

2019/2020

# Torrance Primary School Handbook



Torrance Primary School, West Road,  
Torrance, G64 4DE  
Tel: 0141 955 2228  
2019/2020

## EDUCATION IN EAST DUNBARTONSHIRE

East Dunbartonshire Council's vision statement is reflected in the ethos of the Education Service: "Working together to achieve the best with the people of East Dunbartonshire."

The Education Service works with staff in schools and services to ensure the best outcomes for all our children and young people.

We share the Council's commitment to:

- The Customer;
- Excellence;
- Innovation;
- Partnership;
- Our Employees

**PROVIDING THE HIGHEST QUALITY OF EDUCATION FOR ALL**

## VISION, VALUES AND AIMS

**At Torrance Primary our vision is to provide excellence and equity for all by:  
*Working together to be all we can be***

**Torrance Primary is committed to our values:**

**Respect, Kindness, Achievement, Perseverance**

**We aim to enable our children to SHINE and be:**

- **Successful and Safe;** by building a caring school ethos based on showing respect to ourselves and others
- **Healthy;** by promoting and encouraging the health and wellbeing of the whole school community
- **Included;** by being involved in a motivating and inspiring curriculum, developing interest in the global community where all needs are identified and addressed
- **Nurtured;** building self-esteem and resilience where new ideas are encouraged and everybody has a voice
- **Engaged;** through the highest quality of learners' experiences and an ethos of achievement, enabling leadership across the school community

Dear Parent/Carer

Welcome to Torrance Primary School. Whether you are already familiar with Torrance Primary or are joining us for the first time, I would like to warmly welcome you to our school. I hope you find the information contained in this handbook informative and interesting.

Torrance Primary provides a happy and safe environment where children are encouraged to take pride in their learning and in their school. We aim to support our pupils to become successful learners, responsible citizens, confident individuals and effective contributors. We provide a broad and relevant curriculum through which children are nurtured and supported to reach their potential, inspiring them in their journey as lifelong learners.

Torrance is a thriving school at the heart of the local community and we believe partnerships between home and school are central to our success. We aim to ensure all parents are fully informed and involved in their child's education.

If you require any further information about Torrance Primary School, please have a look at our school website <http://www.torrance.e-dunbarton.sch.uk> or do not hesitate to contact the school. If you have not already visited the school, we would be delighted to welcome you and show you around.

We hope your child will be happy with us at Torrance Primary and we look forward to working with you and your child.

Yours sincerely,

*P. Neill*

Phil Neill  
Head Teacher

## INTRODUCTION

Torrance Primary is an open plan school consisting of three separate hexagonal buildings with adjoining corridors. In each building, the classrooms are open to a central activity area with sinks and surfaces where children can work, while remaining easily seen and supervised by the class teacher.

We also have an infant and senior library, a computer suite and an infant activity room. The school has benefited greatly from the addition of a new sports/assembly hall and separate dining area. The school has a 'Bistro' located within the senior area of the building. The children of all classes have the opportunity to visit the cooking kitchen to develop their food technology skills.

The school celebrated its centenary year in March 2000, although the present school building was opened in 1978 and was then extended in 1984 due to the growing population of the village. In August 1997, a separate building was erected in the school ground to accommodate our nursery. Our outdoor facilities include a football pitch and grassy play areas, in addition to two concrete playgrounds for P1-P3 and P4-P7. Local groups and organisations use the school some evenings.

In Torrance Primary, we want our pupils to grow and developing their understanding of themselves, of others and the world around them. We take advantage of the young child's curiosity and enthusiasm by providing meaningful contexts in which to deliver each area of the curriculum.

We aim to provide a happy, relaxed and caring atmosphere in the school. Our pupils are encouraged to work to the best of their ability and to have consideration and respect for others regardless of race, colour or personal circumstances. Our school policies take account of pupils with special educational needs and also promote equal opportunities for all sections of the school community throughout all areas of the curriculum. We hope that in working towards these objectives, we are laying the foundations of our pupils to fulfil a satisfying and useful role in society.

We firmly believe that education is a partnership between school and home and that by working together, we can ensure that our pupils' learning experience is of the highest quality.

## SCHOOL DETAILS

The school covers the stages from Primary One to Primary Seven, in non-denominational and admits pupils of both sexes.

**Official Address:** Torrance Primary School  
West Road  
Torrance  
G64 4DE

**Telephone Number:** 0141 955 2228  
**Fax Number:** 01360 622232  
**E-mail:** [torrance.e-dunbarton.sch.uk](mailto:torrance.e-dunbarton.sch.uk)  
**School Website:** [www.torrance.e-dunbarton.sch.uk](http://www.torrance.e-dunbarton.sch.uk)

**Planning Capacity of School:** 420 + 60 nursery places

**Total Working Capacity:** 405  
(Parents should note that the working capacity for the school might vary dependent upon the number of pupils at each stage and the way in which the classes are organised.)

**Present School Roll:** 160 + 40 nursery pupils

**Stages of Education provided for:** Nursery – Primary 7

### P1- P3 Class Size Reduction

The class size limit for P1 is 25, for P2 and P3 the class size limit is 30.

**Denominational Status:** Non-Denominational

**Single Sex or Co-Educational:** Co-Educational

**Named Person Service Contact:** Mr Phil Neill

### Community Facilities:

Those wishing to let the premises should contact:  
CLD & Childrens Services (School Letting Office)  
The Marina  
Strathkelvin Place  
Kirkintilloch  
G66 1TJ  
Tel no: 0300 1234510  
email: [letting@eastdunbarton.gov.uk](mailto:letting@eastdunbarton.gov.uk)

## SCHOOL STAFF

The number of teachers in the school is adjusted each year according to the school roll. In session 2018/19, there are ten teachers plus the Head Teacher, job-share Depute Head and a Principal Teacher. In addition, on the part time staff, we have specialist teachers for physical education and art.

**Head Teacher: Mr Phil Neill**

The Head Teacher is responsible for the overall management of the school and nursery. These duties include the management of staff learning and teaching, the curriculum and resources; developing a positive school ethos; liaison with pre-school and secondary school; communicating with relevant authorities and establishing links with parents and the wider community.

**Depute Head Teacher – Job Share: Mrs Gillian Bonar & Mrs Shirley McKechnie**

The Depute Head assists the Head Teacher in managing the school and has a number of delegated responsibilities which link with the school improvement plan.

**Principal Teacher: Mrs Margaret Armstrong**

The Principal Teacher assists the HT and DHT in taking forward the priorities in the school improvement plan.

### Class Organisation 2018/19

|                       |    |
|-----------------------|----|
| Miss Aitchison        | P1 |
| Miss Mullin           | P2 |
| Mrs Tytler            | P3 |
| Mrs Wallace/Mrs Wells | P4 |
| Mr O’Connell          | P5 |
| Miss Devenay          | P6 |
| Miss Courtney         | P7 |

|               |                               |
|---------------|-------------------------------|
| Mrs Armstrong | Physical Education Specialist |
| Mrs Seggie    | Music Specialist              |
| Mrs Kenny     | Education Support Teacher     |

**Nursery Staff:**

|                        |                            |
|------------------------|----------------------------|
| Mrs Karen MacDonald    | Nursery Teacher            |
| Mrs Anne-Marie McCrory | Early Years Worker         |
| Mrs Zoe Anderson       | Early Years Worker         |
| Mrs Lisa McAreavey     | Early Years Support Worker |

**Classroom Assistants:**

Mrs Susan Hope

Mrs Jac Miles

**Support for Learning Assistants:**

Mrs Caroline MacMillan

Mrs Amanda McKenzie

**Clerical Staff:**

Mrs Ros Armstrong (Administration Assistant)

Mrs Susan Nicholson

**Site Co-ordinator:**

Mrs Cathy McCourt

## SCHOOL HOURS

Morning session: 9.00am-12.15pm

Morning interval: 10.30am-10.45am

Afternoon session: 1.00pm-3.00pm

**P1 pupils attend full time from the first day in August.**

## SCHOOL HOLIDAY ARRANGEMENTS 2019/2020

### August 2019

|                                  |                     |
|----------------------------------|---------------------|
| Teachers return (in-service day) | Tuesday 13 August   |
| In-service day                   | Wednesday 14 August |
| Pupils return                    | Thursday 15 August  |

