

# INSHES PRIMARY SCHOOL PROSPECTUS



**SESSION: 2022 – 2023**

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](#).

Inshes Primary School  
Inshes Road  
Inverness  
IV2 3RF

Tel: 01463 725920

Fax: 01463 725925

E.Mail: [inshes.primary@highland.gov.uk](mailto:inshes.primary@highland.gov.uk)

School blog: <https://sites.google.com/millburnacademy.org.uk/inshesps/home>

Twitter: @inshes\_ps

Dear Parents/Carers,

A warm welcome to Inshes Primary School and to an exciting learning journey! In our school we provide for a 3-12 provision; nursery, P1-P7 classes and specialist education for ASN). We hope you will enjoy your time with us in years ahead!

In our school we aim to develop every child's skills and abilities through working in a **TEAM** involving children, parents and staff. One of the prime purposes of Scottish education is to make our young people aware of the values on which society is based. The curriculum is an important means through which this personal development should be encouraged. Each pupil has a different personality, some are naturally outgoing, some shy, some are leaders, others followers and children progress at different rates. Therefore, we aim to see children as individuals and strive towards providing a range of activities of which they can succeed. This is done through focusing classroom practice on the child and the four capacities of A Curriculum for Excellence.

The following pages only give a brief outline of what we seek to achieve. However, we encourage you to contact us at the earliest (tel 01463 725920 or e-mail [inshes.primary@highland.gov.uk](mailto:inshes.primary@highland.gov.uk)) if you wish to visit the school, receive any further details or to discuss any concerns which you may have about your child's education.

We aim to work in partnership with as parents/carers so your child achieves full potential at Inshes Primary School.

Miss F. Jamieson  
Acting Head Teacher

# Inshes Primary Mission Statement

At Inshes Primary School we respect each other. We value everyone`s qualities and everyone is included as part of the team. We work in partnership with others and listen to everyone`s views in an honest and encouraging way. We aim to move forward striving for excellence amongst all learners.



## **School Aims**

The aims of Inshes Primary are to:

- provide children with a variety of opportunities and challenges to equip them with the necessary skills to be life long learners.
- deliver an innovative, stimulating and challenging curriculum which extends and challenges all and ensures all needs are met.
- continually learn and develop from each other both formally and informally. We share and value the expertise of others.
- be open to new ideas and to adapt our teaching and learning accordingly, continuously updating our knowledge and skills.
- provide opportunities for each person to contribute and communicate openly, for the benefit of the team.
- ensure that all members of the Inshes community have a sense of belonging through their unique qualities being valued and encouraged.
- treat each other the way we want to be treated ourselves, to listen to each other and to truly understand and value each person as unique.



## **Staffing**

*Correct at time of publishing, December 2021*

**Acting Head Teacher:** Miss F Jamieson

**Acting Depute Head Teacher:** Mrs C Wood

**Principal Teacher:** Ms L Carson

**Acting Principal Teacher:** Mr T Laurie

**Additional Support  
Needs Teachers:** Miss C Lawrie, Mrs L Brown  
Mrs K Pratt and Mrs A Howitt

### **Class Teachers:**

<b>P1</b> Miss L Carson/Mrs C Linder	
<b>P2A</b> Mrs S Meade	<b>P2B</b> Mrs E MacRae
<b>P2/3</b> Miss J Henderson	<b>P3</b> Miss K MacIsaac
<b>P3/4</b> Mr S Campbell	<b>P4/5</b> Mrs S Scobbie
<b>P5</b> Miss V Murray	<b>P5/6</b> Mr Laurie
<b>P6</b> Mr B MacDonald	<b>P7A</b> Mrs L Cunningham
<b>P7B</b> Mrs M McCloskey	

**CCR Teachers (P4-7):** Miss L Strath, Mr S Murphy (Millburn PE)

**Teacher cover for  
probationer/management time:** Mrs A Treffry and Mrs C Linder

**Office staff:** Mrs B Read, Mrs N Girvan-Kershaw  
and Mrs L Begg

### **Pupil Support Assistants:**

Mrs L Adams, Miss T Bartlett, Miss K Webber, Mrs A Hanning, Mrs A Kenton, Ms K MacDonald, Mrs J Melville, Mrs A Rodgers, Mrs C Sommerville, Mr S Spriggs, Mr A Sutherland, Mrs P Watson, Mr M

Wymess, Mrs A Haswell, Miss J Broadley, Miss R Musgrove, Miss C Sleet and Miss S Munro.

