / carers and children.

The School Nurse Team covers all schools in Orkney and comprises a public health nurse (specialist practitioner), registered nurse and healthcare support worker who are based in the School Health Department at the Kirkwall Health Centre Annex. Pupils, parents / carers can request information and advice at any time. Other health professionals and teaching staff can also request advice and input from the school nurse for a child with parental and / or the young person's consent.

- Health screening - All children in P1 one and P7 seven will be seen in order to have their growth and vision checked.
- Immunisations - Secondary school girls are offered HPV immunisations. At the appropriate time information booklets and consent forms will be issued.
- Health Education and Promotion-The School Health Team has an important role in encouraging healthy lifestyles, working closely with teaching staff, pupils, parents / carers and the community.

The School Health Service can be contacted on 01856 888262.

## **1.24 Infectious Diseases**

Colds, flu and gastroenteritis are the most common infections affecting children of school age. It is important that you keep your child off school if they are unwell and for 48 hours after they stop vomiting or diarrhoea.

It is also important that your child understands how to prevent picking up and spreading such infections. Good, effective hand washing is the one easy solution to preventing the spread of germs.

You will be able to get further advice about good health from staff in your health centre or GP practice.

For advice about early detection and treatment for other infectious diseases e.g. chickenpox and mumps, please consult your GP or nurse.

## **1.25 Head Lice**

The following is advice from the authority to parents on head lice, their treatment and prevention.

Head lice are spread through head-to-head contact at home, while playing, or in school.

Wet combing of your child's hair using a head-lice detection comb is the best way to detect and treat at an early stage and prevent the spread of head lice to family

members and to other children and adults. Checking for head lice by wet combing should become a normal weekly routine.

The only way to be sure that your child has head lice is to find a live louse. If you find live lice, get the correct lotion from your doctor or pharmacist.

One treatment is two applications of the treatment lotion, seven days apart. If this is not followed then re-infection is likely.

Advise family members and close friends that your child has head lice and that they should check their own hair. Only treat if live lice are found. Don't be shy about advising others of this possible problem, as you would tell family and friends about other infections which might affect them.

Further advice can be obtained from the Health Board head lice leaflet which is available in all schools and health centres. If you would like to discuss your particular concerns, you could speak to your GP.

## **1.26 Clinics and Appointments**

From time to time some children have to attend clinics (eye clinics, dentist, doctor, etc.). Please inform the school of these visits and arrange for your child to be collected if he / she must leave school to attend the clinic.

No child will be allowed away from school during school hours unless accompanied by a responsible adult or unless written permission to do so has been given by the parent.

## **1.27 Medicine Administration**

If pupils require medication to be administered at school, parents must contact the school office and complete a standard form stating the name of the medication, dosage, time of administration and permission for staff to supervise. School staff can only administer medicine that parents provide.

For medical appointments during school hours, please notify the school by letter or telephone and collect your child from the school.

# **2 Parental Involvement**

## **2.1 Parents as Welcome Participants in their Children's Education**

At St Andrews we welcome parents as active participants in the life of the school, to be intrinsically involved with their child's education and learning, and to express their views on the school education generally and work in partnership with us. Children are shown to be more successful learners when parents involve themselves with their child's learning and the school. Learning is shared between pupils, parents and staff-members, through such as, learning logs, homework diaries, class logs, school website, Glow. Other information is made available by letters; electronic means, where agreed; radio announcements, and so forth.

To encourage and support parents, St Andrews Primary School holds parents evenings, opportunities to come to sessions on developments in the school and the curriculum, to become active in school activities such as handwork, and after / out-of-

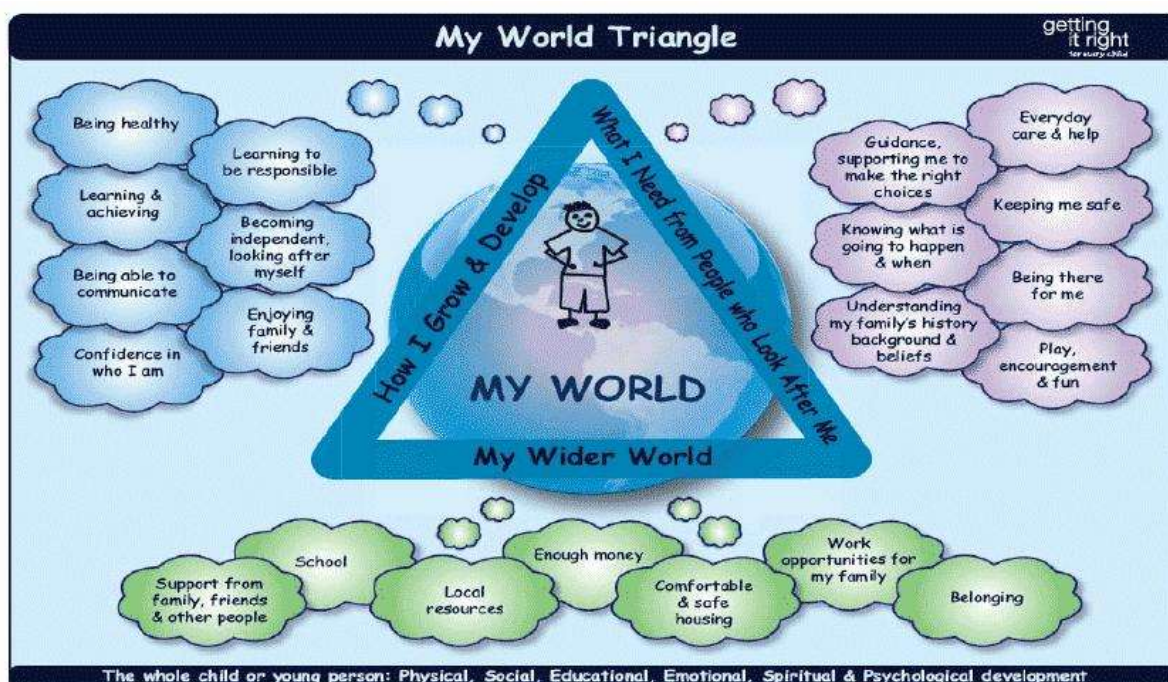
school activities. At St Andrews, parents particularly take an active part in football, rugby, netball, and sometimes support classroom activities.