### September 2019

|                   |  |
|-------------------|--|
| September weekend | Friday 27 September to Monday 30 September (inclusive) |
| Pupils return     | Tuesday 1 October                                      |

### October 2019

|                |  |
|----------------|--|
| In-service day | Friday 11 October                      |
| October break  | Monday 14 October to Friday 18 October |
| Pupils return  | Monday 21 October                      |

### December 2019 and January 2020

|                                      |  |
|--------------------------------------|--|
| Christmas and New Year (end of term) | Monday 23 December to Friday 4 January (inclusive) |
| Pupils return                        | Monday 6 January                                   |

### February 2020

|                |   |
|----------------|---|
| February break | Monday 10 February to Tuesday 11 February (inclusive) |
| In-service day | Wednesday 12 February                                 |
| Pupils return  | Thursday 13 February                                  |

### March and April 2020

|               |   |
|---------------|---|
| Easter        | Monday 6 April to Friday 17 April (inclusive) |
| Pupils return | Monday 20 April                               |

### May 2020

|               |  |
|---------------|--|
| May Day       | Monday 4 May                               |
| In-service    | Thursday 21 May                            |
| May weekend   | Friday 22 May to Monday 25 May (inclusive) |
| Pupils return | Tuesday 26 May                             |

### June 2020

|                    |                                  |
|--------------------|----------------------------------|
| Last day of school | Wednesday 24 June – Close at 1pm |
|--------------------|----------------------------------|



## **SCHOOL ATTENDANCE**

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

Regulation 7 of the Education (School and Placement Information) Scotland Amendments, Etc, Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised: i.e. approved by the authority, or unauthorised: i.e. unexplained by the parent (truancy) or temporarily excluded from school.

### **UN-NOTIFIED ABSENCE POLICY**

It is East Dunbartonshire Council's policy that parents should notify their child's school if their child is going to be absent. In some instances, it might not be possible for parents to pre-notify the school of an absence because their child may have become unwell during the night. In these circumstances, parents should notify the school before registration begins.

If parents do not inform the school of their child's absence, the school will take action to find your child. This will involve contacting you and, where necessary, your emergency contact person(s). If these actions are not successful, the school will ask the school's Attendance Officer to visit your home. In some exceptional circumstances, where the school believes your child could be at risk of harm, contact will be made with the Police and/or Social Work. Parents should also give their child a note on his/her return to school confirming the reason for absence.

### **FAMILY HOLIDAYS**

Every effort should be made to avoid family holidays during term time as this seriously disrupts a child's education and greatly reduces learning time. It should be noted that it not only has an adverse effect on a child while he/she is absent from school, but also leads to extended disruption to a child's education for a period of time when he/she returns to school after the family holiday. Family holidays will be only regarded as authorised absence where prior agreement from the school has been obtained and where it is judged the holiday is important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. This leave will be regarded the same as a family holiday but will be recorded separately from school holidays for attendance purposes. Requests should be made in writing detailing the destination and duration. Clearly, with no explanation from the parent, the absence is unauthorised.

## INFORMATION REGARDING EXCEPTIONAL CLOSURES

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you in touch by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio. There will also be updates on the website [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk).

### (a) Parental Communication with School in Case of Emergency

It is important that parents keep contact with the school to a minimum in the case of an emergency. When you telephone the school you will be asked for a contact number and your message will be repeated back. Please ensure the pupil's name, class and/or teacher's name is given.

Where possible you should telephone before 2.30pm if there are any changes to childcare arrangements.

## COMMENTS, COMPLIMENTS AND COMPLAINTS PROCEDURE

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

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

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

In relation to making a complaint:

- Stage 1 – Frontline resolution, we will always try to resolve the complaint quickly and to the customer's satisfaction wherever we can. This resolution will be provided within five working days, unless there are exceptional circumstances.
- Stage 2 – Investigation, if you are dissatisfied with the decision at stage 1, the complaint will be investigated, acknowledge in three working days and decision provided as soon as possible but within twenty working days.
- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.

- You should also note that you have the right to raise unresolved concerns with your local councillors, MSP or MP.

## PARENTAL INVOLVEMENT

All East Dunbartonshire Council schools welcome parental involvement as research has shown that when parents are involved children do better in school.

We want to work in partnership with you to provide an effective and inclusive educational experience for your child. At Torrance Primary we operate an open-door policy and parents are welcome to contact the school office to make an appointment to discuss any aspect of their child's school experience with a member of the senior management team or a member of staff.

We strive to keep you informed of your child's progress in their learning and about all aspects of school life. Pupil reports are issued towards the end of each session, providing information on pupil's progress across the curriculum. Parent Meetings are held twice a year, October and March, which provides parents the opportunity to meet with their child's teacher to discuss progress made by pupils and exchange information.

A monthly newsletter will keep you informed of everything that is happening within the school and will provide you with up to date information and noteworthy dates. The school website aims to provide helpful advice, information and links to support parents and children. We are also on Twitter, please do choose to follow us for up to date information @TorrancePrimary. We use email and text messaging as our primary methods of contacting parents and we ask that you keep us informed of any changes to your contact details.

We continue to develop and refresh our parental involvement programme to provide a range of opportunities to engage with parents and to strengthen home and school links. Many parents have been involved in working with groups of children - particularly our younger pupils during infant play activities. Some parents have given talks to classes on their occupations or particular interests they have. We also appreciate any help parents can offer in accompanying classes on excursions. Throughout the school session we often host curricular workshops for parents to provide them with an overview of how learning can be supported at home. Additionally, parents are invited to attend class assemblies to provide pupils with an opportunity to showcase their learning to parents.

## PARENT COUNCIL

Parent Councils are the formal representative body for parents / carers with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents / carers locally.

Parents are welcomed to be:

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

All parents / carers are automatically members of the Parent Forum at their child's school.

As a member of the Parent Forum all parents can expect to –

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;
- be invited to be involved in ways and times that suit you;
- identify issues you want the parent council to work on with the school;
- be asked your opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible.

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

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils, providers of Early Learning and Childcare education (*if applicable*) and the community
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff.
- To raise funds for the school for the benefit of pupils (in some schools the PTA fulfils this role).

The chair of our Parent Council is Mr Geoff Miles. The contact details for Mr Miles are available from the school office.

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk).

## **PARENT TEACHER ASSOCIATION (PTA)**

At Torrance Primary we are also fortunate to have a very active PTA. The PTA is mainly responsible for arranging events for parents and raising funds for the school. Volunteers are welcome so contact the PTA if you would like to join. Further details are available from the school office. The chair of Parent Teacher Association is Mrs Karen McNeill.

**The Scottish Parent Teacher Council is the national organisation for PTAs in Scotland and runs an independent helpline service for all parents. They can be contacted by phone on 0131 226 4378, fax 0870 706 5814 or email on [sptc@sptc.info](mailto:sptc@sptc.info) or write to SPTC, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh EH3 6BB.**

## **PUPIL INVOLVEMENT**

### **Pupil Council**

At Torrance Primary we have a very active Pupil Council. Pupils prepare a manifesto which they present to their peers in order to be voted on to the Pupil Council. The Pupil Council discuss various issues relevant to school life and they help take forward improvements identified by pupils. They often take the lead in organising charity fundraising events in the school.

### **Eco Committee**

The ECO committee has a representative from each class and work hard to ensure we are ECO friendly through environmental projects, recycling and energy saving schemes. We have recently been awarded our fourth Green Flag in recognition of our commitment to ensuring Torrance Primary is an Eco friendly school.

### **Learning Council**

The Learning Council has recently been established within Torrance Primary. Pupils have an opportunity to discuss aspects of their learning – what they enjoy and what they think could be made better. The work of the Learning Council will help us to evaluate our progress as a school through the eyes of our pupils.

