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| Crimond School |
| Handbook  2020/21 |



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**I**ntroduction to Crimond School

As Head Teacher, I would like to warmly welcome you and your child/ward to Crimond School. Here we take great pride in our positive, friendly and supportive learning community, which is open to all our pupils, families and community members.

We, as a staff, look forward to working in partnership with parents and carers to provide a rich and stimulating education for all our children. I hope that our partnership will be productive and enjoyable and that your child settles quickly with us.

We make every effort to offer the highest standard of education in a safe, caring and interesting environment. We take pride in the fact that this is a happy and industrious school with a real sense of team spirit. We hope that your child enjoys his/her time at Crimond School.

## **School Contact Details**

Head Teacher: Mrs Hilda Creighton 01346 415865

Crimond School and Nursery http://crimond.aberdeenshire.sch.uk/

Logie Road crimond.sch@aberdeenshire.gov.uk

Crimond hilda.creighton@aberdeenshire.gov.uk

Fraserburgh AB43 8QL Crimond School is on Facebook

## **Adverse Weather and Emergency Closure**

<https://online.aberdeenshire.gov.uk/Apps/schools-closures/>

Information Line 0370 054 4999 Pin 021520 (Please do not use this line to leave messages for the school.)

**Crimond School** is a non-denominational school with a roll of 80 Primary and 32 Nursery children. The school serves the Crimond and surrounding district catchment area. The school was built in 1963 and, in its earliest years, was a Junior Secondary School allowing local children to be educated in Crimond until they transferred to Fraserburgh Academy at the age of 14. Now most of our children still transfer to Fraserburgh Academy but usually at 12 years old. We are lucky enough to have a very large building with big classrooms and a huge outdoor space. This allows us to think big when it comes to our curriculum.

Through a well-balanced curriculum we provide opportunities to allow each child to fulfil their potential. The education of a child is far too important to be left to a school alone. Parents have a very important part to play too. The school handbook explains what you can expect of the school and also indicates the relationship that the school hopes to have with you in terms of partnership, help and support.

The school day for our primary pupils is 9.00a.m. - 3.00p.m. and our nursery children may attend sessions from 8.50 a.m. – 6.00 p.m. Some of our nursery children only attend for a few sessions a week but most have five sessions of three hours and ten minutes.

We currently have five composite primary school classes and two nursery sessions.

Devolved budgets are managed in accordance with authority guidelines in order to support planned improvements in the school. We are delighted to have a very active and hardworking Parent Partnership who generously supplement our funds.

**Our Vision, Values and School Ethos**

Crimond’s School Vision, Aims and Statement of Values communicate our philosophy and beliefs for Crimond School Learning Community.

## **Our Vision**

At Crimond School we provide a welcoming environment for pupils, staff, parents and community members, where positive behaviour and high expectations are promoted, where success is celebrated and where everyone’s voice matters. The whole learning community work together to enable our pupils to develop skills for learning, life and work in an inclusive environment where they feel confident, valued and secure. The highly motivated staff embrace change and will present a coherent curriculum, using a range of quality teaching approaches to provide a variety of interesting and relevant learning experiences to ensure challenge and attainment. The pupils will develop attitudes of fairness, justice and equality enabling them to learn together and support each other towards personal goals which reflect a desire to succeed. Everyone’s days at Crimond School will indeed be “the Best Days of their Lives.”

## **Our Aims**

* To develop a common vision among children, parents and staff.
* To engage our pupils in the highest quality learning activities.
* To ensure that learning and teaching focuses on outcomes and maximises success for all learners.
* To work together with parents to improve learning.
* To work in partnership with other agencies and the community.
* To reflect on our work and thrive on challenge.
* To value and empower our staff, parents and pupils.
* To promote wellbeing and respect.
* To develop a culture of ambition and achievement.
* To foster high quality leadership at all levels.

## **Our Values**

* Respect  Friendship
* Fairness  Creativity
* Independence  Courage
* Responsibility  Achievement

**Our Rules**

* Ready
* Respectful
* Safe

Curriculum

Within Crimond School, we aim to provide a curriculum that is both inclusive and ambitious for all – a curriculum which is both academically challenging and also provides opportunities to develop skills for learning, life and work.

Our curriculum will be based around the four capacities of Curriculum for Excellence – to ensure our pupils are successful learners, confident individuals, effective contributors and responsible citizens. Our curriculum will also reflect the principles of curriculum design to ensure breadth, depth, personalisation & choice, challenge & enjoyment, progression, coherence and relevance. Therefore we will have a curriculum which we will adapt continuously over time to meet the needs of our pupils.

Following the principles of Curriculum for Excellence, achievement of children and young people is celebrated in its broadest sense. This means looking beyond formally assessed learning, to also recognise activities like volunteering and participation in arts, sports and community-based programmes. This approach complements the nurturing and aspirational outcomes of Getting It Right for Every Child, and our aim in Aberdeenshire to overcome inequality by Raising Attainment for All, promoting Equity and Excellence in schools, and Closing the Gap.

In order to achieve this, we plan a number of separate but related elements.

* an approach to teaching which is interactive between the pupils and teacher, and less about teachers simply providing information
* a slim and modern curriculum focussing on what is relevant to the world today and what youngsters need to know
* cross-curricular learning and teaching that uses a theme to combine different elements from different subjects
* a focus on literacy and numeracy by all teachers in all areas of the curriculum to help ensure that youngsters become competent in these skills
* a recognition that not all learning happens in the classroom and youngsters will be credited for other activities that they do outside school

The Curriculum for Excellence is structured into different levels. At Crimond School we would be working on:

|  |  |  |
| --- | --- | --- |
| Early |  | The pre-school years and P1, or later for some. |
| First |  | To the end of P4, but earlier or later for some |
| Second |  | To the end of P7, but earlier or later for some. |
| Third |  | S1 to S3, but earlier for some. |

## **Curriculum Areas**

Learners are provided with a broad, balanced set of experiences designed around the curriculum areas of:

|  |  |  |
| --- | --- | --- |
| Expressive Arts |  | Languages and Literacy |
| Mathematics and Numeracy |  | Health & Wellbeing |
| Religious and Moral Education |  | Sciences |
| Social Studies |  | Technologies |

The core curriculum consists of Literacy, Numeracy and Health and Well-Being. These subjects permeate all other curricular areas and attainment and achievement in these areas are continually scrutinised and reviewed annually by the school to ensure standards are maintained or improved.

Learners are given opportunities to develop skills for learning, skills for life and skills for work with a continuous focus on:

* Enterprise and Creativity
* Citizenship and International Education
* Literacy
* Numeracy
* Health & Wellbeing
* Sustainable Development
* Digital Technology

**Language and Literacy**

Talking, listening, reading and writing are at the heart of children’s learning. It is through language that they acquire much of their knowledge and many of their skills. Our curriculum gives high priority to developing functional language processes and the ability to express ideas and opinions. It is paramount that children practise reading regularly and we trust that you will take every opportunity to read with your child/ward.

## **Mathematicsand Numeracy**

Through a problem solving approach, children learn about number, shape, pattern, position, measure and data handling. These skills are applied to real life situations. There is an emphasis on the development of mental maths skills. The Scottish Heinemann Mathematics scheme is used to complement the active learning activities and games used at each stage.

**Health and Wellbeing**

Our health education curriculum provides opportunities for young people to value themselves, gain confidence and develop skills and knowledge. Pupils will build understanding of the human body, how it works and how to keep it healthy as well as the social and emotional factors that influence health. Our health programme also covers areas such as drug education, including alcohol and smoking, sexual health and relationship education. Physical Education is also a part of the health and wellbeing curriculum.

**Science**

Science is sometimes taught as a distinct subject on its own but is mostly included in topic work. Teachers promote an active approach to science amongst pupils, encouraging them to plan and carry out investigations and interpret and evaluate their findings.

**Social Subjects**

Geography, history and environmental studies are taught in social subjects to enable our children to develop their knowledge and understanding of the world around them. It also provides an opportunity to extend research and investigation skills.

**Technologies**

Technologies include, among other things, ICT where computer skills are taught across the whole curriculum. Computers are used in most subjects to support and develop children’s learning.

**Religious and Moral Education**

Children will learn about the stories, beliefs, festivals and traditions of Christianity and other world religions. It is important that children are encouraged to develop and understanding of, and respect for, the beliefs of others. Children will learn to understand more about themselves and their thoughts and will explore appropriate moral values and attitudes.

**Expressive Arts**

We encourage children to express their feelings, emotions and impressions through movement, drama, art and music. Expressive Arts help children to develop practical skills and communication skills as well as confidence and self-esteem through performance and enjoyment.

**Development of Spiritual, Moral, Social and Cultural Values**

In our school we are committed to providing appropriate opportunities for the development of pupils’ spiritual, moral, social and cultural values through both the ethos and the curriculum. This will be undertaken in partnership with parents and will take account of the individual needs of pupils and the views of parents.

Our school welcomes and encourages diversity and individuality, while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of our school that all who are involved in the life of our school has the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We implement the Council policy for Equal Opportunities and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of age, race, religion, gender, sexuality or disability. See Aberdeenshire Council Policy at <http://aberdeenshire.gov.uk/jobs-and-careers/employee-benefits/equality-and-diversity/>

Throughout the school there are opportunities for pupils to learn about aspects of

Christianity, other world faiths and to reflect upon their own moral standpoint in relation to world issues. During weekly whole-school assemblies, we encourage awareness of matters of a cultural, social and moral nature.

We aim to develop in our pupils an ethos of tolerance, understanding and respect for the beliefs and customs of others. The school is committed to supporting the development of its pupils as whole people and as a result, wish to encourage their development in moral, social and cultural terms.

The key human aspects of learning are supported by:

* Creating an 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 staff and adults within the school provide positive models for pupils.
* Arranging regular gatherings of the school 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 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 opportunity to acknowledge value and appreciate the various cultures and heritage of our pupils and to encourage them to appreciate and value the cultures and heritage of others including visits by representatives of other beliefs or faiths.

Our local minister and various lay preachers visit our school regularly and we visit the local church for a short service which is usually led by the children twice a year.

Parents wishing to exercise their right to withdraw their child from Religious and Moral Education should contact the head teacher so that acceptable alternative arrangements can be made.

**Extra-Curricular Activities**

At Crimond School a range of extra-curricular activities is also provided. We rely upon the goodwill of staff and the support of parents in running most of these clubs and we also have some that are led by Active School. Information regarding current clubs and extracurricular activities will be communicated throughout the year via school newsletters. A range of cultural, sporting and arts opportunities are offered as these become available.

## **1+2 Approach to Language Learning in Aberdeenshire**

The Scottish Government has introduced a policy ‘Language Learning in Scotland: A 1+2 Approach’. Children are growing up in a multilingual world and to allow them to take their place as global citizens, they need to be able to communicate in many settings. This approach entitles every child and young person to learn two languages at school in addition to their mother tongue language.

In Crimond School the first foreign language will be French. This language will be learned from P1 (in Primary School) through to S3 (in secondary school). A further opportunity to learn a language will soon be introduced in P5. For more information go to [http://www.aberdeenshire.gov.uk](http://www.aberdeenshire.gov.uk/)

If you would like your child to access Gaelic Medium Education and they have not yet started to attend a primary school you can make a request for an assessment of need for

Gaelic Medium Primary Education (GMPE). For more information, please go to <http://aberdeenshire.gov.uk/schools/information/gaelic-in-schools/>

The parent or carer of any child or young person can make a request for their child to attend to any school which offers GMPE. This will enable your child to be taught by specialist staff. As there are currently no schools in Aberdeenshire which have GME provision learners are transported to school in Aberdeen City.

**Further Information**

Further information on the schools approach to Curriculum for Excellence including information for parents, can be found on the school website at: [http://crimond.aberdeenshire.sch.uk](http://crimond.aberdeenshire.sch.uk/)

More general information on Curriculum for Excellence and the new Qualifications can be found by clicking on the hyperlinks below.

**Policy for Scottish Education:**

<https://education.gov.scot/scottish-education-system/policy-for-scottish-education>

**Early Learning & Childcare**:

[https://www.education.gov.scot/scottish-educationsystem/Early%20learning%20and%20childcare](https://www.education.gov.scot/scottish-education-system/Early%20learning%20and%20childcare) **Broad General**

## 

## **Learning and Teaching**

Our teaching methods recognise and reflect that each child is an individual with their own aspirations and aptitudes. We aim to develop each child to their full potential. We use a variety of teaching methods to cater for a range of learning styles.

