



Holm Primary School Family Handbook 2022/2023



To achieve it, we must believe it!

Safe, Happy, Learning, Respectful

HOLM PRIMARY SCHOOL

Stratherrick Road

Inverness

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Welcome to Holm School.

We hope you find this booklet useful and informative. During your child's time in our school we will do our best to provide your child with a happy and rewarding primary education.

This handbook provides you with information about the school but it cannot describe the happy, caring, purposeful environment that the Holm Staff have created in school.

The ongoing pandemic continues to affect the normal running of schools in many ways. This Handbook reflects the way the school *usually* runs but does not cover all of the changes that we have made because of the pandemic. Our arrangements have changed in many ways since March 2020, and may well change again, depending on how the pandemic develops. For the most up-to-date information about any aspect of the work of the school, please make contact and we will be able to tell you about our current arrangements. For the latest information about how the pandemic affects children, young people and families across Scotland, please visit the Scottish Government website, which has helpful information [about Coronavirus and its impact on education and children](#).

We look forward to your interest and support over the next few years during which time your child will be a valued member of the school community. Parents and staff are encouraged to work in partnership to develop strong links between home and school. By taking an active interest in your child's work both in school and at home and participating in the life of the school you will help your child make the best possible progress. The school considers it very important that good relationships exist between parents and staff. To help with this we have an active Parent Council. Meetings and events will be arranged from time to time and we will always value your participation and support.

Your child's teacher and I will always be willing to discuss any aspects of your child's education. If you require any further information please contact the school and an appointment will be made.

Yours sincerely

JANINE WEBB
Acting Head teacher

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FOREWORD

Delineated Area

Holm School's delineated area (catchment area), starts at Island Bank Road and includes the area outwards from Drummond Circus, Drummond Crescent, Holm Mills, Holm Mains, Holm Park and Ness-side. On the east side it includes Ardhalm Place, Ardbreck Place, Ardness Place, and Holm Dell.

The School Buildings

Holm Primary School is situated off Stratherrick Road, overlooking Holm Mains and Holm Park. The main access is from Stratherrick Road - opposite Lochardil Woods. In addition, there is a pedestrian access using the steps up from Holm Mains at Boarstone Avenue.



The school opened in August 1974 and was extended in February 1979. Our current school roll is 300 pupils with an additional 80 in early learning and childcare (ELCC). All the accommodation is on the ground floor.

There are four main buildings:

The Administration Block, which contains the Head Teacher's and Secretary's offices, the Staff Room, Hall, Dining Area and Kitchen.

Little Lambs Block - where we have 3 classes (P1, P1/2 and P2), and The Giraffe Room – part of ELCC.

The Brilliant Bees - where we have 3 classes (P3, P3/4 and P4) and also our Nest nurture room.

The Clever Coos - where we have P5, P5/6 and P6.

Chilled Trees - This porta-cabin is where our 2 P7 classes are.

Nursery – We have The Bear room and the Turtle room.

Each of the Teaching Blocks has a central "open area" adjacent to classrooms. The "open areas" are provided as classroom extensions.

Each Teaching Block has toilet facilities.

Every class has at least one PC with internet access and email facilities. There are overhead projectors in each classroom to allow classwork from computerto be shared. Some classrooms have smartboards. The P6 and P7 pupils all have their own Chromebooks. The other classes also have additional Chromebooks and tablets.

The school has spacious outside playing and recreational areas. The grass area provides space for athletics, football, hockey, rugby, orienteering etc. The tarmacadam quadrangle in the centre of the school grounds can be used for playground games and activities such as cycling. There is a basketball court at the edge of the playing field. We also have a sensory garden and the Honey Bear garden which has picnic benches in it.

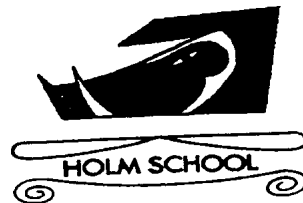
We have car parking facilities for visitors and parents of Nursery children. Otherwise parents are asked to use the drop-off zones at Ardbreck Place and Drumblair Crescent from where children have safe access to the school or to use the drop-off area in the school grounds.

Please be aware that problems arise when cars are parked on the drop-off zone. As part of our health – promotion, we encourage children to walk or cycle to school.

There is a kitchen attached to the school and our meals are prepared and cooked freshly each day.

School Badge

The school badge reflects the Pictish history of the area. The boar's head is taken from the Boarstone - which used to stand along from the school - and the words "Holm School" are 'enclosed' in an open Pictish bangle. The Boarstone is now 'housed' in the Headquarters of Highland Council in Glenurquhart Road, Inverness.



SCHOOL CONTACT DETAILS

POSTAL ADDRESS

Stratherrick Road, Inverness IV2 4YL

TELEPHONE

(01463) 232697

E-MAIL

holm.primary@highland.gov.uk

WEBSITE

HolmPrimary

TWITTER

@schoolholm @holmmaths @holmelcc

Bella the Boar – Our Mascot



Our 3 Houses – Buzzards, Ospreys, Red Kites



STAFF INFORMATION

OUR WONDERFUL STAFF

Our Wonderful Clericals

HEAD TEACHER

ACTING HEAD TEACHER

ACTING DEPUTE HEAD TEACHER

PRINCIPAL TEACHER

ACTING PRICIPAL TEACHER

Mrs Karen Thomson and Mrs Tracey Walsh

Mrs Ruth Mackay (currently on maternity leave)

Mrs Janine Webb

Mr Sean Henstridge

Ms Elma McHardy (P2)

Miss Gillian Penman (P1/2)

TEACHERS:

We have 11 classes

P1 Mrs Pam McAra/Mrs Julie Henderson

P1/2 Miss Gillian Penman

P2 Ms Helen McHardy

P3 Mrs Rhona Nicholson

P3/4 Miss Cara Cruickshank-Ryan

P4 Miss Alisha Cowie

P5 Miss Hannah Allan

P5/6 Mrs Nicola Mackenzie

P6 Miss Mairi Stewart

P7G Mr James Garden

P7S Miss Sophie Shepherd

ASN TEAM: Lead – Ruth Mackay

ASN Teacher – Ashleigh Sutherland

PSAs

Mrs Michelle Smith

Mrs Helen Luke

Mrs Catriona Matheson

Mrs Joanne Williams

Mrs Julie Morrison

Mrs Heather Fraser

Vacancy

Our Early Learning Centre

Mrs Janine Webb – Lead

Mrs Emma Macrae

Mrs Fiona Carey

Miss Meghan Smith

Mrs Rita Craig

Mrs Gillian Morrison

Mrs Elaine Christie

Mrs Jeanette Bain

Mrs Rebecca Hastings

Mrs Louise Young

Mrs Laura McMullen

Our After School Club Team

Miss Rebecca Carr/Miss Sarah Gallagher

CCR Teachers

Mrs Sean Henstridge/ Miss Gemma Munro/ Miss Amy Murray/Mrs Pam McAra

Music Instructors Mr Colin Melville (Chanter)/Mr Colin Delmonte – Woodwind

Mr Martin Oparka – drums/Mr Mike Simpson - guitar

Our Janny Mr John Smith

Canteen Staff

Mrs Isabel MacDonald (cook)