## 2.2 Parent Councils

Parent Councils are the formal representative body for parents / carers with children attending school.

As a parent of a child in our school you automatically become a member of the Parent Forum, and if you wish, you can have greater involvement by becoming a member of the smaller group known as the Parent Council, which works together with everyone involved in school life - parents, learners, teachers, school staff and the wider community - to support the school. Elections are held once a year at the AGM. Parent Council meets once a term, with additional meetings when there are special events, e.g. preparing for a fundraiser or helping out at parents' evenings.

Parents and families are children's first teachers, and make a real difference to children's learning - when parents are involved children do better and achieve more. The range of support a child requires is demonstrated in the 'My World triangle' below, showing how all aspects of a child's life is important to ensure each child develops fully.



Parents are welcomed to:

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

As automatic members of the Parent Forum, all parents can expect to:

- Receive information about the school and its activities.
- Hear about what partnership with parents means in our school.

- Be invited to be involved in ways and times that suit you.
- Identify issues you want the parent council to work on with the school.
- Be asked your opinion by the parent council on issues relating to the school and the education it provides.
- Work in partnership with staff.
- Enjoy taking part in the life of the school in whatever way possible.

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

The main aims of the Parent Council are to:

- Support the school in its work with pupils.
- Represent the views of parents.
- Promote contact between the school, parents, pupils, providers of nursery education and the community.
- Report to the Parent Forum.
- Be involved in the appointment of senior promoted staff.
- Raise funds for the school for the benefit of pupils.

For more information about our Parent Council please contact the current chair, Andy Cook by emailing [standrews.pc@outlook.com](mailto:standrews.pc@outlook.com).

For more information on parental involvement and to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk). Information on parental involvement is also available on Orkney Islands Council's website through the following link: [www.orkney.gov.uk/Service-Directory/P/Parental-Involvement.htm](http://www.orkney.gov.uk/Service-Directory/P/Parental-Involvement.htm).

The National Parent Forum of Scotland is the national organisation for Parent Councils, and each local authority has a representative on the Forum. For further information about this please contact Education, Leisure and Housing by telephoning (01856) 873535 or emailing [education.leisure@orkney.gov.uk](mailto:education.leisure@orkney.gov.uk).

More details can be found on the following web pages:

[blogs.glowscotland.org.uk/glowblogs/NPF/](http://blogs.glowscotland.org.uk/glowblogs/NPF/),  
[www.educationscotland.gov.uk/parentzone/getinvolved/forumscotland/index.asp](http://www.educationscotland.gov.uk/parentzone/getinvolved/forumscotland/index.asp).

## 2.3 Pupil Council

Class representatives are elected from each P2 to P7 class to discuss issues raised by the classes. P7 members represent P1 and nursery. The council aims to meet once a week. Items discussed include such as:

- Bus and playground behaviour.
- Selecting the weekly 'star pupil'.
- Role at school business meeting.
- Lead school surveys to obtain pupils' opinions.

- Meet and greet parents on parents evening.
- Meet and greet new families on arrival at the school.
- Showing visitors around the school.

## **3 School Ethos**

### **3.1 Vision Statement**

We are committed to excellent education for all.

#### **School Aims**

**To enable all to become successful, confident, life-long learners, and inspire a love of learning.**

Our school will endeavour to provide a stimulating and enjoyable learning environment. Our school community will aspire to enable everyone to be all they can be.

**For children to operate as independent learners and thinkers.**

We shall provide our children with opportunities to develop their persistence to learn and improve; to feel secure and be able to take measured risks; to take on responsibility and review the results of their efforts; and to celebrate their role in the successes of the learning community.

