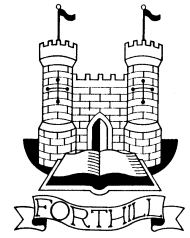


FORTHILL PRIMARY SCHOOL



HANDBOOK 2012



Forthill Primary School
Fintry Place
Broughty Ferry
DUNDEE
DD5 3BE

Telephone: 01382 436935

Fax: 01382 436936

Email: forthill.primary@dundee.gov.uk

Website: www.forthillprimary.co.uk

SCHOOL HANDBOOK 2012

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INTRODUCTION

Forthill Primary School welcomes all parents and carers. We hope that through mutual understanding and co-operation, your child/children will benefit both socially and educationally from the experience gained at our school. We believe that each child at Forthill Primary is a very important person and all should feel that school is a happy place to be.

The school was built in 1964 and serves the area to the north of Broughty Ferry. It is set in pleasant grounds with grass, soft-top and tarmac surfaces. The recently extended and refurbished building offers generous accommodation and the interior is a bright, spacious and stimulating environment. There is an integral Nursery Class and Out of School Club facility.

Our school roll is currently 553, approximately 27% of which is the result of placing requests. The nursery provides 80 part-time places.

It is hoped that this handbook gives you an impression of the opportunities available to children and provides useful information about the school.

We look forward to developing the close liaison that has already been established between home and school. We believe that this partnership is essential for the sound educational development of our children.

Anne D F Whaley
Headteacher

January 2012

GENERAL INFORMATION

Address:	Forthill Primary School Fintry Place Broughty Ferry Dundee DD5 3BE
Telephone:	(01382) 436935
Fax:	(01382) 436936
E-mail:	forthill.primary@dundeecity.gov.uk
School Website:	www.forthillprimary.co.uk
School Status:	Non-denominational
Roll:	553
Nursery Roll	40 am/40 pm (part-time) capacity
Stages taught:	Primaries 1 - 7

CATCHMENT AREA

NORTH BOUNDARY	Eastwards from Baldovie Road by the City Boundary to the path.
EAST BOUNDARY	From the City Boundary by the path then by the centre of Arbroath Road to a point east of Carnbane Drive. South by the east of Arbuthnot Loan to Balgillo Road. West by the centre of Balgillo Road. South by the centre of Edzell Street to Nursery Road.
SOUTH BOUNDARY	Westwards from Edzell Street by the centre of Nursery Road; then by a line just south of Portree Avenue, Broadford Terrace, Bennan Gardens, Anton Drive, Forthill Road, Camperdown Street and Albert Road to Victoria Road.
WEST BOUNDARY	Northwards from Albert Road by the centre of Victoria Road, Claypotts Road and Baldovie Road to Old City Boundary.

SCHOOL STAFF

Headteacher: Mrs A Whaley
Depute Headteacher: Mrs A Anderson
Mrs N Hutchison
Principal Teacher: Mr P Neill

Class Teachers:	Room	Class
Mrs Robertson	1	P1a
Mrs Craik	2	P1b
Miss Scrimgeour	3	P1c
Miss Geddes	4	P2/1
Mrs Lamb	5	P2a
Mrs Paton	7	P2b
Miss Clark	6	P2c
Mrs McCormack	9	P3a
Mrs Small	13	P3b
Ms Kennedy	11	P4/3
Mrs McIrvine	14	P4a
Mrs Bryson	10	P4b
Miss Cramb	16	P5/4
Mrs Walker/Mrs Franks	18	P5a
Miss Hopton	19	P5b
Mrs Halliburton	12	P6a
Mr Grant/Mr Neill	15	P6b
Miss Craig	17	P6c
Ms Wallace	20	P7a
Mrs Snedden	21	P7b
Mrs Robertson		RCT
Mrs Philp		RCT

Nursery Teacher: Miss L Dempster
Early Years Practioners: Mrs L Gorthy
Mrs F Hume
Mrs G Hutton

Senior Clerical Asst: Mrs E Douglas
Clerical Asst: Mrs A Murphy
Auxiliary: Mrs L Balfour
Part-time Auxiliary: Mrs S Scott

Classroom Assistants: Mrs S Harper
Mrs D Hearn
Mrs A MacKay
Mrs S Shannon

	Mrs G Smith Mrs M Smith
ASNAs:	Mrs D McKercher Mrs L Traynor
Facilities Co-ordinator:	Mr F Smith
Facilities Assistants:	Mr I McFadyen Mr J Wilkie
Breakfast Club Supervisor:	Miss J Thomson
Breakfast Club Asst:	Mrs M Smith
Lunchtime Supervisors:	Mrs L Crichton Mr I Lawrence Miss J Thomson
Cook in Charge:	Mrs R Cochrane
School Crossing Patrollers:	Mr H Buick Mrs F Doig
Additional Support Needs/ Support for Learning:	Mrs N McDonald Mrs L Sutherland Mrs M Anderson (temporary)
Visiting Specialists	Mrs J Dorward (PE) Mrs J Branney (Music)
Music Instructors:	Mrs V Maynes (Violin/Viola/Cello/Double Bass) Mr R Duncan (Piano) Mr K Murphy (Brass) Mr I Duncan (Bagpipes)

SCHOOL TERM DATES AND HOLIDAYS

SESSION 2011-2012

Spring Term starts: Thursday 5 January 2012
Spring Term ends: Friday 30 March 2012
Summer Term starts: Monday 16 April 2012
Summer Term ends: Thursday 28 June 2012

SESSION 2012 – 2013

Autumn Term starts: Tuesday 14 August 2012
Autumn Terms ends: Friday 5 October 2012
Winter Term starts: Monday 22 October 2012
Winter Term ends: Friday 21 December 2012
Spring Term starts: Monday 7 January 2013
Spring Terms ends: Thursday 28 March 2013
Summer Terms starts: Monday 15 April 2013
Summer Terms ends: Friday 28 June 2013

SINGLE DAY HOLIDAYS

SESSION 2011-2012

Mid Term 10/13 February 2012
May Day: Monday 7 May 2012
Victoria Day: Monday 4 June 2012
Queen's Diamond Jubilee Tuesday 5 June 2012

