Southesk Primary School
Hill Place
Montrose
DD10 8BP
Tel: 01674 907535
Email: southesk@angusschools.org.uk

This document is available in alternative formats, on request (Please contact the Head Teacher)
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  - Contact Details:
    
    Angus Council People Directorate
    Angus House
    Orchardbank Business Park
    FORFAR
    DD8 1AN
    Tel: 01307 476337
    Fax: 01307 461848
    Email: People@angus.gov.uk

  - Early Learning and Childcare Provision (primary schools only)
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CONTACT DETAILS

Southesk Primary School  
Hill Place  
Montrose  
DD10 8BP

Telephone Number: 01674 907535  
Email Address: southesk@angusschools.org.uk  
Website: www.southesk.angus.sch.uk

Email Address: Southesk@angusschools.org.uk  
Head Teacher: Sara Morgan

Class Stages: P1 – P7 plus Nursery class (maximum 20 children am/pm)

Present Roll: P1 – P7 = 198  
Nursery – P7 = 226

Denominational Status: None

Does the school teach by means of the Gaelic Language: No

Southie Parents - @SouthieParents or www.facebook.com/SouthieParents

Organisation of the Nursery and Primary School day:

Nursery:

am provision: 8.40am – 11.50am  
pm provision: 12.20pm – 3.30pm

Primary 1 & Primary 2:

Morning  
9.00am – 12.20pm  
Afternoon  
1.30pm – 3.10pm

Primary 3 – Primary 7:

Morning  
9.00am – 12.30pm  
Afternoon  
1.30pm – 3.20pm

Morning Interval (all): 10.40am – 11.00am

School Lunches:  
1st Sitting  
P1/2/3 12.20pm  
2nd Sitting  
P4/5/6/7 12.30pm onwards
VISITS OF PROSPECTIVE PARENTS – see link below:

Once your child has been allocated a place you will be invited along to meet the staff and children, to find out more about the curriculum and to share information about your child.

SCHOOL UNIFORM

BOYS  Grey/black trousers, Blue Sweatshirt with school badge and white polo shirt.

GIRLS  Grey/black skirt or trousers. Blue sweatshirt with school badge and white polo shirt

PE KIT  T-shirt, shorts and gym shoes in a bag

School ties are also available to buy from the School Office.

All clothing brought to school should be named or marked in some way, as it is difficult for children to distinguish their own clothing from others.

PARENTAL CONCERNS

Parents should contact the school immediately if they have a cause for concern. It is our wish to deal with all matters as early as possible preventing them from growing into significant concerns. Please contact your child’s class teacher in the first instance or if you would prefer to discuss the issue with a member of the management team please contact the office for an appointment with either Ms Morgan or Mrs Denyer.

The staff will listen to your concern and agree a way forward with you. They will follow-up the initial conversation with a telephone call approximately one week later to ensure all matters have been resolved satisfactorily.

THE COMPLAINTS PROCEDURE – also see link below:
https://www.angus.gov.uk/council_and_democracy/complaints_and_comments/making_a_complaint_or_comment_about_our_services
PARENTAL INVOLVEMENT
BECOMING INVOLVED IN SCHOOL

The school values the important part that parents play in their children’s education and sees partnership with parents as an effective way of enhancing children’s achievements and promoting better school ethos and communication.

Opportunities for Parental Involvement:

Some ideas for during the school day:

- Helping in the Nursery class
- Stay and Play days
- Nursery Parent Forum meetings
- Art/Craft activities
- Sharing knowledge and expertise in some aspect of the curriculum, e.g. topic talk, history, science, health
- Practical activities in science, maths, social subjects, health education (e.g. first aid) or technology
- Reading stories to groups of children, playing reading/phonics games
- Supervising board games
- Teaching playground games
- Supporting educational visits/trips
- School concerts – making costumes, props, supervision of children
- Road safety – Cycle Training
- Upkeep of the website

Out with the school day:

- Fundraising events
- Trips e.g. sporting events, concerts
- Extra-curricular activities e.g. coaching, sports/art clubs/country dancing/school grounds – maintenance of garden/allotment areas

If you wish to be a regular parent helper, PVG (Protecting Vulnerable Groups) checks have to be completed. Please come in and ask at the office about filing in a volunteer pack.

