Niddrie Mill Primary School, 20 Moffat Way, Edinburgh, EH16 4PY

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AMBITION, BELONGING, PERSEVERANCE, RESPECT
A Foreword from the Director of Children and Families

Session 2013-14

Dear Parents

This brochure contains a range of information about your child’s school which will be of interest to you and your child. It offers an insight into the life and ethos of the school and also offers advice and assistance which you may find helpful in supporting and getting involved in your child’s education.

We are committed to working closely with parents as equal partners in your child's education, in the life of your child's school and in city-wide developments in education.

Parental involvement in the decision making process and in performance monitoring are now, more than ever, an integral part of school life. We look forward to developing that partnership with your support.

I am pleased to introduce this brochure for session 2013/14 and hope that it will provide you with all the relevant information you may need concerning your child’s school. If you have any queries regarding the contents of the brochure please contact the Head Teacher of your child’s school in the first instance who will be happy to offer any clarification you may need.

Gillian Tee
Director of Children and Families

Children and Families Vision

Our vision is for all children and young people in Edinburgh to enjoy their childhood and fulfil their potential.

We believe that children and young people do best when:

- they are able to live safely and happily within their own families with the right kind of support as needed
- they attend first class, inclusive schools and early years settings which meet their needs

We will do all we can to strengthen support for families, schools and communities to meet their children's needs.

Our mission is to place children, young people and families at the heart of our service and provide support when it is needed throughout childhood and the transition to adulthood.
Dear Parents and Carers

Welcome to Niddrie Mill Primary School handbook.

Thank you for choosing to enrol your child at Niddrie Mill Primary School. We realise that as parents/carers you are the most important educators of your child and we look forward to working closely with you to ensure your child will have excellent learning experiences in our warm and caring environment.

At Niddrie Mill we pride ourselves on the very positive relationships we have built with parents and pupils. When difficult situations arise, they can usually be sorted out very effectively by working together to find solutions. Parents, pupils and staff all benefit from this secure partnership.

We aim to equip our pupils with skills for life, and develop an understanding through our school values: ambition, belonging, perseverance and respect and apply these to every aspect of their education both in school and in the wider community. Above all we want our pupils to have quality learning experiences which are relevant, active and enjoyable and for them to discover that it is worth working hard to achieve their best.

If you feel that we can support you in any way please phone the school office so that an appointment can be made with the school management team.

Yours sincerely

Anne Pettit
Head Teacher
Staff List

Head Teacher: Anne Pettit
Deputy Head Teacher: Claire Bond
Principal Teacher: Jennifer Goodall
Business Manager: Lyndsaye Tippen

Class Teachers: Heather Russell, Nicky Holloway, Cheryl Miller, Valerie Blair, Heather Coyle, Roz Johnson, Holly Ketchin, Caroline Davidson (Maternity Leave), Wendy Stein, Laurie Allan, Sarah Callachan, Lynsey Greig, Kate Laothong, Sara Jackson, Alasdair Lippok.

Art Specialist: Mark Charlton
 Behaviour support teacher: Rosemary Campbell

Support for learning teachers: Rhoda Ross and Emma Gardner

Pupil Support Assistants/Early Years’ Practitioners: Helen Simcock, Elaine Marrins, Linda Hunter, Claire Sutherland, Linda Brannigan, Anne Raynes, Amanda Callan, Wendy Lawrie, Shirley McCann, Sandra Sweeney, Lesley Brown, Mary Hair and Jane McEwan.

School Administrator: Alison Fairnie

School Support Assistant: Alexandria McCafferty

Service Support Officers: Clifford Field, Gavin Ingils and John Douglas

Place2be: Karin Anderson

Active Schools Co-Ordinator: Shirley Banks

Our school aims

At Niddrie Mill Primary School we aim to:

Provide high quality learning and teaching experiences which will enable our pupils to achieve the highest possible levels of attainment.

Work towards making everyone happy, healthy and secure encouraging pupils to have a good self-image, enabling themselves to realise their own self-worth.

Establish positive partnerships with our parents and wider community which promotes a sense of belonging and health and well-being for all.

Instil a sense of responsibility for, and caring attitude towards, their local environment.

