

St. Bridget's Nursery Class Handbook

2025-2026



ST. BRIDGET'S NURSERY CLASS HANDBOOK

This Handbook is to enable you to obtain insight into our Nursery class. If you have any questions, please ask a member of staff who will be happy to help you.

Vision statement

In St Bridget's Nursery class, we aim to provide a Caring, welcoming, safe, stimulating environment, in which children feel valued, safe and secure. As reflected in our Vision, Values and Aims, as we aspire to support and challenge our learners, ensuring all who attend are respectfully valued and included. Children are encouraged to be creative and responsible in their learning and play, leading them to become confident individuals, successful learners, effective contributors and responsible citizens.

Parents, staff and external agencies will work together to ensure equality of educational opportunities are available to all children in order that they achieve their full potential.



In our establishment, we will seek to

- create and maintain a positive ethos for learning
- promote the welfare of children and encourage positive attitudes to self and others and develop confidence and self-esteem
- encourage the emotional, social, physical, intellectual and creative development of each child
- create opportunities and encourage children through play to explore, appreciate and respect their environment
- provide opportunities to stimulate interest and imagination and so extend the children's ability to communicate ideas and feelings in a variety of ways
- create opportunities for partnership with parents, the local community and outside agencies

Non-Denominational Policy

St Bridget's Nursery class is a non-denominational establishment.

We respect and welcome children and parents of all religions, faiths and beliefs.

Our nursery has a race Equality Policy in accordance with the Race Relations Act 2000.

Equal Opportunities Policy

All Early Years establishments should reflect Glasgow City Council's Equal Opportunities Policies and actively promote an Anti-Racist, Anti Sexist and Multi-Cultural Ethos.

Provision should consider the needs of children with disabilities or chronic illness. These principles are reflected in the criteria used to admit children to Nursery and in the Curriculum of all establishments.

Contact details

St Bridget's Nursery Class

St. Bridget's Primary School

Camp Road

Baillieston

GLASGOW G69 6DF

School Office: 0141 771 1294

Nursery Class: 0141 771 8926

E mail- Headteacher@st-bridgets-pri-glasgow.sch.uk

Head Teacher	Mrs Susan Allan			
Depute Head Teachers	Mrs Emma MacLean	Mrs Laura Redmond		
Principal Teachers	Mrs Pauline McKibbin Ms Mel Pearson			
Office Staff	Mrs A Miller	Monday – Friday	Miss M Kane	Monday – Friday

Nursery Staff	Joanne Higgins: Team Leader: Mon - Fri	Claire Cowan CDO Mon - Fri	Mary McDougall: CDO Mon - Fri
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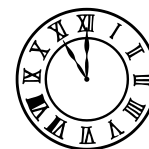
St Bridget's Nursery caters for children aged 3 years, until school age.

20 places are available for morning session.

NURSERY CLASS HOURS

When your child third birthday falls, your child will be eligible to receive

5 morning sessions per week



Morning session: 8.30am - 11.45am

Security

For security reasons, children should be brought & collected as close to the correct time as possible.

Children must be brought to and from nursery by a responsible adult i.e. someone aged at least 16 years of age.

Adults bringing children to or collecting from nursery should use the nursery-controlled entrance. If visitors wish to gain access to the nursery, they must use the main school entrance where they will be greeted by a member of staff, asked to sign in, and escorted to the nursery.

All members of staff will wear Glasgow City Council identification and all visitors will be issued with a visitor's pass.

Children are encouraged to sign themselves into nursery on arrival.

Register of Applications

The register is open for applications throughout the yearly school session. Children must be at least two years old. St Bridget's intake begins in August of each year.

If you feel that your child may be entitled to a priority placement, use this opportunity to discuss your needs with **Mrs MacLean DHT**.

