



Reach for the Stars!



Broughton Primary School School Handbook

To make our handbook easy to use it has been divided into five different sections:-

- Section One - Practical Information about the School
- Section Two - Parental Involvement in the School
- Section Three - School Curriculum
- Section Four - Support for Pupils



Broughton Primary School
Broughton Road, Edinburgh EH7 4LD
Tel: 0131 556 7028 Fax: 0131 556 7001
Email: admin@broughton-pri.edin.sch.uk
Website: www.broughtonprimary.org

A Foreword from the Director of Children and Families

Session 2016- 2017

Dear Parents,

This brochure contains a range of information about your child's school which will be of interest to you and your child. It offers an insight into the life and ethos of the school and also offers advice and assistance which you may find helpful in supporting and getting involved in your child's education.

We are committed to working closely with parents as equal partners in your child's education, in the life of your child's school and in city-wide developments in education.

Parental involvement in the decision making process and in performance monitoring are an integral part of school life. We look forward to developing that partnership with your support.

I am pleased to introduce this brochure for session 2016 -17 and hope that it will provide you with the information you need concerning your child's school. If you have any queries regarding the contents of the brochure please contact the Head Teacher of your child's school in the first instance who will be happy to offer any clarification you may need.

Alistair Gaw

Acting Executive Director of Communities and Families



Children and Families Vision

Our vision is for all children and young people in Edinburgh to enjoy their childhood and fulfil their potential.

We believe that children and young people do best when:

- they are able to live safely and happily within their own families with the right kind of support as needed
- they attend first class, inclusive schools and early years settings which meet their needs

We will do all we can to strengthen support for families, schools and communities to meet their children's needs.

Our mission is to place children, young people and families at the heart of our service and provide support when it is needed throughout childhood and the transition to adulthood.



A Welcome from the Head Teacher



Dear Parents/Carers,

First of all, let me extend a warm welcome to you and your child. I hope that your time at Broughton Primary School will be both happy and rewarding for all your family.

When Broughton Public School opened in 1896, the motto chosen for it was Sic Itur Ad Astra (rough translation: Reach for the Stars!). I think the School Board in those far off days chose that motto wisely. They may not have dreamt of emails and websites, but they were certainly forward thinking enough to realise how appropriate it would continue to be in the twenty-first century. It very neatly encapsulates our philosophy, which is to encourage in all our pupils the belief that they can achieve anything in life as long as they put their minds to it.

I am a firm believer in the importance of the partnership between school and home and the role it plays ensuring a high quality education for all pupils. Therefore I hope that we can work with our families within a climate of trust and mutual respect to ensure the highest possible learning experience for our pupils.

This handbook is an introduction to the life and work of Broughton Primary School. All parents, whether current or prospective, are very welcome to visit the school. Just phone or email if you would like to do this in order to make an appointment. If you have any questions, or would like any further information on any aspect of this handbook or the education of your child, please do not hesitate to contact me.

Gillian O'Rourke

Mrs Gillian O'Rourke
Head Teacher

Contact Details

Headteacher	Mrs Gillian O'Rourke
School	Broughton Primary School
Address	Broughton Primary School, Broughton Road, Edinburgh EH7 4LD
Telephone	0131 556 7028
Website	www.broughton-pri.edin.sch.uk
Email address	admin@broughton-priedin.sch.uk

About the school

Stages of education	Nursery, P1 to P7
Present roll	460 Approx.
Religious Status	Non-denominational

Organisation of the School Day

Start time Mondays to Fridays	All classes start at 8.50am. The front doors open for P1 soft start at 8.45am.
Morning Break	Primary 1-7 have break between 10.30 and 10.45am.
Lunch Time Mondays to Thursdays	Primary 1 & 2 between 12.10 and 12.55pm Primary 3 - 7 between 12.30-1.15
Finish time Mondays to Thursdays	Primary 1 & 2 pupils finish at 2.45pm. Primary 3 - 7 pupils finish at 3.15pm.
Finish time Fridays only	Primary 1 & 2 pupils finish at 11.55am. Primary 3 - 7 pupils finish 12.25pm.

Nursery

Morning Session	8.30 am to 11.40am
Afternoon Session	12.20pm to 3.30pm

School Security

The school office is open from 8.15am to 3.45pm (12.30pm on Fridays).

All visitors are requested to report to the school office at the main door. An entry phone system is in operation during office hours and visitors will be asked to sign in and out.

Section One – Practical Information about the School

This section deals with the practical aspects of your child's attendance at our school. It provides details on such things as:

- travelling to and from school
- school meals and milk
- financial assistance with school clothing, transport and school meals
- school closures in an emergency or unexpectedly for any reason
- general supervision available for your child in the morning and at lunchtime
- wet weather details
- how the school communicates with parents
- how to complain if you are not happy about something.

Communicating with the School

This section provides you with some background information on our school and our nursery. It tells you how our school day and school year are made up and how to contact the school if, for example, your child is ill.

Registration and enrolment

The date for registration of new school entrants is advertised in all local nurseries, in the local press and on the council's website www.edinburgh.gov.uk. Registration for Primary One and First Year Secondary takes place in November each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school, when they register their child.