### **Digital Leaders**

At Torrance Primary we continually review and develop our curriculum to ensure it is progressive, relevant and engaging. We continue to integrate ICT and technology into the curriculum and the Digital Leaders support this work across the school. Pupils from Primary 6 and 7, work alongside pupils to develop their skills in using innovative apps and technology to enhance their learning.

## **SCHOOL ETHOS**

The school is committed to supporting the development of its pupils as whole people and as a result, wishes to encourage their development in spiritual, moral, social and cultural terms.

These key human aspects of learning are supported through the following arrangements by:-

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

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

We celebrate our pupils' achievements both within the school and out of school activities through our weekly assemblies. Our pupils' achievements are also displayed on wall displays throughout the school.

## **THE SCHOOL AND THE COMMUNITY**

The school play an important part in the local community. We are involved annually in the local gala day and encourage our pupils to take part in and make a contribution to the community life of the village. Our children regularly provide entertainment at the Senior Citizen Clubs in the church and we are pleased to have as our school chaplain, the Rev. Nigel Barge – minister of Torrance Parish Church. Mr Barge leads our school services and helps us in our religious education programme. In addition, we regularly use the museum service and any other resources available locally to enrich our environmental studies and Interdisciplinary Learning.

## **EQUAL OPPORTUNITIES AND SOCIAL INCLUSION**

In East Dunbartonshire, all children and young persons are entitled to participate fully in a learning community which promotes equality of opportunity and seeks to protect against all forms of discrimination.

The school believes that pupils and staff have the right to learn in a caring and safe environment. Staff will not tolerate any behaviour or attitudes which lead to staff and pupils being humiliated or harmed because of their race, colour, language, nationality, ethnic origin, cultural and religious beliefs, sexual orientation, gender, marital status and disability.

### **The Equality Act (2010)**

The General Equality Duty was created by the Equality Act (2010) and replaces the race, disability and gender equality duties. The duty came into force in April 2011 and covers age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation.

The school is committed to the requirements of the Equality Act (2010) and as such we will have due regard to the need to:

- Eliminate discrimination, harassment and victimisation;
- Advance equality of opportunity between children and young people who share a characteristic and those who do not;
- Foster good relations between different groups.

The school will take cognisance of the Equality and Human Rights Commission's 'Technical guidance for schools in Scotland' in the development of its policy and practice.

A copy of this document can be obtained from all schools in East Dunbartonshire Council, and from the Chief Education Officer who is based at The Marina, Strathkelvin Place, Kirkintilloch, Glasgow G66 1TJ. Tel: 0300 1234510.

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

The school is committed to supporting the development of its pupils as whole people and as a result, wishes to encourage their development in spiritual, moral, social and cultural terms.

These key human aspects of learning are supported through the following arrangements by:-

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring that staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- Providing a programme of moral education.
- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

## **SCHOOL DISCIPLINE**

In Torrance Primary we believe that it is fundamentally important to promote a positive and caring environment, in which our pupils will develop to the maximum their self-esteem and sense of worth and have respect and consideration for others. We have an agreed school code of conduct which we actively promote throughout the school in a variety of ways. A parent information leaflet outlining our Promoting Positive Behaviour Policy is available to all parents.

We use a variety of strategies to promote good attitudes to school work and behaviour. Where there is persistent disregard for school rules, parents will be informed so that their help and co-operation can be enlisted and we can work in partnership to provide positive outcomes.

## **ANTI-BULLYING PROCEDURES**

Torrance Primary promotes positive behaviour and operates a strict anti-bullying policy. Any incidents are thoroughly investigated by a member of the Senior Management Team. A copy of our anti-bullying policy is available on request and can be found on the school website.

## **CURRICULUM FOR EXCELLENCE**

### **BRINGING LEARNING TO LIFE AND LIFE TO LEARNING**

Curriculum for Excellence spans learning from 3-18 years. Its aims are to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

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

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education, whatever their level and ability. All teachers are responsible for the development of literacy, numeracy and health and wellbeing.

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



## ATTAINMENT LEVELS

Our curriculum includes the areas of English Language and Literacy, Mathematics and Numeracy, Health and Well Being, Expressive Arts, Religious and Moral Education, Science, Social Studies and Technology. The school follows Curriculum for Excellence Experiences and Outcomes in the implementation of the curricular areas. Children will be taught according to their ability level and needs, and will be encouraged to achieve their maximum potential by following carefully planned programmes of study presented in progressive levels of attainment. We aim that the majority of children should progress, broadly speaking, at the following pace of development:

|               |                |
|---------------|----------------|
| Early Level:  | Nursery and P1 |
| First Level:  | P2, P3 and P4  |
| Second Level: | P5, P6 and P7  |

Some children will achieve these attainment levels sooner than others and some may require a little longer achieving each level.

## CURRICULAR AREAS

### ENGLISH LANGUAGE AND LITERACY

Language is at the heart of children's learning. Our aim is to provide a range of stimulating opportunities for pupils to develop their literacy skills within meaningful contexts.

#### **Listening & Talking**

Our pupils learn to listen attentively and are encouraged to speak with confidence and fluency in individual, group and class lessons. They are given the opportunity to develop skills through activities such as role play, discussions, reports and presentations.

#### **Reading**

The reading programme of study takes the children from the pre-reading stage through the mechanics of learning to read and toward increasing the level of understanding and appreciation which the individual child can attain. The core reading schemes, Oxford Reading Tree at the early stages and Literacy World from P3-P7, are used along with a range of other resources. Children are encouraged to read for enjoyment at all stages. We hope that our children will love reading and that it will be an endless source of pleasure for them.

#### **Writing**

In writing, we encourage and support children to write down their thoughts, feelings and experiences clearly and with imagination. A range of excellent resources and strategies support our writing programmes of study and helps pupils develop fluency and clarity in their writing. We also believe that correctness and neatness are important and emphasise this through our spelling and handwriting programmes.

## **MODERN LANGUAGES**

French is taught by all primary class teachers who have completed appropriate training modules. The approach encourages spoken language and is designed to foster confidence in speaking French among the pupils.

## **MATHEMATICS AND NUMERACY**

Primary Mathematics involves understanding ideas and developing skills in number, measure, shape and information handling. There is a strong focus on developing numeracy across all stages. We develop a problem solving and investigative approach in mathematics to help our pupils apply their skills and understanding to real situations. Practice with apparatus and concrete materials is given to help understanding and competence. The appropriate use of calculators is established. The core maths schemes used to implement the programmes of study are Heinemann Mathematics and Heinemann Active Maths.

Developing skills in mental maths is an important aspect of our maths curriculum and all children are regularly involved in mental calculations as part of their mathematics programme. Resources have been purchased for each stage to support a variety of teaching strategies to develop mental maths.

## **SOCIAL STUDIES, SCIENCE AND TECHNOLOGIES (INTER-DISCIPLINARY THEMES)**

Inter-disciplinary learning allows children to use skills in literacy, numeracy, health and well being, while engaged on topics linked to other curricular areas. In Social Studies, Science and Technologies, our pupils experience a range of topics to explore and discover the world about them. The importance of children learning about their local area is also reflected in our programme. Class teachers send home a letter at the start of each term outlining the topic studies to be undertaken. A programme of class visits linked to topics is also carried out.

## **INFORMATION & COMMUNICATION TECHNOLOGY**

All classes have access to computers in each of the teaching areas and good use is made of our computer suite at all stages. Programmes of study are in place to develop the necessary computing skills within each year group. We are in the process of building up our stock of interactive whiteboards and now have one in each class base.

## **EXPRESSIVE ARTS**

In expressive arts (music, art & design, drama and dance), our pupils are given a wide variety of experiences and activities. We hope that their participation will provide enjoyment and that they will learn skills which then can develop more fully. The school currently has a specialist teacher in art. An instrumentalist teacher provides instruction to a small number of children at the senior stages.

## **HEALTH & WELLBEING**

Our Health and Wellbeing programme is aligned with Curriculum for Excellence experiences and outcomes. Some areas covered within this programme deal with mental, emotional, social and physical wellbeing. Physical education, activity and sport is taught by

our PE specialist and the class teacher. Other important aspects of this programme are food and healthy eating, drug and alcohol awareness as well as building relationships and sexual health and parenthood. A letter is issued to parents prior to the delivery of sexual health and parenthood programme. Parents can contact the school if they would like any further information about the content of our health and wellbeing curriculum.