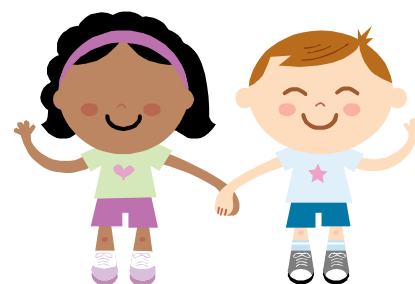
Criteria for admission

Children will be enrolled in pre-five establishments according to the Admission Policy of Glasgow City Council as outlined below.

Admission Policy Priorities.

Category 1

- Any child considered to need protection
- Children of very young mothers
- Looked after children



Category 2

- Children referred by, or who have attended Pre scat and/or a psychologist.
- who have specific needs
- who are housed in temporary accommodation
- Who have deferred entry to primary school
- Who are from travelling families
- Whose parents have specific needs

Category 3

- Working parents
- Parents in education
- Children who are referred from external professions
- Children who have English as an additional language
- Parents who are sole supporters of the family
- Parents who have 3 or more children under the age of 5
- Multiple births
- Family stress

Category 4

A child who lives in Glasgow and has not been admitted under categories 1, 2 or 3.

Category 5

A child who lives out with the City of Glasgow.

Where demand outweighs availability for places, the admission panel will meet to prioritise and consider applications. The admission panel comprises representatives of Early Years establishments in the area.

Educational Aims

In St Bridget's Nursery class, we provide a varied curriculum as detailed below within the eight areas of *Curriculum for Excellence*. We aim to cater for the individual needs of your child in a bright, busy, secure, happy environment - conducive to learning through play and exploration. This will support your child on their journey to be a successful learner, effective contributor, responsible citizen and a confident individual.

Literacy and English

- Emphasis on the acquisition and further development of your child's language.
- The need for clear communication skills.
- The enabling of your child to express their needs.
- Listening to language with enjoyment through stories, poetry and singing.
- Developing listening skills to enable your child to carry out tasks. Playroom activities planned specifically to include appropriate language.
- Specific language used to illustrate the relevant theme or topic translated through role play.
- Enjoy books
- Recognition of the written word
- Express feelings through roll play, puppets and recall

Physical Wellbeing

- Co-ordination and balance of the body
- Body awareness and the need for a healthy body
- Development of fine motor and manipulative skills
- Enjoying physical activities
- Expressive movement to music
- Co-operation with others in physical play
- Spatial awareness
- Safe use of tools and apparatus from scissors to soft play, outdoor play or energetic play.



Emotional Literacy and Social Wellbeing

- Learning to be independent, confident and self-assured.
- Learning to share, work with others and take turns.
- Developing consideration towards others.
- Being able to articulate feelings and needs to both adults and peers.
- Personal care, safety and independent dressing
- Express feelings and develop the ability to talk about them.

Religious and Moral Education

- The importance of cultural and religious festivals of others in the community.
- Learning to share, play fair and care

Expressive Arts

- Expressions through pictures, painting and models
- Listening and responding to music, rhymes and songs
- Making music
- Use of role-play and puppetry
- Participation in singing time, including actions and movement
- Use of various media and techniques

Numeracy and Mathematics

- Building on existing skills in the following areas:
- Number
- Shape
- Pattern
- Colour



Sciences

- Observation and problem solving
- Questioning, discussing and reasoning
- Use of senses
- Understanding physical properties
- Becoming fully familiar within the nursery setting and local environments.

Technologies

- Becoming familiar with computers and their uses
- Becoming familiar with the use of a digital camera
- Being aware of the purpose of a variety of tools

Social Studies

- People and other living things
- Becoming familiar with a diversity of cultures
- Becoming familiar with people who work in the school and the community.
- Care of living things
- Develop a love of natural beauty and a sense of wonder of the world.

We strive to develop your child as an individual through the promotion of; -

Personal Characteristics & Relationships

- Developing confidence, self-esteem and a sense of security
- Caring for themselves and their personal safety
- Forming positive relationships with other children and adults and begin to develop friendships with other children.
- Becoming aware of and respect the needs and feelings of others in their behaviour, and learn to follow rules.
- Playing cooperatively and share resources
- Becoming aware that the celebration of cultural and religious festivals is important in people's lives.
- Developing positive attitudes towards others whose gender, language, religion or culture, for example, is different from their own.
- Caring for the environment and for other people in the community.