SESSION 2012-2013

Mid Term: 8/11 February 2013
Good Friday: Friday 29 March 2013
May Day Monday 6 May 2013
Victoria Day: Monday 27 May 2013

FUTURE IN-SERVICE DAYS

SESSION 2011-2012

Thursday 9 February 2012
Friday 25 May 2012

SESSION 2012-2013

Thursday 8 November 2012
Friday 9 November 2012
Thursday 7 February 2013
Friday 24 May 2013

SCHOOL AIMS

Our school aims to:

- maintain a happy, safe and supportive environment in which each child, parent and staff member is valued and works co-operatively.
- provide a stimulating, appropriate, progressive and balanced curriculum which promotes independence and meets the needs of each pupil.
- through a process of continuous self-evaluation, maintain a high quality of learning and teaching.
- encourage responsible, self-disciplined, well-mannered pupils with positive, caring attitudes towards others and the environment.
- encourage good health in all pupils through strategies which promote physical and mental wellbeing and self-esteem.
- equip pupils with the foundation skills, attitudes and expectations required to prosper in a changing society and to encourage creativity and ambition.
- prepare pupils for responsible citizenship by developing values, beliefs and attitudes compatible with living in a modern, democratic and multicultural society.
- build and maintain effective partnerships between the school and its parent body, external agencies and its wider community.
- recognise and appreciate personal strengths and achievements.
- promote equality and fairness.

NURSERY

Our nursery class is located in the main building and offers forty morning and forty afternoon places. The nursery class curriculum is based on Curriculum for Excellence 3-18, explained in greater detail below.

The nursery class maintains very close links with the school which helps ease the transition from nursery to school.

A Nursery Handbook is available on request.

ENROLMENT FOR SCHOOL

A notice in the local press will advise parents of future Primary 1 pupils when to enrol their child for school. Parents of children residing in Forthill's catchment area should then contact the school as soon as possible, so that appropriate registration details can be recorded. The child's birth certificate and proof of residence must be produced before registration can be completed. For families residing outwith our catchment area, a placing request form should be completed.

In June, parents will be invited to attend an induction meeting with the Head Teacher and Depute Head Teacher when the organisation and policies of the school, as they affect new Primary 1 entrants, will be explained. Parents will have the opportunity to ask questions and participate in informal discussions concerning procedures for starting school. Children are invited later in the term to enjoy a tour of Primary 1 classrooms to help familiarise them with their new surroundings. This first experience of school life can go a long way in helping a child to feel comfortable before coming to school in August.

On the first day of the new session, parents should bring new entrants to the Assembly Hall according to appointment times given in advance.

For enrolment during the school session, a placing request form should be submitted to Dundee House. Parents who wish to enrol their child in Forthill Primary School should in the first instance put their request in writing to the Education Department, Dundee House, 50 North Lindsay Street, Dundee DD1 1NL. Visits to view the school can be arranged on request. Parents and children will normally be given a tour of the school with an opportunity to meet the appropriate class teacher prior to starting.

CLASS ORGANISATION

The organisation of classes may vary from year to year dependent upon certain factors, such as the school roll and the number of teachers allocated to the school that session. Composite classes, which comprise of pupils from more than one stage, are a feature of Forthill Primary. Since teachers already make educational provision according to children's individual development, aptitude and ability, this is equally suitable for application to composite classes. All classes in school must adhere to the agreed conditions of service for teachers regarding class size, i.e. no more than 33 pupils in a single stage class (25 in P1 and 30 in P2, P3) and 25 pupils in a composite class. All teachers implement collaborative planning when organising for teaching and learning.

TRANSFER TO SECONDARY EDUCATION

Pupils attending Forthill Primary School normally transfer to:

Grove Academy
Camperdown Street
Broughty Ferry
Dundee
DD5 3AE Telephone 01382 436800

The Head Teacher is Mr Graeme Hutton.

Parents of P7 pupils are informed about transfer arrangements and given information in respect of placing procedures, should they wish their child to attend a secondary school other than the one allocated.

In May, Primary 7 pupils are visited by staff and pupils from Grove Academy who provide basic information relating to secondary school life. At the same time, there is an opportunity for staff to exchange information regarding pupil performance and needs. A pupils' visit to Grove Academy is arranged in June. These arrangements enable our pupils to become familiar with their new school and help smooth the transition in August.

SCHOOL HOURS

P.1-7	9.00 am start
P.1-7	10.30 am - 10.45 am break
P.1-7	12.15 pm - 1.15 pm lunch
P.1-7	3.15 pm finish

In the event of a planned closure, written notification by the Head Teacher will be sent to parents in advance.

ATTENDANCE – NOTIFICATION OF ABSENCE

Dundee City Council implements an attendance policy in all schools.

If a child is absent, please contact the school immediately to explain the absence. All pupils returning to school after a period of absence should bring a note from a parent explaining the reason for absence even if you have informed us verbally. If your child is absent and no contact has been made by you, a text message will be sent from the school. If unexplained absence continues an Education Welfare Officer will arrange to visit you and your child at home.

Permission to leave school during school hours must be requested in writing and medical or dental appointment cards sent in and the absence will be recorded as “appointment”. We would also appreciate the co-operation of parents in arranging routine dental appointments outwith teaching time. **All pupils must be collected from the classroom by a responsible adult.** In the interest of safety, we cannot allow pupils to leave the building unaccompanied.

