

# **BALLOCH PRIMARY SCHOOL HANDBOOK**



**October 2022**

**Caring, Ambitious, Active, Achieve**

**Balloch Primary School  
Culloden Road  
Balloch  
INVERNESS  
IV2 7HQ**

**Dear Parent / Carer,**

Welcome to Balloch Primary. We hope you will find this handbook useful and informative and that it will give you a taste of the life and work of the school and the experience your child will have.

Copies of this handbook are made available electronically to all parents of new pupils who enrol in Balloch via the school website. Paper copies are available to those who would prefer one. We also have a Nursery handbook for parents of Nursery pupils.

Our present role is 191 in Primary 1 – 7 and 27 in nursery.

Parents are a huge influence on their children's life and we value the strong partnership Balloch Primary School enjoys with its parents.

If you have any queries about the school or would like to arrange an appointment to view the school, please do not hesitate to contact me.

Yours sincerely,

*Gill Rodgers*

Head Teacher

October 2022

**Tel: 01463 790287**

**School email address: [balloch.primary@highland.gov.uk](mailto:balloch.primary@highland.gov.uk)**

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## **VALUES AND VISION**

Caring, ambitious, active, achieve to be the best that we can be.

## **AIMS**

### **At Balloch School we aim to:**

Ensure all pupils experience a wide range of progressive and relevant learning opportunities within a safe, supportive, inclusive and welcoming environment.

Promote the well-being of all children through opportunities to develop socially, emotionally, physically and intellectually, learning to care for themselves, others and their world.

Involve and encourage parents, carers, partner agencies and the wider community to play an active role in supporting learning and celebrating success both at school and at home.

Ensure that school staff members work within a professional environment where they can take advantage of opportunities for further training and development in order to enhance learning and teaching, ensuring that we offer the highest quality learning experiences for our pupils.  
(Reviewed 2019)



## **EQUALITY AND INCLUSION**

Balloch School is an equal opportunities school. Our activities in school ensure that we eliminate unlawful discrimination, advance equality of opportunity and promote good relations. Activities should not discriminate against any of the following 'protected characteristics' age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity. For up-to-date information please see:  
<https://www.highland.gov.uk/info/751/equality%20diversity%20and%20citizenship/313/equal%20opportunities>

## **SCHOOL TIMES**

The Balloch School day is as follows:

### **PRIMARY 1- 3**

|                    |                        |               |
|--------------------|------------------------|---------------|
| Monday to Thursday | 8.50 a.m. – 12.15 p.m. | 1 - 2.30 p.m. |
| Friday             | 8.50 a.m. – 12.15 p.m. | 1 – 1.45 p.m. |

### **PRIMARY 4 – 7**

|                    |                        |               |
|--------------------|------------------------|---------------|
| Monday to Thursday | 8.50 a.m. – 12.30 p.m. | 1.15 - 3 p.m. |
| Friday             | 8.50 a.m. – 12.30 p.m. | 1 – 2 p.m.    |

The Nursery currently operates a flexible approach between a start time of 8.50a.m. and a finish time of 2.50p.m.



## **SCHOOL BUS TRANSPORT**

Information regarding eligibility to school transport can be accessed at [http://www.highland.gov.uk/info/878/schools/12/school\\_transport](http://www.highland.gov.uk/info/878/schools/12/school_transport). Forms can be completed online or are available from the school office.

All buses leave after 3 p.m. (2 p.m. on Fridays) but pupils who finish earlier will be supervised until the end of the P4-7 school day. Pupils who are not entitled to use school transport may only do so, e.g. to visit a friend, when a request has been made to school transport in advance.

Children who travel by bus are expected to behave in an orderly manner. They should sit in a seat while the bus is in motion and wear seat belts. Parents are responsible for ensuring that their child behaves appropriately when using school transport. After they have arrived at school pupils may not leave the premises for any reason.

Please note that transport is not a school responsibility. Parents may find the contact details below useful should they have queries about school transport:

D and E Coaches 01463 222444

Stagecoach 01463 233371

Transport HC – practical arrangements, e.g. space on a bus, pick up point – 01463 644703 / [Public.Transport@highland.gov.uk](mailto:Public.Transport@highland.gov.uk)

## **SCHOOL TERM DATES FOR PUPILS 2022 – 2023**

### **TERM 1**

Tuesday 16<sup>th</sup> August 2022  
To Friday 7<sup>th</sup> October 2022

### **TERM 2**

Monday 24<sup>th</sup> October 2022  
To Thursday 22<sup>nd</sup> December 2022

### **TERM 3**

Monday 9<sup>th</sup> January 2023  
To Friday 31<sup>st</sup> March 2023

### **TERM 4**

Monday 17<sup>th</sup> April 2023  
To Thursday 29<sup>th</sup> June 2023

### **IN-SERVICE DAYS**

Monday 15<sup>th</sup> August 2022  
Monday & Tuesday 12<sup>th</sup> & 13<sup>th</sup> September 2022  
Wednesday 22<sup>nd</sup> February 2023  
Monday 5<sup>th</sup> June 2023

Further information on school dates can be found at:

[https://www.highland.gov.uk/info/878/schools/32/school\\_term\\_dates](https://www.highland.gov.uk/info/878/schools/32/school_term_dates)



