St. Patrick’s Primary, Coatbridge
Learning and Leisure Services takes as its motto: 
Service and People First

and pledges to do this by:

- improving learning and teaching
- raising achievement and realising potential
- encouraging lifelong learning
- working with communities for a better future
- listening and learning together
- celebrating success
- respecting the dignity and value of all
- giving pupils and staff a safe, happy and attractive place to work

Service and People First
Dear Parents/Carers

SCHOOL AIMS

Our aim in St. Patrick’s Primary School is to provide a bright, supportive and stimulating environment where each child will be helped and encouraged to develop to his/her potential.

Working in partnership with parents we aim to:

- enable pupils to use literacy and numeracy effectively
- enable pupils to develop lively enquiring minds and to apply themselves to tasks and physical skills
- enable pupils to acquire knowledge and skills relevant to adult life in a fast-changing modern society
- encourage pupils to have religious and moral values and to be tolerant of other races, religions and ways of life
- enable pupils to understand their own world and the necessity of co-operation between individuals and groups
- encourage pupils to develop their talents and creative abilities for their own benefit and that of the wider community
- celebrate pupils’ achievements in school and in the wider community.

Yours sincerely,

Jacqueline Hagerty

Jacqueline Hagerty
Head Teacher
Prayer to St. Patrick

Dear St. Patrick, patron of our school,
Guide us through our lives.
Protect us on our faith journey.
Help us in school and at home.
Help us to be honest.
Help us have the strength to make the right choices in life.

Amen
SCHOOL INFORMATION

Name: St. Patrick’s Primary School
Address: Kildonan Street, Coatbridge ML5 3LG
Telephone No.: 01236 794862
E-mail Address: ht@st-patricks-coatbridge.n-lanark.sch.uk
School Website: https://blogs.glowscotland.org.uk/nl/StPatsCoatbridge/
Twitter: @StPatricksPS
Fax No.: 01236 435980
Present Roll: 329
Nursery: 50 morning & 50 afternoon places
Capacity: 342
Current Planning: 329

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

Stages covered: P1 – P7 and Nursery Class
Denomination: R.C.
Nursery Class: Non-denominational
Co-educational: Yes
Community Education Facilities: Gym/assembly hall and open areas

It is the council policy that school accommodation be made available as far as possible outwith school hours for use by the community. Such use by groups, clubs etc. will be in accordance with approved letting procedures and enquiries should be directed to the Area Community Education Office.

CLASS STRUCTURE

We have morning and afternoon nursery classes and twelve primary classes. Most of our classes have about 30 pupils. Our composite classes have a maximum of 25 pupils and are formed from working groups who are best suited to work and learn together.
STAFF

TEACHING STAFF

Head Teacher: Mrs Jacqueline Hagerty
Depute Head Teacher: Mrs Gemma McBride
Principal Teacher: Mrs Janice Ferrie

Teachers:
- Mrs Karen Donnelly (P1)
- Mrs Mariessa Reilly (P1/2)
- Mrs Rose Totten (P2)
- Miss Anne O’Brien (P2/3)
- Mrs Anne Louise Welsh (P3)
- Mrs Gemma Smith (P3/4)
- Mrs Caroline Brown (P4)
- Mrs Lisa Drummond (P4/5)
- Mrs Helen Hay (P5)
- Miss Hilary Lynas (P6)
- Mrs Louise Whomes (P6/7)
- Mrs Marie Shaw (P7)
- Mrs Linsey Owens
- Miss Denise McManus

Total 16.2 FTE (Full Time Equivalent)

NURSERY STAFF

Nursery Teacher: Miss Leigh Kiernan
Senior Early Years Worker: Ms Frances Campbell
Early Years Worker:
- Mrs Christine Sweeney
- Mrs Louise McNicol
- Mrs Michelle Bailey
- Miss Kerry Dillon

Thursday only:
- Mrs Gillian Kenmuir

NON TEACHING STAFF

Janitor: Mr Neil Kane
Clerical Assistants:
- Mrs Katie McAnulty
- Mrs Denise McLaughlan

Classroom Assistants:
- Mrs Isabel Cannon
- Mrs Frances Hughes
- Mrs Christine Rennie
- Mrs Angela Sinnett

Classroom Assistant/ASN
Additional Support Needs Assistants:
- Mrs Irene McKenna
- Mrs Elizabeth Rae
- Mrs Jean Robertson
- Mrs Elizabeth Stairs
SCHOOL HOURS

Breakfast Club: 8.15am
School Starts: 8.45am
Morning interval: 10.35am - 10.50am
Lunch time: 12.30pm - 1.20pm
School closes: 3.00pm

Primary 1 pupils are required to attend full time from the first day of session.

NURSERY HOURS

Morning session: 8.40am – 11.50am
Afternoon session: 12.30pm – 3.40pm

The nursery class session times may be extended by arrangement and a charge is made for additional time taken.

ENROLMENT

Parents seeking to enrol their child in the school are welcome to make an appointment to visit the school to speak to the Head Teacher and to tour the school building.

OUT OF SCHOOL CARE

The following provide after school care and collect children from school each day at 3.00 pm.

- LCS After School Care 01236 437662
- Sikeside and Carnbroe After School Care 07835 064 593
- Earlston After School Care 07785541208

EQUAL OPPORTUNITIES

In drawing up our curriculum and developing school policies we make every effort to ensure that we offer equal opportunities to all children and eliminate all forms of discrimination against disability, race, gender and religion in line with North Lanarkshire Council’s Equality Policy.

The school is committed to assessing all policies and practices to ensure there are no negative impacts on any group of people.