Regular attendance is highly valued to promote continuity and progress. With this in mind, we would discourage parents from withdrawing their child from school during term time because of family holidays. There is strong evidence that any absence affects a pupil’s attainment, and that is why Dundee City Council Education Department discourages parents from arranging family holidays during term-time. In accordance with Scottish Executive guidelines for pupil attendance, most holiday absence will be recorded as unauthorised. We ask all parents to consider whether there would be a more appropriate time to take a holiday. As Headteacher I am expected to have confirmation from a parent’s employer that holidays are not possible outwith school terms. Only then am I permitted to authorise absence for pupils due to holidays. The following points are included in the Education Authority’s Attendance Initiative:-

- If your child is ill and cannot attend school, please tell us before 9.00 am – or as soon thereafter as possible – on the same day that he or she will not be in school. Our school has an answering machine so you may leave a message on this if no-one is available when you call.
- Please tell us if your child is to be absent from school. If the absence is planned (e.g. a hospital appointment), we ask you to let us know before the day of the absence.
- If you find your child’s illness will mean an extended absence of more than 3 days, please call us again or write to us to tell us.
- If your child is not in school and you have not told us he or she is absent, we will contact you, at the first available opportunity, perhaps by text. You are expected to respond to this.
- If there are problems about attendance that seem difficult to resolve, we will arrange for an Education Resource Worker to meet with you in your own home to work with you on getting your child back to school and attending regularly.
- We would ask you that family holidays are not arranged during term time as this will adversely affect the continuity of your child’s education – and it may give your child the impression that you value education less than you do.
- Please keep us informed of any difficulty you and/or your child is experiencing that may affect the child in school.

TRANSPORT

The following is the Authority's policy:

"Transport is provided

- (i) to all primary school pupils attending their delineated area school and living over 2 miles from that school
- (ii) to all secondary school pupils attending their delineated area school and living over 3 miles from that school
- (iii) to those pupils whose journey between home and their delineated area school is deemed to be unduly hazardous."

Parents who have made successful Placing Requests for their children have to make their own transport arrangements. Application forms, for anyone wishing to apply for free transport, are available from the school office.

LUNCHES/WET WEATHER

School meals are served in the dining area. A two course meal, with an element of choice, is available. Pupils in Primaries 1-7 should bring payment for the week to the class teacher on a Monday. The correct money should be put in an envelope or bank bag with the pupil's name, class, the days attending lunches all clearly marked. School meals for session 2011-2012 cost **£2.00** per day.

Children with packed lunches also use the dining area. In the interest of safety, food and drink brought for packed lunches must be carried in plastic containers, labelled clearly with the pupil's name. For hot liquids, vacuum flasks of the traditional kind are not permitted as they are very fragile and create a high accident risk. The contents of these flasks also remain dangerously hot. However, there are flasks available for purchase which meet acceptable safety standards. All glass containers are forbidden, as are fizzy drinks. As we now have several pupils in school with nut allergies, to reduce the risk to these pupils, we would request that you provide your child with a nut free packed lunch and playpiece.

For safety reasons, pupils who eat lunch on the school premises are not permitted to leave the school playground during the lunchtime break. Arrangements have been made to enable pupils to be indoors during severely inclement weather, although pupils should have a coat or jacket in case the rain comes on unexpectedly.

At the start of the school day, pupils should refrain from arriving early when the weather is unpleasant, waiting until as close to 9.00am as possible.

Pupils who go home for lunch should not return to school before 1.15pm on wet days.

Free school meals are available to pupils whose parents are in receipt of Income Support, Income based Job Seekers Allowance, Income Related Employment and Support Allowance, Support under Part VI of the Immigration and Asylum Act 1999, Guaranteed Pension Credit, or in receipt of Child Tax Credit only and have an annual income of less than £15,860 or Working Tax Credit and have an annual income of less than £6420.

Application forms may be had from Dundee City Council, Education Department.

The Authority does not provide free milk for pupils in any of its schools, except where such provision is authorised by a medical certificate. The Authority provides fruit three times a week for Primaries 1 and 2.

EMERGENCY ARRANGEMENTS

In the event of an emergency, such as an unplanned closure, every effort will be made to ensure that each pupil has a safe place to go. Pupils who must remain in school will be kept as warm and comfortable as is possible until the normal school closure time.

In the event of such emergencies, it is vital that we hold up-to-date and accurate information on Emergency Contacts for every pupil. Please help us keep this database updated by informing us immediately of any changes, i.e. mobile phone numbers.

UNIFORM

The wearing of school uniform is encouraged in the belief that it helps children to feel that they belong and are part of the school community, as follows:

Navy blue jacket with school badge

Navy blue skirt/pinafore or grey school trousers

White shirt/blouse

Pullover or cardigan - navy blue or navy blue with school colours

School tie

Socks – white, navy or grey

Black shoes

Summer dress - blue and white checked/striped

We are now able to offer an on-line ordering service from Border Embroideries, ordering is a straightforward process, simply follow the steps outlined below:-

Log on to www.border-embroideries.co.uk and to the left there is a box for school access to the site. Click on the SCHOOLS ONLINE ORDERING box on the left of the home page. Login as follows -

Login/Username – forthillprimary

Password – ab45.7b2

Prices are as follows:

Jumper – from £12.50

Cardigan – from £13.50

T-Shirt – £5.00

Heavyweight Reversible Jacket – from £18.00

Lightweight Reversible Jacket – from £16.00

Ties are also available from the School Office, priced £3.50

All pupils are expected to have clothing and footwear suitable for physical education. Older pupils may be asked to wear a tracksuit for certain outdoor activities.

Pupils will require the following:

- 1 Gym shoes (for infants, those with elastic sides or Velcro fastening are best)
- 2 Tee-shirt
- 3 Shorts
- 4 Overall or old shirt for painting etc

At all times we discourage the wearing of jeans, denim clothing, trainers, any items connected with professional football/sports and 'extravagant' fashions of dress. In the interest of safety, the wearing of jewellery is not permitted. Parents should consider appropriate footwear as fashion shoes may add some safety risk, particularly in stairwells.

I am very grateful to parents who support our request in adhering to school uniform. We encourage our pupils to take a pride in their school uniform and appearance and are confident that parents will continue to support us in our efforts to maintain a high standard of dress.

SCHOOL CLOTHING GRANTS

If parents are in receipt of Income Support, Income based Job Seekers Allowance, Income Related Employment and Support Allowance, support under Part VI of the Immigration and Asylum Act 1999, Child Tax Credit or Working Tax Credit and an annual income of less than £15,860, the Authority will consider one application per year for a grant towards the cost of purchasing essential clothing to enable their children, up to the age of 16, to attend school.

The school clothing grant payment will be made through BACS transfer into a nominated bank account or paid by cheque.

Application forms may be obtained from your child's school, Main Reception at Dundee House, or download from the Council website.