**To develop respect and understanding for each other within our school, local communities and the wider world.**

We will foster a community within which everyone is encouraged to show respect for one another and the environment through responsible actions.

**For children to value themselves and the environment.**

We will provide a nurturing environment where we demonstrate care for ourselves and others. Our school community will foster a holistic approach to the physical, mental, social, emotional and spiritual well-being of all.

**To provide a relevant curriculum for all.**

Our school community will ensure the needs of all are considered and acted upon.

At St Andrews children have said they value:

- Kindness.
- Good manners.
- Being fair.
- Respecting self and others.
- Patience.
- Loyalty.
- Sharing.
- Being responsible.

- Listening to others.
- Being Inclusive.

For a happy school they said:

- Make and obey five golden rules.
- Make sure everyone has someone to play with.
- Being nice to each other and the teachers.
- Don't huff and puff at hard work (Approach difficult work with courage and confidence, because this is an opportunity for big learning!).

These are revisited annually.

Pupils' achievements in and out of school are celebrated regularly at the achievement assembly, on the notice board in the foyer, class blogs, school website, Facebook and with the wider community through local media e.g. Radio Orkney.

St Andrews Primary School is at the heart of its community. We value our links with many community groups such as The East Mainland Church, Orkney Rugby Football Club, Orkney Youth Development Group, Orkney Netball Association, The East Mainland Show and the group of helpers who join us each week in terms 2 and 3 to help the children develop handwork skills, community associations, local charities, RSPB, the Orkney Rangers' Service, Orkney College UHI, St Magnus Festival, Orkney Folk Festival.

Classes are encouraged to find about life in other parts of the world for example visits sourced through 'indigenous people' and author visits. School assemblies are often led by visitors who share their experiences of working in other countries. Teachers seek opportunities to establish links with schools in other parts of this country and across the world.

### **3.2 Development of Pupils' Spiritual, Moral, Cultural and Social Values**

At St Andrews, we are committed to supporting the development of our pupils as whole people, and as a result, we wish to encourage their development in spiritual, moral, social and cultural terms. These key human aspects of learning are supported through the following arrangements by:

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

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

### **3.3 Pupil Conduct**

A partnership between the school and parents is required in order to ensure the best possible standards of pupil conduct. Pupils are expected to set themselves high standards in appearance and behaviour. School rules have been devised to encourage the maximum amount of self-discipline. The rules themselves are relatively simple and few in number to allow for the smooth running of the school. The general aim is to produce an atmosphere of friendly co-operation, encouraging respect and consideration for other persons and for property.

### **3.4 Restorative Approach to Bullying Behaviour**

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

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

Orkney Islands Council has a responsibility to protect those being bullied but also to provide an education for all pupils including children who bully or those with behavioural problems. Whilst appropriate action will be taken by the school, it is also important that all parents involved, work with the school to resolve the problems in the best interests of their child or young person.

Further information is available from the anti-bullying network website:

<http://www.antibullying.net/>.

### **3.5 What Pupils Say About Our School Ethos**

Pupils say:

- We like to include everyone.
- When you have a problem the teachers, pupils and peacemakers help to solve it.
- It's a good school because people are fun loving, caring and help solve your problems.
- School is caring, loving, and always takes care of you.
- We've got our second green flag: we care about our environment.

## 4 School Curriculum

### 4.1 Curriculum for Excellence

“Bringing learning to life and life to learning”.

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

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

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

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

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

There are new ways of assessing progress and ensuring children achieve their potential. There are new qualifications for literacy and numeracy and new qualifications at National 4 and 5 levels. Our well-regarded Access, Highers and Advanced Highers have been updated to take account of and support the new approaches to learning and teaching.

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

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

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing an improved, more flexible and enriched curriculum for all children and young people from 3 to 18. The curriculum includes all of the experiences which are planned for children and young people through their education, wherever they are being educated. At St Andrews, we are working hard to raise standards so that children and young people will develop all of the skills necessary to continue to be

successful when leaving school and entering the world of higher education, training or work.

Curriculum for Excellence is underpinned by the values inscribed on the mace of the Scottish Parliament:

“Wisdom, justice, compassion and integrity”.

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

There are eight curriculum areas:

- Expressive Arts.
- Religious and Moral Education.
- Health and Well Being.
- Sciences.
- Languages (English literacy and French).
- Social Studies.
- Mathematics (numeracy).
- Technologies.

Literacy and numeracy are given added importance because these skills are so vital in everyday life. All teachers will have responsibility to teach literacy and numeracy.

Learning is divided into two phases.

### **The General Phase**

The General Phase is from 3 year old Early Education and Childcare to the end of Secondary School third year. Learning in the General Phase is divided into levels which replace the 5-14 levels used previously. The new levels are now as follows:

- Early - 3 Year old Early Education and Childcare 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-S3, but earlier for some.

### **The Second Phase**

The Second Phase is from Secondary School fourth year, and beyond senior phase S4 - S6 and college or other means of study.

