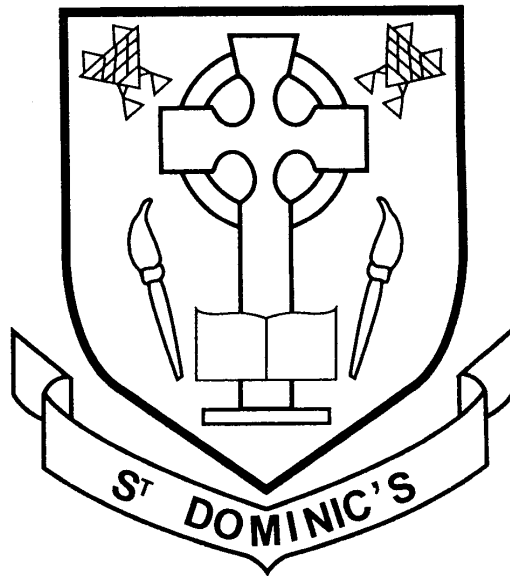


**St Dominic's RCPS,
Early Learning and Child Care**



**School Handbook
Academic Session 2021/2022**

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Introduction

Welcome

Dear Parents and Carers

On behalf of the staff, parents and pupils of St. Dominic's RC Primary, I am delighted to welcome you and present to you our school handbook for 2021-2022.

St Dominic's RCPS was founded in 1891 by the Dominican Sisters, the first entry in the School Log Book being dated 26 January 1891.

The present school building was opened in 1966 and is situated within walking distance of St Fillan's Parish Church with which it maintains close links.

The bright, airy building comprises six primary classrooms, a learning resource area, cloakroom areas a dining hall and a nursery and wraparound care facility. School lunches are prepared and cooked on the premises. The school has tarmac and grassed playing areas and also has a separate sports/football field, located to the rear of the building.

In addition to this, we have a lovely school garden, which was first established by the Parent Staff Association in 1996 and was featured in the BBC Beechgrove Garden programme. The garden is maintained by the Eco Committee and is good resource for interdisciplinary work.

At St. Dominic's RCPS, Early Learning and Child Care we grow and learn together because we aim to create a positive, caring, learning environment, where nurture respect and responsibility are valued, and we will encourage everyone to be the best they can be. We believe in; equality of opportunity, a caring community, sharing experiences and an attitude of respect and achievement for all.

We endeavour to ensure that all children achieve their potential in every area of a broad curriculum and leave nursery and primary school with those necessary skills to transfer and use in the next stage of their education. We offer a broad, stimulating and relevant curriculum. Our strong focus on literacy and numeracy at all stages ensures that our learners will be prepared for primary and secondary education and in time, for life in the 21st Century.

We want our learners to be well rounded citizens; children who know how to be the best person they can be and to flourish in an ever-changing society. Visitors to our school regularly comment on our learners' confidence in speaking and presenting, as well as their commitment to the UN Convention on the Rights of the Child and to Eco Work and Sustainability in the global field.

St Dominic's delivers a balanced and educational experience which aims to meet the needs of each individual. Most importantly, it is a friendly and happy learning environment where kindness and warmth are evidenced the moment you walk through the door.

I look forward to meeting you.

Mrs E Hunter
Head Teacher

Delineated Area

Our school is a Roman Catholic School and serves the parish of St Fillan. Although the majority of the children enrolled at St Dominic's live in Crieff, we have children who come from the surrounding towns of Braco, Muthill, St Fillan's, Comrie, Madderty, Monzie, Gilmerton, Blackford and Auchterarder.

Contact Details

Postal Address:	St Dominic's RC Primary School Broich Road CRIEFF PH7 3SB
Telephone:	01764 657800
Fax:	01764 654373
Email:	st-dominics@pkc.gov.uk
Website:	www.stdominics-primary-crieff.org.uk
Twitter:	@StDominicPS
Stages of Education:	Strong Starts, Nursery to Primary 7
Present School Roll:	142
Present Nursery Roll:	32 day places
Strong Starts	5
Breakfast Club:	40
Wraparound Session 1 (3.15- 6pm)	40
Wraparound Holiday Club (8-6pm)	40
Denominational Status:	Strong Starts, Nursery, Wraparound Care: Non-denominational Primary 1 – Primary 7: Roman Catholic
Modern Language:	French (Nursery to Primary 7)
Head Teacher:	Mrs E Hunter
Parent Council:	www.stdominicsparentcouncil.com
Parish Priest:	Very Rev Dr Thomas J Canon Shields
Parish Church:	St Fillan's RC Church Ford Road CRIEFF PH7 3HN
Telephone:	01764 653269

If concerns or difficulties arise?

If a problem arises the complaint should be made in the first instance to the person in charge of the class. If for any reason this is not possible then the complaint should be addressed to the Head Teacher. This complaint will be recorded detailing the nature of the complaint, the contact details of the complainant and the relevant dates. This will be dealt with fairly in a sensitive manner and feedback provided to the complainant within 7 working days. Complaints received in writing will be acknowledged and dealt with fairly in a sensitive manner and feedback provided as a result within 7 working days of the complaint being received.

