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Quarry Brae Primary Nursery Class



Handbook 2025-2026

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Section 1: Our Vision, Values and Aims

Here at Quarrbrae Primary Nursery Class, our vision is "Growing together to be all we can be."

Our values lie at the heart of all we do and these are **Love, Honesty, Respect, Kindness.**

To achieve our vision, we have the following aims:

Trust: a safe, trusting learning environment where families, children, staff and other professionals work together to meet the needs of all our children.

Opportunities: providing opportunities for children to grow and learn about themselves and the world we live in.

Aspirations: Aiming high and empowering our staff and children to reach their full potential.

Nurture: creating an ethos in which all staff, families and the wider community are nurtured, respected, valued and empowered.

Creativity: celebrating children's individuality by building on their interests, personalities, talents and abilities.

Equality and Equity: ensuring all our children are supported to grow and be all they can be.

Right to play: providing quality learning experiences, both indoors and out, developing children's interests and needs.

Responsibility: fostering children's rights and responsibilities for themselves, each other and our environment.

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Section 2: General Information

Nursery: Quarrybrae Primary Nursery Class
Address: 61 Crail Street,
Parkhead, G31 5AL
Email: headteacher@quarrybrae-pri.glasgow.sch.uk
Telephone no: 0141 554 1781

Nursery hours/Sessions:

Our nursery is open between 8.30am and 4pm and we operate during term time. We can accommodate 40 children, aged 3 to 5 years per session, with a minimum ratio of 1 adult to 8 children. From August 2023, we offer 1140 hours of funding per year, and this can be used weekly as follows:

Each child can have 4 full days or 3 full days and 2 sessions.
(depending on availability)

- Morning sessions 8.30am - 12.00pm
- Afternoon sessions 12.30pm - 4.00pm
- Full day 8.30am - 4.00pm



It is important that children are not collected after their allocated time as this can impact ratios which must be adhered to.

Every family's circumstances are different and if you require to discuss the provision on offer please do so.

All children are eligible for lunch provision from August 2023.

Transitions are important in our lives, and we aim to build relationships with you and your child, so they feel safe and secure at points of transition. Routine can help to build stability therefore we ask that you aim to arrive on time for your child's session and collect them on time at the end of their session.

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School Term Dates 2025-2026

August

- Tuesday, 12 August 2025 (Return date for Teachers & In-Service Day)
- Wednesday, 13 August 2025 (In-Service Day)
- Thursday, 14 August 2025 (Return date for Pupils)

September

- Friday, 26 September and Monday, 29 September 2025 (September weekend holiday)

October

- Friday, 10 October 2025 (In-Service Day)
- Monday, 13 to Friday, 17 October 2025 (October Week)

December - Christmas and New Year

- Schools close at 2.30 pm on Friday, 19 December 2025
- Monday, 22 December 2025 - Friday, 2 January 2026 (Christmas holidays)

January

- Schools return on Monday, 5 January 2026

February mid term break

- Monday, 16 February 2026
- Tuesday, 17 February 2026
- Wednesday, 18 February 2026 (In-service day)

April - Spring Holiday (Easter)

- Schools close at 2.30 pm on Thursday, 2 April 2026
- Monday, 6 April - Friday, 17 April 2026 (Spring Break)
- Schools return on Monday, 20 April 2026

May

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- Monday, 4 May 2026 (May Holiday)
- Thursday, 7 May 2026 (In-service day to coincide with Scottish Parliamentary election, but may be subject to change)
- Friday, 22 May 2026 and Monday, 25 May 2026 (May Weekend)

June

- Schools Close at 1.00 pm on Thursday, 25 June 2026

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Nursery Class Staff:

Head Teacher: Nicola Docherty (Mat Leave)

Acting Head Teacher: Scott Mowat

Depute Head Teacher: Claire Campbell

Early Years Principal: Louise Bremner (Mat Leave)

Acting Early Years Principal: Lorna Smith

Team Leader: Clare Bannatyne

Child Development Officers:

Fiona Fleming - Purple Group

Yvonne McTurk - Blue Group

Nicola Murphy - Yellow Group

Ikra Ziarat (Mat Leave) - Red Group

Karen Masterson (supply) - Red Group

Kayleigh Croall - Orange Group

Claire Foster (PT- Mon, Tues full day and Wed am) - Green Group

Ciara Quinn (supply) - Green Group

Support for Learning Worker: Sarah Gallagher

Facilities Officer: Owen Coyle

Day Cleaner: Linda Pomfrett

Catering Assistant: Pauline Cummings

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Admissions Procedures:

All Early Years places are allocated in-line with Glasgow City Council's admissions policy.