The Equality and Human Rights Commission’s Technical Guidance for Schools in Scotland is the essential guide for the school community to promote equality. This information can be accessed at: http://www.equalityhumanrights.com/news/2013/june/commission-publishes-equality-guidance-for-schools/
THE SCHOOL YEAR

School holiday arrangements 2016-2017

<table>
<thead>
<tr>
<th>Month</th>
<th>Dates</th>
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<tr>
<td><strong>August 2016</strong></td>
<td></td>
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<tr>
<td>Inservice Day</td>
<td>Monday 15(^{th}) August 2016</td>
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<tr>
<td>Inservice Day</td>
<td>Tuesday 16(^{th}) August 2016</td>
</tr>
<tr>
<td>Pupils return – Open</td>
<td>Wednesday 17(^{th}) August 2016</td>
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<tr>
<td><strong>September 2016</strong></td>
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<tr>
<td>September weekend</td>
<td>Friday 23(^{rd}) &amp; Monday 26(^{th}) September 2016</td>
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<tr>
<td><strong>October week 2016</strong></td>
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<tr>
<td>October break</td>
<td>Monday 17(^{th}) to Friday 21(^{st}) 2016 (Inclusive)</td>
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<tr>
<td><strong>November 2016</strong></td>
<td></td>
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<tr>
<td>Inservice day</td>
<td>Monday 21(^{st}) November 2016</td>
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<tr>
<td><strong>Christmas 2016</strong></td>
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<tr>
<td>Christmas &amp; New Year</td>
<td>Monday 26(^{th}) December 2016 to Friday 6(^{th}) January 2017 (Inclusive)</td>
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<td></td>
<td>School re-opens Monday 9(^{th}) January 2017</td>
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<tr>
<td><strong>Mid Term February 2017</strong></td>
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<tr>
<td>February Break</td>
<td>Monday 13(^{rd}) &amp; Tuesday 14(^{th}) February 2017</td>
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<tr>
<td>Inservice day (all areas)</td>
<td>Wednesday 15(^{th}) February 2017</td>
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<tr>
<td><strong>April 2017</strong></td>
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<tr>
<td>Spring Break</td>
<td>Monday 3(^{rd}) April to Monday 17(^{th}) April 2017 (Inclusive)</td>
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<tr>
<td></td>
<td>School re-opens Tuesday 18(^{th}) April 2017</td>
</tr>
<tr>
<td><strong>May Day 2017</strong></td>
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<tr>
<td>Inservice day</td>
<td>Monday 1(^{st}) May 2017</td>
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<tr>
<td>May weekend</td>
<td>Thursday 4(^{th}) May 2017</td>
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<tr>
<td><strong>Summer 2017</strong></td>
<td></td>
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<tr>
<td>School closes</td>
<td>Wednesday 28(^{th}) June 2017</td>
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</tbody>
</table>
**CURRICULUM FOR EXCELLENCE**

*What is Curriculum for Excellence?*

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 – 18. The curriculum includes all of the experiences which are planned for children and young people through their education, wherever they are being educated. All schools and nurseries in North Lanarkshire 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.

*What are the curriculum areas in Curriculum for Excellence?*

There are eight curriculum areas:

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

Importantly, literacy, numeracy and health & wellbeing are given added importance because these skills are so vital in everyday life. All teachers will have responsibility to teach these core area.

Learning is divided into two phases.

The Broad General Education (BGE) is from nursery to the end of Secondary School Year 3. Learning is divided into levels.

The new levels are as follows:

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>STAGE</th>
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</thead>
<tbody>
<tr>
<td>Early</td>
<td>the pre-school years and P1 or later for some</td>
</tr>
<tr>
<td>First</td>
<td>to the end of P4, but earlier or later for some</td>
</tr>
<tr>
<td>Second</td>
<td>to the end of P7, but earlier or later for some</td>
</tr>
<tr>
<td>Third and fourth</td>
<td>S1-S3, but earlier for some</td>
</tr>
<tr>
<td>Senior Phase</td>
<td>S4 – S6 and college or other means of study</td>
</tr>
</tbody>
</table>
How will my child’s learning be assessed?

There will be new ways of assessing each child’s progress to make sure that potential is achieved. New qualifications are being developed:-

- National 4 and 5 qualifications were introduced in 2013/2014
- Access, Highers and Advanced Highers are being updated to reflect Curriculum for Excellence
- New Highers in most subjects were introduced in almost all North Lanarkshire schools in August 2014

In playrooms and classrooms staff will be using improved ways of assessing children’s learning taking account of national and local advice and guidance. Your child’s progress will be reported to you so that you know how well your child is doing.

Each year your nursery/school will let you know what is being done to continue to implement Curriculum for Excellence so that you can be confident that your child is receiving a high quality education.

We aim to make learning for our children challenging, engaging and motivating and to encourage high aspirations and ambitions for all. At all stages, learners of all aptitudes and abilities should be able to experience an appropriate level of challenge, to enable each individual to achieve his or her potential. Children should be active in their learning and have opportunities to develop and demonstrate their creativity. Support will be provided to enable children to sustain their effort.

Using both national and North Lanarkshire Council guidelines we aim to provide a broad range of experiences for our children through a curriculum which is organised so that they will learn and develop through a variety of contexts within both the classroom and other aspects of school life. The curriculum aims to:

- enable children to progress at a rate which meets their needs and aptitudes
- enable children to develop fully their capacity for different kinds of thinking and learning
- respond to individual needs and support particular aptitudes and talents

LANGUAGES and LITERACY

Language and literacy are of great importance for all our children. Their ability to use language lies at the centre of the development and expression of their emotions, thinking, learning and sense of personal identity. Language is itself a key aspect of our culture. Through language, children gain access to the literary heritage of humanity and develop their appreciation of the richness and breadth of Scotland’s literary heritage. Children and young people encounter, enjoy and learn from the diversity of language used in their homes, their communities, by the media and by their peers.
Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence.

Children are taught literacy using the NLC Active Literacy Programme. A range of quality fiction and non-fiction books are used throughout the school to support and encourage children to enjoy reading. Literacy is also used across the curriculum.