If the problem is not resolved, the complainant should contact the Quality Improvement Officer with responsibility for St Dominic's RCPS, Mr S Haxton, Perth and Kinross Council, who will organise an investigation.

Perth and Kinross Council Complaints Procedure

If an issue occurs that you require investigated, in the first instance you should endeavour to resolve the issue with the Head Teacher.

If this is not possible, issues should be raised then be raised with the Service Manager responsible for the service. The Quality Improvement Officer will be responsible for making sure that the issue is investigated. She will be responsible for conducting investigatory hearings, hearing evidence and collecting information as is considered necessary for a proper investigation of the complaint. The school deals with complaints as part of Perth & Kinross Council's Complaints Handling Procedure. More information is available on the Council's website as follows: <http://www.pkc.gov.uk/complaints>

Attendance (authorised & unauthorised)

It is a parent's duty to ensure that their child attends school regularly. Any regular absences have an effect on a child's progress and parents are requested to keep this in mind. If it is necessary for a pupil to leave school during the day, please send a note in advance to the class teacher. If your child has a medical appointment, please send their letter of appointment to the school office in order that this absence can be authorised. If your child is ill, please telephone the school to let us know and follow this up with a note explaining the absence on their return to school. Absences due to holidays are now recorded as unauthorised, in line with authority policy.

Procedures for Children absent from School

- If your child is unwell and unable to attend school or nursery, please notify the school directly by phoning 01764 657800 before the start of the morning session.
- If your child is expected in school and does not arrive the class teacher will notify the office and you will be contacted by school staff to ensure all is well.
- If the school is unable to make contact with you over three successive days and determine the whereabouts of your child, the police will be notified. This is in line with Child Protection procedures.
- If your child has been at home for lunch, and becomes unwell during this time, please contact the school to inform us that they will not be returning for the afternoon session.

Education and Children's Services

Perth & Kinross Council
2 High Street,
PERTH,
PH1 5PH

Arrangements to Visit School

If you are interested in finding out more about St Dominic's RCPS, please contact the School Secretary (Mrs McCulloch), who will arrange an appointment for you to meet with the Head Teacher.

Parents of prospective pupils are encouraged to visit the school prior to enrolment. Parents of new entrants to Primary 1 are invited to school in January to register their child for the following August. Details of enrolment arrangements are circulated within Crieff, local Churches and local press. It is necessary to produce the pupil's birth certificate and proof of council tax, utility bill and if appropriate Baptismal certificate when registering for a place.

Invitations will be extended nearer the time of entry for children and parents to come along and familiarise themselves with the school, and parents may then have the opportunity to ask any questions they may have. For pupils transferring from other areas, it is helpful if they can

bring examples of their work with them when they start, prior to the records arriving from their previous school.

Communication

The continuing success and development of our school is built on the partnership that exists between parents, staff and pupils.

We welcome contact from parents. St Dominic's RCPS communicates with parents via a number of channels including; two formal parents' evenings, two open evenings, class meetings, school events, e-mail, website, phone calls, regular letters explaining events, weekly newsletters, the school website, annual written progress reports of pupils and the Standards and Quality Report.

All staff make themselves available for meetings to discuss the pupils in their care.

School Ethos

Vision

Our vision is for a harmonious and inclusive community where everyone is held in high regard; where values of dignity, worth and individuality are respected through Christian values, evident in our interactions with each other. We embrace individual learning styles and promote a culture of high achievement. Our aim is for everyone to feel welcome and to know that we will work in partnership to ensure that all learners grow and develop educationally, socially, emotionally and spiritually.

Partnerships with denominational bodies

At St Dominic's RCPS we strive to uphold the values of the Charter for Catholic Schools. We are in Dunkeld Diocese and work alongside our colleagues across the Diocese to plan, promote and provide consistent and spiritual experiences and opportunities for our learners. In addition to timetabled lessons in religious education there are assemblies, regular liturgical celebrations and weekly visits to St Fillan's Church for Holy Mass.

Our parish works in close partnership with all of the religious groups in our area.

A CHARTER for CATHOLIC SCHOOLS in SCOTLAND Scottish Catholic Education Service

The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.

All Catholic schools in Scotland, in honouring Jesus Christ as the Way, the Truth and the Life, will feature the following characteristics:

- a commitment to the integrated education and formation of the whole person close partnership with parents as the first educators of their children;
- an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;
- a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents;
- a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes;
- the provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life;
- a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church; a commitment to communicate Catholic social

- teaching and thereby to promote social justice and opportunity for all;
- a commitment to ecumenical action and the unity of Christians; the promotion of respect for different beliefs and cultures and for inter-faith dialogue;
- a commitment to support the continuing professional and spiritual development of staff.

All staff appointed to a Catholic school is expected to support and promote the aims, mission, values and ethos of the school, as illustrated in this Charter.

School's role in the community

We have a very active Fundraising Committee which provides opportunities for a variety of activities for parents, staff, pupils and the wider community. They also raise money to buy additional resources for our school.

Parents help with a variety of activities in school throughout the year.