Assistants: Mrs Maxene Murdoch /Mrs Ruth Leslie/Mrs Inese Belgavne

School Chaplain

Rev. Fiona Smith (Ness Bank Church)

Our Partner Agencies

Practice Lead – Ms Jill Macrae/Ms Louise Lee

Educational Psychologist – Mrs Sarah Patience

Speech and Language – Mrs Jane Hill/Miss Lizzie Nicolson

Children's Services Worker – Vacancy

SCHOOL HOURS

Early Learning & Childcare

Bear and Turtle Rooms 08:00 – 17:45
Giraffe Room 09:00 – 15:00

P.1 to P.3

09.00 - 12.15
13.15 - 14.45

P4 & P.5

09:00 – 12.30
13:30 – 15:00

P6 & P.7

09.00 - 12.45
13.30 - 15.00

School Intervals

Morning

P.1 to P.7 - 10.40 to 10.55

Lunch

P.1 to P.3 - 12.15 to 13.15
P.4 & P5 - 12.30 to 13.15
P6 & P7 - 12.45 to 13.30



****Every day we have PSAs and members of the management team in the playground for both break and lunch duty.****

HOLM'S ETHOS

HOLM's SCHOOL VISION:

To achieve it, you must believe it!

HOLM SCHOOL VAULES:

As a school TEAM we have decided on 4 core values. These **are SAFE, HAPPY, LEARNING AND RESPECTFUL.**

HOLM SCHOOL AIMS:

Our 4 AIMS at Holm (these link to our values)

- We all feel **safe** and nurtured. We look after ourselves and the world around us. We are resilient and confident.
- We all feel **happy** and make others happy. We include others and have skills to help us be good friends. We **believe** in ourselves. We are free to be ourselves.
- We are **motivated to learn** and learning is fun. We can achieve our full potential. Our learning is creative, modern and skills based, which helps us to prepare for our futures.
- We **respect** and accept everyone. We work well with others. We have open-minds to new ideas and thinking and we are responsible for our actions.

#dowhatmakesyouaHOLMIE (the above makes us a Holmie)

#teamHolm

#noplacelikeHOLM

Partnerships with the community:

We have many strong links with partners within our community:

Ness Bank Church
Christian Culduthel Centre
Holm Community Council
St Columba Church

Celebrating achievements and valuing all:



At Holm, we promote positive behaviour, good relationships and motivate pupils in a variety of ways. We celebrate success and achievement both at school and at home – all achievements no matter how small, are valued and encouraged.

Here is some of the ways we do this:

- Children are recognised for displaying behaviours linked to our values: Safe, happy, Learning and respectful and can earn a silver card for these. Children can also earn a Gold card for going truly over and above.
- We have house points to promote team work. These are given for things like hard work, effort, being a good friend and each term we collect these points for our three houses: Red Kites, Ospreys and Buzzards
- We have fortnightly Head Teacher awards. Teachers choose 2 children per week to receive a certificate at assembly linked to a theme – for example respect.
- We share wider achievements on our Holm Hall of Fame – children love this and feel proud
- Achievements go into newsletters and are shared at assemblies. We see an achievement as ANYTHING that a child is proud of themselves for achieving. This can be small – eating all my lunch or wider like winning a kickboxing competition. To us, all achievements matter, no matter how big or small because to our children this is something **they are super proud of!** We celebrate all children at Holm. So if they don't get a silver card... just yet, they would have been recognised or celebrated in other ways. 😊
- Sharing achievements on twitter as soon as they happen – please follow [@schoolholm](https://twitter.com/schoolholm)

We are a nurturing school and place a strong emphasis on children's health and well-being. We encourage positive behaviour through restorative, solution focussed and nurturing approaches. For further information, please look at the Highland Council links below:

https://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners
https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools

Pupil Voice

Pupil voice features highly at Holm Primary. Here are some of our pupil leadership groups and ways in which we include our children in School Improvement:



JRSO – Junior Road Safety Officers

The JRSO team is led by Mrs McHardy. This team look at making our routes to school safer and plan competitions across the school.

Pupil Council:

The pupil council consists of 1 child from every class to represent school views.





House Captains:

These children are from our Primary 7 cohort and have to stand for whole school election to their posts.

P6 Playground Leaders:

These pupils plan and organise lunchtime activities for our younger pupils

OUR CURRICULUM and extra-curricular activities

TEACHING AND LEARNING

All children are treated as individual people with views and opinions which are listened to respectfully by staff and pupils alike. We wish our pupils to be responsible, to think, to make decisions and to act upon them.

Your child studies a number of different subjects at school and we group these into eight curriculum areas:

- Literacy
- Mathematics
- Health and Wellbeing
- Science
- Expressive Arts
- Social Studies
- Technologies
- Religious and Moral Education

The curricular areas are organised into the experiences pupils will engage in and the learning outcomes that they will achieve.

Literacy

English language involves pupils in Listening and Talking, Reading and Writing

Throughout their education, children experience an environment which is rich in language and which sets high expectations for literacy and the use of language. Competence and confidence in literacy, including competence in grammar, spelling and the spoken word are essential for progress in all areas of the curriculum. The literacy outcomes of the Curriculum for Excellence are applicable across the whole curriculum – in all subject areas. Children experience a wide range of text – they not only need to be able to read for information, they also need to be able to work out what trust they should place on the information and to identify when and how people are aiming to persuade or influence them.

In the early stages our core scheme is The Oxford Reading Tree and then later, the children are introduced to Kingscourt Reading. However, we encourage a wide range of reading material. The children identify with the characters in the stories who encounter similar experiences to their own and they are encouraged to explore the patterns, structures and diversity of language to appreciate the

importance it has in their daily life. Parents are involved in the earliest reading activities, sharing with the child the reading that is done in school, and more importantly, sharing in the child's enjoyment of books. Throughout the school children work collaboratively to discuss and reflect on the authors' style and use of language. Pupils in senior stage are following the reflective reading model which is designed to promote higher order thinking skills.

We also aim to help children locate information in written form using reference material, encyclopaedias, dictionaries, atlases and newspapers as well as the internet. We try to teach our pupils to read at different speeds, in different ways and for different purposes eg. telephone directories, timetables, recipe books and instruction cards. In this way pupils are taught to use appropriate reading strategies.

The importance of reading for pleasure cannot be over stated. Parents can help greatly by showing an interest in the books their children read, by taking them to the library and by allowing them to purchase their own books. This is equally important at the nursery stage, even before the child can read for him/herself. We aim to foster in the children a love of books and to encourage the reading habit. Pupils have opportunities to read for pleasure in class and are encouraged to take books home.