We believe in active learning for all pupils at all stages with children fully engaged in thinking. In promoting active learning, we recognise the importance of ensuring that learning experiences are stimulating and challenging. We make full use of the local environment, including local businesses. Our aim is to make learning relevant and meaningful and to promote enthusiasm for life-long learning.

All our children are involved at different times in class teaching, group work or individual teaching. Not all pupils do the same work at the same time; within any class the teacher will regularly allocate tasks that are set at different levels of difficulty. The aim is to challenge all pupils but at the same time give them work that is within their capabilities so that each child experiences success.

There are circumstances when all pupils in the class are given the same task, where teachers will look for and accept different levels of outcome based on their knowledge of the individual child’s strengths.

By the time pupils leave our school we hope that they have acquired many of the attributes of an independent learner. Each will have developed at his/her own pace and in his/her own way. We trust that not only will each of them gained an awareness of his/her full potential, but will want to fulfil that potential.

Teaching approaches are evaluated regularly to meet the needs individual children in a constantly changing world.

# Developing The Young Workforce

As part of the curriculum, pupils will develop skills for learning, life and work. More detail about these key skills can be found using the link below:

<https://www.npfs.org.uk/skills-in-a-nutshell/>

Throughout their time in school, from Early Years onwards, all pupils will have an opportunity to engage with employers, through experiences like workplace visits, career talks, employability events and courses, work experience and curriculum based activities. They will also have the opportunity to learn about further and higher education, and the work done by training providers, as well as different career pathways into employment.

In S4-6, pupils will be given the opportunity to study for vocational qualifications alongside the more traditional qualifications.

Further information for parents can be found on the Aberdeenshire DYW website:

<http://dywaberdeenshire.org/parents/>

Assessment and Reporting

Pupils move through the curriculum at their own pace. A wide range of assessment techniques are used in school depending on what is being assessed and the reason for the assessment e.g.

* Observation of what the pupils “say”, “write” and “do”.
* Homework
* Self and peer assessments
* Marking of class work and other individual/class assessments
* Ongoing tracking and monitoring procedures in school
* Scottish National Standardised Assessments (P1, P4, P7 and S3)

Progress will be evidenced using a variety of approaches that best reflect the learning that has taken place, and will track the skills that your child or young person is developing.

Assessment is ongoing throughout the Broad General phase and is a continuous process which influences the goals set for your child. As part of assessment, each year children and young people in P1, P4, P7 and S3 will participate in the Scottish National Standardised Assessments (SNSA). These national assessments are completed online and provide teachers with immediate feedback on each child or young person’s progress in literacy and numeracy. Children and young people do not have to prepare or revise for the assessments, which take place as part of normal learning and teaching. The assessments do not have any pass/fail mark and the results are used to help teachers plan the next steps in learning for each child/young person. Further information on SNSA is available at

<https://standardisedassessment.gov.scot/>

The results of children’s achievements are discussed with them regularly so that they are involved in taking responsibility for their own learning. This may take the form of oral discussion and/or written comment. In this way, it is hoped to assist the pupil identify what has been learned and the next steps to their learning. Children regularly set targets in their work.

Parents will be informed of progress:

* through pupil profiles/learning logs
* through parent consultation evenings and other meetings
* through curriculum/learning events/parent workshops
* by the annual school report
* Individual Education Plans and associated documents

(see school reporting calendar in APPENDIX)

Parents and carers are encouraged to contact the school at other times throughout the year to discuss their child’s progress.

Further Information on Assessment, Reporting & Profiling can be found on Parentzone:

<https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement>

Transitions (Moving On)

We understand that transitions especially at Pre-School, P1 and S1 stages can be anxious times for parents and pupils. At Crimond School we have arrangements in place to support transitions and these are outlined below.

## **Starting Nursery**

In order to support and ease transition into Ante-Pre School/Pre-School Nursery, we arrange a series of induction events, meetings and Come and Play sessions for you and your child. These events are planned to allow you and your child to become familiar with the Nursery setting, to meet staff, to meet with the other children and to find out about life in Nursery and what you can do to support your child’s transition into Ante-Pre/Pre School. A major part of this process involves parents sharing information about their children’s needs and you will be asked to complete a number of forms regarding, for example, your child’s specific needs. Any other Ante-Pre School setting your child is joining us from may also provide transition information regarding your child.

**Deferring Entry into Primary 1**

Where parents have concerns regarding their child’s entry to P1, they should discuss this with the nursery team in the first instance who will be able to offer support and guidance.

**Transfer to Primary 1**

In order to support and ease transition into P1, we arrange a series of induction events/meetings for you and your child. These events are planned to allow you and your child to become familiar with the school building, to meet staff, to meet with the other children and to find out about life in school and what you can do to support your child’s transition into P1. The induction process starts in your child’s pre-school year, with P1 staff arranging to visit your child in their pre-school setting wherever possible in order to begin to get to know your child.

Induction meetings are arranged for parents around May/June in order to share information about starting school and how you can help your child at home. This is also an opportunity for parents to meet their child’s teacher and to ask any questions or share any information.

At these induction meetings, parents are issued with a range of materials designed to support children’s learning at home and parents are asked to complete a range of forms to gather information about e.g. your child’s medical needs, contact addresses, special needs etc.

Our prospective P1s also have the opportunity to come into class for a series of induction sessions around May/June and they have learning packs to share with parents. This allows the children to begin to get to know their classmates and their teacher as well as familiarising themselves with the school buildings, classroom activities and classroom routines.

Parents are also invited to join their P1 children for a school lunch when they start school. There is a Curriculum Meeting in the first term, where you will receive information about the learning that your child will be doing as the year progresses and you are given an overview of the P1 curriculum.

Information communicating details of P1 induction arrangements along with dates will be communicated directly to Prospective P1 parents around April.

## **Transition to Secondary Education**

Crimond School is part of the Fraserburgh Children’s Services Network. Most children from Crimond School attend Fraserburgh Academy, whose telephone number is 01346 515771.

An induction programme for P7 is in place to help ease the transition into S1. Liaison between Crimond School and Fraserburgh Academy is very good. During the P7 year, pupils have many opportunities to join with P7 pupils from the other schools at various sporting and educational events. There is a Moving-On Group for pupils who may feel anxious or worried about their transition, where they have additional small-group or individual visits to the secondary school. P7 pupils spend three days at Fraserburgh Academy towards the end of the summer term. Further information is communicated to parents about the induction calendar for secondary school around February each year. Parents also have the opportunity to visit Fraserburgh Academy where information will be shared and questions can be asked.

Information about our P7 pupils is shared with guidance staff at the academy to help support appropriate continuity of education. Parents are welcome to attend these information sharing meetings, especially when additional support has been provided previously. Fraserburgh Academy staff also visit our pupils in Crimond School where information is shared and questions can be asked.

Where parents opt to send their child to any other secondary school, placing requests must be submitted. Crimond School supports any alternative transition arrangements wherever possible. Placing request forms are available from the school.

**Transitions between Stages**

For some children, the thought of moving onto their next class or teacher can also be an anxious time. Again, we have structures in place to support these transitions. Teachers share planning and work together on school improvement projects helping to ensure a uniformity of expectations and approaches. Time is arranged for teachers to hand over information regarding the learning needs of the pupils transferring from class to class. Around June of each year “step up” time is also arranged where pupils can meet their next teacher and their classmates. Opportunities throughout the year for children to work on joint projects, e.g. enterprise challenges help to ensure that the children have opportunities to work with other staff and pupils.

If you have any particular concerns regarding transitions, please make an appointment to see the head teacher.

Visit Parentzone for more information about transitions: <https://education.gov.scot/parentzone/my-child/transitions>

# Admissions

**Nursery Admissions**.

All parents should submit an application form for their child, to the nursery of their choice during the admissions period. The application form can be found here:

<http://aberdeenshire.gov.uk/schools/information/early-learning-and-childcare-information/>

**Primary Admissions**

New entrants to P1 are enrolled early in the calendar year for entry to school in August. This is for children who will be five on or before the school start date in August. Those that have their fifth birthday between the August start date each year and the end of February the following year, may also be admitted. Go to:

<http://aberdeenshire.gov.uk/schools/information/primary-school-registration/>

# Placing requests & School Zones

For all advice and information on placing requests and guidance on school catchment/zones go to:

<http://aberdeenshire.gov.uk/schools/information/choosing-a-school>

Your child would normally attend a school within the school catchment area (zone) close to where you live. However, you can request that your child attends a school in another zone (out of zone). Please follow the links for more info:

<https://aberdeenshire.gov.uk/media/22768/out-of-zone-placing-request-policy-may-18.pdf>

<https://aberdeenshire.gov.uk/media/14819/electronic-placing-request-application-form-aug18.pdf>

# 

Support for Children and Young People

# Getting it Right for Every Child

Getting It Right for Every Child (GIRFEC) is the national policy approach in Scotland which aims to support the wellbeing of all children and young people, by offering the right help, at the right time, from the right people. Certain aspects of this policy have been placed in law by the Children and Young People (Scotland) Act 2014.

Aberdeenshire’s schools play a key part in delivery of Aberdeenshire’s Children’s Services Plan.



Its vision is that:

***‘Our commitment to Aberdeenshire’s children and young people, is to provide them with the right support, in the right place, at the right time.***

***In helping them reach their individual potential and goals, we will work together to make Aberdeenshire the best place in Scotland to grow up’***

You can find out more about our Children’s Services Plan at:

http://www.girfec-aberdeenshire.org/who-we-are/our-childrens-services-plan/

**Wellbeing**

Wellbeing of children and young people sits at the heart of the Getting it Right for Every Child approach. Eight Wellbeing Indicators shown below, outline the aspirations for all Scotland’s children and young people.

  
The Getting It Right approach means services will work in partnership with children, young people and their parent/carer(s) and we want every child at Crimond School to feel happy, safe and supported to fulfil their potential.

# Children’s Rights

The Children and Young People (Scotland) Act 2014 included new law to help make sure children’s rights are promoted across Scotland. Children and young people’s rights and participation are promoted in lots of different ways by schools in Aberdeenshire.

This means we:

* Raise awareness of Children’s Rights, and how rights can be accessed
* Provide opportunities for children and young people to get involved in decision-making
* Make sure children and young people’s views influence how we develop services
* Support children and young people to express their views (where needed)
* Listen to children and young people’s views on what we do well, and what we could do differently

Aberdeenshire Council has endorsed a Children and Young People’s Charter. You can find out more about Children’s Rights and opportunities for participation at:

<http://www.girfec-aberdeenshire.org/home/children-and-young-people/>

# The Named Person

Prevention and early-intervention are seen as key to the Getting It Right approach in achieving positive outcomes for children and young people. By providing support at an early stage, most difficulties can be prevented from escalating.

One way the Scottish Government has decided this should be taken forward, is by making a Named Person available to every child and young person in Scotland. The Education Service provides the Named Person Service for all children on entry to Primary One, until aged 18 (or beyond where a young person remains at secondary school). In Aberdeenshire the Named Person will be either the Primary Head Teacher or Deputy Head Teacher and in Secondary School, the Named Person will be that young person’s allocated Principal Teacher of Guidance (with a few exceptional circumstances).

The purpose of the Named Person role is to make sure children, young people and parents have confidence that they can access help or support no matter where they live or what age the child is. Acting as a central point of contact, the Named Person can help children, young people or parents/carers get the support they need, if and when they need it.

The Named Person can help by:

* Providing advice, information or support
* Helping a child, young person, or to access a service or support
* Discussing or raising a wellbeing concern about a child or young person.

There is no obligation for children and young people or parents to accept any offer of advice or support from the Named Person. Non-engagement with a Named Person is not in itself a cause for concern.

For more information you can contact your child or young person’s Named person directly, or go to:

<http://www.girfec-aberdeenshire.org/for-parents-carers/what-is-the-named-person/>

Here at Crimond School the **Named Person** for your child/young person is **Mrs Hilda Creighton, Head Teacher.**

# Educational Psychology

The Educational Psychology Service (EPS) provides a service across Aberdeenshire from pre-birth to 24 years old.  We work with children, young people, families, educational staff, local authority colleagues and a wide range of other professionals including health professions, social work, early years partner providers and post school training and education providers.

When there are concerns about a child or young person’s learning or wellbeing, an Educational Psychologist can support others to problem solve their way through potentially difficult and complex situations.  Consultation with people who know the child best forms the basis of Educational Psychology assessment.  Its purpose is to explore and understand the concern and then to support people to come up with solutions that will work in that particular context.