### **English Language**

Our Language programme is based on the national guidelines for “A Curriculum for Excellence”.

## **Speaking**

Much attention is given to this important aspect of language, our aim is to enable children to express their ideas and thoughts in a concise and articulate manner. We follow guidance in Orkney's Listening and Talking Toolkit.

## **Listening**

It is our policy to devise strategies which will assist the pupils to become good listeners, thus creating conditions for more effective learning. We follow guidance in Orkney's Listening and Talking Toolkit.

## **Reading**

Reading is a fundamentally important skill. The school uses a variety of published resources to support the teaching of reading, including Oxford Reading Tree, Jolly Phonics and Accelerated Reader. Emphasis is placed at the early stages on reading out loud, i.e. decoding the printed word into spoken word. The teaching of phonics (sounding out) features strongly and is taught through Jolly Phonics from Primary 1. Thereafter more sophisticated reading skills are developed e.g. research and reference skills, inference, speculation; in-depth understanding of complex passages etc. Recreational reading for pleasure is stressed at all stages and children are given opportunities to choose books from the school library. Accelerated Reader is used by staff, pupils and parents from P3-P7 to manage and track pupil progress.

## **Writing**

Our aim is to encourage fluent expression, factual accuracy and formal "correctness" (punctuation, spelling etc.) in the different forms of writing tackled by the children. The purpose of their writing will be to convey information, express feelings, reflect on ideas and opinions and give imaginative and aesthetic pleasure.

Written work is based on the programmes: 'write to the top', Foundations of Writing, North Lanark writing programme, and Orkney's writing toolkit.

## **Modern Languages**

At St Andrews classes are exposed to a variety of modern languages, depending on the class-teacher's expertise. In P6 and 7 the children all study French in preparation for furtherance in secondary school.

## **Mathematics**

The school's Mathematics programme is based on the guidance in "A Curriculum for Excellence". Learning mathematics gives children access to the wider curriculum and the opportunity to pursue further studies and interests.

Mathematics is sub-divided into:

- Number, Money and Measurement.
- Problem Solving.
- Information Handling and Shape, Position and Movement.

It is our aim to help the pupils acquire the basic mathematical facts and skills and to enable them to put these to practical use.

Emphasis is also placed on mental arithmetic.

We use programmes from Heinemann Maths, e.g. Heinemann Active Maths at each stage, to ensure progression, challenge, breadth, depth and enjoyment. We emphasise the need to make maths relevant to everyday life.

### **Interdisciplinary Topics**

These embrace aspects of History, Geography, Local Studies, Science and Health and Wellbeing. Children are taught certain basic skills and ideas through Environmental Studies. For example, they are taught the skills of observation, researching, classification and recording. Particular emphasis is placed on local and Scottish History, Geography and Habitat. Visits are made to places of local interest, for example Skara Brae, Ring of Brodgar, St Magnus Cathedral.

Our programme of study has been put together by St Andrews staff ensuring a range of topics which will engage and motivate the children, helping to make links across the curriculum and across their learning. It is this ability to make links that takes learning into new dimensions.

Staff take into account interests of the children, prior knowledge and personalization when planning learning experiences and outcomes.

### **Art**

Children are taught the basic techniques of drawing and painting. They are given the opportunity to work with different types of material, e.g. paint, clay, fabric etc.

### **Music**

Children sing, play instruments, make their own music and recreate that of others and other cultures, and learn about pitch, rhythm, and harmony.

At the P4, violin tuition is offered to pupils, and at P6 and 7 stages woodwind is additionally offered, and the school offers strings tuition to pupils from P4. There is a guitar club and anyone learning fiddle, either in our school or privately, is welcome to join our weekly fiddle club. Once children are able, they are expected to join the school band with any instrument. The band plays for school events and assembly each week.

Children in P5 - P7 have the opportunity to join the school choir.

All children who learn an instrument, or sing in the choir, are asked to commit to performing in concerts in school or in the community throughout the year.

### **Physical Education and Health and Wellbeing**

Our itinerant PE teacher teaches a basic moves program to early and first level pupils through a variety of topics including gymnastics, athletics, active health, dance and games. In P5, 6 and 7 pupils use the skills they have developed to develop more complex skills in specific activities such as hockey, badminton, basketball / netball, rugby, football and swimming. An Active Schools Coordinator works closely with the school to provide opportunities for pupils and support for class teachers in delivering quality PE each week. The school follows Government guidelines and delivers 2 hours of Physical Education each week.

The programme for health and wellbeing, includes aspects of physical, social and emotional health. All our pupils take part in the Childsmile Toothbrushing Campaign, and children from nursery to primary 4 have the opportunity to have their teeth painted with enamel.

Please contact the head teacher if you would like any further information about the curriculum in our school or the way it is delivered.

## **4.2 Active Learning**

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

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

Teachers in nursery, primary and secondary schools share their learning intentions with pupils, parents and carers. This takes place with pupils on a day-to-day basis by agreeing the aims of an individual piece of work. Longer-term planning also takes place in a variety of forms. Pupils in primary schools negotiate with their teachers their aims for the next block of learning. At the end of the block progress against these aims is assessed by the teacher and pupil, and new targets are set for the following block of learning.