Writing

From an early age, children are encouraged to create texts initially through playing with patterns and sounds and gradually selecting the subject and format to suit the needs of their audience. In the infant stages we use Emerging Literacy approach. See below –

<https://highlandliteracy.com/emerging-literacy/>

Children, throughout the school, are taught to write in different ways for different purposes. Sometimes the writing might be for the teacher or for others in the class to read or it might be for another audience within the school. At other times children may write something for an external audience, intended to be read by someone out with the school. At all stages writing is seen as a meaningful and purposeful activity and children are given many opportunities to practise their writing skills. To improve writing and ultimately raise attainment the school continues to work on a writing initiative known as Talk For Writing.

French

French is taught from P1-P7. Early stages teachers in Highland have been trained to deliver French to children from primary 1. The purpose of the training is for the language to permeate the children's learning throughout the course of a school day. Teachers from Inverness Royal Academy and its associated primary schools (Holm, Lochardil, Hilton, Cauldeen, Aldourie, Farr, Stratherrick and Foyers) work closely to provide a common programme for senior pupils.

Mathematics/Numeracy

Numeracy is a fundamental life skill. Children need to be confident and competent in their numeracy skills to be able to function responsibly in everyday life and contribute effectively to society. Pupils enter school as active thinkers, having already experienced informally - handling objects, ordering, enjoying pattern. They may have some grasp of number, shape, direction and some skills in counting, measuring sorting and sharing. They are not however, conscious of mathematics as a discipline or as a discrete activity; it is embedded in their play and in everyday activities such as dressing, eating, shopping and travelling.

As they grow older, children continue to learn much of their mathematics through play and daily life. Meaningful opportunities for developing mathematical understanding across the curriculum expands and enriches learning experiences for children. The problems and enquiries with which they will engage will involve working with various kinds of information, drawing graphs and using computer software. This will involve them in using numbers, sometimes in the form of approximations, and applying number in money and measurement.

At all stages, we use the Highland Council Numeracy Diagnostic assessments to assess which stages our children are at in a range of different areas of numeracy. At all stages teachers, and the pupils themselves, are making assessments on how well they have understood the work involved. Because children do not all develop at the same rate, the teachers gear their work to meet the needs of groups of children and individuals, building on what has gone before. Staff use the Highland Numeracy Progression to ensure consistency in planning and assessment.

Parents can help in the mathematical development of their children by allowing them to use money - playing shops - allowing them to give out change, counting on to check that the correct money is given. They can allow even young children to help with cooking and baking. This will involve reading instructions, measuring out ingredients using scales, perhaps doubling or halving quantities, setting the oven to the correct temperature and timing. Children can become involved in measurement within the home if new curtains or carpets are bought. They can look at telephone bills, electricity bills, cheque books, etc. They can be encouraged to use time - looking up the newspaper to find out when the local library is open etc. They can help in the weekly shopping by considering cost as compared to quantity, etc.

Health and Wellbeing

Learning in health and wellbeing ensures that children develop the knowledge and understanding, skills, capacities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Good health and wellbeing is central to effective learning. The experiences and outcomes are structured into the following areas:-

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and Health
- Substance misuse

- Relationships, sexual health and parenthood

Parents are informed of the content of our sexual health and relationships lessons as they are tailored to be age and stage appropriate .At Holm School we foster a safe, caring, supportive environment that enables the development of relationships based on mutual respect. From the first introduction to the school, our new P1 children will have buddies to help them settle into the life of the school. ‘Playground games’ children encourage others to play safely and creatively at break times. The health and wellbeing experiences and outcomes link with all other areas of the curriculum, to reinforce learning and to provide relevant, enjoyable and active experiences.

Children have access to fresh drinking water and are encouraged to bring in water containers for the classroom. Water helps us stay healthy and feel refreshed and alert.

Physical Education provides experience for the children in body and space awareness, gymnastics, apparatus work, games skills both indoors and outdoors, athletics and sporting activities. Senior pupils receive instruction in swimming at Inverness Swimming Pool.

Social Subjects and Science

Science is an important part of our heritage and we use its applications every day in our lives at work and at school. Through learning in the sciences, children develop their interest in, and understanding of, the living, material and physical world. They engage in collaborative and investigative tasks which allows them to develop important skills to become creative, inventive and enterprising adults.

The key concepts in science are:

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science

Through social studies, children develop their understanding of the world by learning about other people and their values, in different times, places and circumstances, and how their environment has been shaped. They learn about human achievements and how to make sense of changes in society, conflicts and environmental issues. With greater understanding comes the opportunity to influence events by exercising informed and responsible citizenship. Television and holidays abroad make the world a more accessible place to our pupils than it was in previous generations. We aim to foster in the children a desire to learn more about the world they live in and teach them the skills they need to interpret it. Much of the work is approached through themes (projects). Content includes local studies, history and geography of both Scotland and the wider world. The study of these themes includes other areas of the curriculum. Wherever possible, pupils are provided with first-hand experience working outside the classroom as well as inside it.

Environmental Studies is not just concerned with learning about the environment in its widest sense, it is first and foremost about developing an approach to learning. Such an approach involves learning by doing, learning through direct experience, and involves observation in its widest sense, investigation, enquiry and communication. We aim to develop the children's ability to think - to weigh up evidence and information, to use knowledge to solve problems and to arrive at conclusions.

Technologies

Learning in the technologies enables children to be informed, skilled, thoughtful, adaptable and enterprising citizens. Children will develop their creativity and entrepreneurial skills and be encouraged to become innovative and critical designers of the future. Within technology there are 6 areas:-

- Technological developments in society
- ICT to enhance learning
- Business
- Computing science
- Food and textiles
- Craft, design, engineering and graphics

Through enterprising activities, children experience setting up and running a business – they have produced school calendars, CD's, organised social events etc. They develop and use problem-solving strategies to construct models and throughout all their learning, children are encouraged to take appropriate action to ensure conservation of materials and resources and to consider the impact of their actions on the environment.

Being skilled in using ICT is essential if children are to be effective contributors able to communicate and interact on a global scale. Across the curriculum, skills in ICT will be developed in the context of the learning and teaching. Children have the opportunity to work with up to date technology and use i-pads for a variety of purposes. All children in P6 and P7 have their own Chromebook.

In developing ICT capability pupils are encouraged to:-

- develop confidence and skills in using ICT
- make use of ICT to create and present their own material
- use ICT to collect and analyse information and to solve problems
- employ ICT to search for information and research topics
- use ICT to communicate and collaborate with others
- employ ICT to control and programme
- develop informed attitudes about ICT in society

Expressive Arts

Learning in, through and about the expressive arts helps children recognise and appreciate their own and others' creative and artistic abilities. These are integrated where appropriate into other areas of the curriculum and class teachers liaise with visiting teachers of music, P.E. and art to provide a varied experience for the pupils. Other subjects in the curriculum can be brought to life through the inclusion of Expressive Arts.