Work co-operatively and continue to develop professionally.
School Organisation

The school day

MONDAY-THURSDAY

Primaries 1 and 2 8.50am-12.15pm
1.00pm-2.45pm

Primaries 3 to 7 8.50am-12.40pm
1.10pm-3.00pm

FRIDAY

Primaries 1 and 2 8.50am-12.15pm

Primaries 3-7 8.50am – 12.25pm

All classes Early closure for staff development

School role – session 2015-2016

Our current school role is 280
School term dates 2015-16

**Autumn**
Term starts Monday 17 August 2015
Mid term holidays

- Monday 21 September 2015, Autumn holiday
- Monday 12 October - Tuesday 20 October 2015

Term ends Tuesday 22 December 2015 at 12 noon

**Christmas holidays**
Wednesday 23 December 2015 - Wednesday 6 January 2016

**Spring**
Term starts Thursday 7 January 2016
Mid term break

- Monday 15 February - Friday 19 February 2016

Term ends Thursday 24 March 2016

**Easter holidays**
Friday 25 March - Friday 8 April 2016

**Summer**
Term starts Monday 11 April 2016
Mid term holidays

- Monday 18 April 2016, Spring Holiday
- Monday 2 May 2016, May Day
- Thursday 5 May 2016, staff only day to coincide with Scottish Parliament election
- Monday 23 May 2016, Victoria Day

Term ends Thursday 30 June 2016
Practical Information about the School

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

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

Communicating with the School

This section provides you with some background information on our school. 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.

Registration and enrolment

The date for registration of new school entrants is advertised in the local press and on the council’s website www.edinburgh.gov.uk. Registration for Primary One and First Year Secondary takes place in November each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school, when they register their child.

Parents who want to send their child to a school other than the catchment school must make a placing request. Please refer to section four of this handbook for more information on placing requests.

Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information.

Attendance and absence

It is the responsibility of parents of a child of school age to make sure that their child is educated.

Absence from school is recorded as authorised, that is approved by the children and families department, 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 will disrupt your child’s education and reduces learning time. I 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 me before the holiday. If I cannot give permission before the holiday, it will be recorded as unauthorised absence. I can authorise a holiday if you 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 me on this basis is regarded as authorised absence.

Any requests for extended absence over two weeks will be referred to the Senior Education Manager: Inclusion who will decide if it will be recorded as authorised or unauthorised leave.

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 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 children and families department has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children’s Panel, if necessary.

School Uniform
Parents are asked to co-operate with the school in encouraging the wearing of the school uniform. 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. Pupils can wear a blue sweat shirts and a white polo shirt. These are available to order from the school for £7.95 and £7.45.

A separate red sweatshirt is available for P7 only. The school encourages black school shoes to be worn, alternatively a pair of black unbranded trainers.

A school’s reputation can also be enhanced in the local community by the wearing of school uniform and school security will be improved as it will be easier to identify intruders.

The appropriate clothing and footwear for PE is a T-shirt, shorts and gym shoes with non-marking soles. These are necessary for health and safety reasons and your cooperation is requested to ensure that pupils are equipped to participate in the PE
lessons. No jewellery is permitted during PE lessons.

Please ensure that all items of clothing are clearly labelled, particularly ties, sweat shirts and PE equipment which are often lost.

A protective apron or an old shirt should be worn for art and craft activities.

Please help us by ensuring that pupils do not bring valuable or expensive items of clothing to school.

In certain circumstances, appropriate clothing will be necessary for school activities for safety reasons, e.g. in games areas, science days, outings, visits and workshops; this extends to the wearing of suitable footwear and even, on occasion, to the length of pupils’ hair and the wearing of jewellery and earrings.

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

If you have any queries regarding the school’s dress code, please contact the school office.

Footwear and Clothing Grants
Grants for footwear and clothing for children are available to parents receiving:

- Child Tax Credit, but not working tax credit, with an annual income of less than £16,105.
- Income support
- Jobseekers allowance [income-based]
- Support under Par V1 of the Immigration & Asylum Act 1999
- Income related element of Employment and Support Allowance

Information on free school meals and clothing grants is available on the [www.edinburgh.gov.uk](http://www.edinburgh.gov.uk) website. Applications for free school meals and clothing grants can be made by contacting Grants, Awards and Placements, Business Centre 1:1 Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG

School Meals
Menus offer healthy and tasty meal options while reflecting the Scottish Government food and drink legal requirements for school lunches. Special diets and allergies are usually accommodated subject to consultation with parent/guardian and catering services.
Meal prices are reviewed annually. Please contact the school to be advised of the current price. The cost for Session 2015/16 is £1.95.