We have close links with many of our local businesses. Each year we take time to support our local Care Homes through carol singing. We work closely with Crieff in Leaf to provide ECO activities for our learners and the wider community.

Parental Involvement

- There are many opportunities for parents to become involved in the life and work of the school by;
 - supporting learning at home through our homework policy,
 - home-school partnerships - many parents use their skills to work with the school and groups of pupils. Parents lead our cross-country training, orienteering, Fun in Athletics coaching and support football training, they help in so many ways: with reading groups, give historical talks, help our pupils with research projects, to mention just a few
 - parental representation on our Parent Council, Fundraising Committee

For further information please visit: <http://www.pkc.gov.uk/parentalinvolvement>

- St Dominic's RCPS regularly gives updates about any changes in our curriculum. Parents are invited to curriculum and class meeting to discuss pupils' education, how information, support and advice are given to help parents support the pupil's learning. We regularly gather parent opinion and encourage parents to share their views through parent focus groups, questionnaires, surveys and through the Parent Council.
- We are always available to discuss matters with parents and endeavour to be an 'open' school with direct and easy access to Senior Members of Staff and class teachers. A weekly newsletter keeps parents up-to-date with what is happening in the school and class homework diaries, web pages and e-portfolios encourage a variety of different opportunities for communication.

Parent Council

The Parent Council consists of elected parents, school staff and a representative from the Church. The Parent Council meets once per term.

The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents play in supporting their children's learning and aims to help parents to become more involved with their child's education and learning, to be welcomed as an active participant in the life of the school and be encouraged to express their views on school education generally.

Parent Council Representatives on the St Dominic's Parent Council are:

Chairperson: Mrs B Woodhouse
Vice- Chairperson Mrs S Thow
Secretary: Mrs K Nichol
Treasurer:
Staff Reps: Mrs L Leggatt
Advisor: Mrs E Hunter

Church Representative: Very Rev Dr Thomas J Canon Shields

Transitions

Transition Arrangements for Primary 1 St Dominic's RCPS

We have a range of school and private nurseries which feed our Primary 1. Each year we aim to make the transition from their pre-five setting to school as smooth as possible, the following is a list of our arrangements:

- Enrolment meeting for prospective parents in January 2021
- Play and learning project between Nursery and Primary 1
- Parents meeting to order uniform and finalise transition arrangements
- Staff to visit nurseries to gather profile information
- Transition picnics and sports events
- Transition days
- Transfer profiles

When leaving St Dominic's RC PS to go on to secondary education our cluster secondary school is St John's RC Academy, Perth. Many of our pupils also transfer to the local High School, Crieff High.

Transition arrangements for St Johns RC Academy and Crieff High School

Pupils transferring to St John's Academy and Crieff High School, have a range of transition activities and there is an enhanced transition process in place for pupils with additional support needs. There are also a range of cross-sector visits, 2 days transition and a range of PE activities to support the smooth transition of our learners.

Mr S Hagney
Head Teacher
North Inch Community Campus
Gowans Terrace
PERTH
PH1 5BF
01738 476200

Mr J Donnelly
Crieff High School
Strathearn Community Campus
Pittenzie Road
CRIEFF
PH7 3JN
01764 657600

The Curriculum

Curriculum for Excellence

As we prepare our children for the future in our fast-changing world and equip them for jobs

which may not yet exist we aim to develop skills in our learners for learning, life and work. Literacy, Numeracy and Health and Wellbeing are developed within the 4 contexts for learning: interdisciplinary learning, the curricular areas, wider achievements, life and ethos of the school.

Our Curriculum at St Dominic's has been built around the Principles and Practices and Experiences and Outcomes of the Curriculum for Excellence which has been implemented in all schools across Scotland for all learners aged 3-18. In Perth & Kinross we have built on our Setting the Standard documents and the Improving Learning series by producing Creating a Curriculum for Excellence – which incorporates a four-part guide outlining the role played by the 3-18 Curriculum Framework, Effective Learning and Teaching, Enterprise and Vocational Education and Assessment for Learning in creating Curriculum for Excellence in our schools.

The Curriculum for Excellence entitles every child to a broad general education with opportunity to acquire depth of knowledge in some areas and to develop skills for learning, skills for life and skills for work. The learning experiences we deliver will offer learners the opportunity for personalisation and choice. Learning activities will be structured to ensure children work at a pace they can cope with and with the challenge they will thrive on. Plans and tasks will link knowledge in one curriculum area to that in another, helping children to understand the world and to make connections. Learners will think for themselves, make sound judgements, challenge opinions, enquire and find solutions.

Curriculum for Excellence empowers our teachers to make professional judgments about what and how they teach. It encourages creative approaches and promotes cooperative strategies as we seek to engage, motivate and inspire our learners.

Progress in learning will continue to be assessed in rigorous ways throughout a young person's time at school. There are new qualifications for Literacy and Numeracy and new National 4 and 5 qualifications.