This includes:-

- participation in performances and presentations – hopefully this will return soon 😊
- art and design
- dance
- drama
- music

Music

Within the school curriculum, Music can enrich the lives of individual pupils. The school is very well equipped with musical instruments and the staff and visiting music teacher work closely together. During Music lessons children sing songs linked to a theme being studied. They may listen to music or compose their own pieces which can be performed in front of an audience. We have a very active choir who take part in the Inverness Music festival, and Mr Delmonte is our chanter instructor. This instruction is paid for by parents. When places become available parents may put their children forward to be considered. Throughout the session, children in primary 3 have the opportunity to participate in Kodaly workshops with music specialist, Mr Josey. Pupils also participate in drumming, woodwind, chanter and guitar lessons with visiting specialists.

Art and Design

Work is always included in any area of study and children are taught various techniques using a wide variety of materials. Activities range from drawing, painting, modelling and printing to collage, pen and ink work, marbling and fabric dyeing. Through Art and Design, pupils develop their capacity to invent, create and interpret images and objects.

Drama

Drama is a very good means of bringing studies to life. Pupils can identify themselves with people, real or imagined, by acting out situations within their experience or their imaginative range. By expressing in movement and speech the feelings of themselves and others, the children can enlarge their experience and learn in ways natural to them. Imagination is stimulated and powers of discrimination, observation and awareness are increased. The Strathclyde Drama Guidelines and commercially produced drama tapes are used to extend the range of contexts presented. Outreach workers from Eden Court theatre deliver workshops on the development of emotional literacy, biodiversity and characterisation in literacy, at various stages in the school.

Dance

Children are regularly involved in creating and performing. Children use their imagination and skills to create and choreograph dance sequences and learn different features from a range of styles and cultures. They may do creative movement to music, learn national dances or compose their own dances. Children have many opportunities to perform to an audience throughout the year using the full range of expressive arts subjects.

Religious and Moral Education

Religious and Moral education enables children to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. In Religious Education pupils consider the essential elements of religion in a study of Christianity and other world faiths. Through Religious Education we aim to encourage an acceptance of the beliefs of others with tolerance. Children develop their understanding of diversity in our society and their roles in it. Children will have the opportunity to explore more deeply aspects of RME through the Year of the Story. Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance.

SCHOOL ASSEMBLIES:

School Assemblies are held every second Friday . At the moment these are held virtually via GoogleMeet. At these assemblies we celebrate achievements of the week both in and out of school.

Our assemblies take a variety of forms, such as an assembly:-

- led by the Head Teacher to discuss various issues for infants/seniors/whole school
- led by our school Chaplain, from Ness Bank Church;
- discussing a festival from Christianity or another world religion;
- addressed by outside agencies such as a charity worker, policeman, etc;
- recognising achievement and celebrating success
- assemblies led by classes

Extra-Curricular and After school activities – Clubs we offer:

Before the current climate in which we are currently operating we previously had the following activities on offer for our pupils:

Dance Mania	Arts and Crafts Club	Gymnastics	Badminton	Magic Club	Girls Football
Biking Club	Dance Crew for Infants run by p7s	Lego club	Choir	Scripture Union	

Hopefully we can return to this soon 😊

ASSESSMENT AND REPORTING

ASSESSMENT:

As a school, we seek to provide information to pupils, parents and staff to assist in the effectiveness of learning and teaching process and in raising attainment. 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 view the assessment process as a motivating experience which takes place within the overall context of a supportive school. Pupils should make use of feedback, in all its forms to inform next steps for the improvement of their own learning.

Parents will receive feedback on their son or daughter’s progress through pupil reports, progress checks, and target setting information.

Pupils will reflect on their progress, achievement and best work in their profiles.

Progress

The statements of the experiences and outcomes in Curriculum for Excellence describe national expectations of learning and progression from the early to the fourth curriculum level, during the period from the early years to the end of S3.

Pupils, teachers and parents complete PROFILES which is an evaluative record of a child's academic progress and achievements from Nursery to P7.

Parents wishing to enquire about a pupil's progress are invited to get in touch with the Head Teacher Ruth Mackay – ruth.mackay2@highland.gov.uk For more information see below:

<https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement>

Parent / Teacher Meetings

Twice yearly, in November and in March, parents are given the opportunity to meet staff individually. Staff are happy to discuss children's progress at any time during the year but appointments should be made at the office to ensure staff are available. Under current circumstances these appointments are held virtually.

Continuous Profiling

All children from Nursery to P7 have a learner's profile. This profile includes:

All about me information

Skills for learning, life and work

Achievements at school and wider

Learning statements

Learning Conversations

Key assessment Tasks

Proud Pieces

Long Term Goals

Transitions

We work closely to ensure a smooth and supportive transition for our Nursery pupils into Primary 1.

Each year we ensure that transition and progress between classes is focused and supports each child.

We work in partnership with the IRA to ensure that all children have a positive transition to Secondary School.

The school will ensure that all pupils leaving school has a positive destination. Parents should spend time with their child looking at the world of work website: <http://www.myworldofwork.co.uk/>

Information about local opportunities is listed on the hi-hope.org website to support 16+ planning. www.hi-hope.org



SCHOOL IMPROVEMENT

School Improvement Plan 2021 - 2022

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

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

The infographic is titled "Summary of HOLM School Improvement Recovery Plan 2021 - 2022" and features a central cartoon character of a pig wearing a red shirt and a yellow hat. The character is surrounded by three main project boxes, each with a yellow arrow pointing towards it. The top-left box lists "Quality Indicators—Main priorities" with numbered items 1.1 to 3.2. The bottom-left box is titled "Project 1 - Health and Wellbeing/Recovering Learning" and lists various activities like play-based learning and math experiences. The bottom-middle box is titled "Project 2 - Improving Learning and Teaching in Writing and raising attainment (Talk for Writing)" and lists training sessions, baseline assessments, and writing goals. The right box is titled "Project 3—Planning and Assessment to raise attainment in Literacy and Numeracy" and lists assessment tracking, PEF funding for a PSA, literacy interventions, and consistent planning. At the bottom right, there is a logo for "HOLM" and a section titled "Our Vision and Values" with the text "To achieve it, you must believe it! Safe, happy, learning respectful #dowhatmakesyouaHOLMIE".