In order to encourage pupils to take responsibility for their learning, we, along with a growing number of primary schools use Learning Logs in which pupils plan their programme for completing homework assessments.

There are many opportunities in school for children to make choices in their learning: for example: topics for writing, studying of a particular area or character of interest in greater depth, how work is presented for evaluation or generally, personal targets for learning, lunch time clubs and so forth.

## **4.4 Homework**

St Andrews Primary School has a clearly defined policy on homework, a copy of which can be obtained from the school or school website.

Pupils are regularly given homework to support their learning and to encourage them to become more organised and self-supporting in their learning. Homework tasks will be given where a teacher feels a particular child or group of children may benefit from it. Homework will be organised according to the stage and ability of the child; it can arise from all curricular areas and may include written, oral or practical activities. The tasks set will be interesting, worthwhile and challenging for the child.

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

homework is undertaken is essential. The school may ask parents to sign each homework task.

#### **4.5 Care of Books / Materials**

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

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

#### **4.6 Sensitive Aspects of Learning**

Sex education is taught at upper primary in P6 and P7. The programme is supported by a member of the NHS Orkney team. Parents are notified by letter before the course begins and materials can be seen. Children at this stage are informed about drugs and their effects. This programme is supported by the Northern Constabulary.

#### **4.7 Religious Instruction and Observance**

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

#### **4.8 Extra-Curricular Activities and School Trips**

##### **Extra-curricular activities**

Every school is encouraged to offer as wide a range of sporting and cultural activities as possible. In this context, the Authority provides a degree of financial and administrative support for leagues, competitions, festivals and similar events but it is recognised that, again, the help of parents and the community is invaluable.

At St Andrews, there is a range of extra-curricular activities available for pupils during lunchtime and after school, and we will tell you about these by the school. In addition to in-school activities, classes also make regular educational visits and field studies. Wherever possible, these visits are linked to pupils' class work.

All our in-school activities are supervised by members of staff or other responsible adult, and where participation involves children travelling or staying late after school, written permission for children taking part is required from parents. Our parent council and parent helpers also support extra-curricular activities; we encourage parents to contact the school if they wish to volunteer to support after school activities.

##### **School Trips**

Various school trips are organised for the children throughout the year. These are an important aspect of the children's learning. The Council's safety procedures are adopted and parental consent sought before all trips to ensure the safety and enjoyment of everyone taking part.

##### **Safety**

All school activities are subject to risk assessments which ensure that any hazards involved are identified and managed appropriately.

Whenever parental consent is required the school will issue the appropriate form. This will include consent for:

- Trips and excursions.
- Administering medicine.
- Using pupils images outwith the school i.e. newspaper reports.
- Use of internet.
- Use of school sun cream.

## **4.9 Facilities for Physical Education and Outdoor Activities**

The school hall / gym has a variety of apparatus for physical education. As part of the school's physical education programme, pupils may at times also use the facilities of the local sports complex, swimming pool or sports pitches.

## **4.10 Active Schools**

The Active Schools Network in Scotland is a team of people working in the school and the wider community. Its goal is to offer all children and young people the motivation and opportunities to 'get active', ensuring there are more and higher quality opportunities for all children to participate in sport in schools and to increase capacity through the recruitment of a network of volunteers, who in turn deliver activity sessions in schools. Further information is available on the Active Schools webpage of the Council website: [www.orkney.gov.uk/Service-Directory/S/active-schools.htm](http://www.orkney.gov.uk/Service-Directory/S/active-schools.htm).

## **4.11 Outdoor Education**

Rich in culture and community, set in a diverse, exciting, even exhilarating environment, Orkney has an outdoor education provision set to reflect its own status. Outdoor Education opportunities, especially those with a residential element, play an important part in promoting the personal and social development of pupils of all abilities, as well as contributing to their understanding of environmental and developmental education themes.

Sometimes the focus of activities will be on the development of particular skills, at other times on the process by which learning occurs, or by the provision of opportunities for learning through direct experience. The range of Outdoor Education and the development of diverse activities create a need for instructors and teachers to be flexible in their approach. Teaching and instructional styles have clear emphasis on the needs of the individual and the group.

At St Andrews, children are given the opportunity to undertake various school trips, e.g. P5 children for an activity day; P6 to Hoy for two days (overnight); P7 pupils to Lagganlia for 5 days.

The Nursery has a special outdoor area which is accessible throughout most of each session.

Some classes have a regular weekly commitment to outdoor learning.

We have well developed grounds for learning with many exciting opportunities, for example; horizontal climbing wall, a pond, bird hide and our own Skara Brae.

## **4.12 Assessment and Reporting your Child's Progress**

In accordance with national policy, a baseline assessment is completed for all children on entry to P1, then again in P3, P5 and P7. Baseline assessment enables a snapshot of where individual children have reached in their literacy and numeracy development. The assessment helps teachers plan for learning.