### **RELIGIOUS AND MORAL EDUCATION**

The programme of work includes the study of four main religions – Christianity, Judaism, Islam and Hinduism. The school has purchased a range of material to support the programmes of study and class visits take place to places of interest connected with the topics, such as the local churches and the mosque.

### **RELIGIOUS INSTRUCTION AND OBSERVANCE**

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

### **DEVELOPING YOUNG WORKFORCE**

Through a variety of interdisciplinary approaches we develop skills for lifelong learning and work including a specific careers focus for Primary 6 and Primary 7 pupils.

### **EXTRA CURRICULAR ACTIVITIES**

Our P7 pupils have the opportunity of taking part in a residential experience. We are also very fortunate that teachers and parents volunteer to take a variety of excellent after-school clubs.

When children are going on school trips parents will be required to give their permission and also provide relevant medical information. Parents will be given full details of outings including links to the curriculum, costs, insurance details, behaviour expectations, supervision levels and accommodation where appropriate. Parents should note that pupils will not be allowed to use mobile phones on any school excursions.

Parents should contact the school with any queries well before any excursion occurs and attend any parents evening regarding the P7 residential week.

### **SENSITIVE ASPECTS OF LEARNING**

Parents can be provided with any information regarding sensitive aspects of education such as our health and wellbeing programme e.g. sexual health, drug awareness and online safety by making an appointment to visit the school. Our Sexual Health programme content is sent out before lessons are taught and all children in P6 and P7 receive a pupil booklet.

### **HOMEWORK**

An information leaflet on homework is issued to all parents. An appropriate amount of homework is given regularly by our class teachers in order to encourage good study habits and give parents regular contact with school work.

All children are issued with homework diaries. Children in the early stages should spend no longer than 15 minutes at homework and at P7, no more than 30 minutes should be spent. It is important that the children have time to play, read books of their choice and enjoy relaxing leisure activities.

During the year there will be homework grids related to children's interdisciplinary topic work. This homework format gives parents and children the opportunity to work together on a variety of tasks. We appreciate parents taking an interest in homework and giving encouragement.

## **ASSESSMENT**

Assessment is an important part of the education process. Our class teachers ensure that all our pupils make progress at their own rate of learning, and will provide appropriate teaching for each child across all areas of the primary curriculum. In order to assess this progress, class teachers carry out a programme of continuous assessment which may involve informal/formal testing included in regular class routines and programmes of work.

Every child in P1, P4 and P7 will undertake national standardised assessments (SNSA) covering some aspects of reading, writing and working with numbers. For further information, please refer to 'Assessment within East Dunbartonshire Schools' which can be obtained upon request.

Records of pupils' progress are ongoing in the school and we welcome parents to discuss them with the class teacher at our parents' evenings or, where there is any concern, at any time during the school session. Written reports on pupil progress are issued in June.

The school offers high-quality universal and targeted support to enable all children to achieve success.

## **LIASING WITH AND INVOLVING PARENTS IN THEIR CHILD'S EDUCATION**

The Education Service is keen to ensure that it involves all parents appropriately and sensitively in their child's education. Under Education Law, "parents" include:

- Non-resident parents who are liable to maintain or have parental responsibilities in respect of a child;
- Carers who can be parents;
- Foster carers, relatives and friends who are caring for children under supervision arrangements;
- Close relatives, such as siblings or grandparents caring for children who are not "looked after and accommodated" by the local authority or are under home supervision (looked after) arrangements.

Everyone who is a "parent" (under Education Law) has the right to receive advice and information about their child's education and take part in activities.

The Education Service will treat all parents equally. The exception to this is where there is a court order limiting an individual's exercise of parental rights and responsibilities.

Schools collect information about a child's family circumstances on an annual basis. Where family circumstances change during a school session, it is important that parents inform their child's school of these changes.

Further information about how the Education Service seeks to work with parents is available in the publication *Schools, "Parents" and "Parental Responsibility": A briefing paper for schools and education support services under the management of East Dunbartonshire Council (2007)*.

This publication is available from schools or the Acting Chief Education Officer who can be contacted at:

East Dunbartonshire Council  
The Marina  
Strathkelvin Place  
Kirkintilloch  
Glasgow  
G66 1TJ

Tel: 0300 1234510

Email: [greg.bremner@eastdunbarton.gov.uk](mailto:greg.bremner@eastdunbarton.gov.uk)

## TRANSITIONS & ENROLMENTS

### EARLY LEARNING AND CHILDCARE PROVISION

The school's early learning and childcare provision provides (20 morning and 20 afternoon) places for children aged 3-5 years.

Early learning and childcare provision is non-denominational. This means that all nurseries are open to children and parents of all religions and beliefs. Placement in the nursery does not guarantee a place in the primary school.

### ADMISSION TO EARLY LEARNING AND CHILDCARE PROVISION IN EAST DUNBARTONSHIRE

All East Dunbartonshire early years establishments follow the Council's Early Years Admissions Policy.

Places can be provided either in a local authority Early Learning and Childcare Centre or with a recognised provider in the private and voluntary sector who have been accepted onto East Dunbartonshire Council's framework to provide early learning and childcare. For administration purposes, parents are asked to complete an online registration form that can be found on the East Dunbartonshire website between January and end of February. Parents are asked to upload the relevant birth certificate(s), proof of residency and a utility

bill when enrolling their child(ren) if they are East Dunbartonshire residents. Parents who reside out with East Dunbartonshire do not require proof of residency.

It is important that you make application by the end of February for children aged three to five for places for the forthcoming school year.

Places for 2 year olds can be provided by some local authority Early Learning and Childcare Centres. Two year old applications should be completed online at any time following the guidance above. Children who are entitled to a 2 year old place will be required to complete supporting paperwork which can be found on the East Dunbartonshire website or can be obtained from any Early Learning and Childcare Centre.

Forms can be accessed from the Council's website at [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk) .

Application forms for Early Learning and Childcare Centres that provide provision for 0-2 year olds can be obtained from the Centre and returned completed to the Centre with birth certificate(s) and proof of residency and utility bill.

It is important to note a placement within an East Dunbartonshire Early Learning and Childcare Centre /Partnership Centre does not give children an automatic place within an East Dunbartonshire Primary School

## **TRANSFER FROM NURSERY TO PRIMARY**

### **REGISTRATION AND ENROLEMENT**

The date for registration of new school entrants is advertised in all local nurseries, the local press and on the council's website [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk). It is normally in January each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school, when they register their child. Parents who want to send their child to a school other than the catchment school must make a placing request. Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information.

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

### **PRIMARY SCHOOL ADMISSIONS**

When commencing Primary 1 education, your child will normally attend the local denominational or non-denominational Primary school (regardless of religion) and transfer from it, after Primary 7, to its associated Secondary school. Details of the catchment areas and boundaries can be obtained from the Education Office – Tel. 0300 1234510, or the relevant school.

Enrolment dates will be set by each school and the enrolment should be completed in January prior to the start of term in August. The authority will place adverts in the local press and nurseries advertising the date(s) for enrolment. Enrolment Forms should be completed on enrolment day at your catchment school. Parents are asked to bring the relevant birth certificate(s) and proof of residency when enrolling their child(ren).

You are still required to enrol your child(ren) at your catchment school even if you do not wish him/her to attend that school.

Enrolment timetables will also be available through the East Dunbartonshire Council website at [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk).

Children eligible for enrolment are those whose 5<sup>th</sup> birthday falls between 1<sup>st</sup> March and the end of February the following year.

## **SECONDARY SCHOOL ADMISSIONS**

Transfer Information will be issued to parents at the end of term one, in Primary seven.

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

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

## **CATCHMENT SECONDARY SCHOOL**

The catchment secondary school for Torrance Primary is Boclair Academy:

Inveroran Drive  
Bearsden  
Tel. 0141-955-2358

There is a good system of liaison in place with our secondary school so ensuring a smooth transfer for our pupils from P7 to S1. Levels, progress and strengths in curricular areas are passed to the secondary school. During transition arrangements, parents are also invited to view the school and are given information relating to their new school.