Summary of HOLM School Improvement Recovery Plan 2021 - 2022

<https://bit.ly/3g00dte> [@schoolholm](https://www.google.com/maps/place/schoolholm/@57.4211111, -4.4211111, 15z/data=!3m1!1e3!3m2!1s@schoolholm)

Quality Indicators—Main priorities

- Self-evaluation for self-improvement
- 1.1** Leadership of change
- 1.3** Learning, teaching and assessment
- 2.3** Improving wellbeing, equality and inclusion
- 3.1** Raising attainment and achievement
- 3.2**

Project 1 - Health and Wellbeing/Recovering Learning

- Continue a learning through play approach for P1 and begin to bring into P2 and P3
- Seasons for Growth used to support children with loss/bereavement. Led by 2 teachers.
- Daily use of our nurture area to support children based on nurture principles
- Targeted interventions and robust planning and tracking for P1 pupils who have not yet achieved Early Level
- Develop high quality PLAY learning experiences in ELCC rooms and P1 classrooms
- Develop mathematised spaces in ELCC and P1 classrooms.
- Maths experiences are embedded within play rather than teacher/group focus led
- P2 to P7 – development of the 8 key maths skills.

Project 2 - Improving Learning and Teaching in Writing and raising attainment (Talk for Writing)

- 5 sessions for training and moderation on the talk for writing approach to be used from ELCC to P7.
- Baseline assessments in writing (cold and hot tasks) to track pupil progress in writing for all.
- Teachers to plan writing together and moderate pieces of writing to ensure children/classes are making progress
- Children to enjoy writing more and be motivated to write across the curriculum.
- Children to develop strategies for how to improve pieces of writing and grasp the reader.
- Attainment in writing to improve over the year and next 2 years.

Project 3—Planning and Assessment to raise attainment in Literacy and Numeracy

- Robust planning and tracking of assessment to ensure children make progress from ELCC to P7.
- PEF money used to buy in a PSA who will support with Numeracy and Literacy and to lead sessions in our nest (nurture) room
- Literacy intervention teacher to support with Literacy interventions in P1 for Terms 1 and 2, and P5 in Terms 3 and 4. Mrs Gillies to target children who have not achieved early in P1 and First level in P4 last year.
- More consistent and robust planning introduced for all classes led by HT and 2 other teachers. Focus on Literacy, Numeracy and Health/wellbeing to start with.
- More robust feedback and next steps shared with pupils and their families
- Termly attainment meeting—HT with teachers

Our Vision and Values:

To achieve it, you must believe it!
Safe, happy, learning respectful
#dowhatmakesyouaHOLMIE

You can find the full School Improvement Plan here –

<http://www.holmprimary.co.uk/school-improvement-plan/>

The School's Standards and Quality Report can be found here –

<http://www.holmprimary.co.uk/school-improvement-plan/>

Latest Education Scotland Report from 2015:

<https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=2971>

Further Information can be found:

<https://education.gov.scot/inspection-reports/highland>

<https://education.gov.scot/parentzone/my-school/school-information-dashboard/>

SUPPORT FOR PUPILS (ASN)

All children need support to help them learn. Some children require more help than others. We follow [The Highland Practice Model](#) staged approach to assessing, identifying and supporting additional support needs. In this model every child has a 'named person' who is responsible for making sure that the child or young person has the right help to support his/her development and well-being.

If you have a concern about your child in primary school [please contact your child's class teacher in the first instance](#), or the 'named person', who will usually be the head teacher.

Sometimes a Child's Plan may be put in place to help organise, monitor and regularly review your child's progress. If you wish to find out more about The Highland Practice Model or the Child's Plan you can access more information at: [Support for Learners Website](#)

There are also Information sheets available at: www.chipplus.org.uk click on Education.

Class/Subject 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/download/downloads/id/11/co-ordinated_support_plan

We work with a number of partner agencies to ensure all our children are fully supported:

- Educational Psychologists
- Speech and Language Therapists
- Children's Services Worker
- Social Work
- School Nurses
- Occupational Therapists
- IRA Guidance Staff

Sometimes a Children's Service Worker will be involved in supporting a child. A **Children's Service Worker** is often based at the school and will generally focus on more social and emotional needs rather than issues about the curriculum or classroom learning. They:

- work in collaboration with the support team in school
- work to support families in their own communities
- work with individual pupils and small groups - offering a further level of support

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 your child's named person in the first instance and/or the Head Teacher.

If 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

Here are some more helpful websites for families:

- (a) Enquire – the Scottish advice and information service for additional support for learning <http://enquire.org.uk/>
- (b) My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs <http://enquire.org.uk/myrightsmysay/>
- (c) Scottish Independent Advocacy Alliance, an advocacy service to support parents and children
- (d) Scottish Child Law Centre, an organisation providing free legal advice to young people

Progress

Parents wishing to enquire about a pupil's progress or have concerns about their progress are invited to get in touch with the Head Teacher – 01463 232697.

SCHOOL POLICIES AND PRACTICAL INFORMATION:

Here is a link to the Highland Council Policies we use at Holm –

https://www.highland.gov.uk/info/893/schools_-_general_information/29/school_policies_procedures_and_guidelines

Attendance/Absence

Good attendance is vital if pupils are to achieve their full potential. But if a pupil is absent from school, a parent or guardian should contact the school on the first day of absence, on either the school number 01463 232697 or by emailing holm.primary@highland.gov.uk. When returning to school after an absence, the parent or guardian must give written reason for the time absent.

Permission to leave during the school day: If a pupil needs to leave during the school day for an appointment etc, pupils need to bring with them a note from parent or guardian. Pupils must report to the school reception and 'sign out', if returning the same day, they must report again to the reception and sign in. Where at all possible, medical and dental appointments should be made outwith school hours.

If pupils fall ill during the day, parents are contacted for them to collect their child, therefore it is essential that we have up to date day time contact numbers and emergency contact numbers for all pupils.

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 therefore need to know the whereabouts of absent pupils.

School Uniform

School Colours

The school colours are red and grey/black and these are reflected in the school uniform and school team strips.

Uniform

The school encourages pupils to wear school uniform. We believe that it is very smart, economical and practical. It is as follows:

Girls: Grey/Black Pinafore or Skirt or Trousers
Red or White Polo Shirt
Red Cardigan or Pullover / School Sweatshirt

Boys: Grey/Black Trousers
Red or White Polo Shirt
Red Pullover / School Sweatshirt

School uniform is available from Schoolwear Made Easy or MacGregor Schoolwear , both in Inverness.

Names on Clothing

All items of clothing must be clearly marked with the child's name otherwise tracing of lost articles of clothing or footwear can be well nigh impossible. This is particularly important in the case of sweatshirts. It would also help, in the case of wellington boots, if the pupil was to be provided with a clothes peg to keep both boots together.

Money and Valuables

Pupils should not normally carry large sums of money or valuables on their person during school hours. If, on odd occasions they do, the money or other valuables should be handed to the class teacher for safe-keeping during the day.