Menus can be picked up at the school office.

**Free School Meals**

All Primary 1 to Primary 3 children receive free school meals. Some families may be eligible for free school meals. Application forms are available from the school office. The forms have to be completed by the parent along with supporting documentation as detailed on the application form. An application is required for every school session.

Lunch menus are distributed in advance by CEC. A copy of the menu is displayed in the foyer and available from the office.

- Pupils must pay for the week or part week each Monday morning by cash or cheque.
- Some pupils choose to bring a packed lunch. This is also eaten in the dining hall. For P1 and P2 children they are supervised by class teachers during the first part of lunch to encourage healthy eating.
- The school breakfast club is open from 8:00 am (details of how to attend this can be found at the school office.
- The school encourages healthy eating options: a small snack or piece of fruit for morning playtimes and no fizzy drinks. Glass bottles or cans and chewing gum are not allowed.

**Travel to and from School**

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

No pupils or parents may walk through the school car park. The car park is reserved for school use only.

**General Supervision**

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

During intervals support staff supervise the children. Each member of staff has responsibility for a section of the playground. There is always access to the building to seek first aid or the toilet and the children are made aware of this.
However given the very changeable nature of the Scottish climate pupils are required to bring a rain jacket to school each day. Pupils without a suitable jacket will be required to remain indoors.

School security
The safety and security of pupils and staff when attending or working in a school is very important to us. 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 visit.

Wet Weather Arrangements
In very wet weather pupils remain in school during breaks and at lunchtime. Children are allowed to wait in the foyer when it is raining in the morning. In all but the most inclement weather pupils will be encouraged to play outdoors. It is essential that pupils come to school with suitable clothing and footwear.

Unexpected Closures
In the event of an emergency, such as a power cut or severe weather, that prevents schools from opening in the morning or results in an early closure a range of communications channels are used to let parents know.

In addition, announcements will be made on Radio Forth (Forth 1 and Forth 2) and via the Council's corporate Twitter account www.twitter.com/Edinburgh_CC and Facebook page www.facebook.com/edinburghcouncil. If many schools are affected, or the situation is likely to be prolonged, then the Council's website www.edinburgh.gov.uk will also be used.

We recognise that many parents value the opportunity to keep in contact with their child before and after school. If a mobile phone is brought in to school it must be switched off, handed in to the school office and collected at the end of the day. Our full mobile devices policy is on the website.

During concerts and performances many parents use mobile phones or cameras to record pictures to share with family and friends. You are reminded to safeguard the privacy of other pupils and parents and staff any images must not be uploaded on to any social media site.

Equality
Council has published an Equality Scheme, which can be viewed on the council’s website. This outlines the duties which the Council is required to undertake to tackle
discrimination, prevent harassment and ensure our work promotes equality. The Council is committed to eliminating discrimination on the grounds of race, gender, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status or pregnancy/maternity.

English as an Additional Language

The Children & Families Department provides a support service of teachers of English as an additional language. The teachers visit schools to work with those bilingual pupils who require assistance in developing English language skills.

Complaints, Comments and Suggestions Procedure –

We all hope that you will be completely satisfied about your child's education and we encourage feedback on our services from parents and pupils. We are, therefore, interested in feedback of all kinds, whether it be compliments, suggestions or complaints.

If you want to register a comment of any type about our 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.

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 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 will have the right to take the matter further and contact Advice and Conciliation [0131 469 3233]
- 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.

Health and Safety

"Within the general policy laid down by The City of Edinburgh Council, the Children & Families Department has prepared and has continuing development of, safety policy
statements for all areas of its responsibility in accordance with the Health and Safety at Work Act 1974.

School staff are fully instructed in their responsibilities in this respect, and safety regulations apply to all aspects of school life, both on and off the premises. It is expected that pupils will behave responsibly and comply with all safety requirements. The support of parents/carers in promoting good practice in health and safety matters is of great importance to the school”.

**School Health Service**

A team of specialist Health Service and Children and Families Department staff work together to provide a service throughout your child’s years at primary and secondary school. A planned programme is put into place to make sure that they benefit as much as possible from all that school has to offer, and to help prepare for life after leaving school. The School Health Service is part of the Community Child Health Service and has direct links with those who carry out health checks on children before they start school.