The EPS also offers a range of services that help improve learning and wellbeing for all children and young people.  We do this through action research, development work with schools, training, and contributing to strategic developments.

<http://aberdeenshire.gov.uk/schools/eps/>

# Enhanced Provision & Community Resource Hubs

Aberdeenshire Council is committed to supporting children and young children to be educated in local schools through providing the right support in the right place at the right time. By enhanced provision we mean that a local primary and secondary school has an enhanced level of resources, such as access to a sensory room and life skills area; and support for learning staff who have an enhanced level of expertise to meet a range of needs.

Further enhancement is available through the community resource hub, for a small minority of children with severe and complex needs, who regardless of chronological age are making very small steps in learning and are at the early levels of learning. The enhanced provision centres and community resource hubs can offer outreach support to mainstream schools, short term assessment placements, flexibility (e.g. blended places) and access to a variety of therapies.

For more information on all of our resources and policies go to:

<http://asn-aberdeenshire.org/>

# Support for Learning

At times in their lives all children may require support for learning for a range of reasons. Some children may need a lot of support all the way through school. Others may need only a small amount for a short time.

A child is said to have additional support needs if they need more, or different, support to what is normally provided in schools or pre-schools to children of the same age. Reasons for requiring support might include:

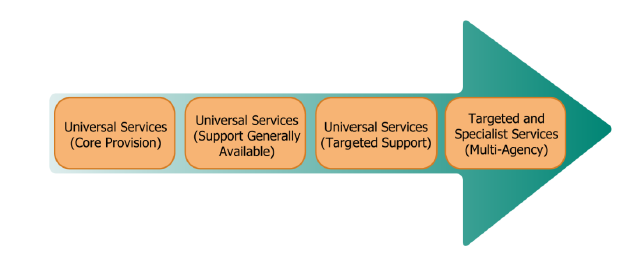
* Missing school because of an illness or long-term condition
* Having a physical disability
* Being a young carer
* Communication difficulties
* Being particularly able
* Changing school a lot
* Being looked after or in care
* Difficulty in controlling behaviour
* Having a difficult family situation
* Suffering a bereavement
* Being bullied

Each school cluster has an allocation of Teachers of Additional Support for Learning (ASL) who are employed to support pupils with additional support needs. They work across each cluster in primary and secondary. In partnership with school staff, parents and other professionals (if appropriate), they identify barriers to learning, assess children’s needs and support learning and teaching through a relevant curriculum.

Pupil Support Assistants (PSAs) assist teachers in promoting achievement and raising the standards of pupil attainment. They provide general support in relation to the needs of the class and individuals’ care, health and wellbeing and safety and to ensure a secure and safe environment.

# The Child’s Plan

The Getting It Right approach makes sure children and young people are provided with a range of support, which is proportionate and put in place to meet assessed need. This is reflected in Aberdeenshire’s staged approach to assessment and planning for individual children and young people, shown below.



For a small minority of children or young people, there might be higher levels of need or risk identified. These children may require a level of targeted support, coordinated on a single or multi-agency basis through a Child’s Plan.

Where a child or young person needs one or more targeted interventions, the benefit of a Child’s Plan will be discussed with them and their parents/carers. An assessment would identify any affected wellbeing indictors (Safe, Healthy, Active, Nurtured, Achieving, Resected, Responsible, Included), looking at both strengths and pressures in the child’s situation, and fully involving the family in discussions.

The Child’s Plan will outline what action will be taken by the child, their family and professionals, and detail how these supports aim to help improve the child or young person’s Wellbeing and overcome any difficulties.

A Lead Professional will help to co-ordinate and manage any Child’s Plan.

Information is available on the Aberdeenshire Getting It Right Website:

<http://www.girfec-aberdeenshire.org/parents-carers/girfec-for-parentscarers/>

# Child Protection

Child protection is the responsibility of all who work with children and families regardless of whether or not they come into direct contact with children. All workers must be fully informed of their responsibilities in respect of keeping children safe. All services working with children, young people and families are expected to identify and consider the wellbeing of children and to share concerns appropriately.

Within Abshire School we have a designated member of staff appointed to be responsible for Child Protection matters. If there is the possibility that a child could be at risk, the school is required to follow the Child Protection Procedures laid out for Education.

This may mean that the child is referred to Social Work, the Police or the Children’s Reporter. Here at Crimond School the Child Protection Officer is **Mrs Hilda Creighton, Head Teacher.**

Remember – if you suspect a child is at risk, do not rely on someone else to notice.

If you would like to speak to someone, seek help or pass on information or concerns: You should speak to someone in our school or Social Work Monday to Friday during office hours contact your Children & Families local Social Work Office

Evenings & Weekends call the Out of Hours Service on 03456 08 12 06

Police Emergency 999, Non-Emergency 101

Signs of abuse can range from poor personal hygiene and hunger to unexplained injuries or self-harm.

If a young person tells you they are being abused:

• stay calm and listen to them

• never promise to keep it a secret – tell them you must let someone else know

• remind them that they are not to blame and are doing the right thing

• report it, but leave any investigation to child protection agencies

Protecting Aberdeenshire’s children and young people is everyone’s business, go to:

http://www.girfec-aberdeenshire.org/child-protection/

# Further Information on Support for Children and Young People

The following websites may be useful:

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

<http://www.girfec-aberdeenshire.org/>

**Aberdeenshire Council**

<http://www.aberdeenshire.gov.uk/schools/additional-support-needs/>

**Support for All**

<https://www.education.gov.scot/scottish-education-system/Support%20for%20all>

**Enquire**

<http://enquire.org.uk/>

Parent & Carer Involvement and Engagement

*The term “parents” refers to anyone with parental responsibilities and others who care for or look after children or young people.*

In Crimond School we recognise that parents are the single most important influence on their children’s development, learning and achievement. The involvement and engagement of parents in their children’s learning is recognised as a key element in raising attainment, through support, help and encouragement given at home and whilst at school.

Both globally and nationally it is recognised that parents are the single most important influence on their children’s development, learning and achievement. The involvement and engagement of parents in their children’s learning is recognised as a key element in raising attainment, through support, help and encouragement given at home and whilst at school.

**Parental Involvement and Engagement Strategy** The Parental Involvement and Engagement Strategy demonstrates the commitment by Aberdeenshire Council to improve the quality and the extent of all parents’ involvement in their child’s learning and the important role they play in their child’s education.

The plan sets out a vision for parental involvement and engagement for the next three years and covers a journey that a child takes from pre-birth to age 18. It highlights the leadership of those who make the difference day in and day out.

<http://publications.aberdeenshire.gov.uk/dataset/parental-involvement-and-engagement-strategy-and-action-plan/resource/02c6596e-8cba-42c7-b28a-eed64086ea42>

# Parental Involvement

Parental involvement describes the ways in which parents can get involved in the life and work of the school. Parental involvement includes parental representation in the development of policies, improvement plans and key decisions. It can include involvement in the life and work of the school. Parental involvement can also include help with homework and on-going, two-way communication between home and school.

# Parental Engagement

Parental engagement is about parents’ and families’ interaction with their child’s learning. It can take place in the home, at school or in the community: where it takes place is not important. The important thing is the quality of the parent’s engagement with their child’s learning, the positive impact that it can have and the interaction and mutual development that can occur as a result of that interaction.

# Communication

The school uses a range of approaches to share information and enable insight into what your child is learning and how they are progressing. These include:

* Use of Groupcall to text and email
* School Website: http://crimond.aberdeenshire.sch.uk
* Social Media: Facebook
* Newsletters: WOW-newsletter, weekly Class Newsletters and monthly School Newsletters
* Open days/mornings/afternoons and Bring an Adult to School Day, Stay and Play
* Curriculum Showcases
* Head Teacher Drop-In Sessions
* Head Teacher Awards
* Celebration of Success and Class Assemblies

The school calendar highlights planned opportunities where we welcome parents & carers into school for events and opportunities to talk about their child’s progress, wellbeing and behaviour (see Appendix).

# Learning at Home

Learning at home is the learning which happens in the home, outdoors or in the community. Your home is a great place to support learning. Your child can try out new activities or practice familiar learning, at home and in their wider community.

At Crimond School we provide materials for you to work with your child to develop key skills at home. For explanation of this please go to our homework policy

<http://crimond.aberdeenshire.sch.uk>

You may also access a range of home learning materials on: <http://www.aberdeenshire.gov.uk>,GLOW, Education City, Doodlemaths etc.

# Parent Forum and Parent Council

The Parent Forum is a collective name for all parents, carers or guardians in the school.

The Parent Partnership is a group of parents selected by the Parent Forum to represent the views of all parents, carers and guardians in the school. The Parent Council works with the school to support learning and teaching, school improvement and parental and community engagement.

Contact the Parent Council Chairperson, Donna Reid, or Head Teacher, Hilda Creighton, for more information about getting involved in the Parent Council.

# Parents and School Improvement

Crimond School has a range of priorities that we work on each year which are explained in our School Improvement Plan (SIP). Parents often have helpful and creative ideas about how to improve their child's school and what can be done to improve the quality of children's learning. At Crimond School we will consult with parents in a number of ways. These may include:

working groups/focus groups which any interested parent is invited to be part of

questionnaires and surveys

consultation with the Parent Partnership

# Volunteering in school

There are many opportunities for you to support learning in school. These may include:

* volunteering to share the skills and knowledge you have
* supporting children and young people in the classroom
* supporting or lead extra-curricular activities
* directly supporting with specific skills (paired reading for example)

More detail about this can be found using the link below:

<http://jobs.aberdeenshire.gov.uk/volunteer-with-us/> or contact Mrs Hilda Creighton. http://jobs.aberdeenshire.gov.uk/volunteer-with-us/ or contact Mrs Hilda Creighton.

# Collaborating with the Community

Crimond School work with many local organisations, community groups and businesses to ensure our children and young people benefit from further resources, experiences and opportunities. If you are interested in working with the school, please contact Mrs Hilda Creighton.

# Addressing Concerns & Complaints

Aberdeenshire Council recognises the vital role that parents play in supporting their child’s learning and is committed to fostering positive relationships with parents. No matter how strong partnerships are, or how good our policies are, sometimes things can still go wrong and there may be occasions where parents wish to express unhappiness or dissatisfaction with council services, policies or staff behaviour.

<http://aberdeenshire.gov.uk/contact-us/have-your-say/have-your-say-guide/>

When a complaint is made it must be handled in accordance with the Complaints Handling Procedure which provides two opportunities to resolve issues internally. In order to maintain positive relationships, it is usually better for all if parental concerns or complaints can be resolved at school/ early years setting level as quickly as possible.

If a concern or complaint cannot be resolved at frontline resolution (Stage 1) then it will progress to Investigation (Stage 2) and a detailed investigation into the matter will be carried out. Complaints that are complex, serious or high risk and require detailed, lengthy investigation may be dealt with at the Investigation Stage from the outset.

Once the two internal stages of the Complaints Handling procedure have been exhausted, the complainant must be directed to the Scottish Public Services Ombudsman (SPSO) to carry out an independent external review of the process. The SPSO is the final stage of the complaint procedure.

Once the SPSO reaches a decision they may contact the council with recommendations for improvement and will provide dates by which the recommendations must be implemented. The council is required to report back to the SPSO and evidence that the required action has been taken.

School Policies and Useful Information

School Policies such as the Homework Policy; Promoting Positive Relationships; our Mobile Phone etc. are published on the school website and can be found by clicking the parents tab at the top. Please go to: [http://crimond.aberdeenshire.sch.uk](http://crimond.aberdeenshire.sch.uk/)

All Aberdeenshire Council Education policies can be found here:

<http://www.aberdeenshire.gov.uk/council-and-democracy/about-us/service-structure/education-and-childrens-services-policy-framework/>

## **Attendance**

It is the legal responsibility of all parents to ensure that their children attend school regularly and arrive on time. They are also responsible for ensuring the safety of their children on their journeys to and from school except whilst on school transport where Aberdeenshire Council has clear guidelines about pupil safety.

Parents are asked to inform us about absences in the manner detailed below:

* If your child is unable to attend school through illness/other reason please telephone the school between 8:30am and 9:30 am on the first day of his/her absence or send a signed note via a brother or sister where applicable.
* If your child is home for lunch and becomes unwell at lunchtime making them unable to return to school in the afternoon please telephone the school before the beginning of the afternoon session to inform a member of staff.
* When you contact the school it would be helpful if an indication could be given as to the child’s expected length of absence from school.
* Absence of pupils travelling on school transport must also be communicated to the bus company or (where known) the bus driver.