French and Spanish will be delivered to the senior classes with a view to introducing these languages to all pupils throughout the school supporting the Scottish Government’s policy, Language Learning in Scotland: A 1+2 Approach, is aimed at ensuring that every child has the opportunity to learn a modern language from Primary 1 onwards. Additionally each child should have the right to learn a second modern language from Primary 5 onwards. We have many staff trained in these languages.

**MATHEMATICS and NUMERACY**

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Learning mathematics also gives children and young people access to the wider curriculum and the opportunity to pursue further studies and interests.

The maths curriculum is supported in its delivery by the use of several resources such as Heinemann, TJ Maths etc. Interactive maths and games as well as computer programmes are also used. Numeracy activities are also planned as part of our interdisciplinary learning (IDL) to allow children to use maths learned in lessons in a variety of interesting contexts.

**HEALTH AND WELLBEING**

Learning in health and wellbeing is incorporated in all that we do in St. Patrick’s and our young people are aware of the Health & Wellbeing indicators. This ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
• apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
• make a successful move to the next stage of education or work
• establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

RELIGIOUS AND MORAL EDUCATION

In accordance with Scottish Executive guidelines, a minimum of 2.5 hours per week is given to Religious Education. The Church authorities determine the Religious Education curriculum in all Catholic schools. In St. Patrick’s Primary School we follow the guidance given by Bishop Toal and the Diocesan R.E. advisors. Advice for teachers is provided in the resources and training provided for ‘This is our Faith’ and ‘God’s Loving Plan’, the core resources which have been developed for Catholic schools. God’s Loving Plan programme provides opportunities for celebration, prayer and reflection. Preparation for the sacraments of Reconciliation, First Communion and Confirmation is effectively implemented at the appropriate stages in the child’s development. Fr. Sweeney and Fr. Hughes are welcome visitors to our school and take an active involvement in the preparation for the sacraments.

In the case of children who are not Catholic, parents can be reassured that religious education is approached in a sensitive manner and in a climate of great respect for those of other faiths and none. Parents do have the right to withdraw children from religious observance and R.E. classes and should make this request to the Head Teacher.

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

SCIENCE

Through learning in the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

Science is taught within topics or as a separate subject as appropriate.
EXPRESSIVE ARTS

Dance, Music, Art and Drama

The inspiration and power of the arts play a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills.

By engaging in experiences within the expressive arts, children and young people will recognise and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our sense of our personal, social and cultural identity. Learning in the expressive arts also plays an important role in supporting children and young people to recognise and value the variety and vitality of culture locally, nationally and globally.

SOCIAL STUDIES

Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. As they mature, children and young people’s experiences will be broadened using Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Children and young people learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

Social Studies is most often taught through IDL which enable children to engage actively in their own learning.

TECHNOLOGIES

Children have the opportunity to use different technologies to interact and share experiences, ideas and information with others. They will learn to select and make use of a range of technologies to communicate and collaborate in a safe and responsible manner. In addition, children from Primary 4 – 7 will create a personal e-portfolio which they can use to set targets, share their work and comment on each other’s work and learn new skills. The use of GLOW allows many opportunities to keep abreast with changes in teaching.

HOMEWORK

All children in the school will receive homework on a regular basis. We ask parents to support us by looking over and signing written work and discussing homework with their child. If a child is unable to do his/her homework parents should give a reason. Children requiring additional support will be provided with differentiated work. Advice is provided for parents to support their child at home throughout the year.
and in the event of school closures. If a child regularly fails to complete homework we will contact parents to ask for support.

Homework is planned to consolidate and revise work carried out in the class.

Homework will be set each week by the class teacher and will vary in amount and time spent as the child progresses through the school.

**ASSESSMENT AND REPORTING**

Teachers are continually assessing children’s work to obtain information which enables them to make professional judgements about pupils' progress which will inform the planning for learning and teaching in the classroom.

‘Assessment is for Learning’, a Scottish Executive initiative, is also an important part of assessment in our school. Learners learn best when they:

- understand clearly what they are trying to learn, and what is expected of them
- are given feedback about the quality of their work and what they can do to make it better
- are given advice about how to go about making improvements
- are fully involved in deciding what needs to be done next, and who can give them help if they need it.

**ADDITIONAL SUPPORT NEEDS**

St. Patrick’s Primary School complies with the Education (Additional Support for Learning) (Scotland) Act 2004 as amended by the Education (Additional Support for Learning) (Scotland) Act 2009

North Lanarkshire Council’s policy is contained within “Support for Learning Policy into Practice 2”, a copy of which is available in the School. The school has a Support for Learning Policy, available from the school on request, which is consistent with North Lanarkshire Council guidelines.

Looked After children i.e. children who are cared for directly or whose care is supervised by the local authority are deemed to have Additional Support Needs unless assessment determines otherwise. The Head Teacher and Depute Head Teacher will make arrangements to put plans in place.

Parents and young people can request an assessment at any time to establish whether a child or young person has additional needs and/or requires a Co-ordinated Support Plan. Parents and pupils are an essential part of the assessment, planning and review processes and your views will be actively sought.

Children with additional support needs are identified as soon as possible by the class teacher and where possible support is provided within the class setting.
If additional support is required it will be provided by the depute head teacher, one of the principal teachers or the support teacher. In these cases the cooperation and support of the parents will be requested. If specialist support is required we can seek further assistance from the inclusion base, the educational psychologist and/or the learning support manager. The services of North Lanarkshire Bilingual Support staff are made available where necessary for pupils whose first language is not English.