Many different services are provided. The staff involved make every effort to work closely with parents/carers and with others who are caring for your child, both at school and in other branches of the Health Service. Some of the services, e.g. testing for vision, hearing or speech, are provided to all children on a routine basis to discover which children may need further tests or parents/carers are not necessarily notified at the time of these screening tests and any parent who does not want a child to be included should notify the school at the beginning of the session.

Naturally, if treatment is thought to be required the child’s parents/carers will be informed and consent requested. The issue of maintaining confidentiality is taken seriously by the School Health Team at all times.

Some of the staff concerned and the parts they play are as follows:-

School Nurses are involved with health promotion and education, prevention of ill health, immunisation, health surveillance and screening.

The School Nurse is made aware of any possible problems and parents/carers and the family doctor are informed if any further action is considered necessary.

The School Nurse may be helped by a Health Assistant. The School Nurse acts as an important link between home and school. She visits the school and liaises with the teachers to find out whether any pupil has a health need that requires to be addressed. The School Nurse can link with other members of the health team, in the community or in hospital, concerned with a child’s health. The School Nurse reviews the notes of all children in Primary 1, 4, 7 and Senior 3 as well as those of all new entrants.

An information booklet about the School Health Service is issued to all Primary 1 pupils and any new pupils coming from out with the Edinburgh area.
Parents/carers are also asked to complete a health questionnaire about their child at Primary 1, 7 and Senior 3 and asked if they would like their child to have a medical consultation with the School Nurse.

The School Nurse may ask for your consent to examine your child if his/her medical records are incomplete or if the nurse particularly wishes to check on his/her progress. You will be invited to be present at any medical examination and kept informed if the School Nurse wishes to see your child again, or thinks that he/she should be seen by the family doctor or a specialist in paediatrics. You can, if you wish, arrange for your family doctor to undertake the examinations instead of the School Nurse, but you may be charged a fee for this. In secondary schools the School Doctor may consider whether any special information should be provided for the Careers Service.

The School Nurse will be pleased to see you and your child at a mutually convenient time if you are concerned about his/her health or general progress at school. With your consent, the School Health Service Staff also carry out immunisations to protect against various diseases.

The Audiometric Team normally checks children’s hearing on a number of occasions before the age of 13/14 years. The School Health Team will be told if your child seems to have a hearing problem and they will inform parents/carers and GPs as necessary.

The Speech and Language Therapist can provide assessment and, if necessary, treatment if you, a teacher or the School Nurse feels that your child may have a speech or language problem.

Any enquiries concerning the provision of dental services should be made to: The Director of the Community Dental Service, 16 Duncan Street, Edinburgh, EH9 1SR (Tel. 0131 667-7114).

We hope that the School Health Service can, together with yourselves, contribute to your child’s overall well-being and development. Please do not hesitate to arrange through the Head Teacher to see the School Nurse should you require any further information”.

Head Lice

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

*Regular wet combing of your child’s hair using a head lice detection comb is the best way to catch this possible problem at an early stage.*

*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, health visitor or pharmacist. Shampoos and other treatments are not effective.*

*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 because you would likely tell family and friends about other infections which might affect them.

Regular wet combing of your child’s hair with the head lice detector comb is the best protection as it allows you to detect the condition and treat it speedily.

Medicine administration
Parents and carers should inform the school of any medication that is to be administered. It is vital that the school supply of medication is replenished as required. Any out of date medication must be collected and disposed of correctly. Any medication that must be collected at the end of the academic year.

P4 children and onwards should be encouraged to carry their own asthma inhaler, where appropriate though a spare should be kept centrally.

Gaelic Education
Gaelic-medium education, where pupils are taught the entire curriculum through the medium of Gaelic, is available at nursery and primary levels. There are Gaelic parent and toddler groups and playgroups across the city.

Edinburgh’s first dedicated Gaelic nursery and primary school opened in the former Bonnington Primary School building August 2013. Pupils attending the school do not need to have prior knowledge of Gaelic. Pupils who wish to study Gaelic at secondary level can transfer to James Gillespie’s High School which offers Standard Grade and Higher courses.