For identification purposes all items of clothing should be clearly marked with the owner's name. This will ensure that lost items can be returned to the owner. If items are not labelled there is very little that can be done to resolve the matter.

INSURANCE

The Authority insures against its legal liability for

- a) accidental personal injury, or
- b) loss or damage to property of third parties.

Parents are advised that no insurance cover is maintained for circumstances in which the Council does not have a legal liability. Parents may wish to consider their own insurance arrangements particularly for expensive personal belongings.

HOME – SCHOOL LINKS

Close co-operation between the home and school is important and parents are invited to contact the school to arrange an appointment whenever problems occur or advice is needed. This partnership is, of course, a two-way process.

Parents are kept well informed by written communication, when appropriate, and through a newsletter which is distributed several times throughout the session. We also encourage parents to join us for special assemblies or services, drama productions, fund raising events and curriculum information meetings which are arranged from time to time. We further value your assistance on our school trips and in helping with a range of other school activities. You may note informal communication with the class teacher in the home/school diary, issued to every pupil at the start of the session.

Confidence in a school comes from knowing and understanding what is happening within it. Contact, dialogue and discussion all help to promote mutual understanding and trust, the basis of our shared responsibility.

PARENT COUNCIL

All parents and carers are automatically members of the Parent Forum. The Parent Council is a group of parents who have been selected in accordance with the Parent Council constitution to represent all the parents/carers of children at our school. Parents of any child at Forthill Primary School can seek to be part of the Parent Council in line with arrangements set out in the constitution.

The objectives of the Forthill Parent Council are:

- To work in partnership with the school to create a welcoming school which is inclusive for all parents
- To promote partnership between the school, its pupils and all its parents
- To develop and engage in activities which support the education and welfare of the pupils
- To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils

Our Parent Council meets approximately once each term and meetings are open to all parents.

If you would like more information about the Parent Council please contact the school or the clerk to the Parent Council – Nicola Dall, email: nicola.dall@dundeecity.gov.uk

FRIENDS OF FORTHILL

The school is enthusiastically supported by the Friends of Forthill, a group of parents and staff which meets to plan fund-raising and social events.

Parents are kept informed of activities through written communication and new committee members are elected at the AGM.

PUPIL COUNCIL

Forthill has a Pupil Council which comprises one representative per class (upper stages) and senior pupils who act on behalf of infant pupils. The Council meets with Senior Management approximately once per month to discuss and help resolve any issue raised by the pupil population. These meetings are minuted and may be viewed upon request.

CURRICULUM FOR EXCELLENCE

Curriculum for Excellence has been introduced in Scotland to raise standards of learning and teaching for all 3 to 18 year olds. The aim of Curriculum for Excellence is to help every child become a successful learner, confident individual, responsible citizen and an effective contributor. These are known as the four capacities. These help prepare children and young people with the knowledge and skills they need in a fast changing world – skills for learning, skills for life, skills for work - so that they can fulfil their potential and make the most of their opportunities.

Curriculum for Excellence is not simply the subjects taught. It is about bringing life to learning and learning to life. The curriculum in the broadest sense is everything about learning and teaching and all the experiences planned for children and young people throughout their education – wherever they are being educated.

All staff working with children and young people will be responsible for delivering skills in **literacy** and **numeracy** – skills that unlock other subjects and are vital in everyday life. Everyone also has a responsibility for young people's **health and wellbeing** and for identifying the personal support a child needs on a day-to-day basis. The other areas of Curriculum for Excellence are **Social Studies, Sciences, Technologies, Expressive Arts, Religious and Moral Education** and **Modern Languages**.

Although the curriculum can be described using the headings above, there are opportunities for teaching across subject boundaries in a more integrated approach through **inter-disciplinary learning**. In this way, staff establish contexts providing education for citizenship, eco-learning and enterprise.

The content of the pupil's learning is carefully planned to ensure a balance and staff use their professional expertise and judgement to tailor the work to the age, ability and aptitude of the child. Group, class and individual instruction also take place as and when appropriate.

LANGUAGE

Our Language programme is designed to teach, develop and practise the four components of Language, namely, Listening, Talking, Reading and Writing.

LISTENING

Through a variety of activities, we aim to improve the pupils' concentration span, to increase comprehension of the spoken word and to impress upon the children the importance of listening to obtain information and receive instruction.

TALKING

Oral competence is a valuable skill and it is our aim to help pupils to express themselves clearly, concisely and confidently. A wide range of spoken activities features at all stages, some planned, other opportunities arising naturally within the classroom context and developed appropriately by staff.

READING

We aim to provide our pupils with a firm grounding in basic reading skills and to promote fluency.

The core reading scheme at the P.1 - 3 stages is "Oxford Reading Tree". Reading skills are further developed through the use of Jolly Phonics.

These core schemes are supported by a wide range of supplementary reading materials. Once basic skills have been mastered, more advanced reading skills are introduced, including reference and research activities.

The children's interest and enjoyment in reading are important and these we aim to encourage by

- reading regularly to pupils
- providing a well stocked library
- encouraging home reading
- introducing the pupils to book clubs
- working with staff from Broughty Ferry Library

WRITING

Through experience of a variety of writing forms for a range of purposes and audiences, we aim to enable our pupils to communicate clearly and confidently and to develop a high standard in spelling, sentence construction, punctuation and usage.

Listening, Talking, Reading and Writing are closely interwoven throughout the thematically based, cross-curricular activities. Fiction and poetry texts available. Skills in comprehension are covered to promote full understanding.

MATHEMATICS

In Mathematics we offer a balanced programme of Number, Money and Measure, Shape, Position and Movement and Information Handling.

Within these broad areas, pupils will experience practical activities and opportunities to develop mental agility, problem solving and enquiry skills. Computer software, online resources and calculators are introduced and used where appropriate.

Pupils will experience this developmental, progressive programme through the use of a variety of resources including "Scottish Heinemann Mathematics", "Heinemann Active Maths", "TeeJay Mathematics" and "Interactive Mental Maths". Increasingly, pupils work within a context where they can fully appreciate the real life application of mathematics.