Parents who want to send their child to a school other than the catchment school must make a placing request. Please refer to section four of this handbook for more information on placing requests.

Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information.

Attendance and absence

It is the responsibility of parents of a child of school age to make sure that their child is educated.

Absence from school is recorded as authorised, that is approved by the children and families department, or as unauthorised, that is unexplained by the parent (eg truancy).

Please let the school know by letter or phone if your child is likely to be absent otherwise the school will contact you by telephone for an explanation. Please give your child a note on his or her return to school, confirming the reason for absence. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

Please make every effort to avoid family holidays during term time as this will disrupt your child's education and reduces learning time. I can approve absence from school for a family holiday in certain extreme situations, for example, in traumatic domestic circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with me before the holiday. If I cannot give permission before the holiday, it will be recorded as unauthorised absence. I can authorise a holiday if you can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by me on this basis is regarded as authorised absence.

Any requests for extended absence over two weeks will be referred to the Senior Education Manager: Inclusion who will decide if it will be recorded as authorised or unauthorised leave. Parents from minority ethnic religious communities may request that their children be permitted to be absent from school to celebrate recognised religious events. Absence approved on this basis is regarded as authorised absence. Extended leave can also be granted on request for families returning to their country of origin for cultural or care reasons.

A supportive approach is taken to unexplained absence. However the children and families department has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

Persistent, regular absence with a pattern eg Friday mornings will be reported to the Education Welfare Officer.

School Uniform

Parents are asked to co-operate with the school in encouraging the wearing of the school uniform. The uniform was agreed in consultation with parents, pupils, staff and the Parent Council.

Our uniform incorporates a range of popular items of dress eg polo-shirts, sweatshirts and fleeces which are practical and easy to wear. They are of high quality and are reasonably priced. Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing. Order forms are available from the school office.

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

The appropriate clothing and footwear for PE is a T-shirt, shorts and gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons.

Please ensure that all items of clothing are clearly labelled, particularly ties, sweat shirts and PE equipment which are often lost.

Please help us by ensuring that pupils do not bring valuable or expensive items of clothing to school.

Please note that football tops and scarves may **NOT** be worn in school, nor may skimpy tops, T-shirts with slogans or other inappropriate clothing. If you have any queries regarding the school's dress code, please contact the school office.

Footwear and Clothing Grants

Grants for footwear and clothing for children are available to parents receiving:

- Child Tax Credit, but not working tax credit, with an annual income of less than £ 16,105
- income support
- jobseekers allowance[income-based]
- support under Par V1of the Immigration & Asylum Act 1999
- Income related element of Employment and Support Allowance

Information on free school meals and clothing grants is available on the www.edinburgh.gov.uk website. Applications for free school meals and clothing grants can be made by contacting Grants, Awards and Placements, Business Centre 1:1 Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG

School Meals

Menus offer healthy and tasty meal options while reflecting the Scottish Government food and drink legal requirements for school lunches. Special diets and allergies are usually accommodated subject to consultation with parent/guardian and catering services. Meal prices are reviewed annually. Please contact the school office to be advised of the current price.

We request that school dinners for the week be ordered a week ahead on a Wednesday. Money should be enclosed in an envelope and clearly marked with the child's name, which days, and amount enclosed. For example: Joe Bloggs. Monday, Tuesday, Wednesday.

Free School Meals

From January 2015 all P1-3 pupils are now eligible for free school meals. Beyond P3 some families may continue to be eligible for free school meals. Application forms are available from the school office. The forms have to be completed by the parent along with supporting documentation as detailed on the application form. An application is required for every school session.

Lunchtime Arrangements

School lunches are served Mondays to Thursday in the dining room. Children may also bring packed lunches. We request that no fizzy drinks be consumed on school premises. All children are supervised whilst eating lunch. Children who have school dinners or packed lunches must remain in the playground once they have finished eating. Only children who return home for lunch may leave the playground at lunchtime.

Travel to and from School

Where appropriate, free travel is provided for pupils receiving special education. Parents, however, who choose to send their children to a school other than the District School will not normally receive assistance in travel to and from the school.

Parents are requested, when dropping off/collecting children from school that they do not enter the school car park, park near the pedestrian exit or in any location which causes an obstruction and they take care not to restrict the view of the school crossing patrol.

The number 36 bus stops directly outside the school.

General Supervision

Before school begins there is no supervision in the playground, therefore pupils should not arrive at school until as near to the school start time as possible.

During intervals support staff supervise the children in the playground. There is always access to the building to use toilet facilities and the children are made aware of this.

School security

The safety and security of pupils and staff when attending or working in a school is very important to us. We use a number of security measures including a visitors' book, badges and escorts, while visitors are within the school building. Anyone calling at a school for any reason will be asked to report to the school office. The school staff then can make the necessary arrangements for the visit.

Wet Weather Arrangements

In wet weather pupils are allowed into school during breaks and at lunchtime. However, as supervision during these periods is limited, it is especially important that they exercise good behaviour. Children having school lunches remain in school during wet weather but again, supervision is limited. Children who go home for lunch should, where possible, return as late in the lunchtime as possible

Unexpected Closures

In the event of an emergency, such as a power cut or severe weather, that prevents schools from opening in the morning or results in an early closure a range of communications channels are used to let parents know.