Other School Policies
On the school’s website you will find additional policies and information. Parental involvement is very important as we know it helps children do better in school.

You can also find out more about the ethos of our school, what our values are and our aspirations for our pupils including how we celebrate pupil success, and links we have with partner organisations and the wider local, national and international community.
Parental Involvement in the School

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

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

You can also find out more about the ethos of our school, what our values are and our aspirations for our pupils including how we celebrate pupil success, and links we have with partner organisations and the wider local, national and international community.

Ethos

At Niddrie Mill we pride ourselves on the very positive relationships we have built with parents and pupils. We take a solution focussed approach to solving difficult situations and parents, pupils and staff all benefit from this secure partnership.

We aim to equip our pupils with skills for life, for learning and for work. Our school values of PERSEVERANCE, AMBITION, BELONGING and RESPECT are embedded in the life and work of the school. Pupils are encouraged to apply these to every aspect of their education in school and in the wider community.

The continued development and implementation of Curriculum for Excellence will support our pupils develop as confident individuals, successful learners, effective contributors and responsible citizens.

Above all, we want our pupils to have quality learning experiences that are relevant, active and fun and for them to discover that is worth working hard to achieve their best.

Values

We are committed to supporting the development of the whole pupil and as a result, wish to encourage their development in spiritual, moral, social and cultural terms.

• 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.**

**Promoting Positive Behaviour**

We wish to encourage a partnership with you to ensure the best possible standards of pupil behaviour.

The School’s Positive Behaviour Policy is published on the school’s website. The aims of the policy are to:

• clarify a code of behaviour and the range of rewards and sanctions available to staff in order to support and encourage pupil’s good behaviour
• to promote a safe and caring environment for all in school, where effective learning and teaching can flourish
• to develop pupils’ sense of self-discipline and understanding of responsibility of their own actions
• to promote and develop self-esteem, respect for others and positive relationships throughout the school.

In August 2013 we established a new golden time system where children can sign up for a range of exciting activities and work with pupils from other classes as a reward. We also launched a clan system in December where pupils have the opportunity to work as a team and earn points for good citizenship for themselves and their clan. Our clans are: Clan Grainger, Clan Hoy, Clan Murray and Clan Strachan. Both of these imitative impact positively on behaviour.

**Anti- Bullying Policy**

The school’s Equalities policy is published on the school’s website. This policy deals with many of the root causes of 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, breeds’ 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.

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.

Parents Welcome
We welcome parental involvement as research has shown that when parents are involved children do better in school. Parents can volunteer (subject to PVG checks) to support learning and teaching in school. Each half term parents are invited into school for our parent council meetings where you can find out what is happening in the school and offer your opinion. Parents are also invited to join us for clan, class and achievement assemblies/meet the learning as well as sports days and P1 nativity play.

Parental Consultation
We offer opportunities for you to discuss your child's progress with teachers through arranged meetings. You will be advised when these meetings take place. Over and above these set meetings, parents are welcome to contact the school at any time to ask for information or for an interview.

Parental Involvement
We work incredibly hard to ensure good parental links. We provide the following at Niddrie Mill Primary School:

Parent Council
Parents’ nights
Place2think for parents
Questionnaires
Invites to achievement, clan and class assemblies
Visits to classes after class assemblies
Sports Day
Soft start
Volunteers for outings
Family homework
Christmas Fair
Annual open day
Meet the Learning

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.

• All parents / carers are automatically members of the Parent Forum at their child’s school. As a member 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 forum to work on with the school;

• Be asked your opinion by the parent forum 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.

• For more information on parental involvement or to find out about parents as partners in their children’s learning, please contact the school or visit the Parent zone website at www.parentzonescotland.gov.uk.

The Scottish Parent Teacher Council is the national organisation for PTAs and PAs in Scotland, Parent Councils can join too, and it runs an independent helpline service for all parents.

The National Parent Forum of Scotland has been set up to give Parent Councils and parents an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level.

**Pupil Council**

The school has a number of pupil groups including the Pupil council. They meet regularly to discuss a range of issues which in turn inform the school improvement agenda. Representatives from most classes attend the Council and then have an opportunity to inform or seek information from their peers during a class council meeting.

The school currently has an Eco Committee and a Pupil Council.
School Curriculum

This section describes how the curriculum is planned and delivered in our 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.