Registering for an Early Years Placement:

Parents should apply for a nursery place **each year** in January by completing an online application form.

Parents applying for place must upload the following items to the website:

- The Child's birth certificate
- Proof of residency (council tax bill)
- Recent utility bill (within past 3 months)
- Child benefit detail/bank statement, family tax credit award notice (TCAN)

Alternatively, parents can access their local Hub to register with paper copies of the above. Your application form cannot be accepted without staff seeing the birth certificate and proof of residency.

A register of all applicants will be held centrally by the Early Years Office and the information contained in the applications will be considered by the admissions panel to assist, where necessary, in the allocation of places. **Please note that the length of time a child's name has been on the register will not affect the child's priority for admission.**

Parents can ask to see their application form at any time. If circumstances change which affect the application, you should speak to the Head Teacher who will pass on your information to the Early Years Office.

When you are allocated a place at our Nursery Class, you will be informed by letter which will detail the details of the placement as well as highlighting the enrolment/start date.

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Arrival and Collection of Children:

It is expected that a responsible adult will bring your child to and from the nursery. You are required to sign your child in at the start of the session and sign to say who will collect your child at the end of the session. In the interest of your child's safety, you should make a point of telling the staff if your child is to be collected by someone unknown to them. A password created during the settling process will be used during collection. Please ensure the person collecting is aware of the password. This avoids difficult situations when a child cannot be allowed to leave with an adult who is a stranger to the staff. Children are given the opportunity to 'sign in' on arrival in the playroom as part of our literacy programme.

Attendance:

Although there is no statutory attendance procedure in pre-five establishments, you are asked to ensure that your child attends nursery class regularly. If your child is absent, please telephone on the first day of absence and let us know the reason for their absence. We follow Glasgow Council policy and it is the responsibility of every parent to contact the nursery class and inform the staff why your child is not in attendance. If this does not happen, the office staff will phone the parent/carer and emergency contact if no contact can be made with the parent/carer. These measures are put in place under the Child Protection Policy.

Suitable Clothing:

Children have the best fun when they are participating in messy play. We always encourage children to wear protective aprons in nursery however, accidents can happen, therefore we ask that you please dress your child in suitable play clothes.

Children play outside daily in all weathers. Please ensure that your child has suitable outdoor clothing for outdoor play and excursions. Our nursery has a selection of waterproof jackets, waterproof dungarees and wellies to borrow if required, however, these are limited.

We ask that parents/carers provide a pair of wellies and soft indoor shoes which they can wear while in the nursery. Shoes that a child can easily get on and off such as sand shoes are preferable and this will help develop their independence skills.

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Please ensure that all clothing and footwear are clearly **labelled** with your child's name as several children can own the same or similar items of clothing.

Insurance:

Sometimes children like to bring something special or new to nursery for their friends to see, however parents should ensure that valuable items are not left at nursery, particularly as the authority has no insurance to cover the loss of such personal items. Claims submitted are likely to be met only where the authority can be shown to have been negligent.

While we support children bringing transitional objects from home to help them feel safe and secure, we must make you aware that we cannot be held responsible if any items go missing. We will endeavour to look after all belongings from home to the best of our ability.

Excursions and Consent Forms:

There are two types of outing:

- Off-campus:** where no form of transport is used and one permission form covers the complete session
- Extra-Activity:** where some form of transport is used and an individual permission form will be required.

When outings or excursions for children are planned, the Head Teacher or a member of staff will advise you in advance. This is done through letters, newsletters, group call text/emails and notices displayed in the nursery. You will be asked to complete consent forms, which give your permission for your child's participation if appropriate. Please note that children cannot take part in outings unless completed consent forms have been submitted by their parent/guardian.

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Snack and the Promotion of Healthy Eating

Your child will be provided with a healthy snack daily. It is our aim to promote healthy eating and to encourage children to try a wide variety of food. We also try to make our baking products as healthy as possible, in line with the Setting the Table document..



However, when there is a celebration i.e. Christmas party, graduation etc. there may be a change from the normal snack.