## **STAFFING**

|                             |                               |
|-----------------------------|-------------------------------|
| <b>Head Teacher</b>         | Gill Rodgers                  |
| <b>Depute Head Teacher</b>  | Clare Petrie                  |
| <b>Primary 1</b>            | C Johnson                     |
| <b>Primary 2/1</b>          | L Butler                      |
| <b>Primary 3/2</b>          | S Wilson                      |
| <b>Primary 4/3</b>          | E Patience / C Ross           |
| <b>Primary 5/4</b>          | G Hopkins / J Macdonald       |
| <b>Primary 6/5</b>          | A Cowie / R Arkell            |
| <b>Primary 7/6</b>          | R Thompson                    |
| <b>Primary 7</b>            | M Gibbon                      |
| <b>CCR</b>                  | L Robertson, C Ross, A Smedra |
| <b>Support for Learning</b> | L Davidson                    |

### **EARLY YEARS PRACTITIONERS**

|            |             |
|------------|-------------|
| A Murray   | L Macdonald |
| A Mcdonald | H Millar    |

### **PUPIL SUPPORT ASSISTANTS**

|          |             |            |
|----------|-------------|------------|
| C Butler | F Jack      | J Naismith |
| M Parker | L Vermeulen |            |

### **ANCILLARY STAFF**

|                                      |                       |
|--------------------------------------|-----------------------|
| <b>Clerical (Monday – Wednesday)</b> | C Matte, J Naismith   |
| <b>Clerical (Thursday – Friday)</b>  | J Rodgers, J Naismith |
| <b>Cook in Charge</b>                | D Dickie              |
| <b>Cleaning Supervisor</b>           | T Beck                |

### **VISITING SPECIALISTS**

|                           |             |
|---------------------------|-------------|
| <b>Piping Instructor</b>  | J MacGregor |
| <b>Brass Instructor</b>   | R Farmer    |
| <b>Strings Instructor</b> | M Osborne   |
| <b>Vocal Coach</b>        | C Josey     |

### **SCHOOL SUPPORT STAFF**

|                                  |             |
|----------------------------------|-------------|
| <b>School Nurse</b>              | Vacant post |
| <b>Health Visitor</b>            | L McLennan  |
| <b>Speech + Language Therapy</b> | A Birrell   |
| <b>Education Psychologist</b>    | E Rait      |
| <b>Practice Lead</b>             | R Selkirk   |

## **PARENT COUNCIL (BSPC)**

The Parent Council was set up in 2006 as part of the Parental Involvement Act to replace School Boards.

There are a number of aims and objectives of the Parent Council which include:

- To support the school in its work with all pupils.
- To promote partnership between the school, its pupils and all its parents, providers of nursery education and the wider community.
- To identify and represent the views of all parents and/or guardians on the education provided by the school and other matters affecting the education and welfare of all the pupils.

The Parent Council meets one evening each term, so only 4 meetings per year and these are open to all parents. If you can't attend the meetings there are other ways to support the group i.e.: helping with the website, which can generally be done from home. The time commitment is really up to you. If we need to meet out with the term meetings this is usually a more sociable event in someone's house.

**School website (run by Parent Council):** <http://www.ballochprimary.org/>  
**Parent Council Facebook:** <https://www.facebook.com/BallochPrimary/>

The AGM for the Parent Council is usually held in June in the school hall. Parents are very welcome to come along and hear more about how the group has supported the school during the year.

If you would like to know more about the Parent Council please contact Kelly Johns, through the school or by contacting Kelly directly  
[ballochparentcouncil@gmail.com](mailto:ballochparentcouncil@gmail.com)

The views of our parents are also sought through a variety of ways during the school session – surveys, questionnaires, individual feedback slips and on-going communication.

Useful information for parents and how to get involved in your child's education, how to support the school, information on curriculum developments can all be found at Parentzone:  
<https://education.gov.scot/parentzone>





### **FUNDRAISING GROUP**

The BFG (Balloch Fundraising Group) are a sub group of our Parent Council and have organised a variety of events during the last few years, including all our school discos. All the money raised through events goes to providing 'extras' for the children and supports outings to the Pantomime, etc. During the previous two sessions the BFG have raised funds for playground improvements and I.C.T. equipment, including Sumdog, which is greatly appreciated by the children.

The AGM for the BFG is usually held in June in the school hall. Parents are very welcome to come along and hear more about how the group has supported the school during the year.

### **PUPIL COMMITTEES**

We have three pupil committees within the school. One representative from each class sits on each committee. All pupils in each class are fully involved in regular class meetings which raise any issues in their class as well as feeding into these committees.

The School Pupil Learning Council provides a forum in which class representatives may express the views and opinions of their classmates. A variety of improvements and changes which enhance school life for pupils have been initiated through this group.

The RotaKids works in partnership with the Rotary Club and engages our children in supporting others in our immediate community and further afield.

The Health and Wellbeing Committee consists of representatives from each class plus other interested parties. Through their activities the group aims to improve all aspects of health at Balloch School for pupils, staff and parents. Within this committee there is a sub group with a focus on e-safety.



## **DESCRIPTION OF BUILDINGS AND GENERAL ORGANISATION**

Balloch Primary School is a non-denominational school catering for boys and girls from their pre school years to Primary 7. The delineated area of the school covers a wide geographical area encompassing Balloch, Clava, Brookfield, Sunnyside, Petty, Allanfearn and part of Culloden incorporating Moray Park Terrace and Moray Park Avenue. Pupils in this area will have priority in being allocated a place in the school.

Balloch School was officially opened on 3rd May 1991. A new classroom extension was added in 1996. Due to increased roll, the Old Balloch School buildings have been taken over by the school again and have been extensively renovated to provide one classroom and a Nursery.

In the main building there are ten classrooms, three resource areas, a computer suite, games hall/dining room, children's room, family room, medical room, kitchen, an administration block and staff room.

Balloch Primary School is an equal opportunities school. To ensure that all children have access to a full range of activities classes are grouped as far as possible according to stages, within teaching areas, thereby providing the flexibility required to organise and instruct in the many varied activities from which the children learn.