Curriculum for Excellence

Bringing learning to life and life to learning

Curriculum for Excellence has now been introduced across Scotland for all 3-18 year olds – wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world. Curriculum for excellence will be fully implemented by 2016.

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 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring each transition is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills.

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

It develops skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.
There will be new ways of assessing progress and ensuring children achieve their potential. There will be new qualifications for literacy and numeracy from 2012/13. New qualifications at National 4 and 5 will be available from 2013/14. Our well regarded Access, Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.

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

Ultimately, Curriculum for Excellence aims 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.

Every child and young person at Niddrie Mill is entitled to experience a broad general education. This general education takes place from the early years to the end of P7 at primary school.

You can find out more details and look at the full layout and stages of Curriculum for Excellence at the following website:
www.ltscotland.org.uk/curriculumforexcellence/index.asp

What will my child learn?

Our school offers pupils a broad and balanced curriculum helping them to develop their skills, knowledge and understanding across a wide range of subject areas.

Literacy and English

There are 3 key features of language which are concentrated on.

These are:

- Listening & Talking
- Reading
- Writing

Mathematics and Numeracy

There are 3 key features of our Mathematics programme.

These are:

- Information Handling
- Number, Money and Measurement
- Shape, Position and Movement
Religious and moral education (RME)

They key features within RME are: Christianity, other world religions and beliefs and values.

Time to Reflect

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

Social Studies

Each class follows a set programme for this curricular area. Social Studies consists of learning experiences in the following areas:

People, Past Events & Societies

People, Place & Environment

People in Society, Economy & Business

Expressive Arts

The key features within Expressive Arts are: music, dance, drama and art.

Health and Well-being

Learning in Health & Well-Being (Including Physical Education) ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical well-being now and in the future.

Modern Languages

Learning other languages enables children and young people to make connections with different people and their cultures and to play a fuller part as global citizens. At Niddrie modern languages is taught in all classes. P1-P4 French, P5 – P7 French and Spanish.
Science

Through learning in the Sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. The teaching of Sciences is divided into 5 key areas.

These are: planet earth, biological systems, forces, electricity & waves, materials and topical science.

Technologies

The teaching of Technologies offers our children activities which involve research, problem solving and exploration of new and unfamiliar concepts, skills and materials. The Technologies curriculum is split into 6 organisers:

- Technological developments in society
- ICT to enhance learning
- Business
- Computing Science
- Food & Textiles
- Craft, Design, engineering and graphics

Gaelic

At present the school does not offer formal teaching of the Gaelic language.

Aig an àm seo, chan eil au teagaisg an cànan Gàidhlig ann an doigh foirmeil.

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 continue to be involved in active learning experiences which are engaging and give them ownership of their own learning.

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 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 are encouraged to take responsibility for their learning. At the earliest stages this may be through choosing a particular text or a learning target. All pupils have
the opportunity to help in choosing planned learning activities through discussion with the teacher.

Homework

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.

The homework will be organised according to the stage and ability of the child, it can arise from all curricular areas, and it may include written, oral or practical activities. The tasks set will be interesting, worthwhile and challenging for the child. At Niddrie Mill pupils from P3-P7 can join our homework club. Here pupils can get support to complete homework tasks. Please contact the school office if you would like more information on our homework club.

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 makes you 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 appreciated.

At the second level pupils learn about more sensitive areas of the curriculum. Parents will be informed and given advice about these prior to the delivery in school. A number of parent workshops are held each year looking at Keeping Myself Safe, sexual health, drug awareness, internet safety and preparation for residential experience.

Extra-curricular Activities
We offer a wide a range of sporting and cultural activities as possible.

*There is a range of extra-curricular activities available for pupils during lunchtime and after school. Parents will be informed about these by the school. In addition to in-school activities, classes also make regular educational visits and field studies. These visits are linked to pupils’ class work.*
Active Schools
The fundamental aim of Active Schools is to give school-aged children the tools, motivation and the opportunities to be more active throughout their school years and into adulthood. These opportunities are available before, during and after school, as well as in the wider community. For further information contact Shirley Banks, our Active Schools co-ordinator on 0131 468-7025.

Assessment
As pupils progress through our school, teachers use a range of assessment strategies, including Assessment for Learning strategies as well as setting tests. Pupils are also involved in assessing their own progress and developing their next steps.