If your child has any allergies or requires a special diet, this will be discussed during your child's induction meeting.

Toy Fund

You are invited to contribute a voluntary donation to our Toy Fund. This can be collected on a weekly, monthly or termly basis.

This fund is used to buy snacks, baking items, groceries, treats for the children such as Christmas gifts, graduation gifts, nursery outings, parties and pantomime shows. Some new resources, such as books and jigsaws, are also purchased and will be intimated in the nursery newsletter.

Envelopes will be handed out weekly however, if this does not suit, please speak to the Team Leader and inform her of your preferred frequency. Please hand in your contributions to the nursery office.

Fundraising

With the exception of our annual budget allocated to us by Glasgow City Council, our main source of fundraising is our nursery fund and support from the PTA. At certain points throughout the year, we may organise fundraising activities.

Transport

Transport is not normally provided for children attending Early Years and Childcare establishments. The Council may, however, provide transport to and from nursery for children with special needs who may need to travel some distance to take up their

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placement. *Generally, parents are expected to make their own travel arrangements.*

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No Smoking Policy

Smoking is not permitted in the nursery or in the surrounding environments. Smoking is only permitted outside of the school grounds.

Emergency Closure Arrangements

The nursery will be open at the times already outlined, but on some occasions, circumstances may arise which mean the nursery has to close.

Establishments may be affected by, for example, severe weather, transport problems, power failures or difficulties with fuel supplies. In such cases, we will do all we can to let you know about the details of closure or re-opening. We have procedures in place for this eventuality. We will keep in touch by Group Call, email, telephone and X as well as notices in the press and on local radio. Please ensure that the nursery has been informed of any change in home/mobile telephone numbers, main email contact and/or address.

Emergency Contacts

Parents are asked to provide the nursery with the names, addresses and telephone numbers of two contacts (who live close to the school) for use in case of an emergency. These should not be the parents of the child. We also ask that you keep the nursery up to date of any changes in this information.

Photography and Videography

Photographic and/or video recordings are made for educational purposes. A procedure has been put in place by Glasgow City Council which means that every parent will be asked to complete permission forms for internal and external photographs (including use of photos on our website). The school will analyse the returns and provide nursery staff with a reference sheet. Hopefully all parents will agree to the internal use of photographs and publication of photos on Seesaw/the school website. Please inform the Head Teacher if you have any objections to this.

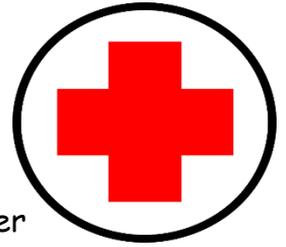
Parents will be informed by letter and school newsletter when a professional photographer will be in the nursery.

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Section 3: Medical Information

Medication



If your child needs medication during their time at nursery, you should discuss their requirements at your induction meeting or when it arises. Only prescribed drugs will be given at the discretion of the Head Teacher and you will be required to fill in a medical form which authorises early years staff to administer the drugs to your child. These forms are available from the nursery office.

If your child suffers from asthma, you must tell the nursery staff if there are any activities or specific circumstances which are likely to cause an attack. If your child suffers from other medical conditions e.g. epileptic seizures, diabetes, severe allergies you must advise of any procedures to be followed and provide a medical plan if possible.

If your child becomes unwell

We ask that you telephone the nursery if your child is not able to attend nursery on a particular day.

If your child becomes unwell while at nursery, contact will be made with either you or your emergency contact. If we cannot contact anyone, a member of staff will look after your child until the end of the session/contact can be made.

We will obtain the best medical attention as appropriate, e.g. call an ambulance if necessary.

Minor Accidents and Upsets

Although we hope that these will be few and far between, realistically, there will be occasions when they do occur. Our nursery staff are highly trained and extremely sympathetic. They will comfort your child and deal with each accident/incident as they see it.

You will be informed of the occurrence of any minor accidents and there are several trained first aiders in the establishment.

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Emergency Evacuation of the building

If an emergency arose in which children had to be evacuated from the building and could not return e.g. a serious fire, staff would escort children to St Michaels Primary School and notify parents as quickly as possible.

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Section 4: The Early Years Curriculum

Curriculum for Excellence

It is our aim to ensure that each child has access to a relevant, broad, general and balanced education. To achieve this, we follow the 'Curriculum for Excellence' guidelines, which is a curriculum designed for children aged 3-18.