## **VISITORS TO THE SCHOOL**

All visitors are required to enter the School by the front door in the main building. A controlled door entry system operates at the front entrance door.

## **SCHOOL ETHOS**

All curricular areas, teaching approaches and interaction between staff and pupils contribute to the overall atmosphere in school.

We have high expectations of pupils regarding conduct and achievement and these are usually met. The atmosphere within school is generally calm, happy and productive. The pupils display a sense of pride in their school and their good behaviour and inquiring attitude are often commented on by visitors and members of the public when we are on trips out of school. The pupils are involved in decision making as much as possible, at class level and at whole school level through our various committees.

## **DISCIPLINE**

Pupils are expected to behave in a responsible manner showing respect and tolerance towards others. A House system is in operation to raise awareness of how individual behaviour can affect the house. In Balloch the school is divided into four houses, Birch, Fir, Larch and Oak with each house having a Primary 7 House Captain and Vice Captain. House points are recorded each week and are totalled at the end of each term with every member of the winning house receiving a house pencil as a prize.

We are currently reviewing the approaches taken to support children's universal behaviour and wellbeing across the school as well as updating our policies to include a positive relationships policy focused on children's rights.

## **CELEBRATING SUCCESS**

Regular opportunities are made to encourage and recognise academic, sporting and personal achievement through our weekly assemblies.

At these meetings pupils are presented with certificates to mark a wide range of success in class. We also acknowledge pupils' achievements outside school at these assemblies. Pupils have their photographs taken by our Primary 7 ICT officers and these are displayed on the pupil noticeboards.



## **THE CURRICULUM**

In Balloch School teachers base their learning programmes round the Scottish Curriculum for Excellence. Further information can be found at <https://education.gov.scot/parentzone/learning-in-scotland>.

The Curriculum has seven principles of design:

### **CHALLENGE AND ENJOYMENT**

Young people should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all.

### **BREADTH**

All young people should have opportunities for a broad, suitably-weighted range of experiences. The curriculum should be organized so that they will learn and develop through a variety of contexts within both the classroom and other aspects of school life.

### **PROGRESSION**

Young people should experience continuous progression in their learning from 3 to 18 within a single curriculum framework. Each stage should build upon earlier knowledge and achievements.

### **DEPTH**

As children progress, they should be drawing different strands of learning together and exploring and achieving more advanced levels of understanding.

### **PERSONALISATION AND CHOICE**

The curriculum should respond to individual needs and support particular aptitudes and talents. It should give each young person increasing opportunities for exercising responsible personal choice as they move through their school career.

## COHERENCE

Taken as a whole, children's learning activities should combine to form a coherent experience. There should be clear links between the different aspects of young people's learning.

## RELEVANCE

Young people should understand the purposes of their activities. They should see the value of what they are learning and its relevance to their lives, present and future.

Expectations and outcomes set out expectations for learning and development in eight curricular areas:

## LANGUAGES

The language curriculum can be divided into areas of listening and talking, reading and writing. Our aim is to encourage children to develop skills which allow them to communicate fluently and confidently.

Listening and talking are incorporated in all areas of the curriculum. Skills must be taught in order that children become confident when expressing themselves. At Early Stages this may be learning when to talk and when to listen. Later children should be able to speak confidently with awareness of audience.

Children are encouraged to enjoy reading. Basic skills are acquired by the Look and Say method and phonetic approach in early stages as well as a focus on the child's comprehension of what is being read to them and what they are reading on their own. These are further developed as the child progresses. We have a wide variety of fiction and non fiction available for the children to read. The school regularly runs a Book Fair to give the children the opportunity of purchasing high quality books and extending their interest and pleasure in reading.

In Writing, children are encouraged to express themselves in a variety of written forms from mark making in Nursery to writing for personal, creative and functional reasons in Primary 7.

All pupils in the school are now learning French as our second language and BSL as our third language.

## **MATHEMATICS**

Mathematics includes areas of number, money and measurement, information handling, shape, position and movement. It plays an important role in our lives and is used in everyday activities, such as buying food, keeping time and playing games.

Children enter Primary 1 as active thinkers, having already experienced mathematics at home and Nursery, e.g. ordering, looking at shapes. The staff at Balloch aim to widen this experience and build on prior learning to develop a sound understanding of mathematics.

Mental calculation is strongly emphasised. Regular oral and mental work develops children's calculation strategies and recall skills.

Computer programmes on both desktop PCs and I-pads are used to reinforce work and to develop skills in information handling.



## **HEALTH AND WELLBEING**

Health Education caters for the physical, mental, emotional and social health of our pupils. Health Education and wellbeing permeate all aspects of the curriculum and school life.

Through Health Education we aim to provide a curriculum that helps pupils to acquire knowledge of the human body and how it works as well as the social and emotional factors that influence health. Pupils are encouraged to make informed choices and take appropriate decisions that help to ensure a healthy lifestyle.

We are presently reviewing our relationships, sexual health and parenthood education from nursery – Primary 7.

## **SOCIAL STUDIES**

Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. As they mature, children and young people's experiences will be broadened using

Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Children and young people learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

### **EXPRESSIVE ARTS**

Expressive Arts is a term which is used to describe the teaching of Art and Design, Music, Drama and Dance. All of these areas encourage self-expression and the development of the child's own ideas and imagination. Pupils' enjoyment of the Expressive Arts is important in building confidence and self esteem as well as enhancing the ways pupils can express themselves.

At Balloch Primary School these curricular areas are developed by the class teacher as well as input from outside agencies, e.g. Feis Rois. We are very fortunate in that we have brass, strings, piping and vocal tuition available at a variety of stages within the school.