In addition, announcements will be made on Radio Forth (Forth 1 and Forth 2) and via the Council's corporate Twitter account www.twitter.com/Edinburgh_CC and Facebook page www.facebook.com/edinburghcouncil. If many schools are affected, or the situation is likely to be prolonged, then the Council's website www.edinburgh.gov.uk will also be used.

It is essential for parents to provide the school with up to date contact details and information on who to contact in an emergency. Most of us recognise the benefits of mobile phones; if your phone number changes, please let us know immediately. We recognise that children may bring mobile phones into school. However, we ask that they remain on silent and in school bags during the school day. This ensures lessons remain uninterrupted.

Equality

Council has published an Equality Scheme, which can be viewed on the council's website. This outlines the duties which the Council is required to undertake to tackle discrimination, prevent harassment and ensure our work promotes equality. The Council is committed to eliminating discrimination on the grounds of race, gender, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status or pregnancy/maternity.

English as an Additional Language

The Children & Families Department provides a support service of teachers of English as an additional language. The teachers visit schools to work with those bilingual pupils who require assistance in developing English language skills. EAL staff work collaboratively with class teachers to meet the needs of individual pupils.

Complaints, Comments and Suggestions Procedure

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

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

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

- Please make any complaints initially to the Headteacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- We will try to respond as quickly as possible, but often issues are complex and we need time to investigate.
- If you are still unhappy with the service or with our response then you will have the right to take the matter further and contact Advice and Conciliation [0131 469 3233]
- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.

Health and Safety

"Within the general policy laid down by The City of Edinburgh Council, the Children & Families Department has prepared and has continuing development of, safety policy statements for all areas of its responsibility in accordance with the [Health and Safety at Work Act 1974](#). School staff are fully instructed in their responsibilities in this respect, and safety regulations apply to all aspects of school life, both on and off the premises. It is expected that pupils will behave responsibly and comply with all safety requirements. The support of parents/carers in promoting good practice in health and safety matters is of great importance to the school".

School Health Service

A team of specialist Health Service and Children and Families Department staff work together to provide a service throughout your child's years at primary and secondary school. A planned programme is put into place to make sure that they benefit as much as possible from all that school has to offer, and to help prepare for life after leaving school. The School Health Service is part of the Community Child Health Service and has direct links with those who carry out health checks on children before they start school.

Many different services are provided. The staff involved make every effort to work closely with parents/carers and with others who are caring for your child, both at school and in other branches of the Health Service. Some of the services, e.g. testing for vision, hearing or speech, are provided to all children on a routine basis to discover which children may need further tests or Parents/carers are not necessarily notified at the time of these screening tests and any parent who does not want a child to be included should notify the school at the beginning of the session. Naturally, if treatment is thought to be required the child's parents/carers will be informed and consent requested. The issue of maintaining confidentiality is taken seriously by the School Health Team at all times.

Some of the staff concerned and the parts they play are as follows:-

School Nurses are involved with health promotion and education, prevention of ill health, immunisation, health surveillance and screening.

The School Doctor is made aware of any possible problems and parents/carers and the family doctor is informed if any further action is considered necessary.

The School Nurse may be helped by a Health Assistant. The School Nurse acts as an important link between home and school. She visits the school and liaises with the teachers to find out whether any pupil has a health need that requires to be addressed. The School Nurse can link with other members of the health team, in the community or in hospital, concerned with a child's health.

The School Nurse reviews the notes of all children in Primary 1, 4, 7 and Senior 3 as well as those of all new entrants.

An information booklet about the School Health Service is issued to all Primary 1 pupils and any new pupils coming from out with the Edinburgh area. Parents/carers are also asked to complete a health questionnaire about their child at Primary 1, 7 and Senior 3 and asked if they would like their child to have a medical consultation with the School Doctor.

The School Doctor may ask for your consent to examine your child if his/her medical records are incomplete or if the doctor particularly wishes to check on his/her progress. You will be invited to be present at any medical examination and kept informed if the School Doctor wishes to see your child again, or thinks that he/she should be seen by the family doctor or a specialist in paediatrics. You can, if you wish, arrange for your family doctor to undertake the examinations instead of the School Doctor, but you may be charged a fee for this. In secondary schools the School Doctor may consider whether any special information should be provided for the Careers Service.

The School Doctor or Nurse will be pleased to see you and your child at a mutually convenient time if you are concerned about his/her health or general progress at school.

With your consent, the School Health Service Staff also carry out immunisations to protect against various diseases.

The Audiometric Team normally checks children's hearing on a number of occasions before the age of 13/14 years. The School Health Team will be told if your child seems to have a hearing problem and they will inform parents/carers and GPs as necessary.

The Speech and Language Therapist can provide assessment and, if necessary, treatment if you, a teacher or the School Doctor feels that your child may have a speech or language problem.

Any enquiries concerning the provision of dental services should be made to:

The Director of the Community Dental Service, 16 Duncan Street, Edinburgh, EH9 1SR (Tel. 0131 667-7114).