All staff have a responsibility to develop, reinforce and extend learning in Literacy, Numeracy and Health and wellbeing for all our learners. We continue to offer personal support to help young people fulfil their potential and make the most of the opportunities we offer. Ultimately Curriculum for Excellence aims to improve the life chances of all our children and young people, to nurture them as successful learners, confident individuals, effective contributors and responsible citizens.

The experiences and outcomes are set out in lines of development which describe progress in learning. Progression is indicated through curriculum levels, which are explained in the table below.

Level	Stage
Early	<i>The pre-school years and P1 or later for some</i>
First	<i>To the end of P4, but earlier or later for some</i>
Second	<i>To the end of P7, but earlier or later for some</i>
Third and Forth	<i>S1 to S3, but earlier for some the fourth broadly equates to SCQF level 4</i>
Senior phase	<i>S4-S6 and college or other means of study</i>

LITERACY

Language is at the heart of children's learning: it is through language that they acquire much of their knowledge and many of their skills. The curriculum therefore gives high priority to developing pupils' ability to use language accurately and appropriately, to communicate with others for a variety of purposes and to examine their own and others' experiences, feelings and ideas. It should also equip them with knowledge about language. Through planned and progressive use of a wide variety of spoken and written texts, including stories, plays, poems, non-fiction and reference materials, pupils are introduced to the range, power and variety of language and taught how to respond to its different forms and purposes with discrimination and growing critical awareness.

NUMERACY

Numeracy and mathematics play an important role in learning. It provides pupils with knowledge and procedures for working with patterns and relationships in number and shape; with a powerful, concise and unambiguous way of handling and communicating information; and with a means by which aspects of the world can be explained and predicted. The curriculum presents mathematics as a problem-solving activity, supported by a body of knowledge, involving all pupils in discovering, discussing, ordering, classifying, generalising, drawing and measuring. Through working in these ways, pupils will learn the concepts, facts and techniques required to use and apply mathematics in different contexts.

HEALTH & WELLBEING

St Dominic's RC Primary School is a Health Promoting School. We promote health through all aspects of school life. Our school dinners are cooked on the premises and each class has a healthy fruit burst each day. We ensure that our pupils are developing the skills and tools that they require for mental, social and physical wellbeing. Each class enjoys two hours of physical exercise each week.

SOCIAL STUDIES

Social Studies serve to bring together the main ways in which pupils learn about the world. They involve learning about the social and physical conditions which influence, or which have influenced, the lives of individuals and communities which shape, or have been shaped by the actions, artefacts and institutions of successive generations. The social studies curriculum provides a rich context for developing the knowledge, understanding and skills necessary to interpret experience. It provides for the structured development of pupils' knowledge and understanding of scientific and technological principles, ideas and application. It also provides for the study of society at different times and in different places. It encourages pupils to adopt informed values and attitudes towards their own health and well-being.

ARTS

The Expressive Arts play an important part in pupils' development. They encourage the exploration of values and foster imagination and creativity. They develop practical and perceptual skills and promote intellectual and aesthetic development. The expressive arts curriculum encourages pupils to shape, make sense of and express personal experience to develop aesthetic awareness and communication skills and promotes understanding of the importance of physical, mental, and emotional well-being. Many group activities, such as preparing and presenting shows, plays and concerts and taking part in team games and competitions, have an important role to play in developing qualities of co-operation, responsibility for self and others, loyalty, leadership and enterprise.

RELIGIOUS EDUCATION

Religious Education plays an integral part in the life of our school. Pupils are enabled to take part in a full Religious Education with teachers working in close co-operation with parents and the Parish Priest who is our School Chaplain. Scotland in the 21st century is an increasingly multi-cultural and diverse nation. The great majority of Scottish denominational schools are Roman Catholic, while a small number serve other faith communities. The curriculum in a denominational school will reflect its particular faith perspective.

The Bishops' Conference of Scotland's RCRE syllabus **This is our Faith** provides detailed guidance on the religious education curriculum which has been developed for children and young people in Catholic schools in Scotland. This framework of experiences and outcomes, the principles which underpin it and the practice that arises from it maintain continuity with established practice within Roman Catholic schools but develop that practice further in the light of Curriculum for Excellence. Full understanding of these principles and practice can only be achieved by reading them in conjunction with the Supplementary Guidance This is

RELIGIOUS OBSERVANCE

All our classes take part in daily prayer, weekly assemblies, regular visits from school chaplain, and regular visits to St Fillan's Church for Mass. Primary 4 Roman Catholic children will be prepared for their sacraments of Reconciliation and First Eucharist and in Primary 7 for Confirmation. Primary 6 and Primary 7 children will take part in the Pope Francis Faith Award.

Under Section 9 of the Education (Scotland) Act 1980, it is stated that any parent has the right to withdraw his/her child from religious education and observance, but if a parent elects to enrol their child in a Catholic school, it is expected that they will adhere to the traditions of that school. If you need to discuss this matter, please make an appointment with the Head Teacher before enrolment.