It is important to note that if a child does not arrive at school and there is no reasonable explanation provided for his/her absence then members of staff will be required to confirm the whereabouts and safety of the individual child. This will involve a phone call to the parent soon after 9.30am. Repeated calls will be made until the child’s whereabouts have been confirmed. If contact cannot be made the situation will be assessed and it may be thought necessary to inform the local social work department.

In order to avoid causing unnecessary concern for staff and parents the importance of good communication between home and school cannot be over-emphasised.

Regular and punctual attendance is linked closely to achievement and all school staff wish to work with parents to ensure that children can reach their full potential. The school is required by law to maintain an accurate record of the attendance and absence of each pupil and parents are requested to assist in this process by keeping the school informed if their child is to be absent for any reason.

Aberdeenshire Council has a regulation that requires a Head Teacher to inform their Quality Improvement Officer whenever a pupil has 30 unexplained or unauthorised absences.

According to Scottish Office Education Department Circular 1093, schools are required to make available to the public their attendance rates and rates of authorised and unauthorised absences. These are distributed to parents as we receive them.

The school follows the Aberdeenshire Attendance Policy: <http://www.aberdeenshire.gov.uk/media/19805/attendance-policy_april-2015.pdf>

Procedures for following up on pupil absence are based on the Education (Scotland) Act 1980 which requires by law that parents/carers ensure that children attend school regularly. The Home/School Liaison Officer has a key role to play, providing a vital link.

**Holidays During Term Time.**

The Scottish Government has deemed that holidays taken during term time should be recorded as unauthorised absence unless there are special, exceptional circumstances. Should you wish to remove your child from school to attend a family holiday you must inform the Head Teacher. This will be recorded as unauthorised absence though there may at times be exceptional family circumstances previously discussed with the Head Teacher. Parents are advised to limit the number of holidays taken during term time, to minimise disruption to a child’s education. For annual holiday dates for Aberdeenshire schools please see the section at the back of this handbook, contact the school office or go to: <http://www.aberdeenshire.gov.uk/schools/parents>[-carers/school-term-dates-and-inservice-days/](http://www.aberdeenshire.gov.uk/schools/parents-carers/school-term-dates-and-in-service-days/)

## **Crimond School Dress Code**

We encourage all pupils to wear school uniform every day and we firmly believe that this helps to instil a sense of pride and team spirit within our school. The uniform consists of a plain white polo shirt, black or grey skirt/trousers and a royal blue school or nursery sweatshirt bearing the school logo. There is also a blue tartan range of girls’ clothing available at George Donalds in Peterhead. Please consider the changeable nature of weather conditions and provide your child with appropriate outerwear and footwear to suit. For safety reasons we ask that high heeled shoes are not worn to school.

The following are available to order from the school office:

Polo shirts – White with school logo and optional name.

Sweatshirts – Royal Blue with school or nursery logo and optional name Shower Jackets (fleece lined) – Royal Blue bearing the school logo.

Children are required to keep a pair of gym shoes in school to be worn indoors only. Children change into their gym shoes when they come into school in the morning. They change back into their outdoor shoes at interval, lunch and going home time. By doing this children are helping to maintain the condition of the carpets in their classrooms.

It is essential that items of clothing are marked with your child’s name or some other easily identifiable mark.

### **PE Kit**

Children should be suitably dressed for gym: e.g. plain coloured tee shirt, shorts and gym shoes. Football tops are not allowed. It is helpful if these items are left in school in a hang-up-bag on the child’s peg. Again, all items must be named. Please check gym shoes periodically as these can be a hazard when the soles become damaged and detached.

For safety reasons Aberdeenshire Council states that all jewellery should be removed for P.E. and similar activities. Plain stud earrings may be worn where the child requires to wear earrings continuously in the period following piercing. Where bracelets/rings are worn and these are too small to be removed they should be covered with tape or sweat bands, so that the risk is eliminated. Where jewellery needs to be covered, parents are asked to provide a named roll of surgical tape for this purpose. Tops with shoe-string straps are discouraged for safety reasons as they can catch on gym apparatus.

**Clothing Grants**

Some families may be entitled to a school clothing grant of £100 per year. More information about this can be found at:

<http://www.aberdeenshire.gov.uk/schools/parents-carers/assistance/school-clothing-grants/>

# Transport

In order to qualify for free Home-to-School Transport, Primary school pupils must reside more than 2 miles from and attend their zoned school whilst Secondary school pupils must reside more than 3 miles from and attend their zoned school.

These distances are the shortest available route from the pupil’s house to the school gate and can take into account main roads (including dual carriageways), tracks and paths. Application forms for free transport, Form PTU100 can be obtained from the school office.

# Privilege Transport

Transport provision is also made available for pupils who are not entitled to free transport. Privilege transport is provided on school transport services subject to spare seating capacity, at a fixed annual charge. Discounts are available for pupils in receipt of the clothing grant, and to families with 3 or more children travelling to the same school. There are three types of privileged transport available.

**In-zone Privileged transport**

Pupils who attend their zoned school but do not qualify for free school transport due to their residence being under the qualifying mileage can apply for In-zone privilege transport. If there is suitable seating capacity available and an existing route then the application should be approved, if there is not and there is a safe walking route available to the pupil, then it may be rejected. Please also note that if seating capacity is needed for a pupil who is entitled to free school transport, In-zone Privilege pupils may be give written notice and removed from transport.

**In-Zone Privilege Transport – Guaranteed**

Pupils who attend their zoned school but do not qualify for free school transport due to their residence being under the qualifying mileage can apply for In-zone privilege transport. If there is no safe walking route available to the pupil, they are guaranteed a seat on transport by applying for an In-zone Privilege pass and paying the applicable annual charge. A pupil who is guaranteed in-zone privilege transport would not be removed to make room for a pupil who is entitled to free school transport.

**Out of Zone Privilege Transport**

There is no transport entitlement to pupils who attend a school which they are not zoned for. Pupils may apply for Out of Zone Privilege transport; pupils are required to meet the nearest available school transport vehicle to them, and it is the parent’s responsibility to bring the pupil to the nearest collection point. Out of Zone Privilege transport pupils may be removed, with written notice, at anytime for In-Zone Privilege and Entitled transport pupils

For further information and application forms, see the Council website.

<https://www.aberdeenshire.gov.uk/roads-and-travel/school-transport/school-transport/>

Alternatively, copies of Privilege forms or further information can be requested by emailing: [school.transport@aberdeenshire.gov.uk](mailto:school.transport@aberdeenshire.gov.uk)

As School Transport routes are determined by the pick-up locations required for pupils who are entitled to free school transport, Privilege Pupils are required to meet the bus on the existing bus route. For further information and application forms, see the Council website.

<https://www.aberdeenshire.gov.uk/roads-and-travel/school-transport/school-transport/>

Alternatively, copies of Privilege forms or further information can be requested by emailing: [school.transport@aberdeenshire.gov.uk](mailto:school.transport@aberdeenshire.gov.uk)

# Early Years Transport

Transport to early year’s settings will not be provided by Aberdeenshire Council, unless there are relevant exceptional circumstances. Where there are significant additional support needs, transport may be provided. In such instances this requirement should be discussed with the Head Teacher in conjunction with the Early Years Quality Improvement Manager.

# Special Schools and Enhanced Provision Transport

Aberdeenshire Council may provide free transport where necessary for pupils who attend a school with enhanced provision proposed by the Authority. In certain cases, pupils may be encouraged to make their own way to school by public transport, and where this is authorised, bus passes are issued. Where a pupil’s address falls in the delineated area of a resourced school, and is within reasonable walking distance, the Authority will take advice from the Community Child Health Service before deciding if free transport should be provided

# School Closure & Other Emergencies

Head Teachers decide if and when schools should close due to bad weather or another emergency. In bad weather they will decide this after receiving information about local weather conditions. This decision can be made during any time, day or night. These guidelines outline the procedures for dealing with school closures during bad weather or other emergencies.

***If children are at school…***

***School transport contractors*** have been told not to allow children to walk home alone from drop-off points under any circumstances during extreme weather conditions. If you can’t meet or arrange for your child to be met, the school transport will return them to a designated location.

***Public service vehicles*** – drivers of these vehicles follow a specified route and keep to timetables – they cannot make special arrangements.

If your child attends a Nursery, Primary or Special School, which is to close early, the school will contact you by telephone. If this is not possible the school will contact your named ‘emergency contact’. No child will be released from school without contact being made. It is important contact details are current and the people named are available – particularly during bad weather.

If you are concerned about local weather conditions contact the school. You may wish to collect your child yourself and are free to do so provided you make arrangements with the school.

***Before the start of the school day…***

During bad weather some staff may not be able to get to school or bus routes may not be safe to travel on – so the school may have to close. Headteachers will advise parents and carers using the following communication tools:

Outwith school hours, your local radio station is a good place to find out information on school closures. The following radio stations receive updated information every 30 mins from our website:

**Northsound 1 Northsound 2 BBC Radio Scotland**

FM 96.9 MW 1035 kHz FM 92.4 - 94.7MW 810 kHz

**Waves Radio Original 106 FM**

FM 101.2

**Twitter**

<http://twitter.com/aberdeenshire>

**Aberdeenshire Council Website**

<https://online.aberdeenshire.gov.uk/Apps/schools-closures/>

You also have the option to sign up to receive email alerts when your school(s) updates their closure status:

<https://online.aberdeenshire.gov.uk/myAberdeenshire/>

**School Information Line**

Tel: 0370 054 4999 then 021520. If you cannot get through first time, please do not put this number on redial. This will only lead to the line being busier.

# Storm Addresses

When there has been severe snow storm during the day it may be prudent for pupils who live some distance from the normal bus routes not to attempt to reach their homes but to spend the night in alternative accommodation nearer school. It is the parents responsibility to inform school about any pupils who may be at risk in such situations and to provide the name and address of a relative or friend who is willing to provide overnight accommodation.

# Change of Address and Parental Contact Details

To enable us to make easy contact with parents, the school would appreciate if any changes of address, telephone number of circumstances is notified in writing to the School Office. It is also important that the school has details of an Emergency Contact should it prove impossible to get in touch with parents in the event of an emergency.

# School Meals

School lunch is an important aspect of the school day. Not only does it provide children with a nutritionally balanced meal, it embraces their social and personal development.

**How does my child choose their lunch?**

First thing in the morning, the children select their meal using the school clever touch. The teacher will remind children about the menu options, but it helps if parents of the younger children have discussed this with them before they arrive.

**Menus**

There is a broad variety of choice and children rarely struggle to find something they like. All children are issued with a menu, but you can also check online. Online menu

**Recipes online**

Many of the items on the menu can be made at home. To access the recipes, click on the food item in the online menu and you will be taken to another page to view the ingredients and method for making the item yourself. Parents often comment that their child has enjoyed something unexpected at school. These online recipes also display important allergen and nutritional information.

A daily School Meal menu offers:

* two hot main course choices with accompanying vegetable and carbohydrate choices
* the sandwich platter provides items making it an excellent alternative to a home pack lunch
* soup is available 3 times a week
* pudding choices include fresh fruit and yoghurt daily
* a selection of breads are included with a school lunch meal
* fresh drinking water is freely available with lunch

**My Child has Allergies/ Intolerance**

Parents should be aware that they can request dietary assistance for their children if there are medical or religious reasons for doing so. Children who require Medically Prescribed or Modified Diets, with parental/guardian assistance, should be identified during the admission process. Procedures are set in motion to accommodate these diets by a parent/guardian completing Admission Form D available from the school administration office. The School Management Team and the Catering staff will be happy to discuss your requirements.

**Special Events and Celebrations**

The children enjoy eating together and we encourage learning and wellbeing throughout lunchtime. Occasionally we celebrate special dates. The option for a packed lunch still applies but they are encouraged to sit with the school lunches to celebrate the event.

**How much does a Primary School Meal cost?**

£2.50 (June 2019)

**How do I pay for Lunches?**

Lunches are free for children in P1-3. Lunches P4-7 must be paid for online by accessing the myaberdeenshire portal - aberdeenshire.gov.uk/my - at the upper right hand corner of the Aberdeenshire Council home page. This is very easy to do online using a mobile phone, iPad or laptop. It is very important to keep this account in credit as failure to do so triggers a time-consuming process for the School and Catering service. We aim to support the wider Authority to be debt free and require your support in this by ensuring you remember to top-up before sending your child for school meals.