### **SCIENCES**

Through learning in the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

Science is taught as a stand alone subject and linked to other curricular areas ensuring continuity and progression.

### **TECHNOLOGIES**

Learning in the technologies enables children and young people to be informed, skilled, thoughtful, adaptable and enterprising citizens.

Information technology gives pupils the opportunity of using computers for word processing, information handling, for drawing and designing and for accessing information. ICT is used more and more throughout the curriculum as a tool for enhancing teaching and learning. Pupils have access to computers in their classrooms and open areas and have timetabled use of the computer suite. Each classroom is equipped with either a smart board or a laptop and projector.





### **RELIGIOUS AND MORAL EDUCATION**

Religious Education is concerned with the development of the understanding of the significance of religion within society. It also offers opportunities for pupils to explore some of the difficult questions concerning faith and the meaning of life.

Worship within school is based on Christianity. However, children learn about other world religions as they progress through school. We aim for the pupils to have some understanding of and be tolerant of the views and beliefs of others. We have links with Smithton Free Church, Culloden-Balloch Baptist Church and the Barn Church Culloden. One of the school chaplains holds an assembly in the school once every four weeks. We usually hold our Easter and Christmas services in the Church. Space is restricted but parents from selected classes are always invited to these occasions. We invite parents of pupils in Primary 1 and 5 to our Christmas Service, parents of pupils in Primary 2 and 4 to our Easter Service and parents of Primary 7 to our service at the end of the session. Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance.

Religious Education is required by law to be included in the curriculum. However, parents who wish to have their children withdrawn can do so by informing the school.

### **LEARNING OUTSIDE OF THE SCHOOL GROUNDS**

Learning in Balloch Primary School does not always take place inside a classroom and we welcome any suggestions for speakers / activities / visits which would enhance any area of the curriculum throughout the session.





## **ASSESSMENT AND REPORTING**

### **ASSESSMENT**

Teachers will use the assessment process as an evaluative, diagnostic and formative tool to provide evidence of pupil attainment and progress and to inform learning and teaching approaches and pupil targets. Pupils should make use of feedback, in all its forms to inform next steps for the improvement of their own learning.

Each child's progress through the curriculum from Nursery to P7 is assessed according to whether they have achieved the identified learning outcomes. These learning outcomes are divided into levels – Early, First, Second, Third, Fourth and Senior.

Curriculum for Excellence Levels are as follows:

|                       |  |
|-----------------------|--|
| Early Level:          | Pre school years and P1 or later for some. |
| First Level:          | by the end of P4 or earlier for some       |
| Second Level:         | By the end of P7 or later for some.        |
| Third + Fourth Level: | S1 – S3.                                   |
| Senior Level:         | S4 – S6                                    |

Information regarding the school's performance can be accessed at <https://public.tableau.com/profile/sg.eas.learninganalysis#!/vizhome/SchoolInformationDashboard-Primary/Introduction>

### **REPORTING IN BALLOCH PRIMARY 1 - 7**

Below is an outline of the usual reporting year in Balloch.

#### **Terms 1 and 2 (summer – Christmas break)**

Open afternoon – parents can come in and chat with their own child/children about their learning.

Over the two terms, learning snapshots sent home – one each for literacy, numeracy and health and wellbeing. Parents have the opportunity to discuss learning in these key areas with their child and comment. Parent consultation meetings – parents have the opportunity to discuss progress with class teacher(s) and look at their child's work.

### **Term 3**

Parent consultation meetings – parents have the opportunity to discuss progress with class teacher(s) and look at their child's work.

Learning snapshots sent home – two for literacy and two for numeracy. Parents have the opportunity to discuss learning in these key areas with their child and comment.

### **Term 4**

An end of session report will comment around other curricular areas, the wider curriculum and pupil's attitude to work. It will include the pupil's profile about their own learning. Learning snapshots from this term and previous terms will be included as part of the annual report.

In addition to these formal arrangements, parents are encouraged to contact the school office should they wish to speak to class teachers regarding their child. Teachers will be happy to make an appointment or discuss matters on the telephone at a mutually convenient time if that is more suitable.

The ongoing pandemic has affected the way in which we are able to engage with parents. For the latest information, please contact the school.

### **ADDITIONAL SUPPORT NEEDS**

Class teachers, in conjunction with Additional Support Needs Teachers monitor the progress of pupils with additional support. The needs of such pupils are generally catered for within the normal curriculum but with specialist advice and support as required. If necessary, a child's plan may be put in place to help plan, organise, monitor and regularly review a child's progress. Parents and pupils will be involved in these procedures and in reviews. More information can be found about the Highland Council model for support and child's plans at:

[http://www.highland.gov.uk/downloads/file/230/highland\\_practice\\_model\\_-\\_delivering\\_additional\\_support\\_for\\_learners](http://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners)

[http://www.highland.gov.uk/download/downloads/id/11/co-ordinated\\_support\\_plan](http://www.highland.gov.uk/download/downloads/id/11/co-ordinated_support_plan)

Parents/Carers will always be involved in discussions about any additional support being suggested for their child and any need that may be identified within the school.

Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you don't feel is being addressed, or will want to talk to someone out with the school. Should you have any concerns that your child's additional needs are not being met, you should contact a member of the SMT. Should your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

[http://www.highland.gov.uk/info/886/schools -  
additional support needs/1/support for learners](http://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners)

If you have a concern about your child in primary school please contact your child's class teacher in the first instance or the head teacher.