### Early Learning and Childcare Team:

*Early Years Practitioners:* Mrs M Finlayson, Mrs M Mackinnon, Miss R McColl, Mrs L Bryson, Ms H Murray, Mrs K Murray, Miss Z Johnstone, Mrs A Addison, Mrs E Fraser,

*Support Workers:* Mrs N Holm, Mrs A Lewandowska, Miss F Flockhart

*Out of School Care:* Miss R McColl, Miss B Read, Mrs S Cowie, Miss R Musgrove, Mrs M Menzies and Miss K Webber

### Current Roll Session 2021-2022 (December 2021):

Nursery 51 children, P1 – P7 319 pupils

## The School Year\*

### Highland School calendar 2022/23

Please note - Dates may be subject to change

August 2022								September 2022								October 2022								November 2022							
Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su
31								36				1	2	3	4	40						1	2	45		1	2	3	4	5	6
32	1	2	3	4	5	6	7	37	5	6	7	8	9	10	11	41	3	4	5	6	7	8	9	46	7	8	9	10	11	12	13
33	8	9	10	11	12	13	14	38	12	13	14	15	16	17	18	42	10	11	12	13	14	15	16	47	14	15	16	17	18	19	20
34	15	16	17	18	19	20	21	39	19	20	21	22	23	24	25	43	17	18	19	20	21	22	23	48	21	22	23	24	25	26	27
35	22	23	24	25	26	27	28	40	26	27	28	29	30			44	24	25	26	27	28	29	30	49	28	29	30				
36	29	30	31													45	31														

  

December 2022								January 2023								February 2023								March 2023							
Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su
49				1	2	3	4	1							1	6			1	2	3	4	5	10			1	2	3	4	5
50	5	6	7	8	9	10	11	2	2	3	4	5	6	7	8	7	6	7	8	9	10	11	12	11	6	7	8	9	10	11	12
51	12	13	14	15	16	17	18	3	9	10	11	12	13	14	15	8	13	14	15	16	17	18	19	12	13	14	15	16	17	18	19
52	19	20	21	22	23	24	25	4	16	17	18	19	20	21	22	9	20	21	22	23	24	25	26	13	20	21	22	23	24	25	26
1	26	27	28	29	30	31		5	23	24	25	26	27	28	29	10	27	28						14	27	28	29	30	31		
								6	30	31																					

  

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

School holidays  
In-service days

School days

[https://www.highland.gov.uk/downloads/file/23017/highland\\_school\\_calendar\\_2022\\_to\\_2023](https://www.highland.gov.uk/downloads/file/23017/highland_school_calendar_2022_to_2023)

\*correct at time of print and taken from Highland Council Website

## **Useful Information for Parents/Carers**

### **Organisation of the school day**

School begins for **all** pupils at 9.00am. Children may make their way from the front entrance to the playground when the main doors inside the school open at 8.40am.

There is a morning break at 10.30 – 10.45am.

Lunch is staggered from 11.45 to 1.30pm: Nursery children have lunch 11.45-12.15pm, P1-3 pupils have lunch from 12.15 – 1.15pm and P4-7 children from 12.45 – 1.30pm.

Primary 1-3 children finish at 2.45pm, with the Primary 4-7 children finishing at 3.00pm.

### **Car Parking**

We need to ensure that each and every one of our children is safe. When dropping children at school, parents are kindly asked to **not park in the school car park, between the hours of 8.15am – 3.15pm** unless they have permission from the school or have a disabled sticker. As far as is possible, please be responsible drivers and park sensibly outside the school with consideration for both other road users and children's safety in mind.

### **School dinners**

A cooked meal is available at a cost of £2.30. Please note **all** P1-4 pupils are entitled to free school meals. Nursery children from families on income support are also entitled to free meals. Provision is made for packed lunches to be eaten in the dining hall. We request that parents ensure that packed lunches are well-balanced and healthy as we are an Eco and Health Promoting school.

The Highland Council operates a 'Cashless catering' system which utilises pupils' NEC cards. For further details please see:

### **School Meals**

Parents can also pre-pay money into their child's account by handing in money or cheque to a member of kitchen staff (school foyer, daily 8.40-9.00am). Menus are sent home on a termly cycle and the current menu can always be viewed on Highland Council website.

[https://www.highland.gov.uk/info/878/schools/9/school\\_meals/](https://www.highland.gov.uk/info/878/schools/9/school_meals/)

Free 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)



## Child Care Services

Inshes offers Child Care Services at the school. Our Breakfast Club, N-P7, begins at 8.05am. From January 2020 all 3 and 4 year olds are entitled to 30 hours of free childcare.