Planning

Additional Support Plans (ASP’s) enable staff to plan effectively for children and young people with Additional Support Needs. Some children and young people may require significant support from education and at least one other agency, such as health, social work and/or voluntary agency to help them meet their learning targets. Where this support requires a high level of co-ordination the opening of a Co-ordinated Support Plan (CSP) may be considered. A CSP may be initiated by the school or another agency. Parents and young people can, if they wish, request that a CSP be considered and would be involved in the process. Parents and young people will be invited to take part in multi-agency meetings and their views will be recorded in the plan.

Dispute Resolution

North Lanarkshire Council is committed to resolving any differences of views through discussion, dialogue and building on common ground. If the matter cannot be resolved with the Education Authority you have the right to request mediation. An independent mediation service is available to parents and young people through Resolve (see contact details at the back of this handbook). Mediation is free and independent of the Education Authority.

In the event that a disagreement cannot be resolved through mediation, then an application for Independent Adjudication (see contact details at the back of this handbook) can be made by parents free of charge. The Independent Adjudicator will make recommendations to the Education Authority about how the dispute should be resolved.

The Additional Support Needs Tribunal has been set up to hear appeals made by parents or young people on the decisions made by the Education Authority relating to Co-ordinated Support Plans, placing requests and post school transition. If you disagree with any decision relating to your child’s Co-ordinated Support Plan, either the creation of a CSP, or the content of it, you may be entitled to refer to the Tribunal.
THE SCHOOL IMPROVEMENT PLAN AND REPORT

Every year the school and nursery have to self-evaluate and produce a School Improvement Plan. From this we plan for the following year or years. The school produces a school improvement report and a school improvement plan – the emphasis being on continuous improvement.

Key strengths identified in the Improvement report were:

- Transition programme which has been further developed to support children leaving nursery and going into Primary 1.
- Children’s learning experiences in the Nursery (HMIE)
- The approaches to developing children’s skills in reading and writing (HMIE)
- The commitment of staff and management to school improvement.
- The success of staff and partners in supporting and extending children’s learning. (HMIE)
- Experiential learning opportunities for all children
- Children work very well independently, in pairs, and together in small groups; and they are demonstrating good skills as learners through the use of peer/self-assessment

Our Improvement Plan will continue to develop areas from previous plans.

Information regarding a school’s performance at local and national level can be found on Education Scotland website at www.educationscotland.gov.uk

Over the coming year(s) we will take forward each of these aspects in the following ways:

**Curriculum for Excellence**

The learners will continue to experience literacy, numeracy and health & wellbeing as an integral part of all areas of the curriculum taking account of the guidance provided in the Curriculum for Excellence documentation to ensure the four contexts in which learning takes place, the six entitlements for learners, the seven principles in curriculum design, the significant aspects for learning and the eight curriculum areas in which learning is organised, are at the heart of decision making when planning our improvement priorities.

**Health Promotion**

All learners will continue to promote healthy lifestyles and choices through our Health Promoting Committee and through our annual calendar of events within the
school and nursery as well as through our Health and Wellbeing programme. We will continue to use the Getting It Right For Every Child (GIRFEC) model to promote inclusion and Health & Wellbeing within our school and nursery.

**Promotion of Equality**

Staff and learners will demonstrate a commitment to promoting equality within our school and in 2015/2016 we will work towards ensuring that we are a nurturing school. We will also promote restorative practices at all levels within the school and nursery. We will continue to ensure that equality and fairness in all areas of the school life are an integral part of planning for any activity, policy, resourcing etc., within the school.

**Parental Involvement**

We will continue to work with our very active Parent Council and Parent Teacher Association to build on our progress in the past session to ensure that parents are kept abreast of developments in Curriculum for Excellence within our school and nursery. We will continue to offer workshops for our parents and we will strive to involve as many parents as possible in the school’s self-evaluation process.

**Pupil Involvement**

Pupil Council, Eco Committee and Health Promoting School Committee, as well as many other pupil voice groups, will continue to ensure that children’s views are taken into account in the daily running of the school. We will also continue to consult with children regularly in a variety of ways to gain their views about learning experiences. All children will be involved in Community at the Heart of Learning Groups – Eco, Health, Enterprise and Citizenship and Digital Leaders. We will also ensure that pupils are meaningfully involved in the school’s self-evaluation process.

**Staff Involvement**

Staff will be involved in developing self-evaluation across the school. Staff will also be involved in various working parties formed to take forward the priorities of our School Improvement Plan. Staff will also be offered opportunities to develop leadership skills as part of the school’s commitment to distributive leadership.

**Improvement Priorities**

(Informed by facts, intelligence or research and expressed as outcomes for learners)

**Priority 1:**

To tackle bureaucracy while ensuring high quality learning and teaching for all learners across the school and nursery through developing procedures to ensure high level forward planning for Literacy, Numeracy and Health and Wellbeing.
Priority 2:

To ensure Assessment is an integral part of learning and teaching, to inform the planning of high quality learning experiences for all learners in Literacy, Numeracy and Health & Wellbeing.

Priority 3:

To enable learners to continue to develop their scientific Knowledge and Understanding and Practical Inquiry and Investigate Skills in a way which fully embraces the CfE science Experiences and Outcomes across the five organisers.

Priority 4:

As a cluster: to moderate curriculum areas so that progression and coherence in learning reflects a consistent approach and a shared understanding of the standards, with particular emphasis on literacy and English language.

EXTRA-CURRICULAR ACTIVITIES

We have an excellent gym hall within the school and within reasonable distance are the local swimming baths, sports centres and Dunbeth Park football pitches – all resources of which the school makes good use.

Over the past year our out of school hours learning activities have included football, Gaelic football, netball, badminton, gymnastics, dance, golf, theatre visits, language lab and music lessons. We welcome any support or talents which parents feel they are able to offer to support our extra-curricular activities.

HOME AND SCHOOL LINKS

Parents are welcome to contact the school at any time. If a parent wishes an interview with a class teacher, an appointment should be made through the Head Teacher.