SOCIAL STUDIES, SCIENCES AND TECHNOLOGIES

Pupils have the opportunity to study a variety of topics which incorporate a number of curricular areas. Alternatively, classes may choose to study one subject but with greater focus. Teachers organise and plan this work in a way which will help pupils understand the world around them.

HEALTH AND WELLBEING

A whole school approach which builds on the children's knowledge, understanding, skills and attitudes progressively from Nursery to Primary 7, is in place. This takes account of the following key elements:

- Mental, emotional, social and physical wellbeing
- Food and health
- Physical education, physical activity and sport
- Planning for choices and changes

EXPRESSIVE ARTS

Art & Design, Drama, Music and Dance make up this curricular area and provide opportunities not only to learn and develop appropriate skills but for personal enrichment and the development of interests which may give life-long satisfaction and enjoyment.

Guidance and support in these subject areas are occasionally given by visiting specialist staff and, where possible, the Expressive Arts are related to other curricular areas. Participation in performances and presentations is another aspect of this work. At Forthill Primary pupils have numerous opportunities to build confidence in this way.

ICT

With the rapid growth of information and communication technology (ICT to enhance learning) and the increasing influence it is now having on our everyday lives, we in the primary school have an important role to play in:

- awakening and developing pupils' awareness of computers in the world around them
- generating interest, confidence and competence in their use
- developing computer skills appropriate to the pupils' ability.

Curriculum for Excellence also includes other technologies such as food, textiles, design, graphics etc.

MODERN LANGUAGES

Following appropriate staff training, modern languages are introduced to pupils in our P.6 and P.7 classes.

A programme is in place to encourage pupils' interest and build up confidence in speaking, listening to, reading and writing French or German.

RELIGIOUS AND MORAL EDUCATION

The programme for Religious and Moral Education in our school aims to help pupils learn about Christianity and other major World Religions, and to explore the development of beliefs and values.

There are weekly School Assemblies led by school staff, pupils and a variety of visitors. End of term services are held in the school assembly hall. Parents and friends are most welcome to attend special assemblies and end of term services.

Under the terms of the Education (Scotland) Act 1980, "any pupil may be withdrawn by his/her parents from any instruction in religious subjects and from religious observance". Any parent who wishes to exercise this right must first discuss the matter with the Head Teacher.

RCT

Primary aged children are in class for a total of 25 hours per week. The McCrone Agreement (Scottish Teachers and Scottish Executive), makes provision for class teachers to have 22.5 hours maximum pupil contact time. For the remainder of time, your child's class will be taught by the RCT teacher (Reduced Contact Time) who will have responsibility for an Enhanced Literacy programme and Enhanced Health and Wellbeing.

ASSESSMENT

Pupil progress is assessed continuously throughout the session and ongoing feedback given to pupils. Assessment will take many forms and will relate to most curricular areas.

The following are our main reasons for assessing:

- to confirm progress is being made
- to match work to individual ability
- to help staff to organise their teaching
- to diagnose any learning difficulties a child may be having
- to provide information for the class teacher, other members of staff, the receiving secondary school and parents.

Parent Contact Evenings to discuss pupil progress are held in November and March. These take the form of arranged appointments in order that parents may have a private meeting with the class teacher. These evenings provide valuable opportunities for the interchange of information which can be of significant benefit to a child's education.

However, should matters of concern arise at other times in the session, parents are welcome to approach the Head Teacher and every effort will be made to arrange an interview with the appropriate member of staff. Likewise, class teachers or promoted staff may invite parents in to discuss pupil performance, if this is considered necessary.

SCHOOL REPORTS

Each year, a written report is issued to parents towards the end of the summer term. A copy of this is placed in the Pupil's Progress Record Folder which is passed on when pupils transfer to secondary school or to another primary school in Scotland.

SUPPORT FOR PUPILS

Teachers organise learning and teaching to suit the range of pupil abilities and their varying learning styles. When promoted staff do not have full-time responsibility for teaching a class, they provide further support, as do the Support for Learning teachers. Additionally, support staff work with class teachers to ensure pupils are offered appropriate support in a range of contexts.

Where children are particularly talented, the Authority may be able to make special arrangements to encourage this talent. Parents are invited to discuss such an issue with the Head Teacher.

ADDITIONAL SUPPORT NEEDS

AUTHORITY POLICY

Children with additional support needs are catered for in the school within the terms of Dundee City Council Education Department policy on "Support for Learning". 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.

SUPPORT FOR LEARNING

The school has a total of 1.8 full-time equivalent Support for Learning teachers to cater for pupils' needs.

We aim to support as much as possible the education of pupils with additional needs along with their peer group, within the classroom setting. Individually targeted work at a level accessible to the child and designed to support progress is normally provided by the class teacher and the Support for Learning team. Progress is monitored from day to day and is reported to parents who will be consulted if any change in the programme of support is being considered.

The aim must always be 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 Authority will take action to provide this where possible.

Parents of children with Additional Support Needs may obtain further information from the Director of Education, Dundee City Council.

Support for Learning Information

As a parent/carer you can access a wide range of information with regard to additional support needs. The information is available both at your local school and on the Dundee City Council website on this internet page <http://www.dundee.gov.uk/education/support/>

The following are available for you at the above internet page.

- Assessing Additional Support Needs
- Attending Pupil Support Planning Meetings
- Co-ordinated Support Plan
- Dispute Resolution

- Dispute Resolution Referral Form
- Mediation - Parent to Parent leaflet
- Supporting Learning (Dundee City Council Education Department, Support for Learning Policy)
- Supporting Learning in Dundee

This internet page also has many other leaflets on related topics which might be of interest to you.

If you cannot access the internet, please ask the school office if you would like a copy of any of these documents.

The Additional Support for Learning (Scotland) Act 2004 as amended by the 2009 Act came into force on 15 November 2010. We try to keep all our documents as current as possible. They are in the process of being revised to reflect the amendments brought in by the 2009 Act to ensure the information is as up-to-date as possible.

Information on additional support needs is also available to you from outside Dundee City Council.