Advice, further information and support for parents of children with ASN can also be sourced from the following organisations:

Enquire – the Scottish advice and information service for additional support for learning, a charitable body - <http://enquire.org.uk/>

Scottish Independent Advocacy Alliance - <https://www.siaa.org.uk/>

Scottish Child Law Centre - <http://www.sclc.org.uk/>



## **HOMEWORK**

Parents and families are by far the most important influences on children's lives. The support of parents in their children's education is key to the success of young people. Taking time with them, discussing work, practising language, helping them manage their homework and encouraging responsibility are important ways of supporting children's learning.

The amount of homework is determined by the class teacher in relation to the work of the group / class and the capabilities of the pupils. Homework may take the form of an assignment or necessary revision or practice.

A copy of the policy which was drawn up with pupils and parents can be found on the Parent Council website <http://www.ballochprimary.org/>



## **WEEKLY COMMUNICATION**

Parents are sent a weekly communication via email every Friday.

## **SCHOOL WEBSITE**

The Parent Council website can be accessed at [www.ballochprimary.org](http://www.ballochprimary.org)

## **ABSENCE ARRANGEMENTS**

Good attendance is vital if pupils are to achieve their full potential. Schools are required to keep an attendance register by law. We have a responsibility for the care and welfare of all pupils during the school day. For Child Protection reasons parents are asked to notify the school of any absence before 9.15am, otherwise the school will make efforts to contact parents. If no contact is made on first day of absence this will be noted by the school. If there is a second day of unexplained absence the school will make vigorous attempts to contact a carer or family member. On the third day if the school has no explanation of the absence either a home visit will be made or the police notified of non attendance.

Parents should inform the Head Teacher (usually by note to the class teacher) of any need to withdraw a child from school during normal school hours. Where at all possible, medical and dental appointments should be made out with school hours.

When parents are considering whether to remove their child(ren) from school for a holiday they should be aware that such a decision:

- will result in a significant loss in classroom experience;
- will result in a pressure to 'catch up' on missed work by pupils;
- could result in the loss of curricular activities;

- will affect school attendance records and efforts to raise standards of attendance;
- under the guidance issued most family holidays will be coded as unauthorised absence.

In conclusion, parents are asked to be aware of these considerations when making decisions on planning holidays during term time.

Enclosed is a link to the school term dates on the Highland Council website to aid parents in planning holidays

[https://www.highland.gov.uk/info/878/schools/32/school\\_term\\_dates](https://www.highland.gov.uk/info/878/schools/32/school_term_dates)

If parents decide to make holiday arrangements during a school term, this should be confirmed in writing to the Head Teacher.



## **HEALTH CARE**

Minor cuts and bruises are attended to in school. In the case of children becoming unwell or receiving a head bump, contact is made with the parent / emergency contact and you may be advised to collect your child from school. It is essential that we have up to date day time contact numbers and emergency contact numbers for all pupils. No child will be allowed out of school unless the parent or emergency contact has been notified. In the case of more serious injuries, the child would be taken to Raigmore Hospital for emergency treatment. Every effort would be made to contact the parent to allow the sharing of decision making. It is very important that parents inform the school of any medical condition that might in any way affect their child. The confidential nature of this information will be respected.

## **ADMINISTRATION OF MEDICINES**

National Guidance on the Administration of Medicines in Schools has been issued by the Scottish Government:

<https://www.gov.scot/publications/supporting-children-young-people-healthcare-needs-schools/>

This guidance is based on a number of common principles that will be consistently applied when identifying, supporting and reviewing the healthcare needs of children and young people in Highland schools to enable them to make the most of their learning. Under Article 24 of the United Nations Convention on the Rights of the Child, all children have a right to the highest attainable standard of health and to health care services that help them attain this. Article 7 of the United Nations Convention on the Rights of Persons with Disabilities states that children with disabilities have the right to express their views freely on all matters affecting them. The arrangements for each individual will therefore take account of the health professionals' advice, the pupil's views and, where appropriate, their parent's views.

NHS Highland, Highland Council and school staff will work collaboratively to ensure that pupils receive the service they need in the way most appropriate to their personal circumstances. We will work with pupils and parents/carers to support the healthcare in our school, making reasonable adjustments that children and young people with healthcare needs might need and require. Where appropriate, we will make arrangements for staff providing healthcare to pupils to receive appropriate training from a health professional, or other accredited source in the care they are providing. Assistance with intimate care may be needed by children in any school and this will be provided if required to support these needs quickly and with respect for children's privacy, dignity and rights.

As far as possible prescriptive medication should be given at home by parents/carers. A child may only take prescribed medication if the parent has given written permission, there are clear directions from the pharmacist and the medication is administered as part of an agreed medical protocol. This should not be the first dose in case the child has a reaction to the medicine. Ideally, medication should be unopen, e.g. tablets in blistered storage.



## **SCHOOL UNIFORM**

The general policy of Balloch School is to encourage pride in appearance, neatness and a sense of belonging to the school community. Therefore we hope that you will encourage your child to wear school uniform at all times. Visitors to the school often comment positively on how smart our children are. The school colours are dark green and gold, worn with grey or black. Uniform consists of:

- ❖ Green school joggers or black/grey trousers.
- ❖ Formal type school shorts or skirts – grey or black - (sport/football shorts are not acceptable). In warmer weather, green checked dresses and green cardigans may be more suitable.
- ❖ Gold school polo shirt – black for P7s.
- ❖ Green school sweatshirt – black for P7s.

### **Sports Clothing**

For PE and sports, pupils should wear their gold polo shirt and black sport shorts - (items of football strips are unacceptable). We have also introduced house t-shirts for P.E. Our Parent Council has provided us with extra shorts for children who have forgotten their kit. A note will be sent home the third time a child does not bring their P.E. kit as parents may not be aware.