We recognise that all pupils do not develop and progress at the same rate and, therefore, we use both group and individual methods to ensure that all pupils are given appropriate instruction and the opportunity to succeed. Please contact the school as soon as possible if you have any concerns about your child’s progress.

There will be an opportunity to discuss your child’s progress at the School Parents’ Evenings which are held twice a session.

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.

Getting It Right for Every Child
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. Our school adopts the Getting it right for every child in Edinburgh approach to give the right help to children, young people and families, when they need it from a joined up multi agency team.

Getting it right for every child 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.

Protecting Children and Young People

We place a high priority on the well-being and safety of our pupils. To this end we have in place a personal safety programme to give pupils knowledge and life skills to keep them safe from all form of abuse. Where we have concerns that a child about the possible abuse of pupils we are required to follow the Edinburgh and the Lothian’s Inter-Agency Child Protection Procedures which set out the specific duties and responsibilities towards the child and their parents/carers.

Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice. Further details of the policies and procedures can be found on Edinburgh Council website at www.edinburgh.gov.uk/InOnTheAct

In on the Act - Supporting children and young people with additional support needs provides the following information:

specified by the Education (additional Support for Learning) (Scotland) Act 2009 which includes –

(a) the authority’s policy in relation to provision for additional support needs,

(b) the arrangements made by the authority in making appropriate arrangement 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 person’s so identified.

c) the other opportunities available under this Act for the identification of children and young persons who -

a) have additional support needs,

b) require, or would require, a co-ordinated support plan,

c) the role of parents, children and young persons in the arrangements referred to in paragraph (b),

d) the mediation services provided

e) 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.

The school has an additional support needs team known as ASN team. This team headed by the Head Teacher meets weekly to discuss any child who may require additional support. This may have been identified by the class teacher or through an assessment or through a referral from another agency or parent.

Some children in school receive additional support in class and others from attending particular groups or supported learning activities. Pupils who receive additional support are monitored closely by the support for learning staff and the ASN team.

Where appropriate a referral for support from other agencies out with the school may be made to the City of Edinburgh Council.

We work with other agencies and professionals – for example, Social Work Services, Educational Psychology Service, National Health Service and you the parent to make decisions with regards to the best possible education to meet the needs of your child within the resources available.

Parents, carers and children with additional support needs can also seek independent advice and support through: Enquire: www.enquire.org.uk, 0845 123 2303
Scottish Independent Advocacy Alliance, www.siaa.org.uk, 0131 260 5380
Take Note: National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre) www.sclc.org.uk, 0131 667 6633.

Pastoral Support

In a Primary school the most important contact in supporting your child is with the class teacher. During the week each class will hold a circle time meeting. Circle time is a whole school initiative where children can raise issues which concern them and seek support from their peers in dealing with things which upset them.

If appropriate staff may offer advice or contact you at home for further discussion.

The school host a Place2b service (pupil counselling service). Pupils can elect to see a trained play therapist or volunteer counsellor at any time by simply filling in a slip. This 1-1 time is confidential between the pupil and the service and will only be brought to the Head Teacher’s attention if a child protection matter is discussed.

A small number of children receive 1-1 support from Place2b after having met their criteria. There is a parent worker who also supports a small number of families.
Place 2be also support parents through Place for Parents if you require further information on this please contact Karin Anderson, Place2be project manager.

We also have a nurture base for pupils who require support in a small group setting.

Transitions – Moving to a New School or Leaving School

This section also gives information about transition. There are also details about making a placing request to another school.

Transfer from nursery to primary
Before leaving nursery, a transfer of information record for each child will be prepared by nursery staff to ensure continuity of education for the child transferring to primary. At Niddrie Mill we have an annual transition project where we work closely with local nurseries and family learning to ensure a smooth transition to Primary 1.

Primary School Admissions

Starting school is a very important milestone both for children and their parents. The vast majority of our parents choose their local, catchment school and we plan our education provision to ensure we can provide places for new pupils at their catchment school.

In the run-up to November's registration week for the new Primary 1 intake each school will offer an opportunity for you to visit them. You can speak to staff to find out more about the school first-hand. You can see how the school runs; discuss the curriculum and their priorities as well as seeing recent examples of pupils' work on display.

Primary to Secondary Transfer

Visits to our local secondary school are organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers.