All parents are invited to attend two Parents’ Evenings throughout the year. At these meetings parents will have the opportunity to meet their child’s class teacher for a 10 minute interview and hear about their child’s progress. This is also an opportunity for parents to hear how they can best support their child’s learning. Parents are also encouraged to look at their child’s Home/School Link book on a termly basis with their child and to make positive comments relating to the progress being made by their child, the quality of the work shared and any other areas they can.
SCHOOL ETHOS

Our Values:
- To ensure equity
- To value being safe
- To be welcoming

Local Context Eco Enterprise

Positive Learning Environments

Visible Learning Growth Mindset

Our Aims:
We aim to listen and act on the voices in our school and continually strive to improve outcomes for our school, families and the community.

Developing our Workforce

Pupil Voice Parent Voice

Restorative Approaches
Good to be Green
The Golden Rules
Celebrating Achievement

Safe Healthy Achieving Nurtured
Active Respected Responsible Included

Happy Supported Challenged Listened to Liked

Collaboration Planning Progression Higher Order Thinking Assessment

Soundness Manthorpe Harbour Our Curriculum Rationale Crossing the Swalehouse Southwick Primary The Acid Kirk

We value being Nurturing.
‘Our North Star’

We value being welcoming.

We value being safe.

We value ensuring equity.
SCHOOL AND COMMUNITY LINKS

Southesk School is an integral part of the community of Montrose. Children develop skills and learn to be better citizens as they engage with and support the work of the local community. Pupils also participate in sporting and cultural events within the Montrose Cluster and also with other Angus Schools.

Our pupils participate in community events and competitions organised throughout the Cluster and the Local Authority. They visit the elderly at Fordmill on a weekly basis and share their learning with the residents. During the festive period our pupils go carol singing at Tesco and entertain for the British Legion. Our pupils have also helped the Community Policing Team selling poppies in the community for Remembrance Sunday. Our Church link is St Mary’s and St Peter’s which is just a short walk away from the school. The summer and Christmas services are held there each year. Once a year the pupils collect for the Montrose Foodbank and members of the Angus Foodbank team attend assemblies and speak in classrooms to promote the work they do in the community. The school receives fresh fruit from Tesco twice a week and is part of the Fairshare programme. This scheme provides the school with break and bakery goods each Friday. This is then given to the pupils. Each classroom has its own toaster and Fairshare means that fruit and toast can be given to the pupils daily when required.

The newly established Family Learning Lounge has been created using Pupil Equity Funding and works closely with the Angus Communities Team to deliver Family Learning programmes throughout the week. Learn, Laugh, Play takes place on a Tuesday for parents and their pre-school children. Adult Learning classes take place on a Thursday to support our parents with qualifications, CV writing, IT help and any other support they may require.

We have close links with our local nurseries also. Little Beehive nursery come along once a week to use the Wildlife Garden situated in the school. Some of the children who attend Little Beehive will become our pupils so this serves as a good transition. Our pupils also use the area at the same time allowing for shared learning opportunities.

The school works closely with Montrose Academy to support transitions to S1 but also welcomes senior pupils to undertake work experience within Southesk. We also welcome students from Dundee and Angus College and support their childcare placements.
How do we promote good behaviour at Southesk?

Southesk have recently moved to a ‘Relationships Policy’. We believe that positive behaviour is promoted by the solid relationships we build between pupils and all the staff here at Southesk.

Children are given clear guidelines about appropriate behaviour and expectations based on our ‘Golden Rules’ which are displayed in each and every room around the school. These Golden Rules are well embedded into the life of the school and are used in the classroom, in and around the school and in the playground.

**Golden Rules**

1. We are gentle
2. We are kind and helpful
3. We listen
4. We are honest
5. We work hard
6. We look after property

Each class is also encouraged to consolidate positive behaviour through a variety of different strategies which include:

- weekly circle time sessions
- assemblies
- well organised school routines
- high expectations and consistency from all staff
- specific support for those experiencing barriers to learning
- communication with parents (home school diaries)
- everyone being involved
The I Messages

When you ..
I feel …
I need …
Would you be willing to ..

We use the I Messages with our friends and peers as part of a reflective conversation.

The You Messages

You need to …
I need to see you …
I expect you to …
I know you will …
I have heard what you have said …
By doing this you will have a better day.