For safety reasons, the wearing of jewellery, especially earrings are discouraged generally but if worn, must be removed for P.E. lessons.

### **Formal Uniform**

For some more formal occasions, pupils are expected to wear the formal uniform of:

- ❖ White shirt.
- ❖ School tie
- ❖ Black/grey trousers/skirt.

On two occasions each session school uniform items are ordered by the B.F.G. (Balloch Fundraising Group). A google form will be emailed to parents to complete. At other times items may be purchased from: ***Schoolwear Made Easy, Unit 4, 57 Harbour Road, Inverness IV1 1UF. Telephone 01463 222022.***

School ties can be purchased directly from the school office.

**Articles of clothing, including jackets must be clearly marked with your child's name. The school cannot be responsible for the loss of any items.**

### **MOBILE 'PHONES**

Very few children bring mobile 'phones to school but we do understand that, on the rare occasion, children may take them. If your child takes a mobile 'phone to school they should hand it in to the office before 8.50 a.m. and pick it up at the end of the school day.

## **TRAVEL TO SCHOOL**

As well as children who travel to school by bus we have a number of children who travel by bike, car and on foot.

## **BICYCLES**

Pupils may bring their bicycle to school, although we would advise against this unless your child has passed a bikeability assessment. Any pupil using the school bicycle racks should have a helmet and lock for their bike. Historically, parents have organised a cycle training course for Primary 5 pupils and older. Younger children cycling to school should be accompanied by an adult. The school cannot be responsible for bicycles damaged or stolen.

## **CARS**

Our Parent Council have recently completed an upgrade to the car park adjacent to the school so that there is now a dropping off zone and safer route to the park.

## **ON FOOT**

Please impress on your child the need to use the crossing and to check both ways before stepping off the pavement. Please also advise your children that they should take great care while walking to school and explain the necessity to stay on the pavement. Pupils may enter the school playground from Cherry Lane or Cherry Park (morning only).



## **SCHOOL MEALS**

We have a cook who prepares meals on the premises. Healthy menus have been introduced as part of Highland Council 'Hungry for Success' initiative. Menus are displayed and copies sent home so that parents can help children with choices. They can also be found at:

[https://www.highland.gov.uk/downloads/download/9/school\\_menus](https://www.highland.gov.uk/downloads/download/9/school_menus)



### **Pay by cheque or cash**

School meals are currently supplied by Highland Catering, who collect payment and plan menus. Pupils in Primary 1 – 4 are entitled to a free school lunch. School meals for Primary 4 – 7 are £2.30. Payment envelopes are provided by the kitchen. Cash and cheque payments should be made on each MONDAY for the week commencing. Parents can also pay monthly, quarterly or by term although this must be paid in advance. Cheques should be made payable to 'The Highland Council' and the pupil's name and class written on the back. In unforeseen circumstances pupils may pay for a meal in cash on any day. However, in order to minimise delays in the lengthy dinner queue, catering staff try to avoid handling cash at meal times.

### **Pay online**

To pay online, visit the Highland Council's website [www.highland.gov.uk](http://www.highland.gov.uk) and click on the Pay online heading on the home page and follow the payment instructions on screen. In order to make an online payment for your school meals you will need to have your child's SCOTTISH CANDIDATE NUMBER (SCN). If you require a reminder of your child's number contact the school.

### **FREE SCHOOL MEALS**

Free school meals can be claimed in certain circumstances, for information and application form please see

[http://www.highland.gov.uk/info/899/schools -  
\\_grants and benefits/10/free school meals and assistance with clothing](http://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing)

### **PACKED LUNCHES BROUGHT FROM HOME**

Pupils in Primary 1 – 6 must eat their packed lunches in the dining hall. Primary 7 pupils are given the privilege of eating their lunches at the picnic benches at the back of the school.

The under noted guidelines, for Parents of children who will be bringing packed lunches, are designed for the safety and protection of pupils:

- All food must be carried in a semi-rigid container with a secure lid. Containers should be clearly marked with the name of the child.
- Glass bottles or containers are not permitted under health and safety regulations.
- Vacuum flasks containing hot liquids or food are not permitted because of the danger of scalding.

- Fizzy drinks in cans or bottles are not permitted because of the obvious dangers they present.
- No cans which may cut a child should be sent as part of a packed lunch.

The Council cannot be held responsible for any loss or damage to packed meals or their containers.

### **LEAVING THE SCHOOL AT LUNCHTIME**

Historically in Balloch, pupils have remained in school for the full lunchtime but this is not compulsory. Parents are responsible for pupils who go out with the school grounds for lunch time.

### **ENROLMENT**

Parents will be advised by press advertisement, the weekly communication and the school website of the date of the enrolment week for session 2022/2023. Each school serves its own particular catchment area. Pupils whose homes are located in that area have priority in being allocated a place in Primary 1 – 7 in the school. However, parents have the right to specify the school in which they wish to place their child.

Placing request applications are made online at:

[https://www.highland.gov.uk/info/878/schools/887/enrol\\_your\\_child\\_for\\_school/2](https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2) Further information and visits as part of transition will be communicated to parents later in the session.

### **EMERGENCY CONTACTS**

When enrolling children parents are asked to provide two emergency contacts for pupils in case of illness or emergencies in adverse weather conditions. This contact would be used if a parent was unavailable. It is essential that parents ensure that the school is advised of any change of telephone number etc in order that information for emergency contacts may be updated as necessary.

### **EMERGENCY CLOSURES**

It is usually possible to give advance warning to parents of early closing. However, in some circumstances, e.g. power failure or extreme weather conditions, this may not be possible and parents are asked to ensure that:

- (a) the school has a note of an emergency contact if both parents/guardians are working
- (b) children know what to do and where to go

Our first priority is always the safety of the children and no child would be allowed to go home before reasonable steps had been taken to ascertain that an adult is at home.