Through Curriculum for Excellence, a broad based and integrated curriculum in this Nursery School setting, we aim to assist your child's development with both life and educational skills. Through this play-based environment, after your child has completed their nursery education, their transition to your chosen primary school should be made seamless with ease and confidence.

Curriculum Assessment

Your child will be provided with a wide variety of learning opportunities and experiences across different areas in nursery.

Themes and Topics- different topics will be used as vehicles for exploring different skills across the curriculum in a thematic approach. Some topics are based on seasonal or cultural events at different times of the year. Others are chosen according to the interests of the children themselves.

In the playroom, play areas include:



- Book corner - exploring the skills of literacy, talking and listening
- Sand and water play- investigating natural materials and developing measurement skills.
- Creative areas- art, craft and junk modelling
- Play Dough- developing manipulative and creative skills
- Physical apparatus- all manner of physical activities
- Imaginative play- in role play areas, developing language skills, exploring real and imaginary situations.
- Music - singing and exploring instruments and sound
- Construction- exploring the way things can fit together to create new creations

Your child is encouraged to take responsibility for tidying up and caring for nursery equipment. Our nursery motto is

“Choose, Play and Put Away.”

We make use of the local environment with visits to the library, café, shops and parks. Our outdoor play areas are used with focused plans for learning. We use the yard outside the nursery door and our enclosed garden area within the school.

The government target time for outdoor play has become an established part of the nursery day, so please ensure children come to nursery dressed appropriately for outdoor learning.

Assessment

Assessment is an integral part of your child's learning. It is ongoing and continuous. Assessment procedures highlight any strengths your child may have and in addition shows any areas which may require extra or specialist input. If there are specific areas which may need intervention from specialist services such as Speech and Language Services, we will discuss this with you and then, only with your consent will contact the relevant agency.

Parents' evenings will usually take place twice a year in the second and third term. In October this will take the form of a 'getting to know you' session. During the Spring term you will receive a full report on your child's progress throughout the year. There will be other events to which you will be invited and your attendance will be valued.

Every child will have a Care Plan that is completed upon their starting nursery. This is reviewed termly and targets are set under Literacy, Mathematics, Health and Wellbeing. These targets are based upon meeting the needs of individual children and are shared with parents/carers.

During each planning cycle, staff will observe children's individual interests and use this in conjunction with the child's termly targets, as the basis for adult led learning over the period of the plan. The collated evidence of learning and development will be shared with parents/carers via "Showbie".

Showbie

Children's individual profiles are created to showcase learning and development that takes place over the course of a plan. Key workers upload photographs of adult led learning experiences, and responsive learning that the children have participated within each week. Photographs of special occasions throughout the year are also included.

Showbie is used to support home links. Parents are actively encouraged to share learning, developments and achievements from out with the nursery setting. Keyworkers can then use this information to tailor learning around a specific interest.

Daily Routine

The daily routine includes a time for free choice play, snack time, group activities, music and outdoor play.

Snack Time

We operate an open snack bar where children choose their snack from a variety of healthy foods. In accordance with **Setting the table**, we actively seek to promote a healthy lifestyle, so healthy food choices and physical exercise form an integral part of our planning.

Milk is provided free by the school. Milk and plain water are the only drinks we serve at snack time. Fizzy drinks are never served in nursery. An enhanced snack is provided to the children daily, which consists of a portion of cereal, toast, fruit or vegetables, milk and water.

Please make nursery staff aware of any foods your child is unable to eat for any reason. Your wishes will be respected without question.

Daily snacks are funded by Glasgow City Council.