**Am I entitled to free school meals?**

Click on the link to find a leaflet that explains the free school entitlement and how to go about it. free school meals leaflet

Online payments system aberdeenshire.gov.uk/my

Although you may not have a child in P4-7 we do encourage all parents to set up an account. Information on setting up an account can be found here Link to payment set up

**What happens if I don’t pay?**

It’s understandable that you may not appreciate the additional workload non-payment of lunches can create. Unfortunately, non-payment triggers a notification to our team members alerting them to the fact that there’s no credit available. The Catering team may discuss the matter with the Senior Management, and they will work together to resolve the matter. The impact on the Admin Team also impacts on their ability to ensure other essential tasks are carried out.

**What do I do if I can’t pay?**

We are here to support families so please let us know if you are unable to pay and we can do whatever we can to assist you. We understand that families lead busy lives meaning lunch payments are forgotten about or not prioritised. If you feel you can’t pay, please look at the free school meal leaflet. If this doesn’t apply to you, please let us know and we will work together with school and do whatever we can to assist you.

For further information or questions contact your school, school catering team or the Education Catering Service. [primary.meals@aberdeenshire.gov.uk](mailto:primary.meals@aberdeenshire.gov.uk)

# Healthcare & Medical

Every child’s health and welfare is very important to the school. Parents who have any concerns should let school know by telephoning or writing in. Alternatively parents can inform the Health Visitor or their own GP. Parents are requested to let the school know of any hospital appointments.

Parents/carers are requested to keep children at home for 24-48 hours if the child has diarrhoea, flu-like symptoms or is clearly unwell.

Always seeks a GP’s advice before sending a child back to school. Please remember that other children can be vulnerable to infection.

The school is fortunate to have a nurse in attendance to undertake Health Interviews and provide advice on health matters for pupils. The school doctor will play a vital role in monitoring a child’s health and well-being.

Although our medical staff provide help and advice as appropriate, all pupils must be registered with a doctor in general practice who should be consulted about health matters as they arise. Parents should provide us with the name and telephone number of their child’s doctor and an up-to-date emergency contact for themselves in case it becomes necessary for a child to be sent home during school hours because of illness.

Aberdeenshire Community Dental Service inspect P1 and P7 children in schools as part of the National Dental Inspection Programme. Written parental consent is not required for dental inspections, but parents will be informed in writing approximately one week before the inspection date.

Most pupils will at some time have a medical condition that may affect their participation in school activities. For many this will be short term; perhaps finishing a course of medication to combat an infection.

Other pupils have medical conditions that, if not properly managed, could limit their access to education. Such pupils are regarded as having health care needs. Most children with health care needs are able to attend school regularly and, with some support from the school can access most school activities. However, school staff may need to take extra care in supervising some activities to ensure that pupils are not put at risk.

Planning formats may include either:

* Individual Pupil Protocol (IPP) (Med form 7).
* Health Care Plan written by Health professionals for very specific medical needs.

A risk assessment should also be completed.

The above can help schools to identify the necessary safety measures to support pupils with medical needs and ensure that they and others are not put at risk.

Please find our Medication Policy here:

<http://asn-aberdeenshire.org/wp-content/uploads/2017/08/Supporting-Children-Managing-Medicines-Educational-Establishments.pdf>

Sunscreen - As children are outdoors for learning and for play, parents should apply this prior to sending children to school or nursery. School staff do not supply, nor do they apply, sunscreen creams.

If your child has long term medical conditions such as asthma or diabetes, which may require on-going support, this should be fully discussed with the school. In certain cases specific training of staff about a child’s treatment may need to be given. In addition, some children have conditions which may require occasional staff intervention e.g. severe allergic conditions such as anaphylaxis.

# Anti-bullying Guidance

What is Bullying?

Aberdeenshire Council Education and Children’s Services define bullying as the following:

Bullying takes place when the actions of an individual or group of people cause harm to someone by taking advantage of an imbalance of power within a relationship (whether perceived or real). Bullying behaviour can be persistent and/or intentional, but often it is neither.

Bullying can be verbal, physical, mental/emotional or cyber and is behaviour and impact. It can be intentional or unintentional, direct or indirect, persistent, or a one off incident. The impact is on a person’s ability to feel in control of themselves.

What will the school do about it?

Schools should promote consistency of response to instances of bullying behaviour using a 6 step approach. They will:

1. Record the Incident

2. Speak to the individuals involved having frank and honest dialogue

3. Speak to parents

4. Utilise Restorative approaches

5. Monitor the situation

6. Review and increase response accordingly

More information can be found in Crimond School’s Anti-Bullying Guidance Document on our website. See also

[http://publications.aberdeenshire.gov.uk/dataset/b9bb8c35-50b7-401e-a7e3-30833f69cc73/resource/8d5ff96d-775f-4516-9f6b-c15ce425f407/download/ecs-002-edu---anti-bullying-policy.pdf](http://publications.aberdeenshire.gov.uk/dataset/b9bb8c35-50b7-401e-a7e3-30833f69cc73/resource/8d5ff96d-775f-4516-9f6b-c15ce425f407/download/ecs-002-edu---anti-bullying-policy.pdf%20)

Copies of this school guidance can also be accessed via the School Office.

The document above has been updated in line with “Respect for All: The National Approach to Anti-bullying for Scotland's Children and Young People”.

<https://www.gov.scot/Resource/0052/00527674.pdf>

# Exclusion

The foundation for schools, learning establishments and education authorities is a whole school ethos of prevention, early intervention and support against a background which promotes positive relationships, learning and behaviour. Where pupils who display behaviour, whereby attendance at the school would be likely to be seriously detrimental to order and discipline in the school or the educational well-being of the pupils there, and where other forms of support have proved unsuccessful, the Authority exclusion policy may apply. For further information on exclusions contact the school or go to:

<http://www.aberdeenshire.gov.uk/media/3901/policy_disc_exclusion.pdf>

# Educational Visits

We offer various educational visits during the course of the school year. We believe that ‘hands on’ experiences greatly enhance a child’s education, while also helping to make the necessary links between learning in school and life outwith school. Staff members and parent volunteers provide supervision to standards laid down by Aberdeenshire Education & Children’s Services. We give parents as much notification as possible with regard to visits their children will participate in.

# Instrumental Tuition

From Primary 4 onwards, tuition is available for a range of musical instruments. All disciplines are taught in the secondary schools however not all disciplines are available in primary schools due to limited resources. Orchestral string instruments are not normally available to beginners at secondary level. Tuition is subject to availability. In Crimond School some pupils currently receive tuition in woodwind instruments

For further information go to:

<http://aberdeenshire.gov.uk/schools/ims/>

# Comments, Compliments & Complaints

To reflect our commitment to working with you, it is imperative that if you have any concerns these are shared and discussed with us as a school. We work hard to make sure you feel listened to as parents or carers, and find many difficulties can be easily resolved through the opportunity for direct discussion. However if you are dissatisfied about our action or lack of action, or about the standard of service provided by us, you can submit a complaint.

To explain our complaints service and how the process works please go to:

<http://publications.aberdeenshire.gov.uk/dataset/072f6c0d-955a-4f4c-a228-568e30884391/resource/52439609-98b5-45eb-b1e6-0d418371ba27/download/full-complaints-procedure-customerv6.pdf>

Where complainants continue to be dissatisfied with a stage 2 response, complaints can be referred to the Scottish Public Services Ombudsman. Further information and guidance can be found at:

<http://aberdeenshire.gov.uk/contact-us/have-your-say/have-your-say-guide/>

# Support for parents/carers

**For more information on Support and Advocacy contact:**

Enquire, Princess House

5 Shandwick Place

Edinburgh EH2 4RG

Helpline: 0845 123 23 03

Email: [info@enquire.org.uk](mailto:info@enquire.org.uk)

Website: [www.enquire.org.uk](http://www.enquire.org.uk)

**For local advocacy contact:**

Advocacy North East

Thainstone Business Centre

Inverurie

Aberdeenshire

AB51 5TB

Tel: 01467 622674

Scottish Independent Advocacy Alliance can be reached at:

Website: <https://www.siaa.org.uk/>

Additionally, information for the Scottish Child Law Centre can be found at:

[www.sclc.org.uk](http://www.sclc.org.uk)

# Public Liability Insurance

Aberdeenshire Council holds third party liability insurance, which indemnifies the Council against claims from third parties, e.g. parents on behalf of pupils who have suffered injury, illness, loss or damage arising from the negligence of the Council or its employees. In these circumstances all claims are handled on behalf of the Council by external Insurers and Claims Handling Agents and compensation is dealt with on a strict legal liability basis.  This means that there is no automatic compensation, the Council has to be found negligent in order for any compensation to be offered by our Insurers and / or Claims Handling Agents.

Whilst the school will exercise reasonable care for pupils’ property, it is inevitable that property will be lost or damaged from time to time. Pupils’ property which is worn or brought to school or left in bags/cloakrooms is at their own risk. This includes but is not restricted to personal items such as jewellery, phones/tablets watches and bicycles. Aberdeenshire Council cannot accept responsibility for loss or damage unless caused by negligence of the school or staff.

# School Off Site Excursion Insurance

Aberdeenshire Council has in place a School Excursion Insurance policy, whereby both pupils and teachers are covered for offsite activities / trips both within the UK and abroad (offsite meaning off the school premises). The policy covers medical expenses, loss of baggage, cancellation ( as specified in the policy) , curtailment and change of itinerary (along with other sundry benefits) etc. for worldwide trips and adventurous activities (including winter sports), subject to policy terms and conditions being met.

If personal items such as jewellery, phones/tablets, watches etc. are taken on a school trip then these are taken at an individual’s own risk and are not covered under the policy, unless damage or loss is caused by an Aberdeenshire Council employee. Should a parent or carer want such items to be covered then this would need to be arranged by parents/carers independently of the school.

Parents may wish to consider their own insurance arrangements in terms of appropriate extensions to their household insurance or arranging their own separate covers.  Personal / individual cover is seen as a parental responsibility and it is your decision as to whether you feel it is appropriate to obtain this.

Please be advised, however, that the Duty of Care aspect below is not insurance related:

**Duty of Care**

The Authority has a duty of care in respect of pupils in its charge during school hours and as such has to take reasonable steps to ensure the safety of all primary and secondary pupils.

It may be necessary to provide supervision for primary children on school premises before or after normal school hours if their early arrival or late departure is due to the timing of official school transport. This general duty of care continues if the children go home by way of school transport and ends when the child gets off the bus, at which point the parents then become responsible.

# Data we hold and what we do with it.

As you are aware the new General Data Protection Regulations (GDPR (EU) 2016/769 came into force on Friday 25th May, 2018. This change to the law gives parents/carers and young people greater control regarding how their personal data is used.

Aberdeenshire Council is committed to full compliance with these regulations. When you are asked for information by Education & Children’s Services, we will tell you why we are collecting the information, how long we will hold it and the legal basis for gathering this information. A Privacy Notice has been issued to all schools relating to the information we hold on yourself and your child/ward.

# The information we collect from you

Aberdeenshire Council collects personal data and information about your child in order to provide your child with a school education.

We will normally only share information (other than in child protection situations) in order to provide services for your child as part of his/her school education. We collect special category data about your child and process this because it is in the substantial public interest.

The information held by Aberdeenshire Council is used to assess, plan, coordinate, deliver and quality assure the education services to your child. The Council does not use an automated process for making decisions about your child or the services required; decisions are made with you. We will keep this information for a period of 5 years from the maximum school leaving age of your child, as required to by The Pupils’ Educational Records (Scotland) Regulations 2003, unless we have a legal responsibility to keep the information for a longer period of time.

# Your Data, Your Rights

You have legal rights about the way the Council handles and uses your data.    More information about all of the rights you have is available on our website at: <https://www.aberdeenshire.gov.uk/online/legal-notices/>.  Alternatively you can contact the Council’s Data Protection Officer by emailing [DataProtection@aberdeenshire.gov.uk](mailto:DataProtection@aberdeenshire.gov.uk) or in writing at: The Data Protection Officer, Town House, 34 Low Street, Banff, AB45 1AY.

You also have the right to make a complaint to the Information Commissioner’s Office, (www.ico.org.uk). They are the body responsible for making sure organisations like the Council handle your data lawfully.

The Council is required where it is data controller under the GDPR to act in a transparent manner by providing information to individuals about how it will collect and use their personal data. Privacy Notices are an essential part of complying with this requirement. The Privacy Notice must provide information to individuals in a concise, transparent, intelligible and easily accessible way and must be written in clear and plain language. There are a number of examples available on

http://publications.aberdeenshire.gov.uk/dataset/education-privacy-notices.