Assessment is of a continuous nature, each pupil being assessed on his / her general class work in conjunction with class tests whenever appropriate. A variety of assessments and strategies will be used to confirm that a child is ready to move from one level to the next.

Pupil's progress will be notified to parents throughout the session and at parents' evenings in mid- November and in March. A summary of learning report for the year is given to parents in June.

School staff will share aspects of learning and next steps with parents throughout the year in various ways, including through learning logs, a termly letter with information about the forthcoming term. Where staff have concerns about a child's learning, he / she will contact parents to share these. Parents wishing to discuss their child's progress with the class teacher are welcome to contact the school at any time to ask for an appointment to consult with the head teacher or class teacher.

At P7 pupils complete a profile of their achievement which goes with them to secondary school. This provides an opportunity for one-to-one dialogue about learning with secondary staff.

The purpose of the profile is to:

- provide learners with a reflective summary statement of their achievement.
- publicly recognise progress in their learning and achievement.
- challenge, motivate and support all children to achieve their best.
- build learners skills and capabilities to reflect on their learning.
- support and inform transition.

If you have any concerns about your child's progress, please get in touch with us as soon as they arise.

Parents have the opportunity to discuss their child's progress with class teachers on parents' evenings. Pupil Summary Reports are sent home to parents and parents have the opportunity to comment on them. In addition, of course, parents are welcome to contact the school to ask for information or for an appointment to consult with the head teacher or class teacher.

More information about what data is collected about your child is given in section seven of this handbook.

## **5 Transitions**

### **5.1 4 year old Early Education and Childcare Provision**

The number of places available for 3-5 year old children depends on the number of children taking morning, afternoon and full day places on any given day. The maximum number of children in a session is currently 30.

Early Education and Childcare provision is non-denominational; this means that all nurseries are open to children of parents irrespective of religious belief.

## 5.2 Admission to 3 year old Early Education and Childcare in Orkney

All Orkney nursery classes follow the Council's early years admissions policy.

A funded Early Education and Childcare place is available for every child aged 3 to 5 years who lives in Orkney. Places can be provided either in a local authority nursery or with a recognised provider in the private and voluntary sector who have been accepted onto Orkney Islands Council's framework to provide pre-school education. Placements are allocated subject to availability and may not always be in the closest setting.

Children become eligible for Early Education and Childcare funding from the age of three. The date of eligibility depends on when your child becomes three, see the table below:

### Early Education and Childcare (Nursery and Pre-school) Eligibility

Children born between.	Eligible to start.
1st March - 31 August	August (Autumn Term)
1st September - 31 December	January (Spring Term)
1 <sup>st</sup> January – 28/29 February	April (Summer Term)

You can apply for a nursery place by contacting the school in your local area directly or at Education, Leisure & Housing on 01856 873535 or emailing [education.leisure@orkney.gov.uk](mailto:education.leisure@orkney.gov.uk). Forms can also be downloaded from the Council's website at <http://www.orkney.gov.uk>

It is important that you make application by the end of March for children aged three to five as all applications for pre-school places for the forthcoming school year (August to June) will be allocated in May.

## 5.3 Transfer from Pre-school to Primary

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

## 5.4 Primary School Admissions

In Orkney, as in all Scotland, there is one intake to primary school that takes place in the August of each year. Children born between the beginning of March and the end of the following February are eligible to start primary school in the August when they will be between 4.5 and 5.5 years old.

Children born between March and August must start school in the August after they become five. However, if your child is not five at the start of the school term in August they have the option of deferring their entry to school until the following August.

Some parents / carers therefore, have a choice as to when their child starts primary school. Taking the choice to delay school enrolment for a year is known as deferred entry. This choice takes place when your child will be starting Primary One, not when they are going into their pre-school year.

### **Deferred entry to Primary School**

Parents / carers who have any concerns about whether or not they wish their child to take up a place in Primary One the following August should in the first instance discuss the matter with the Nursery Teacher or Early Years Worker, or the head teacher / manager of your child's school / setting. Discussions should focus on your child's progress in his / her pre-school education, with a particular emphasis on your child's:

- approach and attitude to learning
- ability to communicate their needs, feelings and ideas
- levels of independence and self help skills
- emotional and personal development, including self-confidence and esteem
- relationships and friendships with other children and adults

### **Request for Deferral**

If after on-going discussions with the nursery staff, you wish to proceed with a request for deferral to Primary One, you should complete the "Deferred Entry to Primary School" form. Your child's school / setting will have this form and nursery staff can support you to fill it in if you wish. You will need to return this to Education & Leisure Services by the end of March.

All deferral request forms should be signed by the head teacher or manager of the school / setting, showing whether the request for deferral has his / her support.

The local authority will acknowledge receipt of the request.

### **Automatic Deferral**

If your child's birthday is in January or February, they will have the right to start school. They will also have the right to defer entry to Primary One and the local authority will provide a free pre-school place for an additional year.