We plan learners' experiences using Curriculum for Excellence experiences and outcomes and promote all aspects of the curriculum both indoors and outdoors.

Curriculum for Excellence aims to ensure that all children in Scotland develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future.

There are 8 curricular areas within Curriculum for Excellence:

- Literacy & English
- Numeracy & Mathematics
- Health & Wellbeing (including Physical Education)
- Social Studies
- Sciences
- Religious & Moral Education
- Expressive Arts (Art & Design, Drama, Music, Dance)
- Technologies

The purpose of the curriculum is encapsulated in the four capacities - to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

Bringing learning to life and life to learning

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



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We offer a wide curriculum, which fosters the all-round development of your child. We aim to provide depth, breadth, challenge and enjoyment in all we teach. This is planned through a variety of child-initiated and adult-initiated themes and activities.

We bring real life into our Nursery Class, making learning relevant and helping our children apply their learning to their life beyond the setting. It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

Health & Wellbeing

This area of the curriculum encompasses social and emotional development, as well as physical development. Early Years children learn how to develop friendships, how to deal with people and situations out with the family setting and get to know the people who can help them look after them in school and the community. The children are also taught about what they need to do to help them grow and keep themselves healthy.

An important element of their learning is the awareness of the need for cleanliness, hygiene and safety, including washing hands and brushing teeth.



Opportunities for physical play will be provided both inside and outside. The children will have access to areas within the school, including the school gym hall on a weekly basis, thus allowing for very energetic play in a very safe environment - no matter what the weather. Physical activities include balancing, throwing and catching, running, jumping, skipping, playing games, riding bikes and scooters. During this type of activity, children learn about the use of space, how to play with others and, most importantly, how to play safely.



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Literacy & English



The development of children's skills in Literacy & English are central to their abilities to communicate with others and to understand ideas and explore their own thoughts and feelings. The home language will be valued and encouraged. To do this, we provide opportunities to listen to and enjoy stories, rhymes, music and songs, as well as listening to instructions and information from staff. Children are also encouraged to ask questions, describe their needs and experiences and to take part in conversations. An enthusiasm for books is a very important factor in developing languages. Books provide a vehicle to promote children's understanding of print, curiosity about words and the sound of words.



Early writing is encouraged through drawings and mark writing where children can express their own thoughts and ideas. Lots of opportunities to have fun with words and to enjoy familiar songs, finger play and rhymes, as well as 'reading' books, talking about pictures and re-telling stories will be provided.

Numeracy & Mathematics

This area is closely linked with other aspects of learning. Children's natural curiosity drives them to explore and investigate their environment by observing shapes, colour, patterns and sequences of events by asking questions, matching, sorting and counting, comparing and learning about quantities by exploring and experimenting. Money is also explored through use in role play scenarios and children are encouraged to recognise coins.



Expressive Arts



Expressing and creating ideas, feelings and imagination, as well as having opportunities to enjoy all kinds of sounds, sights and textures, are vital parts of the young child's development. In developing expressive and aesthetic experiences, the emphasis is on enjoyment, expression and learning during an activity.

Children will be given opportunities and freedom to choose, explore and to investigate using a variety of materials and techniques. They are encouraged to create their own pictures, paintings and constructions; to sing, play instruments and create their own music; to use movements, gestures and facial expression through role play.



Science

Science activities are very varied. The children become aware of their senses and use them to explore the world around them. They are given the opportunity to taste healthy foods and develop an understanding of how to keep healthy. Through our play, they find out about different materials and forces. Children also have the opportunity to learn about lifecycles and about how plants and flowers grow.



Technologies

In technology, not only do children have the opportunity to use a variety of realistic and programmable toys, cameras and computers, they are also involved in learning about the need to recycle, construction and building. The children are also involved in the recycling of used materials as part of our ongoing Eco work.



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Social Studies

In this area, we explore the world around us, the local area, the weather and seasons. We also put great emphasis on involving parents and members of the local community to talk to the children about their work. Some of the visitors have included vets, doctors, fire fighters, police officers, school crossing patrol and catering staff.

Religious & Moral Educations

We encourage children to recognise what is fair/unfair and consider the importance of caring for others and sharing. We also look at various festivals and customs that take place all over the world and celebrate these within our setting.