The liaison for children with additional support needs will start in Primary 6 to ensure a successful transition.

## **PLACING REQUESTS**

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the catchment school. Applications for Primary 1 and Secondary 1 Placing Requests to commence school in August will be accepted following the publication of an advert in the local press inviting applications in early December.

Every effort will be made to try to meet parental wishes, but you should note that it is not always possible to grant every Placing Request to a particular school. You should also note that a successful Placing Request for one child does not guarantee a successful one for

another child. It may be, therefore, that a parent could end up with children at different schools.

Primary 1 children must also be enrolled at the catchment area school on the appropriate Enrolment Form whilst awaiting the outcome of their Placing Request Application. If the Placing Request is granted, the child's enrolment at the catchment school will automatically be withdrawn by the Education Office.

Placing Requests can only be approved when there are sufficient places remaining in the class after all catchment area children have enrolled and if staffing and accommodation at the school are able to meet the numbers of Placing Requests at that school. The Education Office can also reserve places in a class for future catchment pupils they expect to move into the area in the following school year.

If more Placing Requests are made for admission to a particular school than places available, these Requests will be prioritised according to East Dunbartonshire Council's Admissions Policy and requests accepted and refused accordingly.

Your Placing Request will be considered against a set of criteria which is set out in the Council's priorities for admission. Please refer to the Placing Request Application Form for more details.

Any Placing Requests received after the 15<sup>th</sup> March for Primary 1 and Secondary 1 will not be considered in the first round of Placing Requests. Parents / Carers will be notified of the outcome of their request within 2 months of receipt your Placing Request.

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

Parents should note that in cases where your child is currently in attendance at a primary school as a result of a successful placing request, there will be the need for a further request to be made to transfer to the secondary school associated with the primary school. Parents should, however, be aware there is no guarantee that any such request will be successful and therefore contact should be made with your local secondary school to inform them of your intention to request a place in a school of your choice. Parents are requested to contact the education office to clarify this position if they are unsure.

### **MID-SESSION TRANSFERS**

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

### **TRANSPORT FOR PLACING REQUESTS**



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

## SUPPORT FOR LEARNERS

### CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL SUPPORT NEEDS

East Dunbartonshire Council's policies, procedures and practices relating to children and young people with additional support needs are in line with the Education (Additional Support for Learning) (Scotland) Act 2004 which place duties on education authorities and provide rights for parents of children with additional support needs and young people with additional support needs.

All children require support to help them learn, however there are some children and young people who need some extra support, or support which is a bit different from the support provided for all children, to make sure they benefit from school education. That support may come from education services but can also be provided by an NHS Board, Social Work, Skills Development Scotland or independent and voluntary organisations. Children and young people in school who need extra support or a different sort of support from which is generally available have additional support needs.

These additional support needs can arise for lots of different reasons. The reasons which a child or young person may have additional support needs are too many to list here, however the some examples are that a child or young person:

- Finds it difficult to behave in school
- Is hearing or visually impaired
- Has a particular health need
- Is living with parents who have drug or alcohol dependency
- Has English as an additional language

Some additional support needs may only last for a short period of time while others will be life-long.

If you think your child may have additional support needs, you should talk to your child's school or pre-school provision.

All children and young people have their needs continuously assessed and reviewed. Your child's school will be able to show you their assessment of your child's needs and will send you copies of reports on how your child is progressing in school.

All schools and early years establishments in East Dunbartonshire look at children's needs through a process of staged intervention. This process allows teachers and others to:

- Identify those children who may need additional support
- Make plans to support those children identified
- Deliver the support the child requires
- Regularly review the support provided

In addition to the additional support which schools themselves can provide through individual planning or making specific resources available, schools can also request support from East Dunbartonshire Council's specialist educational support services. The Council can also provide individual children with special equipment and resources if necessary. Some children may also benefit from attending the special schools and specialist resources which East Dunbartonshire manages.

Parents have a very important role to play in their child's education and the views of parents and young people will always be taken into account when making decisions which affect the child or young person. If your child requires additional support at school, you can provide the school with important information about your child which will be helpful in making plans to support your child. Parents and young people will always be invited to participate in reviews of progress.

A small number of children and young people with additional support needs require a co-ordinated support plan (CSP). All of these children and young people will already have a staged intervention plan provided for them in school which sets out targets for their learning and timescales for achieving those targets. Parents, professionals and the child or young person can all be involved in regularly reviewing the plans. The CSP sets out the educational objectives for an individual which can only be achieved by services such as health or social work working together with education to support the child or young person i.e. where the support required must be co-ordinated.

If you have a concern that your child's additional support needs are not being met, you should always, in the first instance, contact the school to arrange a time to discuss that concern. Every effort will be made by the school and the education authority to resolve your concern at that point. If you are not happy with the way the matter has been dealt with and you continue to have concerns, you may be able to make use of one (or more) of the following:

- Mediation
- Independent adjudication
- The Additional Support Needs Tribunals for Scotland to assist in reaching a satisfactory conclusion

The Education (Additional Support for Learning) Act 2004/2009 places duties on local authorities to provide access to independent mediation for resolving disputes with parents and carers of children and young people with additional support needs when or if they arise. East Dunbartonshire Council uses Resolve Scotland. For further information contact: 0131 313 8844 or go to [www.resolve.org.uk](http://www.resolve.org.uk)

## **SUPPORT FOR LEARNING SERVICES**

East Dunbartonshire Council, in supporting inclusion in its schools, has a number of support for learning services. These are:

- Education Support Team which includes English as an Additional Language Learning Support (Secondary), Sensory-Hearing Impaired and Visual Impaired, Language and Communication Resources

- Wellbeing Support Service

The Services support pupils through:-

- Consultancy
- Continuing Professional Development
- Co-operative Teaching
- Curriculum Development
- Partnership Working

The Named Person for Torrance Primary is the Head Teacher, Phil Neill.

### **SUPPORTING FAMILIES SERVICE**

The core purpose of this service is to provide support to families in developing their skills and confidence in their parenting and to provide services to children to enhance their development and learning. Examples of the services available include parenting workshops, individual support following the Triple P programme and a holiday play scheme provision for children and young people with additional support needs. If you wish to access any of these services, please contact the team on Tel: 0300 1234510.

### **PROTECTING CHILDREN AND YOUNG PEOPLE**

East Dunbartonshire Council has issued Child Protection Procedures and Guidance which all staff must follow to promote the welfare of children and to protect them from harm.

All adults must share the responsibility for promoting children's health and safety and ensuring, as far as possible, that all children are protected from abuse, neglect and exploitation. Children cannot be expected to take full responsibility for keeping themselves safe. Professional staff must work together and in co-operation with families and carers to enable children to grow up in a warm, stimulating and safe environment.

Education staff are required to assist in the protection of children by:

- Creating and maintaining a positive and caring ethos
- Developing health and personal safety programmes
- Being observant of children's needs, views and concerns
- Reporting and recording concerns about the welfare or safety of children
- Monitoring and supporting children in co-operation with relevant professionals, parents and carers.

Education staff cannot keep secret any allegations or concerns about child abuse, even if a child or adult request this. Information or concerns that a child may be at risk of harm must be passed on in order to protect the child. Staff will treat the matter sensitively, and information will only be passed to those who need to know in order to protect and support the child.

If parents or others have concerns for any child, they can speak to the Head Teacher about this. They can also contact social work services and/or the police.

When a member of staff, a child or another individual provides information and the Head Teacher considers that there is a possibility that a child has been harmed or is at risk of harm, the Head Teacher is required to immediately contact social work services to discuss the circumstances and agree the immediate action to be taken. School staff are then required to co-operate with any subsequent enquiries or support plans.

Every education establishment or service has copies of the East Dunbartonshire Council Child Protection Procedures and Guidance. These are available for reference from the Head Teacher.