The You Messages are scripted language conversations, limiting the amount of words being used around the school. This makes expectations and choices very easy to understand.

The 5 Magic Questions

- What happened?
- What were you thinking?
- How did you feel?
- Who else has been affected?
- What do you need/to do?

The 5 Magic Questions form a restorative discussion with an adult or with classmates when something has gone wrong and helps our pupils repair any harm.

The Anger Rules

It is ok to feel angry but it is not ok to:

Hurt yourself
Hurt others
Damage Property

Everyone feels angry sometimes. The anger rules let pupils know that this is normal but that there is a way of keeping pupils and everyone else, safe when someone is angry.
This is the Southesk Learning Pit. There is one like this in every classroom and all of the classes at Southesk can talk about the Learning Pit as a place that they must go in to in order to learn more deeply. Each class presented at Assembly to create a Southesk Learning Pit to be in every class. This design was made by Miss Henderson’s P2 class who wanted to include images from the Harbour and Lighthouse since they are so close to us. We even wanted to have a seagull in our Learning Pit.

We all use the Learning Pit regularly and have conversations about taking on the challenge of learning. We know that going into the learning pit is a positive experience and that we can only learn if we are willing to take on the challenge of climbing into the pit. The messages around the pit remind us to Face the Challenge, Have a Go and to Keep Going – no matter how hard we are finding it.

We talk a lot at Southesk about ‘Celebrating Mistakes’. The final message on the Learning Pit tells us that there are no secrets to success but that it is the result of hard work and learning from our ‘wonderful’ failures.
CELEBRATING ACHIEVEMENT

We do not operate reward charts and systems at Southesk – we are working towards being intrinsically motivated. This means that we work hard and try our very best because we want to succeed, not because we want to get a reward.

The Jar of Good Choices lets our teachers and any other adults working in the school point out when they see the Golden Rules being followed. We work as a whole class team to fill the jar and we support each other.

When the jar is full, we stop what we are doing and we play a game as a whole class. We have been learning new games with our teachers and with Ms Morgan and Mrs Denyer in Assembly. We are learning lots of clapping and singing games to play.

Prizes are awarded for sporting events, both team and individual. Each January poetry prizes for Scots poetry across the school is awarded. The ‘S’ Factor competition is also held in the Spring term to allow children to demonstrate their skills in performance.

Over and Above awards recognise behaviours and actions that were ‘Over and Above’ the Golden Rules and school expectations. At Assembly the pupils chosen are read out and we find out the reasons why they have been chosen. Our teachers link the Awards to the 4 Capacities for Learning.

The 4 Capacities are:
Successful Learners
Confident Individuals
Responsible Citizens
Effective Contributors

The pupils chosen then bake on a Friday morning and we can invite a guest to ‘Coffee Club’ on a Friday afternoon where we can celebrate the success and then give our invited a guest a tour of our classroom and showcase our learning.
EXTRA-CURRICULAR ACTIVITIES

There are extra-curricular activities available for your child to participate in, these include:

- School Football (Monday 3.30 – 4.30pm)
- Links Park Football (Wednesday 3.30 – 4.30)
- Dance Club (Wednesday 3.30 – 4.30)
- Knitting Club (Mondays and Wednesday lunchtimes)

The above opportunities will be shared with your child during an assembly or through their class teacher and if they are interested in attending they may need to return a consent form. The form should be completed and signed by a responsible adult in the family home and returned to school. Clubs are added and extra opportunities occur throughout the year.

PUPIL FORUM

There is a Pupil Forum at Southesk School This involves all pupils from P4 – P7 meeting at least monthly to share ideas and plans for moving the school forward. Pupils are involved in Curricular and extra-curricular decisions about the life of the school.

THE PUPILS AND PARENTS VOICE

Personalisation and choice is one of the seven principles of curriculum design and children and young people throughout their education will have the opportunity to discuss with their teacher the context in which they learn and how they will approach the learning. Staff will discuss new learning with the children at the beginning of a new topic and plan together the areas of specific focus e.g. World War 2 – The Battle of Britain. This will be shared with parents through the home school diary and parents will be invited to support the learning by sharing resources from home e.g. ration book or visit the school to share a talk.

Parents will be invited to share comment regarding the planned work for their child at various points throughout the year through Home / School Link books and are encouraged to feedback comment at any time through their child’s homework diary. We also share our learning on Twitter frequently.