### **Discretionary Deferral**

If your child's birthday is from September to December they will have the right to start school. They will also have the right to defer entry to Primary One.

The local authority will provide a Early Education and Childcare place where there is agreement between parents / carers and the nursery staff that this is in the best interests of your child, and where there is a space at the pre-school setting. However the allocation of a free pre-school education place is not automatic and is at the discretion of the local authority.

If your request for an additional year of pre-school Early Education and Childcare has been refused, your child still has the right to defer entry to primary school and enrol the following year, and every effort will be made to accommodate your request in another

pre-school centre where there is space. Alternatively, you may be offered fewer pre-school sessions if these are available.

### **Appeals and Decisions**

In those cases where staff disagree with parents / carers as to whether a deferral would be in the best interests of your child, the authority will make arrangements for an appeal to be presented to an Admissions Panel. The decision of the Admissions Panel will be based on clear criteria, e.g.:

- The level of dependency would prevent the child from benefiting from maximising learning opportunities in P1.
- Progression to P1 would be detrimental to the child's educational progress.
- There are special circumstances which support the parents' / carers' wish for an additional year of pre-school education.

In most cases, the form "Deferred Entry to Primary School" will form the basis for the decision of the panel. In some cases, further information may be sought by the Panel.

Particularly in those cases where there may be doubts as to the final decision on deferral, parents are strongly advised to make an application for a primary school place too. Advice on procedures for this is available from all primary schools and from the authority. This will ensure that each child's application for a primary school place can be considered by the due date (Early May). You will hear about any decisions in early May.

When beginning Primary 1, your child will normally attend their local primary school and transfer from it, after Primary 7, to its associated secondary school. Details of the catchment areas and boundaries can be obtained from Education, Leisure and Housing - telephone 01856 873535 or email [education.leisure@orkney.gov.uk](mailto:education.leisure@orkney.gov.uk).

Children eligible for enrolment are those whose 5th birthday falls on or between 1st March and the end of February the following year.

Any pupil who wishes to transfer to a school out with the catchment area will need to submit a Placing Request Form.

### **5.5 Primary to Secondary Transfer and the Catchment Secondary School for the East Mainland**

The East Mainland falls in the catchment area for secondary education of Kirkwall Grammar School (KGS), and pupils from St Andrews Primary school normally transfer there after primary 7. The P7 Class Teacher, Support for Learning Teacher, and Head teacher collate information about pupil progress, attainment, and successful teaching strategies before Primary 7 pupils move into secondary school and liaise with guidance staff.

Transition is further enhanced through participation in curricular projects and visits by secondary teachers.

In June P7 pupils take part in two transition-day visits to KGS. On these days pupils get the opportunity to participate in lessons in classes they will be in S1.

The children experience the daily travel to Kirkwall Grammar School by bus.

As well as the transition days, pupils also attend Active Schools Sports events and music opportunities designed to help make new social ties with children from other schools.

Other visits may be arranged from time to time and the children meet each other and KGS staff through music and sport activities.

Parents will have an opportunity to view the school and be given a brief explanation of school life. For further information, contact Kirkwall Grammar School:

Kirkwall Grammar School

Kirkwall

Orkney

KW15 1QN

Tel: 01856 872102

Email [admin.kgs@glow.orkneyschools.org.uk](mailto:admin.kgs@glow.orkneyschools.org.uk)

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

## **5.6 Placing Requests**

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the local school. Applications for Placing Requests should be submitted in writing to:

Education Resources Officer

Education, Leisure & Housing

Council Offices

School Place

Orkney

KW15 1NY

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

## **5.7 Mid-Session Transfers**

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

## **5.8 Transport for Placing Requests**

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

## 6 Support for Pupils

### Getting It Right For Every Child (GIRFEC)

Taking care of our children's well-being and making sure they are alright - even before they are born - helps us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society.

Getting it right for every child is a programme that aims to improve outcomes for all children and young people.

It promotes a shared approach that:

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

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

The Getting it Right approach looks at eight areas of 'well-being'. These are recognised as areas in which children and young people need to progress in order to do well now and in the future. They allow those responsible for the care and support of children - including members of their own families - to look at a situation in a structured way that will help them identify any needs and concerns and plan with the child and family any action they need to take. The eight well-being indicators are:

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

The approach gives them a common language and a way to gather information about a child's world, making sure the child is growing and developing, and has everything they need from the people who look after them both at home and in the wider community. It also encourages practitioners to think about who else might need to be involved (for example a teacher might need to contact other professionals to make sure that an education improvement plan with the child and family was meeting all the child's needs).

### Protecting Children and Young People

All children have a right to be protected from harm, abuse and neglect. It is everyone's job to make sure that children in Orkney are safe. Education, Leisure & Housing have

an important role in identifying children who have been abused or are at risk of being abused.

Orkney Islands Council has clear procedures for all staff to follow. Head Teachers or designated member of staff are instructed to notify Orkney Islands Council when a member of staff has a suspicion that a child might have been abused or be at risk of abuse.