## **ADDITIONAL SUPPORT NEEDS**

As with all local authority schools in Scotland, this school operates under the term of the Additional Support for Learning Act 2009 and its accompanying Code of Practice. Further details of the policies and procedures can be found on the East Dunbartonshire Council website and the school's Additional Support for Learning Co-ordinator will also be able to outline the support that can be offered in school.

Working with other agencies and professionals, e.g. Social Work Services, Educational Psychology Service, NHS and parents, decisions are made with regards to the best possible education to meet the needs of the child within the resources available.

Parents, carers and children with additional support needs can also seek independent advice and support through the following:

- Enquire: Tel: 0845 123 2303 or [www.enquire.org.uk](http://www.enquire.org.uk)
- Scottish Independent Advocacy Alliance: Tel: 0131 260 5380 or [www.siaa.org.uk](http://www.siaa.org.uk)
- National Advocacy Service for Additional Support Needs (Barnardos in association with the Scottish Child Law Centre): Tel: 0131 667 6633 or [www.sclc.org.uk](http://www.sclc.org.uk)

## **Autism Adviser**

Every establishment has an Autism Adviser who is an established member of the school teaching team and who has been provided with training and ongoing support from a multi-agency team - led by an educational psychologist and a quality improvement officer. The Autism Adviser for Torrance Primary School is Mrs McKechnie. Every Autism Adviser is guided by a process of collaborative practitioner enquiry, which allows the school to develop the role of their Autism Adviser in response to the needs of their school context. Every Autism Adviser will be able to signpost colleagues to resources and sources of supports. While every establishment will use their Autism Adviser differently, the role of the Autism Adviser may include facilitating staff training within their school, supporting communication to parents/carers; planning for establishments' Autism Awareness Week; running a parents/carers' support group and supporting individual staff members using existing school structures (e.g. Pupil Support Group).

## **Pupil Support Group**

At Torrance Primary we have a Pupil Support Group (PSG) led and co-ordinated by Mrs McKechnie and Mr Neill. At these meetings the needs of our children and young people are continually reviewed and monitored. Teachers, network support staff, health, educational psychologists, Senior Management Team and relevant support staff from within the school participate in the meetings to ensure we meet the needs of all learners. When additional information or action is required we work collaboratively with parents and pupils to plan appropriate interventions.

The staged intervention approach followed within the Authority is fully supported within the school and parents, pupils and staff all contribute to meeting the needs of all learners.

## **Action Planning**

When required, Action Planning is a process which is used to identify, assess and support the learning needs of children and young people. It provides:

- a) a record of intervention and achievement for individual children as they progress through early years and school provision;
- b) an inclusive approach which involves parents/carers, children and young people, relevant staff and support services;
- c) agreed learning and support plans which record the needs of the individual;
- d) a commitment to a solution focused approach to resolving issues early and at the least intrusive level of intervention; and
- e) a structured monitoring and review cycle.

## **SPECIALIST SUPPORT SERVICE -Teachers teaching in more than one school**

The Additional Support for Learning Team makes provision for children and young people who have a range of additional support needs. The service comprises of teachers who work in the pre-5, special primary and secondary sectors. Staff in the team work in partnership with staff in the establishments to plan and deliver an appropriate curriculum. The service also provides staff development and advice on resources.

The teams support of additional needs of:

- Children with a significant hearing and/or visual impairment
- Bilingual learners who are at early stages of learning spoken English
- Looked after and accommodated children and young people who are experiencing difficulties in school
- Children at early stages of primary school who have a developmental co-ordination disorder along with attention difficulties
- Young people who attend special provision units
- Pre-5 children who have been identified as have significant support needs

## PASTORAL SUPPORT

The school and nursery pastoral support is addressed by the child's Key Worker or Class Teacher in the first instance. Steps to support pupils would then pass to the Principal Teachers, then to the Depute Head Teachers responsible for their departments. Children with additional support needs may also have pastoral support from the Learning Support Co-ordinator for each department.

The Head Teacher, as Named Person has the ultimate responsibility for Pastoral Support within the School and nursery and will attend meetings and create actions to address support in conjunction with the learner, their family and external agencies as required.

A number of organisations out with East Dunbartonshire exist to provide advice and support for pupils. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

- (a) Children in Scotland: Working for Children and Their Families, trading as "Enquire – the Scottish advice and information service for additional support for learning", a charitable body registered in Scotland under registration number SC003527;
- (b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and
- (c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741.

## PROMOTING WELLBEING, PROTECTING AND SAFEGUARDING

The Scottish Government introduced Getting it Right for Every Child (GIRFEC) as a programme of change, reaching across all children and adult services in the public and voluntary sectors in Scotland to achieve better futures for all of our children, young people and their families. It builds from universal health and education services and drives the developments that will improve outcomes for all children and young people. The Children and Young People's (Scotland) Act 2014 now provides a legal framework around these principles.

We want all our children and young people to be fully supported as they grow and develop into successful learners, confident individuals, effective contributors and responsible citizens. We believe they should be: Safe; Healthy; Active; Nurtured; Achieving; Respected; Responsible and Included. These are the eight indicators of wellbeing.

The "Getting it Right" approach is about how practitioners across all services for children and adults meet the needs of children and young people, working together where necessary to ensure they reach their full potential. It promotes a shared approach and accountability that:

- Builds solutions with and around children, young people and families

- Enables children and young people to get the help they need when they need it
- Supports a positive shift in culture, systems and practice
- Involves working better together to improve life chances for children, young people and families

To do this, the Scottish Government has legislated that all children have a Named Person until the age of 18 who will co-ordinate services for them, should they require it. The Named Person for children in early years settings is their Health Visitor and for those at school it is their Head or Depute Head Teacher. Young people under the age of 18 who have left school can access their Named Person via the Education Service.

Once a concern has been brought to their attention, the Named Person needs to take action, help or arrange for the right support in order to promote the child's development and wellbeing. Referring to the eight wellbeing indicators (as mentioned above), they will need to ask these five questions:

- What is getting in the way of this child or young person's wellbeing?
- Do I have all the information I need to help this child or young person?
- What can I do now to help this child or young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be needed from others?

The Named Person also needs to help children and families feel confident they can raise concerns, talk about their worries to people who will listen and respect their point of view and work with them to sort things out. Above all, they will ensure that the child or young person's views are listened to and that the family (where appropriate) is kept informed.

To find out more about "Getting it Right" or to access the Named Person for your child, please inquire directly with the school office.

## **CHILD PROTECTION AND SAFEGUARDING**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting, or by failing to act to prevent, significant harm to the child. Children may be abused in a family or in an institutional setting, by those known to them or, more rarely, by a stranger. Child protection means "protecting a child from child abuse or neglect". If a child's wellbeing is considered to be at risk, relevant information must always be shared. It is our public responsibility to protect children. Anyone who suspects child abuse or neglect should contact East Dunbartonshire Social Work Advice and Response on Tel: 0141 777 3000 or the Police. Each school has a designated Child Protection Co-ordinator who will work with other professionals, children and, where appropriate, families to safeguard children. The name of the Child Protection Co-ordinator should be displayed prominently within the school.

## **SCHOOL IMPROVEMENT**

### **RAISING ATTAINMENT**

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

### **STANDARDS AND QUALITY REPORT**

Every year each school publishes a Standards and Quality report which highlights the school's major achievements. A copy of our Standards and Quality report can be accessed from our website or a hard copy provided on request.

### **SCHOOL IMPROVEMENT PLAN**

Every school has a school improvement plan which outlines the main areas of improvement to be undertaken. These areas are identified through our internal evaluation, parents' evaluations and pupils' evaluations. The school's current improvement plan can be accessed from our website or a hard copy can be provided on request. This school session, the School Improvement Plan priorities have directed the spending of the allocated funding to Torrance Primary through the Pupil Equity Fund in order to raise attainment, achievement and promote equity for all.

The main priorities for the coming session will continue to focus upon key national and local agendas, focussing particularly on literacy, numeracy and health and wellbeing.

### **THE SCOTXED PROGRAMME**

Education Authorities, the Scottish Government and its partners have, for many years, collected information about pupils on paper forms. The information is now transferred electronically through the ScotXed programme.

The following explanation has been provided directly by ScotXed:

#### Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.