SCIENCES

Science and the appliance of science are central to our economic future and to our health and wellbeing as individuals and as a society. Science and the appliance of science are central to our economic future and to our health and wellbeing as individuals and as a society. Science is an important part of our heritage and we use its applications every day in our lives at work, at leisure and in the home. Science and the application of science are central to our economic future and to our health and wellbeing as individuals and as a society. Scotland has a long tradition of scientific discovery, of innovation in the application of scientific discovery, and of the application of science in the protection and enhancement of the natural and built environment. Children and young people are fascinated by new discoveries and technologies and become increasingly aware of, and passionate about, the impact of science on their own health and wellbeing, the health of society and the health of the environment. Through learning in the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

TECHNOLOGIES

Technology – the application of knowledge and skills to extend human capabilities and to help satisfy human needs and wants – has had profound effects on society.

Scotland has a strong tradition of excellence and innovation in technological research. This is especially true in areas such as engineering, electronics, optoelectronics, biomedical research, genomics and cell engineering. Scotland's people need to be skilled in technologies and to be aware of the impact of technologies on society and the environment, now and in the future. Learning in the technologies provides a strong foundation for the development of skills and knowledge which are, and will continue to be, essential in maintaining Scotland's economic prosperity.

Within Curriculum for Excellence, the technologies curriculum area relates particularly to contexts that provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work-related activities. For this reason, the framework provides experiences and outcomes which can be applied in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies. These experiences and outcomes offer a rich context for the development of all the four capacities and for developing the life skills that are recognised as being important for success in the world of work. They also offer an excellent platform for a range of technology-related careers.

The technologies framework offers challenging activities which involve research, problem solving, exploration of new and unfamiliar concepts, skills and materials, and the rewarding learning which often results from creating products which have real applications. It provides progression in cognitive skills. Children and young people will develop their creativity and entrepreneurial skills and be encouraged to become innovative and critical designers of the

future. These attributes are essential if, in the future, our children and young people are to play a major part in the global economy and embrace technological developments in the 21st century.

HOMEWORK

Homework gives parents an opportunity to take an interest in a child's progress and helps to develop habits of private study. Parents can help by providing a suitably quiet area away from distraction, giving enough supervision to see that the work set is completed with care and neatness. Parents are encouraged to discuss and sign children's homework.

Children will have some homework during each term. The amount of homework will vary but should be in the range of 15 minutes per night for infants to 40 minutes for older pupils. Homework should cover a variety of curricular areas. On occasion, the children may be set practical and investigative tasks relevant to an aspect of their work.

Not all homework will necessarily be written. However, whatever the task, positive parental involvement is encouraged, eg: giving the children an opportunity to visit the library. Homework will be explained by the teacher and marked or discussed on return. Primary 3-7 pupils will be provided with a homework diary in which assignments and submission dates can be written.

Homework is an excellent means of communication between home and school and parents are welcome to make comments about their child's progress. The important role of parents/carers can never be underestimated. Parents/carers are asked to set a specific time for homework. Homework helps learners to organise and manage their time, take more responsibility for their learning, practise and build on what has been learned at school and learn the skills to work independently in the future.

Further information can be found at *Education Scotland and Skills Development Scotland*.

Assessment & Reporting

Effective assessment is the essential element learning and teaching and helps children, staff and parents to understand the extent to which children are learning, where their strengths and development needs lie and how to plan their next steps in learning.

Assessment is planned to ensure that it is a focused and integral part of the learning. Assessment is continuous and is carried out in a variety of informal and formal ways. All learners are encouraged to reflect on their learning and indicate ways to make it even better. Staff and learners make very effective use of "Two stars and a wish", "Even better if..." and Traffic Lighting in order to reflect and evaluate progress. Assessment ensures staff, children and parents gather evidence and documentation of learning.

Assessment evidence can be represented by, for example, a conversation with a child, a photograph from home or school/nursery, a drawing, video footage, a model made by a child, a child's comments on their own learning - the possibilities are endless. Evidence is based on the child's achievements and should be relevant and appropriate.

Learners are integral in their own learning, they set targets and assess their own learning. Learners engage in peer assessment where they discuss their work and learn from one another, and in self-assessment where they make judgments about their own work and identify next steps in learning.

More information on Curriculum for Excellence can be found on the Education Scotland website at www.education.gov.scot

In June a written report will be given to parents at the end of the year which will report on pupil progress in curriculum, achievement and future learning. There are many opportunities for parents to contribute to this report through on-going communications with parents and

learners themselves contribute through ongoing opportunities each week to self-assess and reflect on their learning. Learners Primary 5 - Primary 7 maintain their e-portfolios of evidence which supports and shows the learners journey. Parents can meet with school staff to discuss their child's progress at any point. Primary 7 pupils will as part of their learning develop a Profile which they will use when the transfer to Secondary School.

Support for Pupils

Pupil Support

In St Dominic's RC Primary School, we are fully committed to meeting the needs of all children. We strive to deliver a Curriculum for Excellence which fulfils the requirements of the current legislation and Perth and Kinross Council's guidance to effectively meet the additional support needs of our learners. We take account of pupils learning styles and interests to create a positive environment for learning. Wherever possible we aim to enable all our learners to make the most of the opportunities available especially at times of difficulty, challenge and transition.