How we promote learning

We promote learning in our nursery class by:

- **Planning clear goals for the children's learning.**
These are designed to match the needs and achievements of all children.
- **Through observation of children at play.**
By using this procedure, our staff become aware of how and what your child is learning.
- **Keeping day-to-day records of observations and assessments.**
This enables us to plan responsive learning experiences which take account of our children's needs and developments.
- **Using reporting as a means of promoting partnership with parents.**
You may discuss your child's progress formally or informally with any member of staff. We encourage you to ask questions relating to your child's progress and to share any information which you feel is relevant with us.

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Assessing children's development and progress.

In doing this, we aim to take account of all your child's needs - that is the physical, social, emotional, aesthetic and educational development.

- Our assessment is a continuous process which is carried out by observing, listening and talking to your child during everyday activities.
- You will be invited to take part in the assessment of your child by means of informal chats and, if necessary, in more formal circumstances.
- We wish to emphasise that your child's own progress is the basis of our assessment, rather than their progress in relation to other children.

Supporting Children

Many children experience difficulties at some point during their school life. Often, these difficulties are temporary and are resolved as the child develops. This is the case in pre-five education, as it is in primary and secondary education.

Some difficulties are related to specific aspects of learning, for example speech and language development. In circumstances such as these, in consultations with parents, we often seek advice and support from external agencies such as speech and language therapists and psychological services.

If your child requires additional support, the Early Years staff will monitor their progress very carefully and ensure that an individual educational program is in place. You will be consulted about this and asked to work in partnership with us.

Regular reviews of your child's progress will take place, and all interested parties will participate in the discussion about the progress being made, the targets to be set and the next steps in your child's learning.

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A small proportion of children have long term difficulties which require regular reviews with parents, nursery staff and other professionals to monitor progress.

It is important that parents, nursery staff and other professional bodies work together to support children's learning. By doing this, we are ensuring that each child has the opportunity to achieve their potential.



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Section 5: Partnerships with Parents

Our staff are always happy to discuss your child's progress with you and you are welcome into our Nursery Class at any time.

At Quarrybrae Primary Nursery Class, we aim to:

- Involve parents in decisions which are taken about their children's education.
- Establish and maintain a two-way channel of communication with parents.
- Share experiences and keep parents informed of developments within the nursery unit.

There are several opportunities for parents to be involved in the life of our Nursery Class and these include:

- Welcome Induction Meetings - for future parents and children
- Induction Welcome Packs for parents
- Settling-in written reports for new starts
- Curriculum Open Night - 'What do we do at nursery?'
- Settling in Meeting - informal chat with key worker
- Stay and Play sessions - morning and afternoon sessions
- Learning Journals - online profiles
- Parent interviews
- Annual written report / Transition Profile
- Surveys
- Take Home Lending Library
- Story Sacks
- Newsletters - nursery and primary school
- Home link sheets
- Displays
- Key Worker Meetings
- Letters
- Group Call text messages and emails
- Curricular Leaflets
- Positive Parenting Program (PPP)
- Bookbug Sessions
- Induction to Primary One Meeting and Workshop
- Early Years Parent Forum Committee - termly (to be established)

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We value your role in your child's learning. As parents, you are the prime educator in your child's early years, and we hope that you will continue to play a major role in your child's learning when they come to our nursery. We welcome any contributions you may wish to make and look forward to establishing a positive relationship with you.

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 Parent zone website at www.parentzonescotland.gov.uk.

Arrangements for Reporting to Parents

We hold meetings in October and May where we formally report to parents on children's progress. Staff also complete a written 'Settling in record' during the settling process and this will be discussed informally during this time. A 'Transition to P1' information document is completed in May for those children in their pre-school year and is shared with both parents/carers and the child's receiving primary school. Children's progress in learning is recorded using 'Seesaw' online which provides families with observations, photographs, videos, Curriculum for Learning links and this can be downloaded at the end of each nursery year.

Quarry Brae Primary Parent Council

The Parent Council is composed of parents, staff and co-opted members, with the Depute Head Teacher as professional advisor. A copy of the constitution is available on the school website, on request from the chair of The Parent Council or from the Head Teacher. The Parent Council meets approximately five times per year.