Recently, Primary 4 to 7 has recently stopped having Golden Time and now work in House Groups on a Friday afternoon. We call these our Learning Groups. Our Learning Groups have been created by putting us into our House Groups. The Houses are Esk, Kinnaird, Cortachy, Glamis.

Our Learning Groups are:

- Eco and Outdoor Group
- Media and Events
- World of Work
- Fairtrade and Global Citizens

We are also in the process of creating a Junior Leadership Team to work with Ms Morgan on school development.
LEARNING OPPORTUNITIES

Your child will learn in a variety of different contexts and groups including ability, co-operative and social. Some tasks will be completed as part of a group whilst, others will be completed individually.

Children are actively encouraged to play an important part in their learning process. This will be done through setting individual targets, helping class teachers to devise success criteria in lessons and through planning within their topic. They are also supported to assess their own and others’ work and to take pride in it at all times.

THE CURRICULUM AT SCHOOL, LOCAL AND NATIONAL LEVEL

- Twitter, @SoutheskPs can be a source of class information, illustrating the work of all classes across the school.
- Pupils will bring home a Home-School Link book which will demonstrate the learning through a Level i.e. Early Level, N4 – P1, First Level, P2 – P4 and Second Level, P5 – P7. These should demonstrate the learning journey of your child.
- More local information can be found through the link above and national information from the numerous sources listed at the back of the handbook.

THE SENIOR PHASE

- The Broad General Education in secondary schools continues from S1 to S3. All young people will develop an S3 profile that describes their learning and achievement from S1 to S3. During S3 (normally January or February), pupils will be asked to choose the courses that they will follow in S4. It is these S4 choices that lead to national qualifications. In Angus, almost all learners will study six different subjects in S4 (English, maths plus four other options).

CAREERS GUIDANCE AND FINANCIAL ADVICE

- Through partnership working, schools plan with a variety of organisations to ensure that financial education and career information, advice and guidance is an integral part of the curriculum which provides children and young people with real and relevant learning opportunities which can be applied both in and beyond the classroom.

SKILLS FOR LEARNING, LIFE AND WORK

- The development of the skills for learning, life and work are the responsibility of all practitioners and include literacy, numeracy and associated thinking skills; health and wellbeing, including personal learning planning, career management skills, working with others, leadership and physical co-ordination and movement skills; and skills for enterprise and employability.
- Through Curriculum for Excellence children and young people are entitled to a continuous focus on literacy, numeracy and health and wellbeing. These skills are essential if young people are to gain access to continuous learning, to succeed in life and to pursue a healthy and active lifestyle. The use of ICT underpins these overlapping and mutually supportive skills sets; ICT skills will continue to be developed in a variety of contexts and settings throughout the learner’s journey.
• All children and young people are entitled to opportunities for developing skills for learning, life and work. These skills are relevant from the Early Years right through to the senior phase of learning and beyond.

LIAISON WITH SECONDARY SCHOOL

Montrose Academy
Academy Square
Montrose
DD10 8HU

Head Teacher: Malcolm Smart

The school maintains close links with Montrose Academy and other Primary Schools within the Angus area. Our teachers and in some cases our pupils visit other schools and establishments and other teachers and pupils visit us. This process is necessary for the professional development of staff, reciprocal understanding and the establishment of curricular consistency.
SCHOOL IMPROVEMENT

Please check our website www.southesk.angus.sch.uk for all documents and information relating to school improvement.

IMPROVING STANDARDS

This is Southesk’s Strategy for Raising Attainment in Literacy and Numeracy. You’ll find an electronic copy on the website. It sets out what we have already embedded in the school, what we are currently executing and what we are exploring for the future in relation to Literacy, Numeracy and Health and Wellbeing.

SCHOOL IMPROVEMENT PLAN

The school is currently in the 2nd year of a significant 3-year programme of CLPL delivered by Osiris Education and in line with Professor John Hattie’s research. This allows for high quality baseline assessments to be gathered and then a planned evidence based programme of school improvements linked to Visible Learning.

The School Improvement Plan for 2018-2019 has 3 Core Drivers:

- The culture and ethos of Southesk promotes a positive learning climate, good relationships, collaborative practice and a shared language of learning
High quality learning and teaching with effective feedback is an integral part of the process.