Where pupils are experiencing barriers to learning class teachers review the learning environment, the class curriculum, use different resources or provide more intensive individualised support. The support for learning specialist may then in an advisory capacity suggest other teaching strategies to the class teacher, or in consultation with the Head Teacher, decide to assess the nature of the difficulty and work with the child in a one-to-one situation or small group situation.

Because we teach to each child's age, aptitude and ability, the educationally gifted child is also speedily recognised, assessed and afforded an appropriate education.

Children with special educational needs are catered for in our school within the terms of the Education Department policy on "Pupil Support". This policy sets out the procedure by which an individual child's needs are identified and addressed, the central element of the process being a case conference involving parents, child, school and Education Department staff and, where appropriate, other specialist agencies as specified in the Education (Additional Support for Learning) (Scotland) Act 2009. Information about this can be accessed at: <http://www.pkc.gov.uk/article/17278/Schools-additional-support->

The school policy is to support as much as possible the education of pupils with additional needs with their peer group, in the classroom situation. Individually targeted work (at a level accessible to the child and designed to support learning progress) is normally provided by the class teacher, pupil support teacher and assistants. Progress is monitored from day to day and is regularly reported to parents who are also consulted if any change in the programme of support is being considered.

Our pupil support teacher and assistants are deployed as necessary, the aim is always to promote the maximum degree of independence in learning, personal management and social activity of which the child is capable.

In cases where specialised equipment is identified as being necessary to facilitate a child's progress within the peer group, the school and Education Services will act to provide it where possible.

Within Perth & Kinross a range of provision exists for pupils with additional support needs. Looked After Children, in line with Education (Additional Support for Learning) (Scotland) Act 2009 are considered to have additional support needs, unless it is otherwise determined at a relevant education planning meeting. A policy of supported mainstream inclusion is complemented by a range of specialist provisions. These are either attached to or are part of mainstream schools. In addition, there is one all through special school (3-18) for children with profound and complex difficulties.

Where a child has been identified as having additional support needs which cannot be met

within the Authority, consideration may be given to placement in a special school (either within or out with Perth & Kinross) for which a successful placing request has been made.

Where a child has been identified as having additional support needs for which suitable provision cannot be made in a day school, the Authority may provide residential special education at either a special school, within or out with Perth & Kinross, nominated by the Authority or a special school for which a successful placing request has been made.

Parents moving into the area should contact:

Education Services
Education & Children's Services
Council Building
2 High Street
PERTH
PH1 5PH.

Telephone: 01738 476280

Parents of children with additional support needs should inform the Head Teacher of their child's circumstances and may obtain supplementary guidance from the school or Education and Children's Services, Pullar House, 35 Kinnoull Street, Perth, PH1 5GD.

Pastoral Support

When a child begins school life at St Dominic's RCPS they are assigned a buddy and a house team: St Matthew, St Mark, St Luke and St John. House teams are made up of children Primary 1 to Primary 7 and support each other in their learning. House points can be gained during the week and are celebrated at Assembly on a Friday. During interdisciplinary learning days such as ECO topics and Healthy Hearts Week these groups come together and support each other.

In Early Learning and Child Care each learner has a Key Worker who works with the learner daily. Similarly, in Primary 1 to Primary 7 the class teacher gathers information on the learners' progress from a variety of sources.

Excellences in learning and wider achievements are celebrated at assembly and stickers and certificates are awarded.

During lunch and playtimes our learners are always supported in their play and offered encouragement in their choices. Four members of support staff are on hand to ensure that children are safe and happy.

We pride ourselves on working together to "get it right for every child" GIRFEC and have extensive Child Protection procedures in place; the school policy can be found at – www.stdominics-primary-crieff.org.uk

There are many organisations which provide advice, further information and support to parents of children and young people with ASN. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

(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; Email Enquiry service: info@enquire.org.uk Advice and information is also available at www.enquire.org.uk Enquire provides a range of clear and easy-to-read guides and factsheets including The parents' guide to additional support for learning.

(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."

School Improvement

Standards and Quality Report

Our Standards and Quality report can be accessed on the school website at www.stdominics-primary-crieff.org.uk Learners across all stages are making very good progress in their learning. The school has maintained high standards of attainment in Literacy and Numeracy. Learners have a very good understanding of how to keep fit and healthy; all children have enjoyed an enhanced PE programme, with most children in the upper stages achieving notable success in sports both at school, regional and national level.

As a Roman Catholic school, we are proud of our achievements in developing our distinctive ethos and mission through our work in the following areas: Sacrament Group, Education Mass, Class Masses, Historical inputs, SCIAF and Mary's Meals, Catholic Education Week, RE development work in implementing the experiences and outcomes from Curriculum for Excellence. In the area of Health and Wellbeing, Healthy Hearts Week, cycling proficiency, Forest Schools Training, P1-7 annual theatre trip.

With Community partnerships which have been strengthened through the Citizenship Groups, ECO work with Crieff in Leaf, Fair-trade Café, RHSS (Royal Highland Show Society); farming, School Concert at Strathearn Community Campus, Macrosty Park and Rotary Quiz.