We hope that the School Health Service can, together with yourselves, contribute to your child's overall well-being and development. Please do not hesitate to arrange through the Head Teacher to see the School Doctor or School Nurse should you require any further information".

Head Lice

Head lice are spread through head to head contact at home, while playing or in school. Regular wet combing of your child's hair using a head lice detection comb is the best way to catch this possible problem at an early stage. The only way to be sure that your child has head lice is to find a live louse. If you find live lice, get the correct lotion from your doctor, health visitor or pharmacist. Shampoos and other treatments are not effective. One treatment is two applications of the treatment lotion, seven days apart. If this is not followed then re-infection is likely.

Advise family members and close friends that your child has head lice and that they should check their own hair. Only treat if live lice are found. Don't be shy about advising others of this possible problem because you would likely tell family and friends about other infections which might affect them.

Regular wet combing of your child's hair with the head lice detector comb is the best protection as it allows you to detect the condition and treat it speedily.

Medicine administration

If your child suffers from any specialist medical condition eg asthma, it is necessary for the school to be informed. If your child at any time has to receive medication in school hours, it is essential that you complete an "**Administration of medicines**" form from the school office. No medication can be administered unless this form has been completed and signed.

Gaelic Education

Gaelic-medium education, where pupils are taught the entire curriculum through the medium of Gaelic, is available at nursery and primary levels. There are Gaelic parent and toddler groups and playgroups across the city. Edinburgh's first dedicated Gaelic nursery and primary school opened in the former Bonnington Primary School Building August 2013.

Pupils attending the school do not need to have prior knowledge of Gaelic. If you wish your child to attend the Gaelic School from August 2015, you should register them at Bonnington Primary School. Pupils who wish to study Gaelic at secondary level can transfer to James Gillespie's High School which offers Standard Grade and Higher courses.

School Policies

If you require more information on a particular school policy, please contact the Head teacher. Policies and documents of particular interest to parents can be found on the school website. The Latest News section has all the latest newsletters, a homework leaflet for parents, School Quality Improvement Plan and other relevant documents.

Section Two - Parental Involvement in the School

Parental involvement is very important as we know it helps children do better in school. This section contains information about how parents can be involved in supporting learning at home as part of a home - school partnership.

Through Parental Involvement you can also find out more about the ethos of our school, what our values are and our aspirations for our pupils including how we celebrate pupil success, and links we have with partner organisations and the wider local, national and international community.

Lastly, it includes information on our Parent Teacher Association and Parent Council, how to contact them and how parents can get involved in the life and work of the school.

Ethos

We aim to provide a safe, caring environment within which all children and adults in the school community feel valued and supported. We aim to encourage all pupils to take an increasing responsibility for their own learning and to aim for the highest possible standards in all they do.

There are a number of opportunities for pupils to voice their views and develop leadership skills such as the ECO Group, Rights Responsible Schools Group, Pupil Council, House Captains, Budding and Paired Reading opportunities.

We celebrate pupil achievement in a number of ways: star awards, recognition in assemblies, postcards sent home, Achievement Displays around school and progress is tracked in pupils learning folders.

Values

We are committed to supporting the development of the whole pupil and as a result, wish to encourage their development in spiritual, moral, social and cultural terms.

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

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

Promoting Positive Behaviour

We wish to encourage a partnership with you to ensure the best possible standards of pupil behaviour. Our school is a secure and caring community and our aim is to keep it that way.

- It is our aim to provide a happy and secure atmosphere where discipline is firm but fair.
- We aim to encourage children to respect the feelings, needs, interests and opinions of other people and to develop a positive attitude towards everyone involved in the school.
- It is our aim that the staff and children should behave towards each other with mutual tolerance, consideration and respect.
- We aim to foster and promote a sense of commitment towards and pride in the school.
- Older pupils in particular are expected to set an example for the younger ones to follow, and to act with growing responsibility and maturity.

Incidents of serious misbehaviour are very rare at Broughton.

However we will not accept:

- Physical violence to another person, including hitting back.
- Threatening behaviour including verbal bullying.

- Deliberate disobedience.
- Defiance.
- Racism towards children or adults.

When dealing with negative choices by children it is important for all adults to model the behaviour and attitude you want to see. When applying a sanction it is crucial to emphasise explicitly that the child is receiving it as a direct result of their choice. The language of choice is really important eg. 'Jack- if you choose to keep talking while I am teaching you will be choosing to receive a warning/or a sad face.' It is also important to then restate expectation of what you want the children to do.

- We operate a staged approach throughout the school on weekly basis, including warnings linked to *Golden Time*.
- Parent/Carers of children whose behaviour is consistently unacceptable will be contacted and asked to meet with the Head Teacher.
- If unacceptable behaviour continues the authority's exclusion procedure will come into operation.

The Head Teacher has the right to exclude a child from school at any time in the case of extremely serious misconduct. The authority has clear procedures which are always adhered to in such cases.