Nursery Fund

We operate a weekly toy fund which helps pay for baking ingredients, daily snacks, birthday and Christmas gifts for all children. We use this to pay for special events and celebrations throughout the year. We do suggest £3 per week, but this is only a suggestion. Some parents find it more convenient to donate monthly. We are extremely grateful for all donations and appreciate your generosity.

By having a fund, your contributions prevent the introduction of a charge for events such as pantomime tickets, and theatre trips, our weekly fund is invaluable to nursery life. Please note this fund is voluntary.

Additional Support Needs/Accessibility Strategy

The establishment has a duty to ensure that all our children have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of planned activities and teaching strategies but also minor adaptations to the physical environment of our buildings to address the needs of children with physical and sensory impairments, including the relocation of playrooms to the ground floor where feasible. We also need to ensure that parents and carers who have additional needs have equal access to information about their child. This will involve for example, relocating the venue for parents/carers meetings to facilitate physical access; provision of an interpreter for people who have a hearing impairment, or have English as an additional language.

Please speak to the Head Teacher if you would like to make us aware of any additional requirements. Staff are kept up to date on all parents, carers and children who have disabilities. Relevant training will be requested to develop staff expertise in offering support.

As a staff we are committed to including all people in the life of the nursery and will endeavour to ensure that any obstacles to inclusion will be dealt with as quickly as possible.

Starting nursery

Before your child starts at our nursery you will be invited to come to the nursery class and enrol your child. There will be forms to fill in, but more importantly, this is an opportunity to find out about the nursery class and ask any questions which you have. It is also an opportunity for you to pass on relevant information about your child which will help the staff to cater for his/her needs. We aim to work together and so do the best for your child.

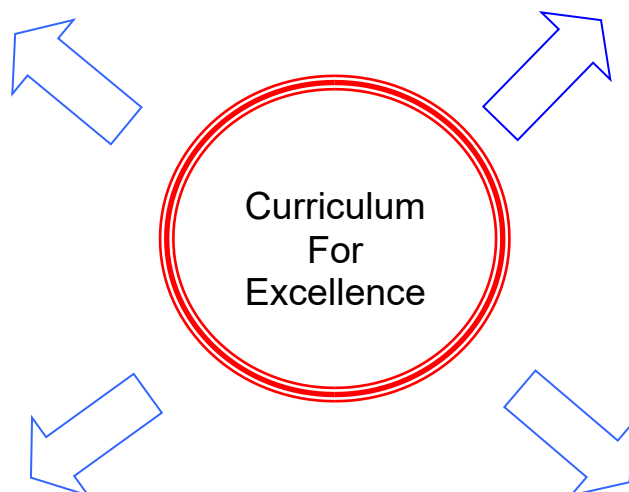
Through Curriculum for Excellence, we enable our young people to become; -

Successful learners:

We are enthusiastic about learning
We try hard to do our best
We listen to new ideas
We use technology to help us learn
We use maths and literacy skills
We are creative and independent
We can work alone or in a group
We evaluate our work carefully
We use what we know in new situations

Effective Contributors:

We use initiative and want to make things happen
We keep trying even if something is difficult
We rely on ourselves to make things happen
We can communicate in different ways
We can work as partners and in teams
We can use our initiative and take the lead
We can solve problems
We can use critical thinking
We can use new things and develop



Responsible Citizens:

We respect other people
We know about the world
We know about Scotland's place in the world
We understand different beliefs
We understand different cultures
We make informed choices & decisions
We think about technological issues
We can think about complex issues

Confident individuals:

We have self-respect
We are healthy and happy
We are successful in different activities
We are healthy and happy
We have secure values and beliefs
We are ambitious
We can relate to others
We are healthy and active
We are self-aware
We can talk about our beliefs
We think carefully about decisions



Safety, Medical and Health care

To ensure the safety of your child, you will be required to provide a name, address and telephone number of two responsible people who may be contacted in the event of any emergency. It is **vital** that we have up to date contact information, so please inform us immediately if these numbers change.