Music achievements include our choirs, many classes singing for Care Homes and Community groups, workshops with Strathearn Music Society, Scottish Opera, Perth Music Festival and recorder and drums groups.

We raise £1000s each year Charity Fundraising: SCIAF, Mary's Meals, Blythwood Shoeboxes, Crieff Christmas Lights Appeal, Macmillan Cancer Support and Poppy Scotland Appeal.

Through integrated working with other community partners: Rhyme Time for all local care providers including parents, childminders and nurseries and delivering Play Start training for local care providers

Improvement Plan 2021-2022 (main priorities)

During the Session 2021-2022 there will be a whole school focus on refreshing our school vision with reference to raising attainment. In addition, all learners will be encouraged to make decisions and apply their mental, social and emotional skills to improve their health and wellbeing.

Inspection Details

St Dominic's Nursery and Wraparound Care Service were last inspected in September 2018.

St Dominic's RCPS was last inspected in September 2016, both inspection reports can be viewed; <https://education.gov.scot/inspection-reports/perth-and-kinross/5342821>

School Policies & Practical Information

The Staff of our school

Classes for academic session 2020-2021 have been organised as follows:

Nursery and Wraparound Care: Mrs G Horan (Senior Early Years Practitioner)
Mrs L Leggatt (Depute WAC Co-ordinator)

Miss S McGregor (Early Years Practitioner)
Mrs M Adams (Early Years Practitioner)
Miss A Piekos (Early Years Practitioner)
Miss C Douglas (Play Assistant)

Primary 1/2: Mrs F Gornall Mr C Mooney
Primary 2/3: Miss M Young
Primary 3/4: Mrs E Kaminski
Primary 4/5: Mrs E Jeffers/ Mr F Adams
Primary 6: Miss L Hamilton
Primary 7: Mr D Sinclair
Pupil Support Teacher: Mrs L Johnston

School Chaplain: Very Rev Dr Thomas J Canon Shields
Secretary: Mrs A Crowley
Classroom Assistant: Mrs C Cramb
Auxiliary: Mrs D Robertson
Support for Learning Assistant: Mrs G Mardon
Mrs H Sym
Mrs J Galbraith
Visiting Specialists
Strings Teacher: Miss M Young

Organisation of the school day

Nursery

Breakfast Club: 08.00 – 09.00
Nursery session 08.58 – 15.00
Wraparound Care 1 15:00 – 18.00

Primary

Breakfast Club: 08.00 - 09.05
Primates 1 - 7: 09.10 – 12.15
13.15 – 15.30
After School Club: 15.30 – 18.00

Both Breakfast Club and After School Club must be booked in advance

School Uniform

All pupils are encouraged to wear school uniform, which comprises:

Nursery yellow/ green nursery sweatshirts

Primary- Boys grey trousers; white shirt; green v-neck jumper; school tie, black shoes.

Primary- Girls grey skirt; white blouse; green v-neck jumper; school tie; white

socks, black shoes.

PE Kit (for boys and girls)
bottle green shorts; gold polo top; green jogging bottoms; gym shoes or trainers

School jackets are very good value and enhance the uniform when out in the community and on school trips. We ask that all pupils wear a green jacket when representing the school.

The nursery sweatshirts, school jumper, tie, fleece/reversible jacket, hats and PE kit can be ordered from Border Embroideries www.borderembroideries.co.uk/

All articles of clothing should be clearly marked with your child's name, as many children in class have similar articles made by the same manufacturer. Name labels can also be ordered along with the above uniform. For reasons of health and safety, long hair should be tied up during the school day. Nail varnish and jewellery are not encouraged, and all jewellery should be removed for all PE and Swimming lessons.

Please note: All pupils' property is brought to school at the owner's risk.

Money/Valuables

Money and valuables are not encouraged to be brought into school, however, if they are, they should be given over promptly to school staff for safe-keeping. All dinner monies should be in brown envelopes with the child's name and class clearly marked.

Mobile phones should be handed in to the School Office at the beginning of the day and will be returned at the end of the day.

After School Activities

We aim to encourage as many of our pupils as possible to take part in our extra-curricular activities. Any extracurricular activities are taken by staff and/or parents on a voluntary basis. This session, we have the following on offer: Choir, Football, Chess, Netball, Art and Lego.

Practical Information

School Lunches

Primary 1-3 children receive a free school meal each day. Lunches are cooked on the premises, for those children who wish them. At present, they cost £2.15 daily. All payments should be made via ParentPay, the Local Authority online payment system.

Primary school pupils whose parents receive certain benefits may be entitled to free school meals. Application forms for free meals can be obtained from school, or in person from the Education Office (Pullar House, 35 Kinnoull Street, Perth). They are also downloadable from the internet at the following link: <http://www.pkc.gov.uk/freeschoolmeals>

The Authority does not provide free milk in any of its schools, except where such provision is authorised by a medical certificate.

Tables are provided in the dining hall for those children who wish to bring packed lunches. For safety reasons, all drinks should be carried in plastic/unbreakable containers.