### Why do we need your data?

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

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

### DATA POLICY

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

**The individual data about pupils in schools collected by Scottish Government through statistical surveys is used only for the statistical and research purposes for which it is collected.**

### YOUR DATA PROTECTION RIGHTS

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (<http://www.gov.scot/Topics/Statistics/ScotXed>). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to

partners such as the National Registers of Scotland to carry out research relating to the national population census and also to academic institutions and organisations to carry out additional research and statistical analysis which helps inform policy development and contributes to improving outcomes for Scotland's people. In order to carry out this research to support better decisions, policy making and practice, data may be linked to information from other sources.

Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with our data policy and the National Data Linkage Guiding Principles. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

## **CONCERNS**

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at [mick.wilson@scotland.gsi.gov.uk](mailto:mick.wilson@scotland.gsi.gov.uk) or or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.

## SCHOOL UNIFORM

The following is a description of our school uniform:

### Boys

Grey or navy trousers  
 Royal blue school sweatshirt  
 White shirt/school tie  
 White polo shirt  
 Black shoes  
 Blazer

### Girls

Grey or navy skirt  
 Royal blue school sweatshirt  
 White blouse/school tie  
 White polo shirt  
 Black shoes  
 Blazer  
 Blue summer dress

For PE (boys and girls): sandshoes and school PE kit (white t-shirt and navy shorts).

School uniform can be purchased from Baru Ltd, 11/13 Cowgate, Kirkintilloch. The PTA also send out order forms at certain points in the school year. There will be order forms available for parents during the P1 induction meeting.

It is the policy of the Education Committee to encourage pupils to wear an acceptable form of school dress as determined by Head Teachers, Parent Councils and parents. In encouraging the wearing of school dress, account must be taken of any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposal will be the subject of widespread consultation with parents and pupils.

Parents are asked to co-operate with the school in encouraging the wearing of the school uniform.

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

Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear designer clothing.

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

The appropriate clothing and footwear for PE is a t-shirt, shorts and gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons. Please note there is a requirement that all jewellery is removed prior to undertaking physical education activities.

Please ensure that all items of clothing are clearly labelled, particularly ties, sweatshirts and PE kit, which are often lost. A protective apron or an old shift should be work for art and craft activities. Please help the school and the education authority by making sure that pupils do not bring valuable or expensive items of clothing to school.

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

Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing uniform and, in particular, pupils will not be denied access to examinations as a result of not wearing school dress.

Parents are asked to assist by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school.

### **CLOTHING GRANTS**

Parents/carers receiving income support or income based job seekers allowance or housing benefit or council tax rebate (not discount) or employment and support allowance (income related) will normally be entitled to monetary grants for footwear and clothing for their children. Parents who are in receipt of working tax credit and/or child tax credit may also be eligible, the Community Hubs and education office can provide more details. Approval of any requests for such grants made by parents in different circumstances is at the discretion of the Chief Education Officer. Information and application forms may be obtained from schools, the Community Hubs and the education office.

**If you have any queries regarding the school's dress code, please contact the Head Teacher.**

### **SCHOOL MEALS**

We know that maintaining a healthy diet is linked to a happy and active lifestyle. By eating a school meal provided by East Dunbartonshire Council's Meals Service your child is guaranteed a balanced nutritious meal to keep them healthy and alert throughout the school day.

The meals are freshly cooked on a daily basis by our skilled staff who care about food and your child's wellbeing. Our staff will help to make balanced choices. The meals meet the Scottish Government's nutritional regulations.

Any special diets or allergies should be discussed with the school.

Meal prices are reviewed annually. Please contact the School to be advised of the current price.

### **FREE SCHOOL MEALS**

Some families may be eligible for free school meals. Children of parents/carers receiving income support or income based job seekers allowance are entitled to a free midday meal. Children of parents who are in receipt of child tax credit or working tax credit and child tax credit or employment and support allowance (income related) or support under part IV of the Immigration and Asylum Act 1999, may also be eligible. Information and application forms for free school meals may be obtained from schools, the Community Hubs and the Education Office or [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk).

Only those children whose parents receive income support or income based job seekers allowance (and child tax credit where qualifying criteria has been met) will be entitled to free milk. Milk may, however, be available for purchase in the school during the lunch period.

From January 2015 all pupils in P1, P2 and P3 will be entitled to free school meals.

## TRANSPORT

### (a) General

It is a parents' responsibility to ensure their child arrives at school and returns home from school in a safe and responsible manner. In order to assist parents in getting their child of school age to school safely and on time, the Education Authority has a policy of providing free transport to primary pupils who live one mile or more from their catchment primary school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or education office or [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk). These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.

Parents should note that no transport provision is made for home journeys for infants who may have a shorter day until September week end.

Children not collected by parents are supervised until the end of the normal school day.

Chief Education Officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority where spare places are available and no additional costs are incurred. This is known as concessionary travel and parents are required to submit concessionary travel applications each year in the period June – July to ensure that consideration can be given to their request for concessionary transport for August.

Parents should obtain an application form from the education office or [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk).

### (b) Pick up Points

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

### (c) Placing Request

The education authority does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances.

In the case of early entry requests, if the child is offered a place in his/her catchment area school, transport will be provided in accordance with the council policy stated above.

## **ADVERSE WEATHER CONDITIONS**

### **DRIVER'S RESPONSIBILITIES**

- In adverse weather conditions drivers **MUST** liaise with Head Teachers to ensure the safety of the children.
- In periods of snow and ice the driver must use his discretion to decide if a road is passable or not. He should endeavour to choose a route which gives the greatest number of children a reasonable chance of getting to school safely.
- At their own discretion drivers may abandon a morning journey and return all pupils already picked up to their homes and inform the relevant Head Teacher concerned. See bullet point below.\*
- On homeward journeys pupils shall only be set down at their normal vehicle set down point. If there is a possibility that the vehicle will be unable to take the pupils to that point, contingency plans should be made with the Head Teacher.
- In the event that transport cannot continue due to blocked roads or any other obstruction, children will be instructed to stay in the vehicle until rescue can be organised.

### **STRATHCLYDE PARTNERSHIP FOR TRANSPORT/EAST DUNBARTONSHIRE COUNCIL'S RESPONSIBILITIES**

- SPT will contact a Senior Officer within EDC to advise of difficulties with transport.
- Senior Officer will contact Head Teacher/s.
- Head Teachers to contact parents, where possible by text message, (at peak times there may be delays due to volume across local authorities).
- \* In the event of journey being abandoned, Head Teachers will advise the driver of any change to normal home address.
- At the beginning of every session, the school should update the contact details for all parents/guardians for pupils accessing school transport. This will allow school office staff to inform parents/guardians immediately of changes due to adverse weather.
- If the inclement weather is continuous, the school will update their website on a daily basis.

## PARENTAL RESPONSIBILITIES

- To ensure child/children are at designated pick up point (please note that in adverse weather this may differ from original point, Head Teacher will advise).
- If concerns regarding bus arrival, contact bus operator and/or school.
- Parents should ensure that they notify the school of any changes to their contact details.
- If they have not already done so, parents are advised to register for the text messaging alert system within their child's school.
- Where inclement weather is present and it is probable that the current pick up point is unlikely to be accessed, parents should take a common sense approach and their child/children should be taken or directed to the closest accessible pick up point within a reasonable distance.

## MEDICAL AND HEALTH CARE

Information should be given on medical and dental inspections and on dental treatment. Parents should be given an indication of the procedures followed if a child takes ill at school. Parents should be made aware of the necessity to inform the school of any particular medical requirements and of arrangements to be made if a child has to be taken home.

The school cannot administer medication unless a consent form is completed by the parent. Should your child require medication during school hours, please contact the school for a consent form.

If children take ill or have an accident while at school, the parent will be notified immediately, It is therefore of the utmost importance that the school can contact parents or emergency contacts. Parental contact forms are issued at the start of the session and should be completed and returned to school.

Parents should provide the Head Teacher with sufficient information about their child's health care needs and treatment. Where necessary, this information should be updated annually or more frequently if there is a change in circumstances. Where there is concern about whether the school can meet the pupil's needs or where the parents' expectations appear unreasonable, the Head Teacher should seek advice from the school nurse or doctor and if required, the Chief Education Officer.