If for any reason the contact person must be changed you must also inform the team leaders **immediately.**

It is the responsibility of the parent/guardian to ensure that children are taken to and from class by a responsible adult who must be over 16yrs old. Parents may not park in the staff car park.

Parking is limited to staff and those on school business only.

It also dangerous to walk small children through an area where vehicles are constantly moving. Please park outside the school gates and encourage children to use the safe path at the side of the school playground. Staff must be informed of any change in the normal daily arrangement. For health and safety reasons please leave all prams outside in the nursery yard.

Medical Information.

It is very important that full details of your child's medical history are provided when completing admission forms. This ensures that staff are well prepared for any emergency which may arise. If your child does become ill or have an accident while attending nursery class, every attempt will be made to inform you. If, however, the illness or accident is of a serious nature your child will be taken to the nearest hospital/accident department by ambulance, and you will be contacted and advised to join the child there.

N.B. Any accident which takes place in the nursery will be logged and you will be asked to read and sign the log.

Administration of Medicines

It is the policy of our nursery that over the counter medications **should be given at home and not during the nursery session.**

If your child requires prescription medication during nursery hours, parents must complete an administration of medicine form in the **nursery office** or medication **CANNOT** be given. If medication has been administered, the date, time and dosage will be logged on our drug administration record, which will be shown to the adult collecting your child at the end of the session. In case any new medications cause any adverse or allergic reactions, the first dose of any medication, must always be given **at home.**

The nursery cannot give the first dose.

If, for any reason your child cannot be given, or refuses to take medication, you will be informed by telephone immediately, and then again in writing at the end of the session.

Out with these procedures, the Head Teacher will always seek advice from the Education Department and the Community Medical Specialist regarding specific medication for a child. All medication, including inhalers should be clearly labelled with your child's name and will be stored in the nursery medicine cabinet in the original packaging.

Settling into nursery class

When the time for starting Nursery Class arrives, we will ask for your help in settling your child into the new routine. We do expect someone with whom he/she is familiar to assist us. The details will be explained to you individually. You can be assured that the arrangements are made with the needs of each child in mind. Don't be concerned if your child is taking somewhat longer than another child to settle. It is important that this experience is not hurried or stressful to child OR parent, so if you need any more questions answered just ask.

We recommend a minimum of 5 days to settle a new child, but if it takes longer, don't worry. We will take it at your child's pace and with your support.

DAY 1 and 2: Stay with your child for approx. one hour. If you cannot do this yourself, an adult with whom your child is familiar and comfortable is necessary.

DAY 3 to 5: Increase the time by half an hour each day. If this is not sufficient and your child is still unsettled, the times will be adjusted as required.

It is important to mention, we take this process at the child's pace, please be patient with us, we want to make sure we are getting it right for your child, by respecting their choice and voice. We want to build up good relationships with children and that they become familiar with the new routine and people gradually. Your child will be allocated a Key Worker for this settling in process, giving both parent and child a sense of security and a close contact link in these initial stages of forming relationships. Your child's key worker can advise on every aspect.

How you can help

You know your own child far better than we ever can and therefore if you have any information you can share with us, please do so. Soon after starting nursery, we will ask you to complete an "All About Me" sheet giving information about your child as an individual. This provides a valuable link between home and nursery and can help us establish a good relationship with you and your child very quickly. Please do not hesitate to discuss any areas of concern you may have. Any such discussions are held in the strictest confidence.

Clothing

Comfortable clothes for playing and creating, with easy fastenings for going to the toilet are a must. Please do not send children to nursery in their best clothes. They cannot take part in all play activities fully if worried about keeping clothes clean. Buckles and belts can be a problem for

toileting so it is best **not** to have them. Children like to be able to cope at the toilet themselves. Jogging trousers and a sweatshirt with a T-shirt worn underneath is a good idea.

Our own Nursery Class Sweat/Polo Shirts can be purchased within the nursery class or at the school office. When out and about as a group, wearing a uniform means we can identify our own children very easily and they also solve the problem of what to wear each session. Many parents believe wearing a uniform to nursery is a good preparation for wearing a uniform to school, but the choice is entirely yours.