If a child has to attend a medical or dental appointment during school time, the appointment card or a letter from the parents requesting permission should be shown to the Head Teacher. The child must be collected and returned to the school by a parent or responsible adult.

All parents are invited to join the Parent Teacher Association and/or Parent Council. Parents are informed by letter of the various meetings and activities of these groups.

Meetings are held with parents prior to First Confession (P3), First Communion (P4) and Confirmation (P6 and 7). Induction meetings are also held for new entrants and their parents.
SCHOOL COMMUNITY LINKS

The school plays an important link in the community and every effort is made to be involved in community activities such as football and netball festivals, library activities, police and fire brigade events, inter-school quizzes, entertainment for senior citizens, the local parishes etc. Through our enterprise activities we have also gained a very valuable business partner in St. Andrew’s Hospice. From August 2015, we have been working on a song writing project with North Lanarkshire Council Expressive Arts team where the children will write both the lyrics and music, design the CD cover, record the song and perform their song at a concert in Motherwell Concert Hall in early 2016.

SCHOOL DISCIPLINE

In St. Patrick’s Primary School we believe that everyone should be treated with respect and that everyone should be respectful towards others. Our school rules are made for the safety and well-being of all and to enable pupils to benefit fully from the learning and teaching within the school. We have a whole school behaviour policy called Good to be Green which staff and pupils adhere to.

Children should be punctual, come to school prepared, make their best effort in class and allow others to work without distraction. Children should keep the school and grounds tidy and in good order. Persistent failure to comply with the school rules will result in a child’s parents being contacted to find a way to help improve behaviour. Minor misdemeanours are normally dealt with by the class teacher. Serious cases of indiscipline such as bullying, vandalism, fighting or any behaviour likely to endanger anyone are reported to the Depute Head Teacher or the Head Teacher.

Should a child’s behaviour continue to give cause for serious concern a written warning will be given to parents about the possibility of suspension from school.

Anti-Bullying Policy

We have an anti-bullying policy which is made available to all parents and pupils. This is planned to create an ethos which will make it clear that every child has a right to be happy and safe in school and that bullying is unacceptable.

CHILD PROTECTION

Every adult in Scotland has a role in ensuring all our children and young people are safe and protected from harm at all times and in all situations.

The Head Teacher is responsible for the schools actions in response to Child Protection concerns.

If there are any Child Protection concerns the Head Teacher or the Child Protection Co-ordinator will follow North Lanarkshire Child Protection Procedures and Guidelines.
ATTENDANCE AT SCHOOL

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

Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment, Etc. Regulations 1993 requires each child’s absence from school to be recorded in the school register as authorised or unauthorised, as defined by the Scottish Government.

At the start of each school session parents will be asked to provide contact details with at least one emergency contact number. Parents are required to inform the school if these contact details change during the course of the year.

Please inform the school if your child is unable to attend school on the first day of the absence. Failure to do so will result in a text message being sent to the contact number provided. In the interests of child safety the police will be contacted if all attempts to locate the child have been exhausted.

Children should also bring a note to school on their return to confirm the reason for their absence.

Every effort should be made to avoid family holidays during term time as this both disrupts the child’s education and reduces learning time. Parents/guardians should inform the school by letter of the dates before going on holiday.

Absences will be classified as authorised only in exceptional circumstances. Such circumstances may include:

A family holiday judged to be important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.

A family holiday classified under the ‘authorised absence’ category will not include such reasons as:

- The availability of cheap holidays
- The availability of desired accommodation
- Poor weather experience during school holidays
- Holidays which overlap the beginning or end of term
- Parental difficulty obtaining leave (except in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences)
Family holidays with the above similar characteristics will be classified as unauthorised absence. Where the head teacher’s prior agreement has not been sought the absence will automatically be classed as unauthorised.

Where most family holidays will be recorded as unauthorised absence (see above) extended leave with parental consent will not be considered the same as a family holiday. Leave in such circumstances will be authorised under circumstances such as:

- Extended overseas educational trips not organised by the school
- Short-term parental placement abroad
- Family returning to its country of origin (to care for a relative, or for cultural reasons)
- Leave in relation to the children of travelling families

Parents may request permission for such leave in writing and the school may authorise such requests under the following circumstances:

- The period immediately after an accident or illness
- A period of serious or critical illness of a close relative
- A domestic crisis which causes serious disruption to the family home, causing temporary relocation.

The school will refer unauthorised attendances or poor attendance to the school attendance officer who investigates unexplained absence. The authority has the power to write to, interview or prosecute parents, or to refer pupils to the Reporter of the Children’s Hearing, if necessary.

**Attendance/Exclusions 2014/2015**

<table>
<thead>
<tr>
<th>Stage</th>
<th>Attendance (%)</th>
<th>Authorised Absences (%)</th>
<th>Unauthorised Absences (%)</th>
<th>Exclusion (%)</th>
<th>Total Absences (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary 1</td>
<td>91.71%</td>
<td>5.00%</td>
<td>3.29%</td>
<td>0.00%</td>
<td>8.29%</td>
</tr>
<tr>
<td>Primary 2</td>
<td>93.03%</td>
<td>3.51%</td>
<td>3.46%</td>
<td>0.00%</td>
<td>6.97%</td>
</tr>
<tr>
<td>Primary 3</td>
<td>94.07%</td>
<td>3.35%</td>
<td>2.58%</td>
<td>0.00%</td>
<td>5.93%</td>
</tr>
<tr>
<td>Primary 4</td>
<td>94.64%</td>
<td>2.65%</td>
<td>2.71%</td>
<td>0.00%</td>
<td>5.36%</td>
</tr>
<tr>
<td>Primary 5</td>
<td>94.50%</td>
<td>2.88%</td>
<td>2.62%</td>
<td>0.00%</td>
<td>5.50%</td>
</tr>
<tr>
<td>Primary 6</td>
<td>94.01%</td>
<td>2.78%</td>
<td>3.22%</td>
<td>0.00%</td>
<td>5.99%</td>
</tr>
<tr>
<td>Primary 7</td>
<td>94.21%</td>
<td>3.49%</td>
<td>2.30%</td>
<td>0.00%</td>
<td>5.79%</td>
</tr>
</tbody>
</table>