Enquire - the Scottish advice service for additional support for learning

Operated by Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning through:

a telephone helpline - 0845 123 2303

an email enquiry service - info@enquire.org.uk

an online enquiry service

two websites - www.enquire.org.uk (for parents/carers and practitioners) and www.enquire.org.uk/yp (for children and young people)

Enquire also provide a range of clear and easy-to-read guides and fact sheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'.

Take Note - National Advocacy Service for Additional Support Needs

Take Note is a partnership between Barnardo's Scotland and Scottish Child Law Centre. It is a, free of charge, advocacy service which provides support for parents and young people from the time they have grounds to make a reference to the Additional Support Needs Tribunal for Scotland (ASNTS).

Advice and information regarding this service can be obtained from the website -

www.barnardos.org.uk/takenote or by enquiries to the Scottish Child Law Centre on 0131 667 633.

THE SCHOOL PUPIL RECORDS (SCOTLAND) REGULATIONS 1990

Transferring Educational Data About Pupils

Education authorities and the Scottish Executive Education Department (SEED) collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus SEED has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Executive itself.

What pupil data is collected and transferred?

Data on each pupil is collected by schools, local authorities and SEED. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to SEED. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Dates of birth are passed on as 'month and year' only, again to ensure that individuals are never identified. Data is held securely and no information on individual pupils can or would be published by SEED.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

Why do we need your data?

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

- plan and deliver better policies for the benefit of all pupils,
- plan and deliver better policies for the benefit of specific groups of pupils,
- better understand some of the factors which influence pupil attainment and achievement,
- share good practice,
- target resources better.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net).

SEED works with a range of partners including HM Inspectorate of Education and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of SEED, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith SEED.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at Peter.Whitehouse@scotland.gsi.gov.uk or write to The ScotXed Support Office, SEED, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

Want more information?

Further details about ScotXed are available on the ScotXed website, www.scotxed.net, which contains a section on 'frequently asked questions' at <https://www.scotxed.net/jahia/Jahia/lang/en/pid/220>.

These regulations make provision for granting access by parents and pupils to manually maintained records held on pupils.

Parents who wish access to pupil records should contact the Head Teacher.

INSTRUMENTAL INSTRUCTION

Tuition in cello, piano, violin, viola, brass and bagpipes is available for a limited number of pupils. Pupil selection is at the discretion of the music instructors. Normally a trial period of lessons is given to establish the pupil's compatibility with the instrument. The instrumental tuition fee for session 2011-2012 is £183.00 (tuition fee £114.00, instrument hire £69.00). There is also some provision for recorder playing.

Pupils are exempt from instrumental tuition fees if their parents are in receipt of a clothing grant and/or free school meals. Alternatively, pupils are exempt from instrumental tuition fees if their parents are in receipt of Income Support, Income Related Employment and Support Allowance, Income based Job Seekers Allowance, support under Part VI of the Immigration and Asylum Act 1999, Guaranteed Pension Credit, Child Tax Credit or Working Tax Credit and an annual income of less than £15,860.

OUTDOOR AND SPORTS ACTIVITIES

The school is fortunate in having two hard-surfaced areas, soft top areas and a large expanse of grass available for sport, play and other curricular activities.

Our Annual Sports, to which parents and friends are most welcome, are held in the school grounds in May/June.

During each session, there are occasions when pupils will be involved in educational visits related to aspects of the curriculum. These range from short outings into the immediate locality to trips further afield. Parents will be notified of such in advance. Primary seven pupils are offered a residential trip to Dalguise Outdoor Centre.

Instruction is given in a wide range of games skills by our visiting P.E. specialist. This tuition is supported by class teachers. The Active School's Co-ordinator supports cluster schools in delivering an enhanced programme of sporting activities.

Swimming instruction for all P6 pupils is arranged by the Authority and is given by qualified instructors at Grove Academy.

EXTRA-CURRICULAR ACTIVITY

The involvement of pupils in extra-curricular activities depends very much on the availability of personnel and appropriate expertise.

Typically, the activities offered are netball, football, running, gymnastics, basketball, athletics, choir, Scripture Union and Blog Group.

NON-ACADEMIC PERFORMANCE OF PUPILS

Here is a flavour of more recent non-academic pupil achievement. However, you may wish to read more about non-academic achievement in newsletters on our school website – www.forthillprimary.co.uk

Our nursery pupils made deliveries of Christmas parcels to residents in local sheltered housing and once again our school community contributed a large number of Shoe Boxes filled with Christmas gifts in response to the Blythswood Appeal.

Pupils are involved in taster sessions for a number of activities to encourage them to consider new and different ways of incorporating regular exercise into their lives. These typically include hockey, karate, rugby, tennis and athletics

Our annual Scottish Evening gives pupils in P3, P5 and P7 the opportunity to display their talents in music, dance and recitation. Parents are invited to participate in Scottish Country Dancing before enjoying a splendid Scottish supper.

Our football team were very successful last season winning the Burgess Cup, the local schools' league and the Bi-annual Neil Glen Tournament. Two pupils were invited to join the Dundee Schools' Select Football Team.

Our Cross Country team were very successful at local and regional level, achieving a clutch of medals at bronze, silver and gold levels.

Many pupils participated in the Dundee Schools' Arts Festival. There were many awards, bronze, silver and gold presented to both individuals and groups who participated in song, dance, gymnastics and in playing of musical instruments.

One of the fund raising events that the school participated in was Big Yellow Friday for CLF (Children's Liver Foundation). With parental support, we achieved the sum of £828.32 for this charity. The special day for pupils at school was filled with competitions, quizzes and activities related to all things yellow!

HOMEWORK

Pupils will be expected to complete a limited amount of appropriate work at home. This may be given out on a daily basis from Monday to Thursday inclusive, but at the P.3-7 stages, homework may be set as an assignment for the whole week. This is to encourage self organisation and a greater degree of independence. Homework grids covering up to 4 weeks may be used from time to time. The teacher will use his/her discretion in this matter.

At P1 and P2 the work set will be prepared oral reading, vocabulary and/or phonics and parents will be encouraged to hear their children read, to read with them and to talk with them about the content of their book. Eventually spelling work, and some number work, will also feature as part of homework.