If paint gets on clothing it is best to leave it to dry, brush off any loose paint, soak in **COLD WATER** and wash in **NON-BIOLOGICAL** detergent. Soft shoes are a must for the playroom. Slippers are unsafe Sandshoes are the best (pull on or Velcro) but please make sure that your child's name is written inside both shoes.

There are forms of dress which are unacceptable in nursery, such as clothing which

- potentially encourage faction (e.g. football colours)
- could cause offence (such as anti- religious symbolism or political slogans)
- cause health and safety difficulties such as loose-fitting clothing, loose slippers,
- carry advertising, particularly for alcohol or tobacco
- could be used to inflict damage on other children or be used by others to do so.
- **Please note, in the interests of health and safety, jewellery should not be worn to nursery.**

We ask that valuable items are not brought to nursery. We do not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.

Please do not allow children to bring toys from home. Children are upset if they are lost or broken and the nursery is not in a position to replace them.

However, in the early days of nursery, many children are comforted by bringing a familiar toy or object from home. We are happy to support children in this.

Information in Emergencies



We make every effort to maintain a full educational service, but on some occasions, circumstances arise which lead to disruption. Establishments may be affected by severe weather, power failure etc. In such cases, we shall keep you informed about the details of closure and re- opening. We shall use local media, newspapers, radio and social network sites and notices in local shops, and churches.

Data Protection Act 1998

Information on children and young people, parents and carers is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the Data Protection Act 1998 and may only be disclosed in accordance with the codes of practice. For further information please contact the nursery.

Further information can be found at.

<https://www.legislation.gov.uk/ukpga/1998/29/contents>

The Freedom of Information (Scotland) Act 2002

The freedom of information (Scotland) Act 2002 enables any person to obtain information from Scottish public authorities. The act applies to all Scottish public authorities including The Scottish Government and its agencies: Scottish Parliament, local authorities, NHS Scotland, universities and further education authorities and the police.

- Public authorities have to allow access to the following information
- The provision, cost and standard of its service
- Factual information or decision making.
- The reasons for decisions made by the public authority itself.

Further information is available on the Glasgow City Council website or by visiting

<https://www.legislation.gov.uk/asp/2002/13/contents>

Absence from nursery class

Absence must be monitored for child protection issues. You **MUST** inform us of absence on the first day by phoning 0141 771 1294 by 9.30am. If you no longer require your nursery place, please inform staff who will assist you in any transfer to other nursery establishments.

If absence is due to infection, vomiting and /or diarrhoea, your child must remain absent until at least 48 hours have elapsed since the last bout.



Fundraising

We may hold up to two sponsored events over the year to raise funds for Christmas and Graduation. Staff will provide details as and when these events will take place.

Communication

We issue monthly newsletters giving all the nursery news, and issue flyers detailing upcoming special events. Each nursery plan is available in the cloakroom area for information. This information is shared on to our Showbie platform too.

Showbie

At St Bridget's Nursery Class, we use the Showbie platform to evidence and share your child's learning and development journey. You will be provided with information on how to create and log into this, during your child's settling in process. We ask that you share any achievements or learning you do with your child at home. This helps us to ensure that we are collectively supporting your child within their interests, across the nursery provision.

We offer a variety of voluntary parental involvement events throughout the year. These include stay and play, parent's meetings, and Play Along Maths. We often send out questionnaires and event evaluations for your comments and feedback. Please do let us know your opinions. They are greatly valued.

As part of our nursery to home links, we operate a home lending library every Friday. This gives you the opportunity to relax and spend some time with your child as you build upon and help to develop their literacy and language skills.

Photographs and Video Recording



In nursery, we often take photographs and short videos of the children engaged in different learning experiences.

We ask that you give your permission for these with the understanding that they may be used on school X page. We will not share these out with this.

Our official photographer takes individual, family and group photographs in the nursery. We will inform you in advance of these occasions.