Orkney Health & Care will make a decision on whether or not an investigation is necessary and will advise accordingly. In every situation, the welfare of the child overrides other considerations.

### **Additional Support Needs**

Pupils with additional support needs are identified by class teachers working with the support for learning teacher and when appropriate, the educational psychologist. Provision is made for pupils with additional support needs based on assessments in school and on professional advice.

If you believe your child to have any additional needs, please speak to the class teacher in the first instance or to the head teacher at any time.

### **Pupil Support Team**

The Pupil Support Team, based at Papdale House, is made up of a range of advisory teaching and non-teaching staff. Team members work with schools, and young people and their families, across Orkney.

Staff can give advice and support in a number of areas where difficulties are being experienced, including:

- Language and communication difficulties.
- Social and emotional difficulties.
- Sensory difficulties (vision, hearing, etc.).
- Social interaction and emotional regulation difficulties.

Further information on the Pupil Support Team is available on the Council's website: [www.orkney.gov.uk](http://www.orkney.gov.uk)

### **Educational Psychology Service**

The Educational Psychology Service is part of the Pupil Support sector within Education, Leisure & Housing. The central aim is to promote the development and well-being of children and young people (birth to 24 years), particularly to help them overcome any barriers to learning and self-efficacy. The service aims to achieve this through working collaboratively with teachers, parents, young people and others.

Further information on the Educational Psychology Service, including contact details, is available on the Council's website: [www.orkney.gov.uk](http://www.orkney.gov.uk)

### **Pastoral Support**

St Andrews Primary School is a warm and caring place and pastoral support is available from members of staff at all times as well as through our partner agencies. If you believe your child needs additional pastoral support, please speak to the class teacher in the first instance.

In addition to the information shown above, the school handbook must include information specified by the Education (Additional Support for Learning) (Scotland) Act 2009 which includes:

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

School Handbooks must also contain information of any organisations specified by Scottish Ministers which provide advice, further information and support to parents of children and young people with ASN. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

- Children in Scotland: Working for Children and Their Families, trading as "Enquire – the Scottish advice and information service for additional support for learning", a charitable body registered in Scotland under registration number SC003527;
- 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.

## **7 School Improvement**

### **Raising Attainment**

Monitoring performance and using the resulting information to secure improvement is an important part of the work of head teachers, school staff and officers within Education Services.

### **Standards and Quality Report**

Every year each school publishes a Standards and Quality report which highlights the school's major achievements. A copy can be found on the school website.

### **School Improvement Plan**

Each session the school publishes a School Improvement Plan which can be found on the school website. Priorities for 2017/2018 are:

- Priority 1:** QI – 2.2 Curriculum To raise attainment by auditing and improving our curriculum planning and architecture.
- Priority 2:** QI – 1.1 – Self-Evaluation for Self-improvement –& Q1: 2.3 – Planning Tracking & Monitoring To raise attainment by improving tracking and moderation procedures
- Priority 3:** QI - 2.2 – Curriculum, QI – 2.3 - Learning, Teaching Assessment & QI 3.3 – Raising Attainment & Achievement To raise attainment by Improving pupil mental maths and real life problem solving skills
- Priority 4:** QI - 2.2 – Curriculum, QI – 2.3 - Learning, Teaching Assessment & QI 3.3 – Raising Attainment & Achievement To raise attainment in early literacy through a play based approach

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

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

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

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

Data on each pupil is collected by schools, local authorities and the Scottish Government. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not

passed to the Scottish Government. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Dates of birth are passed on as 'month and year' only, again to ensure that individuals are never identified. Data is held securely and no information on individual pupils can or would be published by the Scottish Government.

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

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

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

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

### **Your data protection rights**

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

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

## Concerns

If you have any concerns about the ScotXed data collections you can in the first instance contact Education, Leisure and Housing on 01856 873535 or email [education.leisure@orkney.gov.uk](mailto:education.leisure@orkney.gov.uk). If you further concerns, please email the Senior Statistician, [scotxed@scotland.gsi.gov.uk](mailto:scotxed@scotland.gsi.gov.uk) or write to The ScotXed Support Office, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

## School Policies

School policies can be found on the school website and hard copies can be viewed at the school.

## Websites

You may find the following websites useful.

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

## Glossary

- CFE - Curriculum for Excellence
- ASN – Additional Support Needs
- EMA – Education Maintenance Allowance

- ASL – Additional Support for Learning
- SQA – Scottish Qualifications Authority
- FOI – Freedom of Information
- HT/PT – Head Teacher/Principal Teacher
- CLD – Community Learning and Development
- GIRFEC – Getting it Right for Every Child

## Parent feedback

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

Tell us what you think.

Your feedback will help us to improve our handbook.

Did you find:	Please tick	
The handbook useful?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
The information you expected?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
The handbook easy to use?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

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

Name of school: St Andrews Primary School

Thank you for filling in the questionnaire. Your views are appreciated. Please return this questionnaire to the school.