As pupils progress through the school into the P.4-7 stages, homework will become more varied and is likely to include one or more of the following - reading, spelling, language, mathematics. Occasionally, pupils may be expected to undertake a piece of research.

Homework at all stages should be differentiated and tailored to cater for the needs of the pupils. In addition to this, a range of activities may be suggested which will complement the class theme or topic being covered at that time.

The completion of homework should not cause pupils undue difficulty or concern. Much of the homework set will be designed to practise, revise, consolidate or reinforce aspects of the curriculum. Opportunities for the completion of homework of a more challenging nature will also be given, when appropriate. Parents who find that their child is not coping with set homework should contact the school to discuss the matter. The following are recommended maximum completion times, for core work although where homework grids are issued the completion time will be varied. Parents may choose to complete some or all of the activities given.

P.1-2	10 minutes
P.3-4	15 minutes
P.5-6	20 minutes
P.7	30 minutes

Homework will be detailed in a jotter or on a worksheet, and, at all times, pupils will be expected to complete it with care. Parental co-operation in looking at and signing the completed work will be highly valued. This partnership with regard to homework provides a valuable link between the school and home and will contribute to keeping parents in touch with their child's progress. It is also helpful in encouraging pupils in habits of study for future stages of learning as well as providing an element of choice (homework grids only).

CODE OF CONDUCT

In our school we are committed both through the ethos and the curriculum to provide appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values.

We operate many positive strategies as we seek to promote the development of pupils' values and opportunities are taken to praise and recognise our pupils both within the classroom and in the wider school context, during assemblies, in newsletters etc.

An acceptable standard of behaviour is expected from all pupils. Children are encouraged to be polite, obedient, honest and helpful, to be respectful of property and to care about the school's reputation.

Where instances of indiscipline do occur, these are governed by a range of procedures, including the involvement of promoted staff. Parents will be advised at an early stage of behavioural problems and will be invited to assist the school in maintaining good standards of behaviour, this being for the benefit of all.

School and classroom rules have been drawn up and agreed by pupils and staff. These are reviewed on an annual basis. We are confident that we can rely on our parents to encourage their children to comply with the school rules and pattern of discipline. This is very much part of learning for life.

We implement Dundee City Council's Policy for Equal Opportunities and make every effort to ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender and disability.

POSITIVE BEHAVIOUR

At Forthill, high standards of behaviour contribute positively to a safe, happy and welcoming environment in which our pupils can flourish, and learning and teaching prosper. The following are the aims of our policy and practices.

AIMS

- To promote positive behaviour in the classroom, in the playground and in the wider community
- To encourage self-discipline and a sense of responsibility towards others
- To develop a partnership in promoting acceptable behaviour involving pupils, staff and parents

All staff operate a Positive Behaviour Management system which celebrates a high code of conduct. Green Playtime (an additional 15 minute break, each week) is afforded to all pupils who gain 5 “green” days, i.e. not ending a school day on amber or red (a traffic light card system). In addition to this, pupils may earn a bronze, silver or gold award for achieving 15, 25 or 35 green weeks across the school session.

Green Events are held **termly** for pupils who consistently achieve the highest standards. Pupils in P1-4 are permitted one “slip” or non-green week every term. Pupils in P5-7 are expected to achieve all green. These children are invited to participate in that term’s Green Event and our pupil council negotiate the theme for these events.

SAFETY

There are safety regulations which apply to all aspects of school life. As a staff we encourage in our pupils a responsible attitude to safety and parental support in this is greatly appreciated.

There is a fire drill regularly when pupils practise the sequence to be followed in the event of a fire in the school building.

Tayside Police give talks on request, on various aspects of personal safety. These aspects are reinforced by members of staff in various ways throughout the session and through the content of our Health Education programme.

To help our pupils cross roads safely, on their way to and from school, there are School Crossing Patrollers on duty at various points and all pupils must follow their instructions. Crossing Patrol duty points are at Forthill Road, Nursery Road, Balgillo Road and Dores Drive. Pupils should also use the zebra crossing in Fintry Place.

It would be most helpful if parents could support us in improving the safety of our pupils by complying with the following:

(a) PEDESTRIANS

When crossing with the School Crossing Patroller, obey his/her instructions, i.e. wait on the pavement until the traffic has stopped and he/she has beckoned the children to cross.

(b) **DRIVERS**

It would greatly help the School Crossing Patrollers to have clear vision in all directions if you would refrain from waiting or parking near the location of his/her point. We also ask that parents, friends and relatives transporting pupils to school by car etc should **not** enter Fintry Place for dropping off pupils as this area can become quite congested at times and this gives us cause for concern with regard to pupil safety. Drivers are also requested to adhere to traffic regulations and resist the temptation to park on double yellow lines or zig-zag lines. The drop-off point works very effectively when drivers allow pupils to alight promptly and then move away, allowing others to do the same.

Parents are reminded that they should not park or drive into the staff car park and that for safety reasons, at no time are pupils permitted in the staff car park.

There is legislation which prohibits vehicles stopping within the Zig Zag area outside schools. Persons are not permitted to stop or drop off or wait within this area and those who do so are guilty of an offence (except upon the direction or with the permission of a police constable in uniform).

Exceptions are made for emergency service vehicles, school buses dropping off or picking up school children, and vehicles displaying a disabled badge, but only for picking up disabled school children. Local authority, gas, electric and water service vehicles are also permitted in certain circumstances. This offence can be dealt with by way of a fixed penalty notice (£30).

It is also with safety in mind that we would advise parents of Primary 1 pupils to accompany their child to and from school until they are competent to go home by themselves. However, this sometimes results in congestion at the gates and on the pavement just outside the school and we do ask your co-operation in keeping these areas clear.

Note – dogs are not permitted on school premises unless they are registered Guide Dogs.

HEALTH

During your child's school life a number of checks are available. These may be carried out by the school nurse, school nurse assistant, audiologist, orthoptist or orthodontist.

MEDICINES

Schools are required to operate within Dundee City Council's Education Department's guidelines with regard to medicines in schools.