## PLAYGROUND SUPERVISION

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) Scotland Regulations, 1990. The Site Co-ordinator and Classroom Assistants are present in the playgrounds at intervals and lunchtimes.

## SCHOOL SECURITY

The school doors are kept locked while the children are in the building. All visitors calling at the school must report to the school office and a member of staff will assist with any queries or concerns.

## DATA PROTECTION

### DATA PROTECTION ACT 1998

East Dunbartonshire Council will process your child's personal data in compliance with the Data Protection Act 1998 and other relevant legislation. The Council may share your child's personal data with other Council services and public agencies to support the delivery of services to promote the health, safety and well-being of children and young people.

### ACCESSING YOUR CHILD'S PUPIL RECORDS

Parents have a legal right of access to their child's core education records, regardless of the age of their child. These are the records held within your child's Personal Pupil Record (PPR). Parents do not have a general right of access to all records that mention their child. To access your child's file, please apply in writing to the Head Teacher.

A child has a legal right of access to all records held about them. This includes records that may be held outwith the PPR. If a child is aged 12 or over and can show suitable maturity and understanding they may exercise this right of access through a request to the Head Teacher in writing. If your child is aged 11 or younger, or is not considered to have suitable maturity or understanding, then a parent may make an application on their child's behalf for access to all records. The table below summarises who may access what records through writing to the appropriate Head Teacher.

| <b><u>AGE OF CHILD</u></b> | <b><u>CHILD'S LEGAL RIGHTS</u></b>  | <b><u>PARENT'S LEGAL RIGHTS</u></b>            |
|----------------------------|---|--|
| Under 12                   | A child's parent or guardian may apply on the child's behalf for access to all records. | Right of access to core education record (PPR) |
| 12 and Older               | If able to show suitable  | Right of access to core education              |



|  |  |   |
|--|--|---|
|  | maturity and understanding, the child may apply for access to all records. | record (PPR)<br><br>No legal right to all records unless acting as child's representative because child is unable to show suitable maturity or understanding. |
|--|--|---|

**FREEDOM OF INFORMATION (SCOTLAND) ACT 2002**

The Freedom of Information (Scotland) Act gives individuals a statutory right to the unpublished "internal" information and records held by Scottish Public Authorities such as East Dunbartonshire Council and its schools. Individuals have already used this legislation to find out about policy, procedures and how particular decisions have been reached. If you would like to use this legislation to access particular information please write to the Head Teacher, and subject to certain conditions and exemptions, you will receive a full response within twenty working days of receipt of the request.

Please note that you cannot access personal information on staff or pupils under this legislation. To access personal information about your own child, please see the section 28 on Accessing Your Child's Pupil Records.

**USE OF PHOTOGRAPHS AND VIDEO FILM INVOLVING PUPILS**

On occasion, the school may seek permission from parents to photograph/video pupils for internal purposes within the school, for Council publicity materials and/or for press/media related activities. If a pupil's image is being used on any webpage or on a webcam, parents will be asked for express consent as this image has the capability of being viewed by any person with Internet access world wide.

Pupil photographs will be held with the school's Management Information System (SEEMIS), parents will be asked for consent.

**SCHOOL CAMPUS NO SMOKING POLICY**

With the introduction of the Smoking, Health and Social Care (Scotland) Act 2005 and the Prohibition of Smoking in Certain Premises (Scotland) Regulations 2006, East Dunbartonshire Council now operates a no smoking policy across all authority's school campuses. Any person accessing the school must refrain from smoking in any of the school campus areas.

**PUPIL USE OF MOBILE PHONES IN SCHOOL**

There have been many concerns raised by Head Teachers, staff and parents about the extensive use of mobile phones by pupils and the associated risks of such use while in school.

The Education Committee of East Dunbartonshire Council as a result of these concerns, agreed that each school should have the power to set its own policy in relation to pupil use of mobile phones in school.

All establishments will incorporate the following points into their policy:

1. Schools will discourage, and will also advise parents to discourage, pupils from bringing mobile phones to schools.
2. Parents will be advised that East Dunbartonshire Council will not accept liability for the loss or damage of mobile phones which are brought into the school or school grounds by pupils.
3. If pupils bring mobile phones to school, the phones must remain switched off while the pupils are in class. Head Teachers will have the power to extend the switching off of mobile phones by pupils to the whole school building and also to the school grounds.
4. Where a pupil is found by a member of staff to be using a mobile phone outwith the policy of the school, the phone will be confiscated. When a phone is confiscated, a receipt will be passed to the pupil by the relevant member of staff, in order that the pupil can present the receipt at the end of the school day to uplift the phone.
5. If a pupil is found taking photographs or video footage with a mobile phone of either other pupils or staff, this will be regarded as a serious offence and the Head Teacher, depending on the circumstances, will decide on an appropriate discipline. In certain circumstances, the pupil may be referred to the Chief Education Officer. If images of other pupils or staff have been taken, the phone will not be returned to the pupil until the images have been removed.

## **CHILDCARE INFORMATION SERVICE**

The Childcare Information Service is a free service provided by East Dunbartonshire Council. It aims to provide parents with accurate details on childcare provision in a variety of settings e.g. out-of-school care groups, childminders, nurseries, playgroups, holiday playschemes and parent & toddler groups.

It also offers other advice including: choosing quality childcare, accessing help to pay for childcare and contact details regarding childcare organisations.

The Childcare Information Service, launched in May 2000, is a key element of East Dunbartonshire Council's Childcare Strategy which aims to develop, quality, accessible, affordable and flexible childcare across the East Dunbartonshire area.

To use this service please call the helpline number on 0300 123 4510, e-mail [chis@eastdunbarton.gov.uk](mailto:chis@eastdunbarton.gov.uk) or log onto the service's website at [www.scottishchildcare.gov.uk](http://www.scottishchildcare.gov.uk).

## **APPOINTMENT OF ADULTS TO VOLUNTARY CHILD CARE POSITIONS**

In order to meet a legal obligation under the Protection of Children (Scotland) Act 2003 and as part of the policy in respect of child protection, the Council has introduced a policy to

ensure that any individual who is appointed to a voluntary child care position is not fully listed on the Disqualified from Working with Children List.

This policy, which requires any adult appointed to a voluntary child care position, to undergo a criminal background check to ensure their suitability. The policy applies in particular to:

- parent volunteer helpers in schools who are considered to have regular contact with children and young people;
- parents and co-opted members of parent councils;
- parent members of local parent-teacher associations;
- elected members serving on committees relating to the development of children's services;
- any other individual working in a voluntary child care position within a service managed by East Dunbartonshire Council.
- 

The policy builds on East Dunbartonshire Council's *Child Protection Interagency Guidance* (2002) which underpins all child protection work undertaken by local authority services. It also complements the Council's policy on the leasing of council premises to organisations which provide activities and services to children and young people.

## USEFUL ADDRESSES

### East Dunbartonshire Council

Southbank Marina  
12 Strathkelvin Place  
Kirkintilloch  
G66 1XQ  
Tel: 0141 578 8000

### Area Registration Service Office

Area Office  
38 Roman Road  
Bearsden  
G61 2SH  
Tel: 0141 578 8669

### Community Learning and Development (School Letting Section)

Business Support  
Southbank House  
Strathkelvin Place  
Kirkintilloch  
G66 1XQ  
Tel: 0300 1234510

### Care Inspectorate

1 Smithhills Street  
Paisley  
PA1 1EB  
Tel: 0141 843 4230

Although this information is correct at time of printing, there could be changes affecting any of the matters dealt with in this document, before the commencement or during the course of the school year in question or in relation to subsequent years.

Torrance Primary & Nursery Class

West Road  
Torrance  
G64 4DE

School Tel: 0141 955 2228

Nursery Tel: 0141 955 2229

Fax: 01360 622 232

[www.torrance.e-dunbarton.sch.uk](http://www.torrance.e-dunbarton.sch.uk)



**East Dunbartonshire Council**

[www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk)