# Legal Basis for Processing

The Council, as an Education Authority, is legally required to deliver an education to your child under the terms of the Education (Scotland) Act 1980 as amended.

# Parental Access to Records

Access Requests are the formal process by which individuals can seek information held about them (or their children) by the council. The requests can be broad, in terms of everything that is held, or quite specific - everything held by a specific department, establishment, team or individual. We have a legal requirement to provide the information under the Data Protection Act 2018. An Access Request is wider than an Educational Record in that it will include all personal data held about a child not just their educational record.  Further information can be found at:

[https://ico.org.uk/your-data-matters/](https://ico.org.uk/your-data-matters/%20)

The Pupils’ Educational Records (Scotland) Regulations 2003 means that you can get access to your child’s records.  Details of the regulations and process for obtaining information specific to pupils are available by contacting the school directly or can be found at:

<https://education.gov.scot/parentzone/my-school/general-school-information/My%20child's%20record>

# Information Sharing

In terms of effective communication, including sharing relevant and proportionate information, where appropriate, Aberdeenshire Council in accordance with the Data Protection Act 2018 and Human Rights Act 1998 adheres to this as part of our current routine practice.

# ScotXed

ScotXed is a term used to represent the Scottish Government’s Education Analytical Services, which is part of the Scottish Government’s Learning Directorate.

ScotXed have legal powers to request data with regards all children and young people being educated in Scotland’s schools, with the information collected about pupils and staff in schools used to help to improve education across Scotland. They do not collect the names of your child/children and they do not receive any contact details the school may have for you (e.g. telephone number, email address), and no information is published or made publicly available that would allow your child/children to be identified. More information on what and why they need data about your child/children, along with how they collect and store it is available in their Education Statistics Privacy Notices for parents and carers:

<https://www2.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/ESPrivacyNotices>

If you have any concerns around the national ScotXed data collections, you can:

* Contact the Data Protection & Information Assets team at the Scottish Government on [dpa@gov.scot](mailto:dpa@gov.scot), or
* The Head of Education Analytical Services, Mick Wilson, on at [mick.wilson@gov.scot](mailto:mick.wilson@gov.scot),
* You can write to them at Education Analytical Services, Area 2A-North, Victoria Quay, Leith, EH6 6QQ.
* Alternatively, complaints may be raised with the Information Commissioners Office at [casework@ico.org.uk](mailto:casework@ico.org.uk).

Appendix 1

# School Improvement Plan

A close up of a sign

Description generated with very high confidence

**Crimond School**

**Standards & Quality Report**

**2018-2019**

**&**

**School Improvement Planning**

**2019-2020**

# *School Foreward*

We are pleased to present both our Standards and Quality Report for Session 2017-2018 and our School Improvement Plan for the current session 2018 - 2019. This report forms part of our Quality Improvement Framework, providing important information regarding our school’s progress to date and identifying our next steps in school improvement.

**Self-Evaluation for Self-Improvement** is at the heart of our practice in Crimond School. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

**How are we doing?**

**How do we know?**

**What are we going to do now?**

**Looking inwards** to analyse our work

**Looking outwards** to find out more about what is working well for others locally and nationally

**Looking forwards** to gauge what continuous improvement might look like in the longer term

At Crimond School we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes and areas for further growth.

Hilda E Creighton

Head Teacher

**The School and its Context**

**A Caring School Community: Growing Together, Learning Together, Achieving Together**

Crimond’s School Vision, Values and Aims communicate our philosophy and beliefs for Crimond School Learning Community.

**Our Vision for the School**

At Crimond School we provide a welcoming environment for pupils, staff, parents and community members, where positive behaviour and high expectations are promoted, where success is celebrated and where everyone’s voice matters.

The whole learning community work together to enable our pupils to develop skills for learning, life and work in an inclusive environment where they feel confident, valued and secure.

The highly motivated staff embrace change and will present a coherent curriculum, using a range of quality teaching approaches to provide a variety of interesting and relevant learning experiences to ensure challenge and attainment.

The pupils will develop attitudes of fairness, justice and equality enabling them to learn together and support each other towards personal goals which reflect a desire to succeed.

Everyone’s days at Crimond School will indeed be “the Best Days of their Lives.”

**The Values that Underpin our Work**

* Respect ☺ Working Together
* Fairness ☺ Trust
* Care ☺ Courage
* Responsibility ☺ Achievement

**What we Aim to Achieve For our Children**

To develop a common vision among children, parents and staff.

* to encourage a strong sense of community and shared values
* to create the conditions where pupils feel safe, valued and secure
* to encourage an ethos of achievement, involvement and success
* to be committed to self-evaluation and to demonstrate that school
* improvement is of utmost importance and that our goals are ambitious

and challenging

To engage our pupils in the highest quality learning activities.

* to provide learning experiences that are imaginative, creative,

stimulating and challenging

* to provide contexts for learning that are challenging and enjoyable
* to give pupils an opportunity to explore and investigate, while promoting

curiosity and confidence

* to actively encourage pupils to become independent through giving them

responsibility for their learning

* to set appropriately challenging tasks and to provide support and feedback

To ensure that learning and teaching focuses on outcomes and maximises success for all learners.

* to help our pupils become successful learners, responsible citizens, confident

individuals and effective contributors

* to plan effectively with achievable outcomes that build on previous successes
* to involve pupils, parents and other partners in planning future learning
* to actively engage with pupils to discuss strengths, needs and next steps
* to give helpful and informative reports to parents about their children’s

progress, next steps and appropriate learning approaches

To work together with parents to improve learning.

* to encourage parents to engage with the school and to take active roles

in contributing to their children’s learning

* to share information about the curriculum, teaching approaches and

children’s learning with parents

* to seek out and take account of parents’ views and suggestions
* to consult effectively with parents on improvements and changes

To work in partnership with other agencies and the community.

* to draw on community resources to broaden and deepen children’s

learning and to meet their needs

* to encourage staff and pupils to be actively involved in the local and

wider community

* to actively encourage partners, stakeholders and members of the

community to participate in the life and development of the school

* to be inclusive and support pupils through inter agency working using

the integrated assessment framework

* to ensure effective transition arrangements are in place

To reflect on our work and thrive on challenge.

* to consistently use self-evaluation to reflect on our practice and to

improve learning

* to embrace change and to monitor and evaluate innovations
* to ensure that all developments and improvements have learning as their main

focus

* to support staff to engage in professional development

To value and empower our staff, parents and pupils.

* to allow staff, parents and pupils to feel valued and know that their

opinions will be taken seriously

* to enable pupils to develop learning skills and understand the ways in which

they learn thus encouraging pupil choice in the development of learning

opportunities

* to regularly seek the views of pupils and involve them in making decisions about

the future work of the school

* to routinely share and celebrate the achievements of pupils, staff and

the wider community

To promote wellbeing, support and respect.

* to encourage pupils to recognise and be proud of their learning and achievements
* to create a positive climate of good behaviour, mutual respect, trust and

confidence

* to promote equality, fairness and respect
* to ensure the promotion of physical, social and emotional health and wellbeing

of all pupils and staff

To develop a culture of ambition and achievement.

* to recognise, celebrate and communicate the successes of all children and

staff

* to develop a culture of achievement and high expectation
* to provide opportunities for every individual to be successful and reach their

fullest potential

* to nurture and encourage creativity, enterprise and citizenship

To foster high quality leadership at all levels.

* to focus on improving learning and teaching as a key priority
* to engage all staff, parents, pupils and our community in the improvement

planning process

* to create conditions where people and teams feel empowered and confident of

their positive impact on the school

|  |  |
| --- | --- |
| **Responsible Citizens**  -Encouraging an understanding of our roles, rights and responsibilities within our community and the wider world  -Providing opportunities to make informed and responsible choices and decisions, respecting the beliefs and values of others | **Effective Contributors**  -Promoting confidence in our children to enable them to communicate their ideas and opinions in a variety of settings  -Providing opportunities for our children to engage with others, using their initiative to create and develop their ideas collaboratively with others |
| **Successful Learners**  -providing quality learning experiences which inspire and motivate our children to become successful learners  **-**Encouraging our children to reach their full potential through stimulating and independent learning | **Confident Individuals**  **-**Providing a safe, secure and supportive environment where children feel confident to tackle new challenges  **-**Encouraging pursuit of a happy, healthy and active lifestyle, promoting positive self-esteem and wellbeing |

**Context**

The village of Crimond is situated in farmland half way between the fishing ports of Fraserburgh and Peterhead and close to the St Fergus Gas Terminal. The village is world famous because of the “Crimond Tune” for the 23rd Psalm, the church clock, with its extra minute, and the Loch of Strathbeg Nature Reserve.

The school’s catchment area is the village of Crimond and the surrounding area. The zoned secondary school is Fraserburgh Academy, and we work closely with it and the 11 network schools, Some of Crimond’s pupils choose to go to Peterhead Academy with whom the school maintains close links.

The school catchment area is a mixture of social housing or privately rented properties and privately-owned houses, which would be greatly in the minority. The village of Crimond is not experiencing the same growth as other towns and villages in our area, which are seeing considerable expansions due to the building of new properties.

All our children who reside within the village live in decile 4 of the Scottish Index of Multiple Deprivation whilst the rural children live in decile 6. 27% of our children are entitled to Free School Meals. We are mindful that this, alongside rural poverty, is considered carefully as we believe that all children are entitled to the finest education and high-quality experiences to allow them to be the best that they can be. Getting it Right for Every Child is at the core of what we do every single day.

Crimond School is a former Junior Secondary School and therefore has the benefit of many large and spacious classrooms and a fantastic outdoor space. The school’s current roll is 81 primary children, in 5 composite classes. The 24 nursery children are split between two sessions.

All the staff who work in the school are committed to teamwork, continuous improvement and good outcomes for our children, who are at the centre of everything we do. GIRFEC has a very high profile at our school. We have recently created the Rainbow Room to support our children’s wellbeing. There are a variety of visiting specialists throughout the year, teaching art, music, PE, ICT and Health & Wellbeing.

The school makes good use of parent helpers in the classroom, in the library, preparing resources, working out in the garden, at Skills Academy, in after-school clubs and on many school outings. Funds raised by the very supportive Parent Partnership support the school in many ways. The school benefits from close links with local businesses and community groups.

The Parent Partnership and Pupil School Improvement Groups ensure that parents and children are involved in the work of the school and its improvements. We are represented, by the head teacher, on community groups which support and engage with the school.

**Impact of our developments**

In this section we will outline the Targets we set last session and identify the progress we have made

during session 2019-2020.

|  |  |
| --- | --- |
| **Priority 1 To further raise levels of attainment in numeracy** | |
| Progress | * strong focus on numeracy * audit and purchase of new resources * development of a numeracy progression * staff engagement and familiarity with benchmarks * planning for learning and assessment * planning meetings focussed on pace, challenge and progression * analysis of standardised assessments to confirm achievement * PSAs used to target specific individuals or groups * Education City Home Access / Doodle Maths – licences purchased |
| Impact | * standardised assessment showed good performance in numeracy * continuity and progression in learning within numeracy and mathematics strengthened * a variety of pedagogy is used to engage and support learners * teachers are more able to make clear, professional judgements regarding children’s progress in numeracy and mathematics |
| Next steps | * continued focus on planning and monitoring/tracking attainment * Incorporate a World of Work focus – real life problem solving * Nursery staff to develop numeracy through real world situations and to bring numeracy to life using the outdoor environment * Investigate Numicon * Further raise attainment in **literacy** |

|  |  |
| --- | --- |
| **Priority 2 To improve planning and moderation of learning and assessment** | |
| Progress | * Cluster collegiate working on moderation – early, first and second level * New curriculum rationale being developed * Professional learning on administration and value of SNSA and the data that we gain from it * Collegiate working on trackers * Planning and tracking meetings provide an opportunity to look at data, professional judgement and identify next steps * Teachers have begun to track pupil progress three times throughout the year (Nov, Feb, June) * CPD (Kay MacDonald) on effective use of data to plan, learning teaching and assessment * CPD on creating holistic assessments * Bundling has been discussed |
| Impact | * Improved staff confidence and ability to make clear professional judgements * Increased pace of learning * Revised and more effective system of tracking and monitoring * Staff using frameworks, progressions and benchmarks * Staff using holistic assessments |
| Next steps | * Cluster moderation of STEM * Continued focus on planning, monitoring and tracking attainment * School level moderation of literacy – reading, writing, listening & talking * Bundling of outcomes to be taken forward |

|  |  |
| --- | --- |
| **Priority 3 GIRFEC** | |
| Progress | * Pupil Equity Funding used for significant investment in the school library – particularly in the area of non-fiction * Pupil Equity Funding used to create Story Sacks for pre-school children * Pupil Equity Funding used to fund swimming lessons, trips and experiences for pupils * HT attended Child protection training * Improved systems for GIRFEC concerns and Chronologies * Improved tracking and Celebration of pupils’ achievements out of school * School values were revisited and altered with increased emphasis in assembly and class on importance of, and reason for, school values * ASN pupil need and nurture lists shared will ALL staff * Nurturing approaches have been refined. A Rainbow Room and nurture groups have been set up |
| Impact | * All staff have raised awareness of pupil need * Cost to family implications are considered when planning homework, trips, experiences * Children benefit from the use of the Rainbow Room – nurture and relaxation |
| Next steps | * Raising awareness of wellbeing indicators with pupils, parents and the community * Re-affirm commitment to Rights Respecting Schools and achieve Bronze level * Significant work on children’s wellbeing, relaxation, mindfulness and mental health |