There are always members of staff on dining hall supervision. All children are encouraged to stay in school for lunch.

School Clothing Grant

If you are in receipt of certain benefits, Education & Children's Services will consider one application per year for a grant towards the cost of purchasing essential clothing to enable children, up to the age of 16, to attend.

Application forms may be obtained from Head Teachers or Education & Children's Services, Pullar House, 35 Kinnoull Street, Perth, PH1 5GD or from the PKC website: <http://www.pkc.gov.uk/clothinggrants>

Instrumental Tuition

At St Dominic's we offer Strings tuition from Primary 4 upwards.

Free music tuition is available to all pupils doing SQA courses and for parents in receipt of certain benefits. Application forms are available from the Head Teacher or the Finance Section, Education and Children's Services, Pullar House, 35 Kinnoull Street, Perth, PH1 5GD or from the PKC website: <http://www.pkc.gov.uk/article/19741/Instrumental-Music-Service>

In addition, we have piano, guitar and recorder tuition as well as an award-winning choir.

Positive Behaviour Better Learning

St Dominic's promotes positive behaviour and motivates pupils through a very nurturing and restorative approach to good relationships. We value health and wellbeing and positive behaviour such as restorative, solution oriented and nurturing approaches. These Restorative Practices support our learners both within and out with the classroom. Our Anti-Bully Policy can be viewed on the school website: www.stdominics-primary-crieff.org.uk

Punctuality

Pupils should arrive in time to come in with their class after the bell rings. Their punctuality will ensure that the day gets off to a prompt start. If it is raining heavily before 9 am, children are encouraged to come into the school hall.

Behaviour on School Transport

All pupils are expected to conduct themselves in an appropriate manner on school transport. The journeys to and from school are occasions when pupils' behaviour is open to observation by members of the public. School uniform readily identifies our children. If continuing misbehaviour happens on a bus, we will enlist the help of parents in reminding children of their responsibilities.

Health Care

The school has a designated School Health Nurse, Sheila Milne, who is based at the Health Centre, King Street, Crieff and can be contacted on 01764 655535. She visits the school from time to time and is able to give advice to both the school staff and parents should they have any health concerns or require a referral to another health department.

Parents are encouraged to be present when the P1 and P7 Medical Examinations take place. Other routine medical and dental inspections are carried out in school and advice offered to parents as to any further necessary treatment. Should an accident occur, or a child requires to be sent home because of a minor ailment, contact will be made according to the information you give on the "Emergency Contact Form". Parents are also requested on this form to notify the Head Teacher of any specific ailment or physical disability affecting their child so that the school may take appropriate action. All such information will be treated in strict confidence.

Illness at School

If a child becomes ill at school, we will make every effort to contact you so that he or she may be returned home as quickly as possible. It is essential that we have a current telephone number where we can contact you in the event of an emergency. We ask that in accordance with NHS guidelines that after a bout of sickness and diarrhoea, the pupil will remain absent for 48 hours after the last bout.

Medical Appointments

If a child has to keep a medical appointment during school hours, we require a note from you or the appointment card so that we can approve the absence. It is better if appointments can be made out of school hours so that there is no disruption to a child's day, and this becomes particularly important if a series of appointments are required.

Medication

There is no obligation on school staff to administer medication of any kind to any pupil, and parents are asked to note that routine medicine shall not be administered by the school. The guiding principle for providers and parents is that medicines should be taken out of school hours. Where a child has a chronic need for medication such as to relieve asthma or diabetes the school will of course make arrangements that the necessary medications can be administered.

Child Protection Officer

The Head Teacher and the Senior Early Childhood Practitioner are the designated officers for St Dominic's Primary and Early Learning and Child Care.

Should you wish to talk further about child protection and the safety of children, please feel free to contact the school.

As a school, we have good contacts with School Medical Officers, Social Workers and Police, any or all of whom may become involved if abuse is suspected.

We will always ensure that you are informed and participate in any action which we may initiate regarding your child.

We have specific and robust staff and pupil development for Child Exploitation Online Protection (CEOP) and Child Protection; The CEOP 'Thinkuknow' programme is rolled out across the whole school community each April-June.

GIRFEC

Getting it right for every child (GIRFEC) is the Scottish Government's approach to promoting the wellbeing of children and young people. Wellbeing is described by 8 'indicators':

Safe Healthy Achieving Nurtured Active Respected Responsible
Included

These eight words help everyone to understand wellbeing in the same way and use the same language to talk about it. Sometimes the initials of the words are used, and the wellbeing indicators are referred to as SHANARRI.

The vast majority of Scotland's children and young people get all the help and support they need from within their families and their wider, local communities. But at times a child, young person or family might need extra help or support. The GIRFEC approach aims to make it as easy as possible for any child or young person (and their parents) to get the help or support that they need. Within schools, key staff are available to children, young people and their

parents/carers to provide help, advice or support should they choose to make use of it.

The Child or Young Person's Plan is one single plan which coordinates all the services and agencies involved in supporting a child/young person, will help ensure that everyone works together to deliver better outcomes for the child or young person who needs additional support and their family.