School Meals/Snacks

All pupils in primary 1-5 are entitled to a free school meal, this will extend to P1-7 from August 2022. School Lunches are cooked daily on the premises. Pupils taking school lunch for the whole week, should bring the total money to school each Monday morning, cheques are made payable to ' Highland Council ' and please put your address on the back. Pupils not taking school lunch for the whole week should pay on a Monday morning and detail the required meals for the week. At the time of publication the cost is £2.30 per meal. Menus are available from the school office and can also be accessed on the school website.

Packed Lunches

Highland Council has recommendations regarding the types of containers in which packed lunches are to be carried. These recommendations were designed for the safety and protection of pupils in school. It is hoped that parents will find it convenient to support these recommendations:

- ❑ All food must be carried in a semi-rigid container with a secure lid e.g. Tupperware, ice-cream containers or similar. Containers should be clearly marked with the name of the pupil.
- ❑ Glass bottles or containers are **not** permitted under the Health & Safety Regulations.
- ❑ Aerated drinks in cans or bottles are not permissible
- ❑ Water beakers will be available in all dining areas.
- ❑ Flasks with hot food are **not** permissible in canteen for health and safety reasons

Free School Meals

From January 2022 all pupils in primary 1-5 are entitled to a free school meal. Free School Meals can also be claimed if you are receiving any one of the following:

- Income Support
- Income-based Job Seekers Allowance
- Any income related element of Employment and Support Allowance
- Child Tax Credit, but **not** in receipt of Working Tax Credit **and** an income below £16,105 (as assessed by the Inland Revenue)
- Child Tax Credit **and** Working Tax Credit, **and** income below £6,420 (as assessed by HMRC)
- If you are 16 – 18 yrs old and receive any of these benefits in your own right then you can claim for yourself
- If you are an asylum seeker receiving support under part VI of the Immigration & Asylum Act 1999.

Some families may qualify for free school meals please check https://www.highland.gov.uk/info/878/schools/9/school_meals

Maximum confidentiality is exercised in dealing with applications.

Complaints Procedures

We have an ‘Open Door’ policy and any parents who may have queries or concerns are asked to contact the school at any point in the school year. Please do not keep a worry to yourself as letting us know about something means we can deal quickly with any issues or concerns. You can contact us by phone, letter or on holm.primary@highland.gov.uk and either myself or your child’s class teacher will respond and if necessary meet with you. Teaching staff have collegiate planning meetings and other commitments after school consequently all appointments should be made in advance through the school office. The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact :

Mrs Fiona Shearer,
Area Education Office,

Glenurquhart Road,
Inverness.

We believe that much of the strength of the school lies in the positive relationships between staff, pupils and their parents. These relationships must be nurtured by a healthy exchange of information between teachers and pupils, between home and school. We always welcome parental interest in the welfare of our pupils. Whatever the nature of the issue, you can be assured of our help. The support of parents in their children's education is key to the success of young people. Taking time with them, discussing work, practicing language, helping them manage their homework and encouraging responsibility are important ways of supporting children's learning. 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: <http://www.educationscotland.gov.uk/parentzone/> Parentline can also be another useful resource for families and can be found on <https://www.children1st.org.uk/help-for-families/parentline-scotland/>

Placing Requests

If you live outside the catchment area and would like your child to attend Holm School, you must request a place, from the Area Education Office, -

Mrs Fiona Shearer,
Area Education Office,
Glenurquhart Road,
Inverness.

Placing request applications are made online at https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2

Parents/Carers who are granted a place are responsible for any transport costs.

Please note that there is no automatic progression from Nursery to the Primary stages if you live outwith the catchment area, similarly there is no automatic progression from Primary School to the Inverness Royal Academy. Placing requests are required to be submitted at each stage. Placing requests forms are available via the above link and can be completed and emailed directly to the area office.

Secondary Education

Transfer to Secondary Education

Pupils will normally transfer to Inverness Royal Academy. Enquiries should be directed to -

Mr Nigel Engstrand
Head Teacher,
Inverness Royal Academy,
Inverness.
Tel: 01463 222884

A close liaison exists between Inverness Royal Academy and its associated primary schools and regular meetings take place to discuss matters concerning us all. Throughout the year, Academy staff and Primary Head Teachers work closely together to ensure continuity of education and to provide adequate information about our pupils in Primary 7 at the transfer stage.

Subject specific staff visit our Primary 7 classes. In the Spring and Summer terms, English, Mathematics and Support Staff from the Academy visit the school for discussion, observation and assessment which will highlight pupils likely to have support needs in the secondary school. Parents of P7 children meet with Mr Engstrand or his representative in Holm School usually in January and later in the Academy, in the summer term.

In June there is a three day visit to the Academy by the P7 pupils.

The children enjoy this visit and feel more confident about the next stage of their school career when the visit is completed. In addition, P7 Parents are invited to a Parents' Evening at the Academy on the same date, to give them an opportunity to see the buildings and have any questions answered.

Various other activities are held in conjunction with the Inverness Royal Academy during the year, especially in Term 4. This enables children from all the associated primary schools to meet together and to establish links before starting their secondary education.

Parents, Carers and Families as Partners:

WORKING IN PARTNERSHIP

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

You know your child best and at Holm School we look forward to working together closely as partners in your child's education. In the first instance, parents should telephone the school to clarify any information or to discuss any issues which may arise. Parents or members of the community who have a special skill or interest which might support curricular activities, or be the basis for possible extra-curricular activities are invited to contact the Head Teacher with a view to further discussion.

We have a variety of ways of communicating with parents:

Bella the Boar
Going for GOD!
Holm Primary

Weekly Updates – Weeks 16th December 2019 and 6th January 2020
www.holmprimary.co.uk Twitter - @schoolholm @holmmaths

Welcome to our weekly newsletter

Friday 13 th December	P1 Party @ 9.30 and P5 Party @ 1.45
Monday 16 th December	P2 Party @ 9.30 and P4 party @ 1.45
Tuesday 17 th December	P3 Party @ 9.30 and P6 party @ 1.45 P7 go to Charleston for Ceilidh – Children can get dressed up in Xmas gear if they want. Xmas Jumpers/kilts/dresses welcome ☺
Wednesday 18 th December	Nursery Show @ 9.30 in the Hall – parents welcome along
Thursday 19 th December	Christmas Lunch today – please complete the form sent home today and return to let us know if your child is having Xmas lunch or not.
Friday 20 th December	Minister Assembly at 11am with Fiona Smith. The choir are also performing and we will sing some Christmas songs. Parents please come along and have a sing-song. In the hall. P7 Party @ 1.45
Monday 6 th January	Ask Ross for P5 and P5/6
Wednesday 8 th January	Dance Crew for P1-3 led by our P7 girls. 3pm to 4pm. We still need some more parent helpers for this. Please return slip if you want your child to attend the Dance Crew.
Monday 13 th January 2020	Shinty club will start for P3-5 pupils from 4.30 – 5.30 with Inverness Shinty Club coaches. A poster will be emailed next week. If you wish your child to attend then please complete the slip on the poster and return asap – the places will be on a first come, first served basis. If you can also help or would be interested in becoming a helper, then please let me know.