Data and evidence are used effectively by teachers to measure their impact on learning and to improve outcomes for learners.

The rest of the plan then details how we intend to meet these drivers. This includes work with staff in school, outside partner agencies, the pupils and parents/carers. You can read about this work in more detail on our school website.

HEALTH CARE

You can contact your school health staff at:

School Health
Links Health Centre
Frank Wood Way
Montrose
DD10 8TY
Tel: 01674 675115
USEFUL LINKS & CONTACT DETAILS

Education Scotland’s Communication Toolkit for engaging with parents –

The Scottish Government guide Principles of Inclusive Communications provides information on communications and a self-assessment tool for public authorities –
http://www.scotland.gov.uk/Publications/2011/09/14082209/0

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system –

A guide for parents about school attendance explains parental responsibilities with regard to children’s attendance at school –
http://www.scotland.gov.uk/Publications/2009/12/04134640/0

**Parental Involvement**

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others –
http://www.scotland.gov.uk/Publications/2006/09/08094112/0

Parentzone provide information and resource for parents and Parent Councils –
https://education.gov.scot/parentzone/

**School Ethos**

Supporting Learners - guidance on the identification, planning and provision of support –
https://education.gov.scot/scottish-education-system/Support%20for%20all

Health and wellbeing guidance on healthy living for local authorities and schools -
http://www.scotland.gov.uk/Topics/Education/Schools/HLivi

Building Curriculum for Excellence Through Positive Behaviour and Relationships outlines the Scottish Government’s priority actions around positive behaviour in schools and is also a source of support –
http://www.scotland.gov.uk/Publications/2010/06/25112828/0

Scottish Catholic Education Service’s resource ‘This is Our Faith’ which supports the teaching and learning of Catholic religious education –
http://www.sces.uk.com/this-is-our-faith.html

**Curriculum**

Information about how the curriculum is structured and curriculum planning –

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas –
https://education.gov.scot/parentzone/learning-in-scotland/About%20the%203-18%20curriculum
Advice, practice and resources to support the experiences and outcomes on literary, numeracy and health and wellbeing – https://www.education.gov.scot/Documents/btc3.pdf


Information around the Scottish Government’s ‘Opportunities for All’ programme – https://www.skillsdevelopmentscotland.co.uk/what-we-do/partnerships/16plus-data-hub/

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services – https://www.skillsdevelopmentscotland.co.uk/what-we-do/our-products/career-management-skills/

The Skills Development Scotland website ‘My World of Work’ offers a number of tools to support career planning – http://www.skillsdevelopmentscotland.co.uk/

**Assessment and Reporting**


**Transitions**

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond – https://education.gov.scot/parentzone/additional-support/how%20schools%20plan%20support/Planning%20for%20transitions

Developing creativity, employability and skills - https://education.gov.scot/what-we-do/Developing%20employability%20and%20skills
Choices and changes provides information about choices made at various stages of learning –

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs –
http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL

Supporting Children’s Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition –
http://www.scotland.gov.uk/Publications/2011/04/04090720/21

Enquire is the Scottish advice service for additional support for learning –
http://enquire.org.uk/

Parenting across Scotland offers support to children and families in Scotland –
http://www.parentingacrossscotland.org/

**Support for Pupils**

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs –
http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL

Information about the universal entitlement to support that underpins Curriculum for Excellence –
https://education.gov.scot/scottish-education-system/Support%20for%20all

Supporting Children’s Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended –
http://www.scotland.gov.uk/Publications/2011/04/04090720/21

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers –
http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright

**School Improvement**

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, and inspection reports –
https://education.gov.scot/parentzone/find-a-school

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy –
http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN

Scottish Credit and Qualifications Framework (SCQF) –
http://www.scqf.org.uk/

Scottish Qualifications Authority provides information for teachers, parents, employers and young people on qualifications – http://www.sqa.org.uk/


Information on how to access statistics relating to School Education – http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education

School Policies and Practical Information

Schools and local authorities should consider the most relevant school, local and national policies and include details or links for parents to sources of further information.

National policies, information and guidance can be accessed through the following sites - http://www.scotland.gov.uk/Topics/Education http://www.scotland.gov.uk/Topics/Health http://www.scotland.gov.uk/Topics/People/Young-People