Balloch School has a large number of children who are transported by bus and in these cases every effort would be made to contact individual parents before any action would be taken.

In addition the school has a 'messaging service' which you should check in bad weather to find out if a closure is likely. To access this telephone 0800 564 2272 followed by the school's own pin number 04 1500. Information may also be accessed through the Highland Council website <http://www.highland.gov.uk/schoolclosures>

### **CHILD PROTECTION**

The school takes the matter of child protection very seriously. If you have any concerns about a child please do not hesitate to contact the school.

From time to time incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering some form of abuse. In terms of Highland, education staff must report such incidents to social work services which can lead to a joint social work/police investigation. The social workers and police officers have been specially trained. They are sympathetic to the fact that a child protection investigation can be worrying and upsetting for a family, but their first concern must be the welfare of the child.

Copies of child protection policy guidelines are available at <http://www.highland.gov.uk/info/1361/childcareandfamilycare/438/childprotection>

### **CONCERNS AND COMPLAINTS**

All complaints will be dealt with as soon as practically possible.

### **Parent Complaint Procedure**

We aim to find appropriate solutions to all problems/complaints at school. If the enquiry is regarding a classroom issue, the class teacher would be the first person to be contacted. If there is an issue which parents feel the class teacher could not address then contact should be made either in writing or by arranging an appointment through our office with one of our senior management team, Karen Ross, Head Teacher, Emma Patience, Acting Head Teacher, or Clare Petrie, Depute Head Teacher.

We would assure parents that we take seriously any complaints and endeavour to resolve them as quickly as possible. If after speaking to staff parents did not feel that the issue raised had been dealt with correctly they should then contact the Education Office for further help. If a concern arises that the school is unable to resolve parents can pursue the matter by contacting the following education personnel:

Fiona Shearer, Acting Area Education Manager  
Headquarters  
Glenurquhart Road  
INVERNESS  
IV3 5NX  
01463 702811 or [Fiona.Shearer@highland.gov.uk](mailto:Fiona.Shearer@highland.gov.uk)

Parents of pupils in Nursery may also contact the Care Inspectorate.

Please note that transport is not a school responsibility and any queries should be addressed to the Transport Development Officer, Highland Council, Glenurquhart Road, Inverness, IV3 5NX, or [public.transport@highland.gov.uk](mailto:public.transport@highland.gov.uk).

If a parent has a concern they can also contact Children 1<sup>st</sup>'s Parentline by calling 08000 28 22 33 or online at [www.children1st.org.uk/help-for-families/parentline-scotland/](http://www.children1st.org.uk/help-for-families/parentline-scotland/). Children 1<sup>st</sup> are there for any problem – big or small.

### **Pupil Complaint Procedure**

Pupils may voice concerns or complaints through their class teacher, playground supervisors, H.T. or D.H.T., class meetings and School Pupil Learning Council.

### **LIAISON WITH PRE-SCHOOL GROUPS**

We have our own Nursery which caters for both 3 and 4 year olds. Contact is made with other pre-school centres for children who do not come from our Nursery. All children coming into our Nursery and Primary 1 classes are offered the opportunity to visit prior to starting.

### **MILITARY FAMILIES**

Our school welcomes and supports families, their children and young people from Forces families: serving, veteran and reservists. Please get in touch with us as soon as you can so we can work with you to ensure the transition is as smooth as possible.

Visit the Highland Council Armed Forces Website for lots of helpful information and support [https://www.highland.gov.uk/info/886/schools – additional support needs/833/armed forces – support for families and schools](https://www.highland.gov.uk/info/886/schools--additional-support-needs/833/armed-forces--support-for-families-and-schools).

### **TRANSFER TO SECONDARY SCHOOL**

On completion of Primary 7 at Balloch School, most of our pupils continue their education at Culloden Academy, Culloden, Inverness, IV1 2JZ. Telephone - 790851. Rector – Dr James Vance

There is good liaison between the two schools. Staff members from Culloden Academy visit the school to talk to P7 pupils on several occasions before transfer. This enables the pupils to get to know some of the staff before they join the Academy. The pupils visit the Academy for three days during the summer term as well as planned activities throughout the year. They are grouped in their new classes and follow their new timetable. Enhanced arrangements are made to support pupils with additional needs.

P7 parents also have the opportunity of meeting with some members of Culloden Academy staff and are invited to the Academy for a visit, normally on the evening of the Primary 7 visit.

### **FUNDRAISING**

Various fund raising events are organised to raise money for the Balloch School Fund and the BFG fund.

Each year the school supports two or three charities, one of which will be local, and occasional fund raising events are held in support of these.

### **VISITS OUT WITH THE SCHOOL GROUNDS**

During the session teachers may wish to use areas out with the school grounds but within the local environment as a learning resource. We would not normally seek specific permission for these local outings as written permission for visits is sought at enrolment. If you have any objection to this please let us know. Details of visits further a field would be sent home in advance and specific permission sought.

### **EXTRA CURRICULAR ACTIVITIES**

The school makes every effort to involve the children in a number of sporting and leisure activities. There are several extra curricular clubs running at various times during the session which pupils may join.

Clubs are also available in the Balloch Hall next door and at Culloden Academy.

We are happy to support parents in setting up and running clubs for the children. The clubs do not necessarily have to run for the full school session.

As well as supporting us with the running of clubs parents are asked on an annual basis to let us know if they are available to help on trips or whether any member of the family / immediate community have particular skills / knowledge which might be of interest to the children in the school.