Cash

All monies collected as part of the Nursery toy fund - should handed to a member of the nursery staff, who will record this on to the appropriate record. Any other money e.g., uniform, photograph or sponsor money, should be put into a **sealed** envelope marked with your **child's name** on it, **what it is for** and the **amount** enclosed. This then goes to office staff who count and bank all cash.

Supporting Children's Emotions

Sometimes a child goes through a difficult stage, and it is then that you, as a parent, will be approached by their keyworker or Team Leader, who will discuss with you, ways we can support and manage this within the setting and at home. We would much rather try to resolve any difficulty with your assistance, than try on our own. If we feel that there is cause for concern about a child's development, your child's keyworker and or Team Leader, will discuss this with Mrs MacLean (Depute Head), and a member of our team will contact you.

As part of supporting children's emotions, every child will have the opportunity to participate within our Emotion Works programme. This is a structured and fun way to help your child understand their emotions, as they learn all emotions are valid. With your help and continued

support, we can provide ways to promote these as your child navigates how they feel, through using their voice.

Dealing with Racial harassment

The Race Relations Act of 1976 makes it unlawful to discriminate against someone because of his/her colour, race, nationality, ethnic or national background. The Act makes it the duty of Glasgow City Council to eliminate unlawful racial discrimination.

In 1999, the guidelines "Dealing with Racial Harassment" were issued to assist all staff in dealing with such incidents.

The adoption of an anti - racist approach should be seen as one part of the continuing attempt to improve the quality of education.

Glasgow City Council recognises that support from the home is essential if these aims are to be achieved. Every child has the right to be happy and secure at nursery.

Further information can be found at.

<https://www.legislation.gov.uk/ukpga/1976/74/enacted>

United Nations Convention on the Rights of the Child (UNCRC)

All children in Glasgow's educational establishments have the right to work and play in an environment where they feel valued, respected and secure, free from all forms of abuse, bullying or discrimination. The UNCRC (Incorporation) (Scotland) Act 2024 "is a holistic children's rights framework that informs Scottish Government strategies and programmes to fulfil the rights of every child."

Further information can be found at.

<https://www.gov.scot/publications/statutory-guidance-part-2-uncrc-incorporation-scotland-act-2024/pages/3/>

Complaints Procedures

We aim to ensure that you will be completely satisfied by the service we provide, but if you wish to raise any concerns, please in the first instance contact:

Mrs Susan Allan Head Teacher 0141 771 1294

Mrs Emma MacLean Depute Head 0141 771 1294

If you wish to pursue the matter further or have not had your complaint dealt with to your satisfaction, please contact:

Jackie Fulton (Area Manager)

Education Services

City Chambers East

40 John Street

Glasgow

G1 1JL

0141 287 2000

Or

Care Inspectorate

Compass House

11 Riverside Drive

Dundee

DD1 4N

0345 600 9527

Transfer To Primary School

Children normally go to primary school between four and a half and five years of age.

Information on registration and enrolment procedures will be given in the local press early in the Autumn term. In 2017, Glasgow City Council introduced on line registration, which was to be completed within a designated week in the November preceding the August intake for the next year. We will give more details nearer the time, including procedures for those without internet access or who wish information provided in an additional language or format.

Please note that children **MUST** be registered for their **LOCAL SCHOOL** i.e. the school in your catchment area, however the on - line form provides the facility for a **placing request** if required. Thereafter that school will inform you of their Pre-Entrant visits etc. for your child. We have informal contact with all the local schools and the teachers are welcome to visit.

Useful Addresses

Glasgow City Council

Education Department

Glasgow City Chambers

40 John Street

Glasgow G2 1DU

Tel. 0141-287-2000

Head of Education Services

Mr. John McGhee

East Area Manager

Mrs. Jackie Fulton

Although this information is correct at the time of printing, parents should be aware that changes may occur. The handbook will be updated annually.

Susan Allan

Head Teacher

Emma MacLean

Depute Head Teacher