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

You do not need to submit a Placing Request if you want your child to transfer from a non-denominational secondary school or vice-versa at the primary to secondary transfer stage, as long as the intended secondary school is still the catchment school for your home address.
Parents of children who are planning to change from denominational to non-denominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.

Our catchment High School:

Castlebrae High School,

2A Greendykes Rd, Edinburgh,

EH16 4DP

0131 661 1282

admin@castlebrae.edin.sch.uk

The cluster primary schools and the high school offer a series of visits to familiarise pupils with the High school and its staff and also those pupils from other schools likely to be in their new classes. These range from sporting and cultural activities as well as a formal induction programme in the P7 summer term.

Each year the high school host a series of music concerts and parents evenings which helps inform and familiarise the work of the school to parents.

Support for learning staff from both establishments meet to plan transition and support arrangements for those pupils with an Additional Support Plan.

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.

If you would prefer that your child start P1 or S1 at another school instead of one of the catchment schools, you have to make a placing request. You can get an application form at any nursery or primary school in the city from mid-November. Forms must be returned to: Grants, Awards and Placements, The City of Edinburgh Council, Level 1.1 Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG by 24 December. If you apply for a place after this date, your request will be considered but if you apply after 15 March places in your chosen school may no longer be available.

All parents have the right to make a request for a place for their child in another school. The Council must grant these requests where possible. When there are more places available in a school than there are placing requests for that school, then all the requests are usually granted. If the school you specify has more requests than available places, then each case is examined individually. Whatever you write on your application form is taken into account, so it is important that you include relevant details on the form.
For Primary Schools -- In recent years, as the primary school rolls have increased there has been a decrease in the number of places available for children living outside the catchment area and this has resulted in high numbers of placing request being refused.

You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. It may be, therefore, that a parent could end up with children at different schools.

All children must also be enrolled at the catchment area school on the appropriate Enrolment Form whilst awaiting the outcome of their Placing Request Application.

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.

School Improvement

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

Raising Attainment

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

Standards and Quality Report

Every year each school publishes a Standards and Quality report (SQIP) which highlights the school’s major achievements. A copy of the school’s Standards and Quality report and improvement plan can be found on the website or in paper copy from the school office. The school’s management team are more than happy to discuss any aspect of the SQIP.

School Improvement Plan

The school improvement plan takes account of feedback collected across the year from teachers, pupils and parents. The improvements of the school’s performance and standards and quality of learning and teaching are discussed throughout the year with the staff.

Further information on the school’s development and news can be found on the school website; the address is on the front cover.
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. 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).

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 email the Senior Statistician, 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.

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
PVG – Protecting Vulnerable Groups
Websites

You may find the following websites useful.

- www.edinburgh.gov.uk - contains information for parents and information on Edinburgh schools.
- 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 - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- 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.
- http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- http://www.respectme.org.uk/ - Scotland’s anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- http://www.educationscotland.org.uk/ - provides information and advice for parents as well as support and resources for education in Scotland
- http://www.equalityhumanrights.com/ - contains information for everyone on equality laws within the government and local authorities.
Parent feedback

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

Tell us what you think

Your feedback will help us to improve our handbook.

Did you find          Please tick

1. the handbook useful?    Yes    No

2. the information you expected?    Yes    No

3. the handbook easy to use?    Yes    No

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

Name of school: Niddrie Mill Primary School

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

Anne Pettit

Head Teacher

Niddrie Mill Primary School

Throughout this handbook the term 'parent' has the meaning attributed in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carer or anyone else who has parental responsibility for the child.

I hope you find all of the above information helpful and self-explanatory. If you have any queries about any of the information contained in this handbook, or indeed about any aspect of our school, please do not hesitate to contact me.

Anne Pettit
Head Teacher
Niddrie Mill Primary School
The information in this school handbook is considered to be correct at the time of publication (August 2014), however, it is possible that there may be some inaccuracy by the start of the school term in August 2015.

**IMPORTANT ADDRESSES**

Moyra Wilson  
Senior Education Manager  
Waverley Court  
4 East Market Street  
Edinburgh, EH8 8BG  
0131- 200 - 2000

Pupil Support Services Division  
Waverley Court,  
Level 1.1  
4 East Market Street,  
Edinburgh,  
EH8 8BG  
0131 - 469 – 3388