2. How good is our leadership and approach to improvement?

|  |
| --- |
| Relevant NIF priority: All  Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement  Level of quality for core QI: |
| Overview:  Our school community have a shared view of the vision, values and aims of Crimond School. There is consultation on school improvement and leadership roles are taken by both staff and pupils. Improving all aspects of learning and teaching, as well as our ethos and partnerships, is clearly a priority for all. There is a strong desire and drive for school improvement and there is a sense of collective responsibility and teamwork across the school community.  [1.3](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf)  Key strengths:   * The vision, values and aims of our school have recently been revised and agreed by pupils, parents, staff and community. They are displayed throughout the school and there is an emphasis on the whole school community working together on our collective vision. * Effective collegiate working at school and cluster level with leadership demonstrated at different levels. * Staff are actively involved in improvement planning and school development work. All staff members are involved in the evaluation of progress and the identification of future priorities. * Some staff have committed themselves to taking the lead roles in school improvement initiatives such as 1+2 languages, Emerging Literacy and Improving Attainment. * Collegiate activities are focused on the priorities and outcomes of the school and cluster improvement plans and they provide a forum for regular reflection and discussion on the progress made. * Staff engage in Cluster moderation work in order to share practice and develop a shared understanding of progression. * A range of approaches are used to gather views and ideas from staff to gather views and ideas to further improve the school. * Pupil voice groups allow all learners and staff to be involved in moving our school forward. * Tracking and planning meetings give staff an opportunity to discuss learning, teaching and progress to identify needs, improvements and next steps. * Staff are increasingly confident in using a wide range of data, including standardised test results, to inform planning, target support and ensure challenge. * Weekly planning formats encourage regular self-evaluation. * The school’s Quality Assurance Calendar ensures that there is a focused attention on monitoring and evaluating learning and teaching. * Regular CLPL opportunities are offered to staff and a Staff Professional Library provides opportunity for Research and CLPL. * Pupils, parents, staff and the community are consulted and actively involved in evaluating the school. * Parents feel that staff are approachable and that communication between parents and staff is open and honest. * All staff are aware of the social, economic and cultural context of our school allowing them to strive to meet the needs of all our learners and their families.   Identified priorities for improvement:   * Improve our tracking of wider achievement through Skills Academy Record Books * Continue to upskill staff on use of assessment results, both formative and summative, to   inform planning of learning and teaching, targeted support and pace & challenge.   * Continue to develop more robust approaches to Quality Assurance: learning visits, focus groups and sampling pupil work. * Learning visits and self-evaluation for staff to be developed further both in school and with cluster schools. * Continue revision work on the Curriculum Rationale, consulting and including all stakeholders. * Evaluate the impact of Pupil School Improvement Groups and look at next steps towards them becoming a stronger feature of the school’s approach to self-evaluation and improvement. * Improve the use of learning logs as a more focused and reflective tool for pupils to self-evaluate their own progress |

3. How good is the quality of care and education we offer?

|  |
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| Relevant NIF priority: All  Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children’s progress  Level of quality for core QI: |
| Overview:  The ethos of Crimond School is positive, supportive and respectful of all. GIRFEC is at our core and children are safe, treated fairly and protected by the appropriate Child Protection and Safeguarding policies. All staff show commitment to the progress and the wellbeing of learners as individuals. The quality of teaching is good and almost all pupils engage well with learning experiences, which are varied and provide appropriate pace, challenge and support. We continue to improve the appropriate and relevant use of digital technologies to support and enhance learning. Staff are moving forward to plan collegiately, using assessment information in order to track progress and identify next steps in learning.  [2.3](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) Key strengths:   * All staff show commitment to the progress and the wellbeing of learners as individuals. * All staff have access to, and use, a staff library with books and texts to support and improve their practice in learning and teaching. * The learning environment is built on nurturing, supportive and positive relationships, consistently referencing our vision of a caring community growing together, learning together and achieving together whilst holding close the core school values. * Children and their families report that they feel valued and supported. * Frameworks and progressions are being used to inform planning and assessment and identify next steps in learning in some areas of the curriculum. There is, however, an identified need to further revise and redesign aspects of the curriculum. * Teachers track children’s achievement carefully across most curricular areas, constantly assessing what progress the learners are making and thus providing appropriate support and challenge. * Regular planning and tracking meetings with staff, including ASL, ensure that needs are being met in a timely and appropriate manner. * Assessments, observations and professional dialogue identify needs and ensure that targeted support is provided for individuals and small groups by PSAs, teachers or ASL staff. * ASL and teaching staff are experienced in identifying Dyslexia and all staff are well-trained in the effective use of different approaches to support children with Dyslexia. * Quality learning and teaching in all classrooms is a partnership with pupils, support staff and teaching staff and pupils receive appropriate feedback. * Teaching staff are more confident in using assessment data, including SNSAs, to support professional judgement and plan learning and teaching. * A constructive relationship with parents and our community support us to provide interesting experiences and a varied curriculum with learning taking place in our extensive school grounds, the village, the woods, the local farm and the nearby nature reserve. * Parents and families are invited into school regularly to share the learning and this positive engagement and strong relationship with parents encourage them to be interested in, and involved with, their child’s learning. * Children’s achievements, either academic, social or based on our values, are recognised and celebrated in classes, through our house system or by the whole school community. * Staff share the purpose of learning and what needs to be done to succeed with the children but recognise that pupils could be more meaningfully involved in this process and in evaluations of learning. * Planning of learning and assessment has been reviewed and updated, taking into account our commitment to reducing bureaucracy, whilst providing a clear and direct focus for staff. * Digital learning supports pupils and enhances learning at all levels. * Transitions are well planned and effective but curricular transition to the local secondary school needs improvement. * Skills Academy provides opportunities for pupil choice and the development of a variety of skills. * The introduction of “How Ready Are You to Learn?” has had a positive impact on our ethos and pupil motivation. * On the whole, our pupils are successful and confident due to our Pupil School Improvement groups, our Expressive Arts productions and our strong One Community ethos.   Identified priorities for improvement:   * Partnership working opportunities are being provided, particularly in our supportive community, but this needs to be planned more rigorously, particularly with reference to Developing the Young Workforce. * All staff will take part in a three year Visible Learning Training Programme, allowing us to see learning through the eyes of the learners. * All teaching and Early Years staff will attend training and implement Emerging Literacy. * 1+2 Languages * Further development of previous work done on the curriculum, including bundling and using our local context. * Learners need to be encouraged and enabled to be self-evaluative, more responsible for making decisions regarding their learning and to become more independent learners. (Through Visible Learning) * Develop a more consistent approach to feedback across the school. (Through Visible Learning) * Staff will continue to work with Cluster colleagues on Moderation, STEM subjects. |

4. How good are we at improving outcomes for all our learners?

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| Relevant NIF priority: All  Relevant NIF driver(s): Assessment of children’s progress, School improvement, Performance information  Level of quality for core QI: |
| Overview:  Our children’s wellbeing sits at the heart of everything we do. Our school has a commitment to GIRFEC and the use of the Wellbeing Indicators. Equity of outcome is our goal. In our school each pupil is an individual with individual circumstances, needs, aspirations and rights. Staff at Crimond School have a good knowledge of learners, their families and the local community. The school strives to ensure that all are treated with respect. Our children benefit from the level of care and nurture provided. There are clear staged procedures in place to identify and support pupil need. Our pupils are given opportunities to take part in discussions around decisions that may impact on their learning and their lives.  [3.1](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) Key strengths:   * The staff are fully committed to the wellbeing and inclusion of all our children. * Procedures for child protection and other statutory duties are robust and up to date. * Our school ethos, underpinned by our vision, values and aims, have a major focus on wellbeing, inclusion and nurture. Our focus is on GIRFEC and the wellbeing indicators are referred to often. * There is a whole school focus on nurturing approaches and the Rainbow Room supports and enhances this approach. * Everyone in our learning community is treated fairly and with respect because we place importance on fostering positive, open and supportive working relationships based on trust. * Staged intervention evidence gathering, assessments and collaborative procedures are used to identify need and plan interventions. The ASN audit of need is used in regular tracking discussions. * All staff are able to access information about how to support learners through the ASL team, SALT, Ed Psych, other agencies, the staff library and the HT. * The school works very well with our partners in SALT, Ed Psych, Community Paediatrics and the ASL team. IEPs and Pupil Plans are in place. * Staff are involved in Multi Agency meetings and the discussion at these is a valuable part of the process of meeting children’s needs. * Teaching and PSA staff have requested and attended training on supporting a pupil with medical needs, nurturing approaches and attachment theory. * Our staff are experienced in supporting pupils with Dyslexia. The online Addressing Dyslexia Toolkit has been used to support assessment, learning and teaching. All classes have Dyslexia toolkits and we strive to be a Dyslexia Friendly School. * Analysis of the collated data on attendance, lateness and inclusion shows that children participate and thrive in our school environment. * Our pupils are given opportunities to take part in discussions around decisions that may impact on their learning and their lives. This is done through Pupil Voice Groups, Pupil Council, Pupil Support Meetings, Review Meetings or MAAPMs. * Staff, parents and pupils are secure in the knowledge that they can share worries or concerns at any time and that they will be listened to and action taken if necessary. * All staff model positive and supportive behaviour, promoting a safe and secure environment which supports the wellbeing of all. * Equalities and diversity are celebrated and discrimination challenged in lessons, assemblies and discussions.   Identified priorities for improvement:   * Continue to develop and improve pupil voice groups * Embark on the Rights respecting Schools journey * Further develop approaches to measure fully the impact of targeted interventions, eg PSA support, over time * Continue to target the use of PEF appropriately and find ways to evaluate impact effectively * Continue with our work developing the use of the Rainbow Room |

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| Evaluation of QI 3.2 Raising attainment and achievement  Level of quality for core QI:  Sources of evidence/ evaluation activities undertaken:   * Analysis of standardised assessments, class teacher assessments, ASL testing, observations and professional judgements to ascertain levels in literacy, numeracy and health and wellbeing. * Audit school improvement plans to inform next steps and evaluate regularly. * Use of HGIOS4 to self-evaluate and identify improvements * Engagement with Professional Update for teaching staff, enabling reflection * Development of more opportunities to share learning with parents and carers * All staff use the tracking tool and use it in discussion of individual learners and groups at planning / tracking meetings * Tracking of pupils’ personal achievements, in and out of school * Staff have focused on improving their understanding of what is required for the achievement of a level * Targeted improvements in literacy and numeracy * As per QA calendar – observations, focus groups, planning meetings, tracking and monitoring etc   Key strengths:   * Raising attainment in literacy and numeracy for all learners is a key priority and is central to the work of our school, featuring heavily in improvement priorities. * Tracking and monitoring of attainment shows that most children at Crimond School attain expected levels. * Appropriate targeted support, from ASL. PSAs or other agencies, is put in place based on attainment conversations. * Significant investment in the school library, home learning, Accelerated reading and the library system have raised attainment in literacy. * Overall our learners are successful, show confidence, are responsible and contribute fully to the life of the school knowing that their opinions are sought and acted upon, allowing them ownership of initiatives and their school community. * Success and achievement are celebrated in weekly assemblies, the Wow wall, the Wow newsletter and Skills Academy Record Books. * Staff understand the need for equity within our learning and achievement. * Opportunities are sought to provide opportunities for wider achievement for pupils who cannot access clubs etc outside school. * Our school strives to remove barriers to learning created by poverty, family circumstances, ACEs and learning differences. * Our involvement with the community enhances our work to support children to become Confident Individuals, Effective Contributors and Responsible Citizens.   Identified priorities for improvement:   * Working on the Emerging Literacy programme will enable P1 teachers to identify need and support aspects for support and development. * As SNSA data becomes more robust, staff will learn to engage with it and use the data to plan learning to raise attainment. * Continue to develop the use of benchmarks and provide moderation opportunities and systems within the school and cluster to ensure greater consistency and confidence in professional judgement . * Continue to track attainment, including attainment over time, to pick up trends, evaluate and use for identifying improvement priorities. |

**Capacity for improvement**

School and Nursery staff are fully committed to the principle of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly advised by performance data, such as pupil attainment data, so we can see clearly ‘what’ we need to improve.