Newsletters

Newsletters are issued every week to inform parents of school activities and of forthcoming dates and events. These newsletters will also be available on our school website HolmPrimary

Every month there is a much longer newsletter issued.

Blog

The Blog, which can be found on the school's website, showcases the work of each class in the school and nursery. This updates parents and the community on the initiatives being carried out during the term and the responses of the children to this work.

Twitter

Parents are also kept up to date on events, achievements and “goings on” through twitter. @schoolholm @holmmaths. @holmelcc.

Termly Overview

At present the termly plan for each class is posted on the blog at the beginning of each term. This informs parents of what will be happening in class during the term. Parents will be informed of

opportunities that arise after the plans have been sent home.

Homework



The school's current policy is to provide homework which can be done in a relatively short time, and which is geared to the needs of individual pupils. The main focus would normally be mathematics, spelling and reading. Homework is generally issued each day to younger children, but in senior classes, homework is given on a Monday to be completed and returned by the Thursday.

Parent helpers in school

Parent helpers provide invaluable time to assist with school outings or to help with school activities. If you are interested in giving up some of your time to help within the school watch out for appeals for helpers in our newsletters, or contact the school. At the time of writing we can only ask for help with outdoor activities such as school trips.

School Events

Throughout the year events are held to which parents are invited – e.g. book fairs, Christmas Entertainment, End of Year Assembly, Class Assemblies, Christmas Fair, Discos etc. We are always pleased to welcome parents to these events.

COMMUNITY INVOLVEMENT:

Our children contributed by bringing filled shoeboxes to school for the Blythswood Shoebox Appeal. They also assisted with the packing of boxes at Culduthel Christian Centre before the boxes were transported on their journey to Eastern Europe. We organise a Community Quiz where we had lots of members of our community come along too and this year we also organised a community Winter Show.

PARENT COUNCIL

All parents are members of the Holm School Parent Forum.

We also have a very active and supportive Parent Council which meets regularly. The minutes of their meetings can vbe found on our website.

The role of the Parent Council is to:-

- Support the school in its work with pupils
- Represent the views of all parents
- Encourage links between the school, parents, pupils, pre-school groups and the wider community
- Report back to the Parent Forum

Within the Parent Council we have a sub-group for the purpose of fundraising. This group organises a variety of activities throughout the year for both parents and children. They are also instrumental in providing additional resources and developing areas within the school.

The Parent Council can be contacted on holmprimarypc@gmail.com

CARE & WELFARE

Child Protection

From time to time pupils may disclose information to staff within the school setting which cause concern. Such disclosures could indicate that a pupil is suffering some form of abuse. In terms of Highland Council Child Protection Guidelines, Education Service staff must report such disclosures immediately and without parental consent to Social Work Services. This in turn can lead to a joint Social Work/Police investigation.

All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff.

More information about Child Protection Procedures within Highland can be obtained from the *Child Protection Development Officer, Mrs Susan MacLaren, Highland Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness, IV3 8NN - Telephone (01463) 703483 - Fax(01463 713237)*

Equality and Inclusion

For up-to-date information please see:

http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities

In summary, our activities in school should ensure that we:

Eliminate unlawful discrimination, advance equality of opportunity, 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.

Equal Opportunities

Holm School is an equal opportunities school. We value all people equally and celebrate the differences between them as enrichment to the school. The school is working towards an inclusive approach to education.



Accident/Illness at School

If a child has an accident or becomes very ill at school it may be necessary to take him/her to a doctor or to hospital. Every effort will be made to contact the parent so that he/she may be present. If both parents are out at work it is essential to have a works telephone number and the name of the family doctor.

If the child is feeling unwell we will normally try to contact the parent in order to send him/her home. It would be appreciated if parents informed the school regularly of any change in works telephone number, family doctor etc. **Please note that in the event of an episode of sickness or diarrhoea, in line with NHS guidelines, children should remain at home for forty eight hours.**

For our records, we also ask for a contact number of a friend or relative to use in an emergency or when children are feeling unwell and parents can not be contacted.

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.

If your child requires medication, please note that this will only be administered by staff when there is clear written guidance from a parent/carer, providing:

- The name of the medicine, the quantity of the medicine to be given, the time it has to be given.
- As far as possible prescriptive medication should be given at home by parents/carers. If it is required to be given in school, the medication should be unopen, clearly marked with the directions from the pharmacist and administered as part of an agreed medical protocol.

Mobile Phones

As a rule children should not bring mobile phones to school. If there is a reason why a child should bring a phone to school it must be switched off and safely kept at Reception until the end of the day.

Absence from School

On your child's first day of absence, parents should telephone the school office before 9.30am and inform the secretary of the reason for the absence. If parents do not contact the school by 9.30am, the secretary will endeavour to contact home. If your child is likely to be absent for a prolonged period, (say one week or more), then it is helpful to let the class teacher know. Parents should avoid withdrawing their children from school for family holidays during term time. Parents should plan family holidays during the 12 weeks annual holiday allocation. Any absence from school will affect your child's progress.

Permission to Withdraw Pupils

The Head-Teacher / Class teacher must be informed in advance, in writing, of any need to withdraw a child from school during school hours.

Minor injuries

School will only deal with minor cuts and bruises, these will be cleaned and a plaster applied. If your child is injured, falls or becomes unwell during the school day you or the emergency contact you have provided, will always be contacted and you may be advised to collect your child from school.

Mental Health and Wellbeing

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with the named person. Schools have access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support. Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

Access to Pupil 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

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:

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

Military Families

Our school welcomes and supports families, their children and young people from Forces families: serving, veteran and reservists.

We understand some of the challenges that mobility of service life can bring and we look forward to working with you to ensure a smooth transition for your child/young person coming into or moving on from our school. 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.

Highland Council have proudly committed to the Armed Forces Covenant and as such support our veteran and reservist families as well as those currently serving. There is a dedicated Highland Council Military Liaison Group (MLG) which has been formed to promote and ensure equality and equity for your children and young people in their education.

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

Please get in touch with your child's named person or the Head Teacher if you have any concerns.

ADVERSE WEATHER CONDITIONS AND SCHOOL CLOSURES:

A note regarding what action to take during bad weather is distributed to all children in November.

Please Note:

- The decision as to whether a pupil should attempt to travel to school in adverse weather conditions, whether by transport or on foot, lies with the parents. While recognising that education should be interrupted as little as possible, the Education Authority accepts that in severe weather conditions the safety of the pupils is paramount.
- During adverse weather conditions, the school would always try to maintain a normal service. If there was an occasion when the school was unable to open, due to overnight power failure and/or heating problems and bad road conditions, notice would be given in the morning on local radio and through the HOLM PRIMARY SCHOOL TELEPHONE MESSAGING SERVICE and HIGHLAND COUNCIL WEBSITE.