**NURSERY ATTENDANCE**

Please inform the nursery, on the first day of absence, if your child is unable to attend. If no contact is made by the 4th day of absence a letter will be sent to your home asking if you intend to return. If contact is still not made a second letter will be sent followed by a third. If all attempts to contact you fail, your child’s nursery place
will be withdrawn. Your Health Visitor and/or Social Worker will be advised the nursery place has been withdrawn. This is in line with North Lanarkshire Council’s Child Protection Policy.

MEDICAL & HEALTH CARE

Every child has a routine medical and dental examination in Primary 1 and Primary 7. NHS consent forms are sent home for completion by parents. Please inform the school of any medical condition or requirement your child may have.

The audiologist also visits the school to check hearing and the school nurse provides health checks. Arrangements can be made for children to attend the school dental service if required.

If a child takes ill or has an accident, parents or the emergency contact will be informed immediately. In extreme cases, the Head Teacher may make arrangements for the child to be taken to hospital while the parents are being contacted.

EMERGENCY CONTACTS

In the event of an accident or the sudden illness of a child, the school should be able to get in touch with a parent or relative. Parents are, therefore, requested to give a contact address and telephone number other than their own, which the school can contact in the event of an emergency or in the unlikely event of the school being closed at short notice. If your details change it is imperative to inform the school of your new number or address.

INFORMATION IN EMERGENCIES

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. For example, schools may be affected by severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you informed by using letters, texts, notices in local shops and community centres, announcements in local churches and announcements in the press, on local radio and on the North Lanarkshire Council’s website and Twitter.

SUPERVISION IN NON-CLASS TIMES

Supervision is provided during all non-class times such as at playtime, at interval and lunch time, in the dining hall and packed lunch area and during ‘wet playtimes’ when children are unable to go outside due to inclement weather.

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

All North Lanarkshire schools must have a dress code which encourages pupils to dress in a way which is appropriate to attendance at school. This dress code must not lead to direct or indirect discrimination on the grounds of race, religion, gender or disability. Prior to drawing up the dress code the parents, pupils and staff were fully consulted. It is the expectation of the education authority that parents will be keen to support the dress code and written agreement may be sought.

Clothing which is unacceptable in school under any circumstances includes items which:

- could potentially encourage factions (e.g. football colours)
- could cause offence (e.g. anti-religious symbolism or political slogans)
- could cause health and safety difficulties such as loose fitting clothing, dangling earrings, and other potentially dangerous jewellery.
- are of flammable materials which may be a danger in certain classes (e.g. shell suits)
- could cause damage to flooring
- carry advertising in particular for alcohol or tobacco, and
- could be used to inflict injury to other pupils or to be used by others to do so.

Parents of Primary aged children in receipt of a clothing grant from the Council will be encouraged to purchase items which are in accordance with the school dress code. Approval of any requests for such grants in other circumstances is at the discretion of the Executive Director of Learning & Leisure Services. Information and application forms may be obtained from any school or First Stop shop. Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seeker’s Allowance (income based), housing benefit, Employment & Support Allowance (Income related) and council tax rebate.

Whilst in general terms it would not normally be the policy of the authority to exclude a pupil from school solely on the basis of his/her dress, persistent refusal to respond to a reasonable dress code may be deemed to be a serious challenge to the head teacher’s authority and be detrimental to the well-being of the whole school community. In such circumstances a head teacher may justify the use of the school discipline procedure.

The Council wishes to minimise claims arising from the loss of pupils’ clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing, jewellery, etc., are not brought to school. Parents should note that any claims submitted to cover the loss of such items are likely to be met only where the authority can be shown to have been negligent.
RECOMMENDED UNIFORM

Please ensure all clothes have the child’s name clearly marked.

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>White shirt</td>
<td>White shirt/blouse</td>
</tr>
<tr>
<td>Grey trousers</td>
<td>Grey pinafore/skirt/trousers</td>
</tr>
<tr>
<td>Green V neck jumper/sweatshirt</td>
<td>Green V neck jumper/cardigan or sweatshirt</td>
</tr>
<tr>
<td>School tie</td>
<td>School tie</td>
</tr>
<tr>
<td>Green blazer or school jacket</td>
<td>Green blazer or school jacket</td>
</tr>
<tr>
<td>Black school shoes</td>
<td>Black school shoes</td>
</tr>
</tbody>
</table>

All items can be obtained from Scotcrest or any of the local retailers. Ties are available from Scotcrest, located in Mackinnon Mills, Kirkshaws Road, Coatbridge.

For P.E. children should wear a yellow t-shirt, shorts and soft shoes. Jewellery should not be worn for P.E.

SCHOOL MEALS

The school operates a cashcard cafeteria system where children are issued with a card and money can be put on to the card using a machine or by cheque. Children in receipt of free meals have their card credited with the amount of a meal on a daily basis. A range of healthy meals and snacks are available in the cafeteria and menus are sent out to parents. We also have a tuck shop which also operates using the cashcard system. A pre-order system is now in place. Coloured bands denote the meal chosen by pupils, this choice is made every morning.

Diets required as a result of a medical condition (a medically prescribed diet e.g. coeliac disease, diabetes, food allergy or intolerance) can be provided in school. A medically prescribed diet form must be completed by the child’s Registered Dietician or General Practitioner. Occasionally, parents/carers may be asked to supply prescription foods or attend a meeting to discuss their child’s dietary requirements.