Change in Circumstances

It is helpful if you keep the nursery staff informed of anything happening at home which might affect the child's manner or behaviour in nursery - e.g. birth of a baby, death of a relative etc. It will help us understand what is going on and enable us to give suitable support. Anything you tell us is, of course, treated with complete confidentiality.

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Working together to promote positive behaviour

It is our policy at Quarrybrae Primary School Nursery Class to promote positive behaviour.

This is achieved by:

- Use of praise and positive reinforcement
- Encouraging our children to respect other children and adults
- Encouraging our children to respect the property of others
- Establishing routines and practices as part of the nursery program

We work collaboratively with parents/carers to promote positive behaviours in our setting and at home. There are times when some behaviours can become challenging and require additional support from staff and parents. We may also ask for assistance from outside agencies. We can offer Parenting Advice for any parenting issue you might want support with.

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Section 6: The Local Community

At Quarrybrae Primary Nursery Class, we place a great deal of importance in our children having access to the local community. Visits to locations within the local area may be organised and members of the community may be invited into the nursery to meet the children.

We use a range of communication methods to share information about nursery, school and community events.

- Information will be displayed in the nursery foyer e.g. poster, notice board message
- Groupcall emails and texts will be sent out to one nominated parent/carer per child
- You can follow us on Twitter

Links with Quarry Brae Primary School

Our Nursery Class is part of Quarry Brae Primary School and the children attending our setting will have access to many of the resources available in the school, such as the gym hall, library, dining hall etc.

We have developed excellent nursery/primary liaison to ease the transition for the nursery children into primary school. Children will be invited to take part in some of our infant assemblies. Our older pupils organise various events throughout the session for the nursery pupils, such as storytelling and a Teddy Bears Picnic.

Our nursery children also take part in concerts and watching performances from visiting theatre companies as we aim to encourage them to feel at ease within the Primary School.

Transition into Primary One

At Quarry Brae Nursery Class, we have well established links with all the Early Years Establishments in our local area. Throughout the year, nursery and primary staff meet to share information and create curriculum links. We are very aware of the fact that we have a number of children who will not attend Quarry Brae Primary School. These children usually move on to one of the primary schools in the surrounding area. With parents' consent, information about these children will be passed on to the receiving school and staff who wish to visit the nursery will be most welcome.



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Section 7: Child Protection

Child Protection Statement

All Glasgow City Council Establishments have a duty of care and welfare to the children attending. All adults promote children's health and safety and ensure, as far as possible, that all children are protected from abuse, neglect and exploitation. Children cannot be expected to take full responsibility for keeping themselves safe. Professional staff must work together in co-operation with families and carers to enable children to grow up in a warm, stimulating and safe environment.

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

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

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

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

When a member of staff, a child or another individual provides information and the Head Teacher considers that there is a possibility that a child has been harmed or is at risk of harm, the Head Teacher is required to immediately contact the Social Work department to discuss the circumstances and agree the immediate action to be taken. School staff are then required to co-operate with any subsequent enquiries or support plans. Every education establishment or service has copies of Glasgow City Council Child Protection Procedures and Guidance. These are available for reference from the Head Teacher.

If you have a concern about a child, please do not keep it to yourself. You may wish to alert us or pass the information to Nicola Docherty HT, Quarry Brae Primary, 0141 554 1781.

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Suggestions, Concerns and Complaints

We are always eager to maintain and improve our service. If you have any suggestions about our service or similarly, if you have any concerns, please contact the Depute Head of Centre or Head Teacher in the first instance.

If you feel your concern has not been satisfactorily resolved at this stage, please contact the Education Officer with responsibility for pre-five education or the Care Inspectorate.

Glasgow City Council Headquarters

Care Inspectorate

1 Smithhill Street

Paisley

PA1 1EB

Tel: 0141 843 6840

All complaints will be dealt with promptly and details of action to be taken will be communicated to the plaintiff within 28 days. The school follows the local authority complaints procedure and as such, you can be assured that any complaint will be investigated thoroughly.

Useful contacts:

Team Leader: Clare Bannatyne
chendry@quarrybrae-pri.glasgow.sch.uk
0141 554 1781

Head Teacher: Nicola Docherty
headteacher@quarrybrae-pri.glasgow.sch.uk
0141 554 1781

Please note:

Although the information in this handbook is correct at the time of processing, there could be changes affecting any of the matters within it, either before or during your child's placement. You will be informed of any changes to important information.

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