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 will not be administered by the school. This includes antibiotics, cough bottles, pain killers, creams and eye, ear and nose drops. Parents should make arrangements for children to take this medication when at home and should not send it to school.

Some pupils carry inhalers for asthma and related illnesses which they self administer at school. It is necessary that parents of pupils who carry inhalers complete the appropriate form so that an up-to-date record is held for each child carrying an inhaler to school.

If a pupil suffers from a chronic illness requiring long term medication or where medication may be required in an emergency situation, parents should contact the Head Teacher to discuss the situation. **On no account should medication be sent to school with a pupil at any time.**

CHILD PROTECTION

As a school we have a responsibility to act in the best interests of our pupils.

This may mean using our city wide child protection procedures which will involve communicating with other agencies, taking immediate action and recording sensitive information in order to keep children safe.

The school aims to work in partnership with parents but sometimes when there are concerns it may not be in the best interests of the child to have the parents/carers involved immediately.

If you have any concerns you should approach the Designated Child Protection Officer (DCPO), posters in the school will indicate who this is. Alternatively the number for Dundee City's child protection line is 307999. It will also be useful for you to know that in every school, there is a specially trained member of staff who is the school's Designated Child Protection Officer. This person takes a co-ordinating role whenever a child protection concern for a child is reported. In our school, the Designated Child Protection Officer is Mrs A Anderson, Depute Head Teacher, telephone: (01382) 436935.

Where concerns are expressed about a child, those concerns will be considered with our partner agencies in confidence to ensure that the child is kept safe.

QUALITY ASSURANCE

As part of its drive to ensure quality, Forthill Primary School staff are involved in continuous self-evaluation. Dundee Education Department monitor closely our developments and achievements through a series of regular visits to the school. Inspections are also carried out by HMIe.

CONTACT INFORMATION / ADVICE AND CONCERNS

Parents should contact the school to seek advice, make suggestions or share concerns.

If parents wish to talk to the class teacher or a member of the senior staff, it is generally better to make an appointment. This ensures that the member of staff is available, that classes are not disturbed and that pupils' lessons are not affected.

Parents may contact the school directly to ensure that the query is dealt with as promptly as possible, either:

- by telephone to the school office (01382 436935)
- by letter to a member of staff
- by visiting the school in person

Should parents feel that further help is necessary or that their concerns should be passed on, they may contact the Education Department Headquarters. This can be done either by letter or by telephone. The address is:

Advice and Conciliation Officer
Dundee City Council Education Department
50 North Lindsay Street
Dundee
DD1 1NL

If you wish to telephone, please contact either of the following:
Advice and Conciliation Officer, Kerry Gettins , Tel. 433477 or Head of Primary Education, Lina Waghorn, Tel. 433718

LOCAL & NATIONAL STATISTICS

ATTENDANCE

It is the legal requirement of parents to ensure that their child attends school regularly. It is also important that pupils arrive at school punctually. Late coming is noted and will appear in an annual summary in the written report sent to you in June.

ATTENDANCE RATES FOR SCHOOL YEAR 2010-11

FORTHILL PRIMARY SCHOOL

Total Number of Possible Attendances (pupil half days)							
P1	P2	P3	P4	P5	P6	P7	P1-P7
34,329	26,640	28,324	24,378	29,228	23,786	23,846	190,531
Percentage Authorised Absences							
P1	P2	P3	P4	P5	P6	P7	P1-P7
3.3	3.7	2.4	2.8	2.6	3.1	2.8	3.0
Percentage Unauthorised Absences							
P1	P2	P3	P4	P5	P6	P7	P1-P7
0.3	0.6	0.5	0.7	0.4	0.5	0.5	0.5

DUNDEE CITY

Total Number of Possible Attendances (pupil half days)							
P1	P2	P3	P4	P5	P6	P7	P1-P7
499,648	499,467	500,043	465,073	486,260	462,794	482,691	3,395,976
Percentage Authorised Absences							
P1	P2	P3	P4	P5	P6	P7	P1-P7
4.5	4.1	4.0	4.1	4	4.2	4.0	4.1
Percentage Unauthorised Absences							
P1	P2	P3	P4	P5	P6	P7	P1-P7
1.7	1.7	1.8	1.9	1.7	2.0	1.6	1.8

SCOTLAND

Total Number of Possible Attendances (pupil half days)							
P1	P2	P3	P4	P5	P6	P7	P1-P7
18,951,308	19,116,971	18,672,816	18,136,151	18,404,407	18,748,517	19,075,039	131,105,209
Percentage Authorised Absences							
P1	P2	P3	P4	P5	P6	P7	P1-P7
4.2	4.1	3.9	3.8	3.8	3.9	3.9	4.0
Percentage Unauthorised Absences							
P1	P2	P3	P4	P5	P6	P7	P1-P7
1.2	1.2	1.3	1.3	1.2	1.3	1.2	1.2

SCHOOL COSTS

The SOED Circular 10/93 requires schools to issue costs per pupil. For the January 2012 handbook, this information is based on the roll as at the September 2010 census and on the budget expenditure for the financial year 2011/2012.

It is misleading to suppose that a school automatically offers a better deal for pupils because its costs per pupil are higher. It would also be unrealistic to assume that schools with lower unit costs than others are necessarily managed more economically and efficiently.

Costs per pupil are dependent on a considerable number of factors.

For instance the size of the school plays a big part in determining costs per pupil, and a small primary school in a rural area is almost certainly likely to have a much higher unit cost than a large primary school.

Other schools have particular situations – e.g. Annexe - which may considerably raise their unit costs.

In comparing unit costs of their child's school with regional and national averages therefore, parents should be careful to consider such matters before making a judgement either on the quality of provision in the school or on the school's value for money.

BUDGETED FIGURES FOR 2010/2011

	Total school running costs at April 2011	School Roll at Sep 2010	Cost per pupil
School	£ 1,648,721	524	£3,146
Dundee City	£ 37,380,678	9,127	£4,096
Scotland	£1,490,002,771	364,284	£4,090

If you wish any further information about the school please do not hesitate to contact us. We will be only too pleased to chat further with you.

The information in this booklet was correct at the time of its completion but changes may occur as the session progresses.

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