### **ACCESS TO PUPILS' RECORDS**

The Pupils' Educational Records (Scotland) Regulations 2003 extend to parents the right of access (with certain specific exceptions) to any record held by the Authority in relation to their child. Parents may make application to the Head Teacher.

### **DATA PROTECTION LEGISLATION**

Information on pupils, parent and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by data protection legislation and may only be disclosed in accordance with the codes of practice.

## **TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS**

The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us. Further information can be obtained from <http://www.gov.scot/Topics/Statistics/ScotXed>

Data about pupil preferred routes, preferred occupations and anticipated school leaving date is also collected from S3/S4 to support planning for leaving school. This information is shared with Skills Development Scotland. Further information about 16+ Data can be found here:

<http://hi-hope.org/directory/listing/16plus-planning>

## **DATA POLICY**

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

**The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.**

Information on why we collect data about pupils and who we share this data with can be found in Highland Council's Privacy Notice which is available here: [https://www.highland.gov.uk/directory\\_record/1095920/enrol\\_your\\_child\\_at\\_a\\_school](https://www.highland.gov.uk/directory_record/1095920/enrol_your_child_at_a_school)

### **Why do we need your data?**

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA 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:

- o plan and deliver better policies for the benefit of all pupils
- o plan and deliver better policies for the benefit of specific groups of pupils
- o better understand some of the factors which influence pupil attainment and achievement
- o share good practice
- o target resources better
- o enhance the quality of research to improve the lives of young people in Scotland

### **Your data protection rights**

The collection, transfer, processing and sharing of ScotXed data is done in accordance with data protection legislation. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. Data protection legislation gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website

<http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation>

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This 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 relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

### **Concerns**

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at [ScotXed@scotland.gsi.gov.uk](mailto:ScotXed@scotland.gsi.gov.uk) or write to The ScotXed Support Office, Area 2D, 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.

**WHILST THE INFORMATION IN THIS HANDBOOK IS CONSIDERED TO BE CORRECT AS AT 25 NOVEMBER, 2021, IT IS POSSIBLE THAT THERE MAY BE CHANGES DURING 2021/22 AFFECTING MATTERS DEALT WITH IN THIS DOCUMENT**

## ANNEX A

### Rationale

- We want every child to have the opportunity to achieve and experience success on a regular basis.
- Learning will be built on firm foundations with opportunities for creativity, personalisation and relevance as well as core skills and knowledge.
- Literacy, numeracy, health and wellbeing are developed across a variety of curricular areas, embedding skills for life, learning and work.
- Pupils are supported in taking ownership of their learning through staff sharing learning intentions and success criteria as well as discussion of next steps personal to pupils.
- Pupils have opportunities to lead learning through discussion and questions of what and how they want to learn.
- There will be a balance of activities in classes – individual, collaborative and cooperative.
- All partners of the school are encouraged to have a voice
- Pupils will be supported in recognising that with rights come responsibilities.
- The school will endeavour to provide an environment which is conducive to learning whether it is the physical environment of the school, school grounds or wider community.
- ICT will be used to enhance learning in the 21st century.

## ANNEX B

### **SCHOOL IMPROVEMENT**

This year, because of the ongoing pandemic, all schools in Highland are continuing to focus on certain key priorities as followings:

- Health and wellbeing
- Recovery of learning, teaching and assessment
- Attainment in session 2020/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

## ANNEX C

### **STANDARDS AND QUALITY**

#### **Leadership of change: very good**

The values and vision for Balloch Primary School have been well established. During session 20-21, there was an enhanced focus on literacy and numeracy which had a positive impact on many of the children's attainment, even following a prolonged period of lockdown. Staff took on various leadership roles during lockdown to ensure our pupils continued to receive a very high standard of support.

#### **Learning, teaching and assessment: good**

Across the school, children benefit from a positive, purposeful and inclusive learning environment. Children work well with each other and behave well in class and in the outdoor environment. Pupils across all stages are challenged appropriately, matched to their needs and interests. Clear explanations and instructions are given. Our pupils are happy and almost all are highly motivated to learn. Learning snapshots ensure all pupils are engaged in developing independence, supported by learning intentions and success criteria. In nursery, practitioners know the children well as individuals. Their observations on children's learning are recorded appropriately in learning journey folders along with photographs and tracking sheets. Children's progress towards achievement of CfE levels in literacy and numeracy is tracked and monitored well using the local authority's tracking system, nursery observations based on Early Level outcomes and Developmental Overviews. Class teachers have helpful meetings with senior leaders three times per session to analyse data, review progress and jointly plan any necessary interventions to support individual children's progress. Weekly meetings are held with ELC staff where collectively discussions take place relating to any concerns and interventions agreed.

#### **Ensuring wellbeing, equality and inclusions: good**

Children benefit from positive relationships with peers and adults in the school. Teachers and support staff are creating a supportive environment for learning and, as a result, most children feel respected and safe. The skills-based health and wellbeing curriculum implemented across the school ensures children are developing an understanding of wellbeing in a planned and progressive way. The school has a range of interventions in place to support the wellbeing needs of children who face challenges. For example, children benefit from access to 'Room for Everyone' to participate in activities developing emotional literacy. Support staff assist children skilfully to develop further their social and emotional skills and, as a result, children accessing the room make good progress in their wellbeing. Working with multi-agency partners, senior leaders monitor the wellbeing

needs of children and ensure that the impact of targeted interventions is closely monitored.

**Raising attainment and achievement / Ensuring children's progress: very good**

Attainment in literacy and numeracy remains high with learners who are at risk identified and supported to achieve their full potential. We are proactive in nursery in identifying and reducing potential barriers to effective learning of our children.



Balloch Primary School  
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