Anti-Bullying Policy

Broughton, like other schools, is working hard to eliminate bullying from our children's lives. Every child has a right to come to school without being afraid, and to be happy and secure in the school environment. We have a behaviour policy which aims to produce positive attitudes in our children so that bullying is less likely to happen and if possible, might be eliminated. Whilst many believe that children who bully must be punished for their behaviour, it is widely accepted that this type of response can at times be ineffective, dangerous, breeds resentment and can make the situation worse. Punishment can make a person resentful instead of reflective. Children who bully must be given the opportunity to hear about and face up to the pain, hurt, distress and anger they have caused to others. Punishment does not help to restore relationships and can result in further retaliation.

Whilst appropriate action will be taken by the school, it is also important that all parents involved, work with the school to resolve the problems in the best interests of their child or young person.

Parents Welcome

We welcome parental involvement as research has shown that when parents are involved children do better in school. As a parent or carer of a child enrolled in the school, you are automatically a member of the Parent Forum. The purpose of this organisation is to provide a forum for parents/carers to get information about education of your children, events and activities at the school, and to allow parents to discuss any number of issues that may arise during your child's time at Broughton.

Parental Consultation

We offer opportunities for you to discuss your child's progress with teachers through arranged meetings. You will be advised when these meetings take place. Over and above these set meetings, parents are welcome to contact the school at any time to ask for information or for an appointment. Please see section two of this handbook for more details on home / school partnership.

Parental Involvement

We very much welcome parents in school. And there are many ways in which you can help. Some of these involve very little time and some greater commitment, but all are valuable. The authority requires all volunteers to complete a Disclosure Scotland application form before they can help in school.

Parents in the Classroom

A number of parents help in the classroom with a variety of activities. All parents are offered regular opportunities to visit their child's classroom to see the work they have been carrying out. There are a number of Open Mornings each term where parents can visit their child in their classroom and a Meet the Teacher session early in the school year.

Parents on Outings

Children are often taken out on visits to enrich and enliven project work and help is needed to accompany groups on such outings.

Parent Councils

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

Parents are welcome to be:

- involved with their child's education and learning;
- be active participants in the life of the school; and

- express their views on school education generally and work in partnership with their children's schools.

All parents / carers are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum all parents can expect to -

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

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

The main aims of the Parent Council are:

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

They can be contacted on broughtonparents@gmail.com or you can leave a message at the school office. The school website has details of minutes of recent meetings and more information about their work and how you can be involved.

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

Parent Staff Association is mainly responsible for arranging events for parents and raising funds for the school. Volunteers are welcome, contact details above, if you would like to be involved.

The Scottish Parent Teacher Council is the national organisation for PTAs, PSAs and PAs in Scotland, Parent Councils can join too, and it runs an independent helpline service for all parents.

The National Parent Forum of Scotland has been set up to give Parent Councils and parents an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level.

Pupil Council

The Pupil Council has representatives from P2 to P7 who are elected by their classmates. They are involved in organising events for all pupils, running competitions and raising funds to extend and improve play equipment for pupils. They listen to pupil concerns and work cooperatively to achieve solutions.

Section Three – School Curriculum

This section describes how the curriculum is planned and delivered in our school including the range of subjects and subject areas your child will be learning. It also includes information on how pupils develop skills for learning, life and work, including literacy, numeracy and health and wellbeing in and out of the classroom.

As well as giving you information about the statutory curriculum requirements we have included details on sports and outdoor activities available to pupils and the range of facilities available within the school.

Details of how parents will be informed about sensitive aspects of learning e.g. relationships, sexual health, parenthood and drugs awareness are included as well as information about religious instruction and observance and arrangements for parents who wish to exercise their right to withdraw their child.

Curriculum for Excellence

'Bringing learning to life and life to learning'

Curriculum for Excellence has now been introduced across Scotland for all 3-18 year olds - wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world. Curriculum for excellence will be fully implemented by 2016.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring each transition is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills.

Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for the development of literacy and numeracy from Early Level through to Senior Phase.

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

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

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

The areas of the curriculum included within our pupils 'learning journey' are Languages; Mathematics; Social Studies; Sciences; Expressive Arts; Religious and Moral Education; Technologies and Health and Wellbeing.

Broughton is committed to engaging with the new curriculum through our staff curriculum development programme and Continuing Professional Development.

Guidelines are set out with **LEARNING OUTCOMES** within areas of the curriculum e.g. within Language we study Listening, Talking, Reading and Writing, and these areas are further detailed. In Talking these are Conveying information and instructions, Talking in groups, Talking about texts, Audience awareness, Talking about experiences, feelings and opinions.

ENGLISH LANGUAGE

The development of each child's language is pursued through an integrated programme of language work involving listening, talking, writing and reading. In P1 and P2, children use Active Literacy approaches. Children learn letter recognition, and are taught to read and write words from the beginning using a synthetic phonics approach. Through frequent use of non-fiction texts pupils develop reference, research and information handling skills. Alongside this children will develop the necessary knowledge and skills of spelling, punctuation, language structure and handwriting, each at a level appropriate to the individual child's needs. Writing will form an important part of this development and the child will follow a programme which will start with simple stories, before moving on to different forms of writing activities. Considerable emphasis will be laid on talking and discussion. This will take place in all areas of the curriculum, in normal day to day teaching.