We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, a range of professionals, and others to ‘Get it Right’ for every child.

**Key priorities for session 2020-21**

**Priority 1 – Closing the Attainment Gap through becoming a Visible Learning School**

**Priority 2 – Raising Attainment in Literacy**

**Priority 3 – GIRFEC through Nurturing Approaches**

**Priority 4 – Cluster collegiate work**

**Developing the Young Workforce**

**Parental Engagement**

**Action Planning**

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| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf) | | |
| * Improvement in attainment, particularly in literacy and numeracy. * Closing the attainment gap between the most and least disadvantaged children. * Improvement in children and young people’s health and wellbeing. * Improvement in employability skills and sustained, positive destinations.   Key Drivers of Improvement   School leadership   Teacher professionalism   Parental engagement     Assessment of children’s progress     School improvement   Performance | | 1.1Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff/ practitioners  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Improving/ ensuring wellbeing, equality and inclusion  Specific to HGIOS 4  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability  Specific to HGIOELC  3.2 Securing children’s progress  3.3 Developing creativity and skills for life | | |
| Improvement Priority | Outcomes for learners | | Impact Measurement | PEF |
| Closing the Attainment Gap Through Becoming a Visible Learning School  HGIOS Qis: 1.1, 1.2, 2.3, 3.2  NIF  Improvement in attainment, particularly in literacy and numeracy  Closing the attainment gap between the most and least disadvantaged children.  Key Drivers  Teacher professionalism  School improvement  Performance | Children at Crimond School will   * Benefit from a learning environment where all the staff are trained and skilled to maximise the impact of learning and teaching * Become assessment capable so that they can answer the three big questions: Where am I going? How am I doing? Where to next? * Engage in a shared school language that helps them to articulate their thinking, thus making learning visible. * Develop an understanding of the learning process and strategies so that they know what to do if they don’t know what to do. * Develop a thirst for learning as they are equipped to embrace challenge, learn form error, seek feedback and have ownership of the learning process. * Be in a learning environment where they are safe to make mistakes, indeed welcome them, and are relaxed about learning and exploring knowledge and understanding, | | Raised attainment for pupils  Teachers will be clear about the expectations of learning and teaching and the essential strategies.  Lessons will be of high quality  Teachers will see learning through the eyes of the learners, shifting focus from teaching to learning.  Quality feedback at all levels will be observed and will have a positive impact on learning.  Teachers will use research and data, looking at their own impact to plan learning.  Teachers and pupils will have shared understanding of learning intentions and success criteria for all learning.  Teachers will set challenging goals.  Children will know what makes a good learner | Pay OSIRIS Education for training and materials |
| Raising Attainment in Literacy  HGIOS QIs: 1.3, 2.3, 3.2  NIF  Improvement in attainment, particularly in literacy and numeracy  Closing the attainment gap between the most and least disadvantaged children.  Key Drivers  Teacher professionalism  Assessment of children’s progress  School improvement  Performance | In Literacy pupils will:   * Through Emerging Literacy, experience a strongly researched approach to teaching of early literacy which will impact on the attainment of all learners. * Experience refreshed curricular pathways and progressions in reading, writing, spelling and listening & talking. * Benefit from effective monitoring and tracking of attainment to ensure that intervention is prompt. * Experience pace, challenge and depth of learning * Have opportunities to demonstrate and apply their learning within planned Holistic Assessments * Use new and improved resources to learn in an active and engaging context * Benefit from improved Assessment and Moderation as staff plan learning, teaching and assessment collegiately and ensure that assessment tasks and activities provide them with fair, valid and moderated opportunities. Staff will have opportunities to meet in order to sample evidence form learners’ work and review teachers’ judgements, agree strengths in learners’ areas for development and plan next steps in learning. | | Critical analysis of attainment and achievement data. Looking at what is working well and making a difference in P1 and threading this through developments in the nursery and other primary stages.  Learning conversations with children and their reflections on their knowledge and skills development.  Assessment in various forms including baseline assessment for Emerging Literacy in P1 and targeted PEF pupils to measure how targeted intervention improves attainment.  Quality Assurance  Learning, teaching and assessment is planned effectively through collegiate working. | Purchase of reading books and literacy materials.  PSAs |
| GIRFEC Through Nurturing Approaches  HGIOS Qis: 2.4, 3.1  NIF  Closing the attainment gap between the most and least disadvantaged children.  Improvement in children and young people’s health and wellbeing.  Key Drivers  Assessment of children’s progress  School improvement | Through Nurturing Approaches our children will:   * Have a school staff who are trained and knowledgeable about Nurturing Approaches * Be in a safe and supportive learning environment where their learning is understood developmentally, where staff are aware that behaviour is a form of communication, where it is known that nurture builds self-esteem and that language is a vital means of communication * Be better supported as staff become familiar with and use the Leuven scales in order to consider pupil participation and engagement * Benefit from the Rainbow Room as it becomes further developed as a nurturing / relaxing space * Be in school and ready to learn in the morning for our Breakfast Club * Have opportunities to achieve and enjoy, and learn from, experiences and trips * Benefit from the support and care of staff who have been trained in nurture, ACEs, mindfulness, childhood anxiety etc * Aware of the wellbeing indicators | | Pupil need is more appropriately supported  Increased staff awareness of nurturing approaches and a consistent approach to embedding them across the school  Staff will be able to identify appropriate areas for intervention | Employ Relax with Serena to work with the children on mindfulness and relaxation.  Resource nurture room with appropriate furniture and materials  PSAs  Breakfast Club  Swimming lessons  Drumfun  Trips and Experiences |
| Cluster Working – Moderation of STEM subjects  DYW  Parental Engagement | Cluster Plans | |  |  |

**Wider Achievements**

**Memories are made of this:**

At Crimond School we place a high value on pupil achievement and we strive to create opportunities for pupils to achieve and for us, as a learning community, to recognise and celebrate achievements gained both through school activities and other pursuits.

Pupils at our school, led by our Champion Citizens, are aware of the needs and plights of others and have a caring and supportive attitude. Charities supported by the school over the last session include: Children in Need, Sports Relief, the Christmas Shoe Box Appeal, Save the Children and the Crimond Community Defibrillator Fund.

This session we have had many opportunities to promote the wider curriculum. Pupils have benefited from a range of extra-curricular clubs and activities including Netball, Active Sports, Choir, Gardening Club and J Rock.

We have been delighted to extend and enhance pupils’ experiences by providing opportunities to learn new skills in keyboards, swimming, rugby and cricket. Skills Academy also included bowls, knitting, drumming and Cookschool.

This year we have benefited greatly from Ashley and the IBike initiative. She has taught the children many skills on balance bikes, scooters and bicycles in the school grounds and also taken all the older children on accompanied rides to the RSPB and beyond. Everyone loved his IBike Breakfast Clubs and the Cycle Cinema.

Learning does not just take place in the classroom and so we are very lucky to have extensive school grounds and a nursery garden in which to learn. We often go to the local park, the woods or to the Loch of Strathbeg Nature Reserve.

This year we took our learning to the local garage, Bilbo Farm, the farm shop, the doctor’s surgery and the local shop as well. We also visited Fraserburgh library, Fraserburgh harbour, Score in Peterhead and a day sailing in Peterhead

Going further afield we enjoyed learning adventures to many other places. The whole school went to Techfest and enjoyed science and technology workshops. P4/5 were reading. P6/7 had a very worthwhile trip to the Aberdeen Science Centre as did P3/4 later on in the session. P1 enjoyed local trips as well.

We had a very proud day when four of our P6/7 pupils were selected to enter Games Con, a Coding competition, at Robert Gordon’s University and came home with first prize. They did very well at producing a game and they said that they learned an amazing amount that day

All of our pupils took part in enterprise activities and the highlight of this was the Craft Fair where all the classes had made items to sell and refreshments to offer our guests.

Christmas is always a lovely time and we presented a Christmas Concert which was very well attended and enjoyed by our families, friends and neighbours. We also had a church service, where the nursery and Primary 1 children performed the nativity.

All our classes enjoyed sharing their learning with parents and community members at class assemblies and also by holding open afternoons where parents and families could come into the classrooms and see what they had been doing and have a go at some of the learning activities. Bring an Adult to School Days are always very popular and every class had an opportunity to have a lesson where each child was accompanied by, and shared the learning with, an adult of their own.

Parents and carers also enjoyed, and benefited from, Meet the Teacher afternoons, Parent/Teacher Interviews and Open Door events.

We are very aware that many of our pupils have limited experiences outwith school and thus we are thrilled to provide such opportunities. P4-7 had a memorable day trip to Edinburgh to see Matilda the Musical. At Christmas we took the whole school to the pantomime, Snow White, in His Majesty’s Theatre in Aberdeen and we also had a fantastic whole school picnic at Haddo House in the Summer.

Also in the summer, our P6/7 class enjoyed an adventurous residential trip to Dalguise in Perthshire.

Every year we are proud to host a netball gala where we have teams from all over North Aberdeenshire coming to play netball with us. We have a very successful team who have won many awards and galas. The whole school community come together to organise the gala and it is a fantastic evening of netball, fun and great food.

Our very supportive Parent Partnership have organised parties, discos and bingo nights for us and also provided hot food at our concerts. The biggest event of the year was our Graduation where we had a special ceremony and a huge party.

**Wider Community Links**

Christmas is a time for family and community and we are always delighted to go out for our community carol singing afternoons. The younger pupils go to the local sheltered housing complex, the middle stages go to the local health and community hub whilst the oldest pupils visit the Crimond Nursing Home.

We were delighted to see our friends again when we invited our elderly community members to a Burns Assembly with Doric songs and poems followed by tea and shortbread.

One cold day in February was spent with the whole school going down in teams to plant hundreds of trees at the Loch of Strathbeg. It was a very fulfilling experience and we were so proud of doing this great work in our local community.

Our year was rounded off, as always, with a very moving and memorable service and prizegiving event at Crimond Church. This is an event which is attended by many members of the local community and is a lovely tradition which everyone enjoys.

# Members of Parental Groups

Our very successful Parent Partnership is a supportive and hard-working group who are behind the school 100%

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| Chairperson: | Donna Reid |
| Vice Chairperson | Alma Gemmell |
| Treasurer | Julie Coutts |
| Secretary | Rebecca Cox |

They are supported by a group of enthusiastic members.

# Stats for attainment

*‘In Reading, Writing, Listening and Talking, Numeracy and Health and WellBeing, many of our pupils are on track or beyond their expected levels’.*  The Scottish Government website page for all school CfE Attainment will provide further information regarding Attainment at Crimond School.

https://public.tableau.com/profile/sg.eas.learninganalysis#!/vizhome/AchievementofCurriculumforExcellenceCfELevels201516/Dashboard1 All primary schools can use the following link that takes you to the Scottish Government data for all school CfE Attainment. Parents can then find their school in the box on the right.

The Scottish Government have developed a “School information dashboard” that provides a range of statistical information about each publicly funded school in Scotland. This includes school attainment information about Curriculum for Excellence Levels Achieved (for primary and secondary schools )

The dashboards can be consulted [here](https://education.gov.scot/parentzone/my-school/School%20information%20dashboard)

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# School Events Calendar & holidays

Please find a link to the annual holiday calendar:

<https://www.aberdeenshire.gov.uk/schools/school-info/school-term-dates/>

Details of school events are published in the monthly school newsletter, the class newsletters, the school Facebook page and the school website

# Map of catchment area

<https://www.aberdeenshire.gov.uk/schools/our_schools/detail.asp?schoolid=bcmp>