As of January 2015, all P1 – P3 pupils are entitled to a free school meal. This entitlement does not cover breakfast club or tuck items.

Children of parents receiving Income Support, Universal Credit, Job Seekers Allowance (income based) and Employment & Support Allowance (income related) are entitled to a meal without charge.

Early Years Provision – If your child is aged between 2 and 4 years and attends a North Lanarkshire Council or Partnership Provider Nursery, in the middle of the day, may now or in the future be entitled to a free meal. Parents must be in receipt of any of the qualifying benefits above or in receipt of State Pension Credit or Incapacity and Severe Disablement Allowance. Your child will also be entitled if they are or have been at any point since their second birthday looked after; the subject of a kinship care or guardianship order.
Information and application forms for free school meals may be obtained from schools, First Stop Shops and Municipal Buildings, Coatbridge. Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based). Employment & Support Allowance (income related), universal credit, housing benefit, council tax rebate.

Only primary school children who receive a free school meal are entitled to free milk. Milk is available for purchase in the school during the lunch period and morning interval. Nursery children are entitled to free milk.

**Packed Lunches**

Tables are set out in the school hall for those pupils taking packed lunches.

**Nursery snacks**

Children in the nursery have a daily healthy snack and receive fruit every day.

**TRANSPORT**

The council has a policy of providing free transport to all primary pupils who live more than one mile from their local school by the shortest suitable walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or from Learning and Leisure Services. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. There is discretion in certain circumstances to grant privilege transport for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred. Not necessarily for the start of term.

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

The council does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances.
In the case of early entry requests if the child is offered a place in the catchment area school, transport will be provided in accordance with the Council’s policy stated above.

PLACING REQUESTS

You have the right to make a placing request for your child to be educated in a school other than the catchment school. In December each year, the authority will advertise its arrangements for placing requests. There are sound educational reasons for trying to ensure that the transfer or admission of children to a school takes place at the start of a school session. Other than those who are moving home, to a new area, parents are advised to time any placing requests so that they take effect from the beginning of the new school session. Every effort will be made to try to meet the parental wishes, but you should note that it is not always possible to grant every placing request to a particular school.

Placing requests to Primary School does not necessarily ensure that your child will have a direct entry into the associated secondary. Advice on this must be sought from the Primary School Head Teacher. Further information on placing requests and procedures is available from the school or the council’s website.

Parents and Young People have a right under the Additional Support for Learning Act 2009 as amended by the Education (Additional Support for Learning) (Scotland) Act 2009 to make a placing request for their child or young person to attend a nursery (including partnership nursery), special school or, special class managed by the home authority. In the event of a successful placing request the authority are not required to provide transport. The Act also enables parents and young people to make a placing request to attend a school/establishment belonging to another authority.

TRANSFER FROM PRIMARY TO SECONDARY

Pupils normally transfer between the ages of 11½ and 12½, so that they will have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the arrangements at least in December of the year preceding the date of transfer at the start of the new session.

Pupils will normally transfer to:

St. Andrew’s High School
9 Old Monkland Road
Coatbridge
ML5 5EA
Telephone: 01236 757657

FREEDOM OF INFORMATION

The Freedom of Information (Scotland) Act 2002 came into force in January 2005. The Act allows anyone to ask for information held by the Council and imposes a time-scale of 20 working days for the Council to respond. To deal with Freedom of
Information requests, the Council has appointed a Corporate Freedom of Information Officer with the support of an officer in each Service. The freedom of Information and Records Management Officer can be contacted by telephone on 01698 524712.

DATA PROTECTION

The processing of your personal information by North Lanarkshire Council is carried out in accordance with the Data Protection Act 1998. The information you give is held securely, treated confidentially and only used for statutory educational purposes or to improve the quality of the service. Under the Data Protection Act 1998 you are entitled to access the information held. In terms of section 7 of the Act such requests should be sent to Freedom of Information and Records Management Officer.

TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

Education authorities and the Scottish Government Education Portfolio (SGEP) exchange data about pupils either on paper or electronically through the ScotXed programme.

The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability, attendance, absence and exclusions from school. Pupil names and addresses are collected by the school and the council but they are not passed to SGEP. The postcode is the only part of the address that is transferred. Data is held securely and no information on individual pupils can be published by SGEP.

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 our 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, SGEP and education authorities need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better educational outcomes. Accurate and up-to-date data allows SGEP, education authorities and schools to:

- plan and deliver better policies for the benefit of all pupils,
- plan and deliver better policies for the benefit of specific groups of pupils,
- better understand some of the factors that influence pupil attainment and achievement,
- target resources better.
Your data protection rights
The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of 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 uses of pupil data can be found on the ScotXed website (www.scotxed.net).

SGEP works with a range of partners including Education Scotland and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control and prior agreement of the Data Access Panel in SGEP, which will ensure that no subject specific data will be made public as a result of the data sharing and that such data will not be used to take any actions in respect of an individual.

Concerns
If you have any concerns about the ScotXed data collections you can email school.stats@scotland.gsi.gov.uk or write to The ScotXed Support Office, SEGP, 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.

Want more information?
Further details about ScotXed data exchanges are available on the ScotXed website www.scotxed.net.

THE PARENT FORUM
As a parent of a child at this school you are automatically a member of the Parent Forum. The Parent Forum is composed of all the parents and carers of children at the school.

As a member of the Parent Forum you can expect to:

- get information about what your child is learning
- get information about events and activities at the school
- get advice/help on how you can support your child's learning
- be told about opportunities to be involved in the school
- have a say in selecting a Parent Council to work on behalf of all parents at the school
- be invited to identify issues for the Parent Council to work on with the school.
THE PARENT COUNCIL

Parent Councils came into effect on 1 August 2007.