MATHEMATICS

When the children start school they may have already experienced mathematics informally e.g. in handling objects, doing things in order, using patterns and counting and sorting. In school children learn the concepts, facts and techniques required to use and apply mathematics and the skills required to work with problems involving mathematics. They work on information handling; number, money and measurement; shape, position and movement.

We aim to help children develop confidence in using their skills and understanding. They will meet mathematics in a variety of contexts, such as real life and everyday problems. Wherever possible, we provide opportunities for pupils to engage with practical and active experiences in maths such as practice in weighing, measuring and estimating in real situations, using money in payment and giving change, and working with 3d models and maths equipment such as protractors and compasses.

SOCIAL STUDIES / SCIENCES / TECHNOLOGIES

Subjects such as Geography, History, Science and Technology are included in these areas. It is the task of the School to build on the knowledge and experience of the world which our children already have, so that they may acquire an understanding of our environment and develop positive attitudes to it. Substantial use is made of film clips and computer software to enhance the pupils' knowledge of what they cannot experience at first hand. Whenever possible visits are made to museums, galleries, historical sites, field trips and the local area to support these areas of the curriculum.

At all stages a wide range of reference books and other materials are available, either in school or borrowed from the School Library Service or local libraries. All classes have access to the Internet and children are encouraged to do research tasks to seek particular information.

HEALTH AND WELLBEING

This topic is taught as a separate area of the curriculum. It may be taught using a thematic approach or it may be taught as a series of lessons on a specific topic. Pupils will be involved in a variety of activities which will teach them knowledge about aspects of Healthy Living such as personal safety, healthy diet, exercise and emotional wellbeing. This will make them more aware of the importance of having a positive attitude towards their health and making healthy lifestyle choices. At Broughton we benefit from a PE specialist who works with us Monday, Tuesday, Thursday and Friday.

EXPRESSIVE ARTS

Activities such as Drama, Art and Craft, Music and Dance are included under this heading. For Art we benefit from the expert help of a specialist art teacher, who works closely with class teachers in providing opportunities to develop or acquire many varied skills. Performance by the children is always encouraged. Theatre companies or outside performers are often invited into the school, so that children can enjoy live performances.

RELIGIOUS AND MORAL EDUCATION

Religious Education may take the form of stories, discussions, studying different religions and learning about religious festivals.

Religious observance may take the form of a whole-school gathering or assembly. Our school chaplain will join us for some assemblies alongside other visitors from within our school community.

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

Active Learning

Curriculum for Excellence emphasises the value of an active learning approach. In the early years, children will have a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges children's thinking using real life and imaginary situations. As children progress through school they continue to be involved in active learning experiences which are engaging and give them ownership of their own learning.

Planning Children's and Young People's Learning

Teachers in nursery, primary and secondary schools share their learning intentions with pupils, parents and carers. This takes place on a day-to-day basis, by agreeing the aims of an individual piece of work.

Longer-term planning also takes place in a variety of forms.

At Broughton we plan learning through the four contexts for learning:

- Discrete subjects
- Interdisciplinary Learning
- Ethos and Wider life of the School
- Planned Opportunities for Wider Achievements

As part of the process we are encouraging pupils to have more ownership of their own learning through the process of personal learning planning ensuring that pupils have a clear idea of what they are learning and what their next steps in learning will be, therefore having a clear picture of what they can do to achieve success.

Home Learning

We have a clearly defined policy on home learning, this will be discussed at our Meet The Teacher meetings annually in September. Our current home learning leaflet can be found on our school website.

Pupils are regularly given home learning activities to support their learning and to encourage them to become more organised and self-supporting in their learning. Home learning tasks will be given where a teacher feels a particular child or group of children may benefit from it.

The home learning will be organised according to the stage and ability of the child, it can arise from all curricular areas, and it may include written, oral or practical activities. The tasks set will be interesting, worthwhile and challenging for the child.

Parents are encouraged to help pupils with their home learning as a means of keeping them up to date with the work of the class and the child's progress and to promote partnership between the school and parents. Home learning provides an opportunity to consolidate what has been learned in class, and makes you aware of what your child is learning and provides you with a useful discussion starter. It is also an integral part of school work. Parental interest and co-operation in ensuring home learning is undertaken is appreciated.

Parents receive a newsletter at the beginning of each term informing parents what learning has been planned will for the coming term.

Extra Curricular Activities

We offer as wide a range of sporting and cultural activities as possible. There is a range of clubs available for pupils during lunchtime and after school such as French, Judo, Tennis, Music and Choir. Parents will be informed about these by the school. In addition to in-school activities, classes also make regular education visits and field studies. These visits are linked to pupils' class work.

Active Schools

The fundamental aim of Active Schools is to give school-aged children the tools, motivation and the opportunities to be more active throughout their school years and into adulthood. These opportunities are available before, during and after school, as well as in the wider community. For further information contact the Active Schools Coordinator.

Assessment

As pupils progress through our school, teachers use a range of assessment strategies, including Assessment for Learning strategies as well as setting tests. Pupils are also involved in assessing their own progress and developing their next steps.