Moray Firth Radio:

Normal hourly news bulletins will carry local information on weather, roads and conditions affecting schools. In severe conditions normal programmes will be interrupted to carry emergency bulletins. Radio stations request that since telephone lines are busy at such times, parents should **not** telephone in for advice but listen to appropriate broadcasts or telephone the school messaging service.

Holm School Telephone Messaging Service:

This service allows parents to listen to a recorded message from the head teacher. To use this service:

- Dial Highland Council's access number **0800 564 2272**
- Now enter the school's own pin number when prompted **042230**
- Press 1 to hear the school's message about adverse weather

Highland Council Website:

The Education, Culture and Sport Service has developed a winter weather website which parents can log onto from home in order to access school closure information. This can be accessed at the following web address:-

Please make sure that if you do send your child to school when the weather is doubtful and you have to leave your home that he/she clearly knows what action to take if the school is closed i.e. to go to the home of the emergency contact.

School Holidays

Highland School calendar 2021/22

Please note - Dates may be subject to change

August 2021							
WK	Mo	Tu	We	Th	Fr	Sa	Su
31							1
32	2	3	4	5	6	7	8
33	9	10	11	12	13	14	15
34	16	17	18	19	20	21	22
35	23	24	25	26	27	28	29
36	30	31					

September 2021							
WK	Mo	Tu	We	Th	Fr	Sa	Su
36			1	2	3	4	5
37	6	7	8	9	10	11	12
38	13	14	15	16	17	18	19
39	20	21	22	23	24	25	26
40	27	28	29	30			

October 2021							
WK	Mo	Tu	We	Th	Fr	Sa	Su
40					1	2	3
41	4	5	6	7	8	9	10
42	11	12	13	14	15	16	17
43	18	19	20	21	22	23	24
44	25	26	27	28	29	30	31

November 2021							
WK	Mo	Tu	We	Th	Fr	Sa	Su
45	1	2	3	4	5	6	7
46	8	9	10	11	12	13	14
47	15	16	17	18	19	20	21
48	22	23	24	25	26	27	28
49	29	30					

December 2021							
WK	Mo	Tu	We	Th	Fr	Sa	Su
49			1	2	3	4	5
50	6	7	8	9	10	11	12
51	13	14	15	16	17	18	19
52	20	21	22	23	24	25	26
1	27	28	29	30	31		

January 2022							
WK	Mo	Tu	We	Th	Fr	Sa	Su
1						1	2
2	3	4	5	6	7	8	9
3	10	11	12	13	14	15	16
4	17	18	19	20	21	22	23
5	24	25	26	27	28	29	30
6	31						

February 2022							
WK	Mo	Tu	We	Th	Fr	Sa	Su
6		1	2	3	4	5	6
7	7	8	9	10	11	12	13
8	14	15	16	17	18	19	20
9	21	22	23	24	25	26	27
10	28						

March 2022							
WK	Mo	Tu	We	Th	Fr	Sa	Su
10		1	2	3	4	5	6
11	7	8	9	10	11	12	13
12	14	15	16	17	18	19	20
13	21	22	23	24	25	26	27
14	28	29	30	31			

April 2022							
WK	Mo	Tu	We	Th	Fr	Sa	Su
14					1	2	3
15	4	5	6	7	8	9	10
16	11	12	13	14	15	16	17
17	18	19	20	21	22	23	24
18	25	26	27	28	29	30	

May 2022							
WK	Mo	Tu	We	Th	Fr	Sa	Su
18							1
19	2	3	4	5	6	7	8
20	9	10	11	12	13	14	15
21	16	17	18	19	20	21	22
22	23	24	25	26	27	28	29
23	30	31					

June 2022							
WK	Mo	Tu	We	Th	Fr	Sa	Su
23			1	2	3	4	5
24	6	7	8	9	10	11	12
25	13	14	15	16	17	18	19
26	20	21	22	23	24	25	26
27	27	28	29	30			

July 2022							
WK	Mo	Tu	We	Th	Fr	Sa	Su
27					1	2	3
28	4	5	6	7	8	9	10
29	11	12	13	14	15	16	17
30	18	19	20	21	22	23	24
31	25	26	27	28	29	30	31

School holidays
In-service days

School days

Highland School calendar 2022/23

Please note - Dates may be subject to change

August 2022							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
31							
32	1	2	3	4	5	6	7
33	8	9	10	11	12	13	14
34	15	16	17	18	19	20	21
35	22	23	24	25	26	27	28
36	29	30	31				

September 2022							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
36				1	2	3	4
37	5	6	7	8	9	10	11
38	12	13	14	15	16	17	18
39	19	20	21	22	23	24	25
40	26	27	28	29	30		

October 2022							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
40						1	2
41	3	4	5	6	7	8	9
42	10	11	12	13	14	15	16
43	17	18	19	20	21	22	23
44	24	25	26	27	28	29	30
45	31						

November 2022							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
45		1	2	3	4	5	6
46	7	8	9	10	11	12	13
47	14	15	16	17	18	19	20
48	21	22	23	24	25	26	27
49	28	29	30				

December 2022							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
49				1	2	3	4
50	5	6	7	8	9	10	11
51	12	13	14	15	16	17	18
52	19	20	21	22	23	24	25
1	26	27	28	29	30	31	

January 2023							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
1							1
2	2	3	4	5	6	7	8
3	9	10	11	12	13	14	15
4	16	17	18	19	20	21	22
5	23	24	25	26	27	28	29
6	30	31					

February 2023							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
6			1	2	3	4	5
7	6	7	8	9	10	11	12
8	13	14	15	16	17	18	19
9	20	21	22	23	24	25	26
10	27	28					

March 2023							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
10				1	2	3	4
11	6	7	8	9	10	11	12
12	13	14	15	16	17	18	19
13	20	21	22	23	24	25	26
14	27	28	29	30	31		

April 2023							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
14						1	2
15	3	4	5	6	7	8	9
16	10	11	12	13	14	15	16
17	17	18	19	20	21	22	23
18	24	25	26	27	28	29	30

May 2023							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
19	1	2	3	4	5	6	7
20	8	9	10	11	12	13	14
21	15	16	17	18	19	20	21
22	22	23	24	25	26	27	28
23	29	30	31				

June 2023							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
23				1	2	3	4
24	5	6	7	8	9	10	11
25	12	13	14	15	16	17	18
26	19	20	21	22	23	24	25
27	26	27	28	29	30		

July 2023							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
27						1	2
28	3	4	5	6	7	8	9
29	10	11	12	13	14	15	16
30	17	18	19	20	21	22	23
31	24	25	26	27	28	29	30
32	31						

School holidays
In-service days

School days

*** Whilst the information in this handbook is considered to be true and correct at the date of publication, changes in circumstances after the time of publication may impact on the accuracy of the information.