1) St. Patrick’s Primary School Parent Council has 13 parent members, two co-opted members and a staff member. The Head Teacher is present at meetings as the professional adviser to the Parent Council.

The Parent Council’s rights and duties include:

a) supporting the work of the school;
b) representing the views of parents;
c) consulting with parents and reporting back to the Parent Forum on matters of interest;
d) promoting contact between the school, parents, pupils, providers of nursery education and the wider community;
e) fundraising;
f) taking part in the selection of senior promoted staff;
g) receiving reports from the head teacher and education authority;
h) receiving an annual budget for administration, training and other expenses.
i) Improving home school partnership and facilitating parental involvement.

2) Members of Parent Councils, on a voluntary basis, may also have an advisory role in decisions on placing requests by parents in respect of those situations where the number of placing requests for a particular school or for a particular stage in a particular school, exceeds the number of places available.

3) The Head Teacher has a right and duty to attend all meetings of the Parent Council. Meetings of the Parent Council are open to members of the public. As vacancies arise on the Parent Council, the Council will seek to fill them by asking for nominations from the Parent Forum. In the event of there being more nominations than vacancies names will be drawn from a ballot.
### PARENT COUNCIL MEMBERS

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura Layden</td>
<td>Parent Member</td>
</tr>
<tr>
<td>Elizabeth Slavin</td>
<td>Parent Member</td>
</tr>
<tr>
<td>Katie Longyear</td>
<td>Parent Member</td>
</tr>
<tr>
<td>Coleen Nisbet</td>
<td>Parent Member</td>
</tr>
<tr>
<td>Natalie Scally</td>
<td>Parent Member</td>
</tr>
<tr>
<td>Claire Melia</td>
<td>Parent Member</td>
</tr>
<tr>
<td>Pauline Zvimba</td>
<td>Parent Member</td>
</tr>
<tr>
<td>Nicola Bryans</td>
<td>Parent Member</td>
</tr>
<tr>
<td>Danny McBride</td>
<td>Parent Member</td>
</tr>
<tr>
<td>Katie O'Donnell</td>
<td>Parent Member</td>
</tr>
<tr>
<td>Yvonne Cawley</td>
<td>Parent Member</td>
</tr>
<tr>
<td>Beata Ladzinska</td>
<td>Parent Member</td>
</tr>
<tr>
<td>Izabela Rutkowska</td>
<td>Parent Member</td>
</tr>
<tr>
<td>Angela Mansfield</td>
<td>Parent Member</td>
</tr>
<tr>
<td>Gemma McBride</td>
<td>Depute Head Teacher</td>
</tr>
<tr>
<td>Isobel Bancewicz</td>
<td>Co-opted Member</td>
</tr>
<tr>
<td>Jacqueline Hagerty</td>
<td>Head Teacher</td>
</tr>
<tr>
<td></td>
<td>Staff Member</td>
</tr>
<tr>
<td></td>
<td>Church Representative</td>
</tr>
<tr>
<td></td>
<td>Adviser to Parent Council</td>
</tr>
</tbody>
</table>

### PARENT TEACHER ASSOCIATION MEMBERS

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claire Melia</td>
<td>Chairperson</td>
</tr>
<tr>
<td>Elizabeth Slavin</td>
<td>Treasurer</td>
</tr>
<tr>
<td>Vacancy</td>
<td>Secretary</td>
</tr>
</tbody>
</table>
NAMES AND ADDRESSES

Executive Director of Learning and Leisure Services
Kildonan Street
Coatbridge
ML5 3LG
Telephone: 01236 812336

Chief Executive Area Office
PO Box 14
Civic Centre
Motherwell
ML1 1TW
Telephone: 01698 403200

Community Learning & Development Office
Old Monkland Road,
Coatbridge
ML5 5EA
Telephone: 01236 638470

Jim Beers,
Continuous Improvement Officer,
Department of Learning & Leisure,
Municipal Buildings,
Kildonan Street,
Coatbridge.
ML5 3LG
Telephone: 01236 812488

Gillian Hanlon,
Continuous Improvement Officer,
Department of Learning & Leisure,
Municipal Buildings,
Kildonan Street,
Coatbridge.
ML5 3LG
Telephone: 01236 812223

Stephen Moore,
Continuous Improvement Officer,
Department of Learning & Leisure,
Municipal Buildings,
Kildonan Street,
Coatbridge.
ML5 3LG
Telephone: 01236 812225
COUNCILLORS CONNECTED TO ST. PATRICK’S PRIMARY SCHOOL & NURSERY

School within ward
Michael McPake
Julie McAnulty
William Shields
Fulton MacGregor

Catchment area within ward
Peter Sullivan
James Logue
David Stocks
Kevin Docherty
James Smith
Paul Welsh
James Brooks
Imtiaz Majid
John Higgins

Help and advice on any matters relating to Support for Learning can be obtained from:

Roma French,
Additional Support Manager,
St. Gerard’s Primary School,
Kelvin Road,
Bellshill.
ML4 1LN
Telephone: 01698 841743

Roma French may be contacted directly or through the school

You can also get more help and advice from:

Enquire – the Scottish advice service for additional support for learning. Operated by Children in Scotland. Enquire offers independent confidential advice and information on additional support for learning. Enquire also provide a range of factsheets.
Telephone: 0845 123 2303
info@enquire.org.uk
www.enquire.org.uk for parents and practitioners
www.enquireorg.uk/yp for children and young people

Resolve – 0131 222 2456
(Independent Adjudicator)

Scottish Independent Advocacy Alliance
London House,
20-22 East London Street,
Edinburgh.
Although this information is accurate at time of printing, there could be changes affecting any of the matters dealt with in the document –

(a) before the commencement or during the course of the school year in question.

(b) in relation to subsequent school years.

Education authorities by law are required to issue a copy of the school handbook to parents in December each year. It details the current policies and practices of both the council and the school.