We recognise that all pupils do not develop and progress at the same rate and, therefore, we use both group and individual methods to ensure that all pupils are given appropriate instruction and the opportunity to succeed. Please contact the school as soon as possible if you have any concerns about your child's progress.

Pupils are assessed in 2 main ways:

1. Continuous observation and assessment by staff which includes a range of say, make, write, do opportunities which are planned by teachers on a weekly basis.
2. Informal testing periodically to assess readiness to progress to the next stage of work.

The following records are kept for each child:

- Enrolment information
- Continuous assessment notes kept by teachers
- A copy of each year's report
- Reports from other agencies as appropriate eg psychologist, speech therapist

Parents will receive a written report in the final term, with parents' consultations in terms 1 and 2. However parents are welcome to make an appointment at any time to discuss their child's learning and progress. The report will include details of pupil learning and progress. It will also include pertinent next steps and specific achievements.

Section Four – Support for Pupils

This section gives information about how pupils' additional support needs will be identified and addressed and the types of specialist services provided within our school.

Getting It Right for Every Child

Taking care of our children's well-being and making sure they are alright - even before they are born - helps us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society. Our school adopts the Getting it right for every child in Edinburgh approach to give the right help to children, young people and families, when they need it from a joined up multi agency team.

Getting it right for every child aims to improve outcomes for all children and young people. It promotes a shared approach that:

- builds solutions with and around children and families
- enables children to get the help they need when they need it

- supports a positive shift in culture, systems and practice
- involves working together to make things better

Getting it right for every child is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services, and is embedded in the developing early years and youth frameworks. Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those particular areas to improve outcomes for children.

Protecting Children and Young People

We place a high priority on the well-being and safety of our pupils. To this end we have in place a personal safety programme to give pupils knowledge and life skills to keep them safe from all form of abuse. Where we have concerns about the possible abuse of pupils we are required to follow the Edinburgh and the Lothian's Inter-Agency Child Protection Procedures which set out the specific duties and responsibilities towards the child and their parents/carers.

Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice. Further details of the policies and procedures can be found on Edinburgh Council website at www.edinburgh.gov.uk/InOnTheAct

In on the Act - Supporting children and young people with additional support needs provides the following information specified by the Education (additional Support for Learning) (Scotland) Act 2009 which includes:

- (a) the authority's policy in relation to provision for additional support needs,
- (b) the arrangements made by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and young person and the particular additional support needs of the children and young persons so identified.
- (c) the other opportunities available under this Act for the identification of children and young persons who -
 - a) have additional support needs,
 - b) require, or would require, a co-ordinated support plan,
 - c) the role of parents, children and young persons in the arrangements referred to in paragraph (b),
 - d) the mediation services provided
 - e) the officer or officers of the authority from whom parents of children having additional support needs, and young persons having such needs, can obtain advice and further

information about provision for such needs.

Pupils with Additional Support Needs

Class teachers work closely with the Support for Learning Teacher to identify and support pupils with additional needs. The Support for Learning Teacher may work alongside the class teacher in the classroom or withdraw children from class to work with them on an individual basis or in small groups. Parents will always be contacted to discuss this before extra support is offered.

Special classes are attached to some schools, including Broughton. These make particular provision for pupils with significant learning difficulties or emotional and behavioural difficulties. These also offer opportunities for integration.

Integrated placements or placements into special classes are made following assessment by the authority and in consultation with parents.

In Broughton we have two language classes catering for pupils of primary school age with specific language and communication impairment. Further information is available from the Head Teacher.

Parents should contact the class teacher in the first instance if they think their child has an additional support need.

We work with other agencies and professionals - for example, Social Work Services, Educational Psychology Service, National Health Service and you the parent to make decisions with regards to the best possible education to meet the needs of your child within the resources available.

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

Enquire: www.enquire.org.uk, 0845 123 2303

Scottish Independent Advocacy Alliance, www.siaa.org.uk, 0131 260 5380 Take Note:

National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre) www.sclc.org.uk, 0131 667 6633.

Pastoral Support

At Broughton Primary we provide a safe, supportive, nurturing and well-resourced environment for all pupils, staff and the wider community including appropriate provision for our pupils with additional support needs.

Sensitive Aspects of Learning

Parents are always informed of class learning at the beginning of each term in the class newsletter. When a class is going to be learning about sensitive aspects of learning such as Relationships, Keeping Myself Safe, Sexual Health, Parenthood or Drugs Awareness parents will be informed in advance and are welcome to contact the class teacher or Head Teacher to discuss any concerns and receive more information.

Transitions – Moving to a New School or Leaving School

This section also gives information about transition. There are also details about making a placing request to another school.

Nursery class provision

The school's nursery class provides 50 morning and 50 afternoon places for children aged 3 - 5 years.

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

Transfer from nursery to primary

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

Primary School Admissions

Starting school is a very important milestone both for children and their parents. The vast majority of our parents choose their local, catchment school and we plan our education provision to ensure we can provide places for new pupils at their catchment school.

In the run-up to November's registration week for the new Primary 1 intake each school will offer an opportunity for you to visit them. You can speak to staff to find out more about the school first-hand. You can see how the school runs; discuss the curriculum and their priorities as well as seeing recent examples of pupils' work on display. In many cases you may also have the chance to meet other parents who already have children there. All of this will help you understand the school's unique character and give you an insight into the learning environment that your child could enjoy there.

All our schools do offer a high quality educational experience.

Primary to Secondary Transfer

Visits to our local secondary school are organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers. While the children are participating in classroom activities and meeting their class teacher, parents will have an opportunity to view the school and are given a brief explanation of school life.

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

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

Our catchment Secondary School for Broughton is:

Drummond Community High School
41 Bellevue Place
Edinburgh EH7 4BS
Tel No 0131 556 2651

Liaison with Drummond Community High School is carried on throughout the year. Staff from the high school visit our senior classes and our pupils on occasion visit the high school.

Placing Requests

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the local school.

If you would prefer that your child start P1 or S1 at another school instead of one of the catchment schools, you have to make a placing request. You can request an application form at any nursery or primary school in the city from mid-November or complete online. Forms must be returned to: Grants, Awards and Placements, The City of Edinburgh Council, Level 1.1 Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG by 24 December. If you apply for a place after this date, your request will be considered but if you apply after 15 March places in your chosen school may no longer be available.

All parents have the right to make a request for a place for their child in another school. The Council must grant these requests where possible. When there are more places available in a school than there are placing requests for that school, then all the requests are usually granted. If the school you specify has more requests than available places, then each case is examined individually. Whatever you write on your application form is taken into account, so it is important that you include relevant details on the form.

In recent years, as the primary school rolls have increased there has been a decrease in the number of places available for children living outside the catchment area and this has resulted in high numbers of placing requests being refused.

You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. It may be, therefore, that a parent could end up with children at different schools.

All children must also be enrolled at the catchment area school on the appropriate Enrolment Form whilst awaiting the outcome of their Placing Request Application.

Transport for Placing Requests

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

Section Five – School Improvement

The section gives you an overview of the main achievements of the school within the last 12 months and performance information relating to literacy, numeracy and health and wellbeing.

Raising Attainment

Monitoring performance and using the resulting information to secure improvement is an important part of the work of head teachers, school staff and officers within Children and Families.

Standards and Quality Report & School Improvement Plan

Every year each school publishes a Standards and Quality report which highlights the school's major achievements. Based on this we identify areas for improvement within the next session and develop an Improvement Plan. This report is known as the school SQIP and is a working document for staff within the school and is shared with pupils and parents. Annually we audit our practice in May and we evaluate our plan and produce the new SQIP document for the following session. This is made available for parents to view on our school website and a summary is issued to Parents/Carers.

Transferring Educational Data about Pupils

The Scottish Government - Education and Training has asked that the undernoted advice be included in our school brochures.

Education authorities and the Scottish Government 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 the Scottish Government 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 Government itself.
What pupil data is collected and transferred?

Data on each pupil is collected by schools, local authorities and the Scottish Government. 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 the Scottish Government. 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. Data is held securely and no information on individual pupils can or would be published by the Scottish Government.

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 the ScotXed 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, the Scottish Government, education authorities and other partners such as the Scottish Qualifications Authority and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

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

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 use of pupil data can be found on the ScotXed website (www.scotxed.net).

The Scottish Government works with a range of partners including Education Scotland 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 the Scottish Government, 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 the Scottish Government.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, scotxed@scotland.gsi.gov.uk or write to The ScotXed Support Office, 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.



Websites

You may find the following websites useful.

- www.edinburgh.gov.uk- contains information for parents and information on Edinburgh schools.
- <http://www.parentzonescotland.gov.uk>- parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.
- www.hmie.gov.uk - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <http://www.scottishschoolsonline.gov.uk> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.
- <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <http://www.respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <http://www.educationscotland.org.uk/> - provides information and advice for parents as well as support and resources for education in Scotland
- <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities.

Glossary

CFE - Curriculum for Excellence

ASN - Additional Support Needs

EMA - Education Maintenance Allowance

ASL - Additional Support for Learning

SQA - Scottish Qualifications Authority

FOI - Freedom of Information

HT/PT - Head Teacher/Principal Teacher

CLD - Community Learning and Development

GIRFEC - Getting it Right for Every Child

Parent feedback

Please take a few minutes to fill in and return the questionnaire on this page. Your feedback will help us improve the hand book next year.

Tell us what you think

Your feedback will help us to improve our handbook.

Did you find	Please tick	
1. the handbook useful?	?Yes	?No
2. the information you expected?	?Yes	?No
3. the handbook easy to use?	?Yes	?No

Please tell us how we can improve the handbook next year.

Name of school: _____

Thank you for filling in the questionnaire. Your views are appreciated. Please return this questionnaire to:

The School Office

Throughout this handbook the term 'parent' has the meaning attributed in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carer or anyone else who has parental responsibility for the child.

I hope you find all of the above information helpful and self-explanatory. If you have any queries about any of the information contained in this handbook, or indeed about any aspect of our school, please do not hesitate to contact me.

Gillian O'Rourke

Head Teacher

Broughton Primary School

The information in this school handbook is considered to be correct at the time of publication (Oct 2016.) However, it is possible that there may be some inaccuracy by the start of the school term in August 2017.