Parents/Carers have flexibility in their booking pattern; the 30h will have to be booked and will be confirmed in advance. Additional hours can be booked in addition to the 30 hours of free childcare for Nursery children, charged per hour. The After School Club for P1-7 is from 2.45/3pm to 5.45pm. Information packs on registration, bookings and payment can be obtained from the school office or the childcare manager (office in ELCC area). *Please note bookings and cancellations have to be done 48h in advance.*

## Uniform

Inshes Primary sweatshirts are blue. School sweatshirts, fleeces and white polo shirts with the school badge, may be ordered through the school office. Black or grey trousers or skirts are preferable. Any profits made from the sale of uniforms goes directly into the School Fund. Schoolwear made easy at Units 4 and 5, 57 Harbour road also holds a limited stock of sweatshirts, etc.

The wearing of the school uniform is very strongly encouraged as it not only prevents discrimination but helps the children identify with, and feel proud of, the school.

## Personal Property

Children frequently lose articles of clothing at school. All clothing including jackets, sweatshirts, footwear, PE kit, etc - should be clearly marked with the child's name. It is also helpful to have names on packed lunches and other personal items. Unclaimed property is cleared out at the end of each term.

## PE Kit

Class teachers will inform parents on a termly basis of the days that require a PE kit. For indoor lessons, the practice will be for children to wear shorts, a t-shirt and non-marking plimsolls or trainers. The wearing of football tops is not permitted. For younger children it would be much appreciated if the shoes could be elasticated or fastened with Velcro rather than lace-up gym shoes. Outdoor trainers should not be used for indoor PE.

## Communication

We pride ourselves on an open door policy where by appointment families can contact relevant members of staff. We will endeavour to be responsive to any request within 24 hours but certainly within 5 days of issue being raised. We also have **parents' meetings**, interim and final reports as well as regular informal times for parents to meet with their child's teacher. We have regular open afternoons, concerts, performances, family assemblies, etc, with families invited. We use our school (and class) blog and twitter to share information and latest news. We also send out text messages to main contact with important information. A school **newsletter** is issued monthly to all parents (end of month). This letter contains features about the life of the school and

includes information about important dates and events. Although we try to be a 'paperless' school letters may sometimes be sent home in schoolbags, so please check your child's bag daily. Usually the eldest child in the family will receive correspondence.

The school **blog and twitter** is regularly updated <https://sites.google.com/millburnacademy.org.uk/inshesps/home>  
@inshes\_ps

The school's **Standards and Quality Report** for parents is published on the school blog detailing the school's self-evaluation and improvement targets. <https://sites.google.com/millburnacademy.org.uk/inshesps/our-school/school-improvement-plan>

A paper copy of these documents can be obtained on request from school office.

Regular events happen throughout the year which parents are invited in to support. Class teachers also issue a **termly letter** that explains the main learning and teaching planned for the forthcoming term and opportunities for parental involvement with this. We also have termly **open learning mornings/afternoons** to allow parents to see and comment on work and progress their child(ren) are making.

We also communicate through **curriculum workshops** to demonstrate specific aspects of the curriculum.

Our latest HMIE report can be found by clicking on the link below:

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

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

### **Reporting to Parents**

In line with Curriculum for Excellence, ongoing continuous assessment and profiling and reporting take place to monitor the children's progress throughout the session. Pupils' next steps and successes in learning are shared with parents/carers on a regular basis through our Learning Conversations, individual targets and Key Assessment Tasks.

An interim report is written in November and a final written report is sent home in June. Parents are welcome at any time to make an appointment through the school office to discuss their child's progress with staff or to ask for information, support or advice on how best to support your child's learning.

### **Parental Involvement**

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

Parents are encouraged and very welcome to participate in school life e.g. by coming and sharing their talents/interests etc. Please let us know if you are interested in becoming involved. All parents working regularly with children are required to undertake a PVG check.

We gather parents' opinions through questionnaires, focus groups, comments boxes, 'post its' for comments at various school events. We also have an active Parent Council through which views and opinions can be shared.

Children 1<sup>st</sup> have a national, confidential helpline, Parentline, providing advice and support to anyone caring for or concerned about a child.

<https://www.children1st.org.uk/help-for-families/parentline-scotland/>

### **Absences/Attendances**

Good attendance is vital if pupils are to achieve their full potential. When parents are considering whether or not to remove their children from school for a family 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 pupils missing assessments with consequential impact on pupils and teachers;
- could result in the loss of curricular activities;
- will affect school attendance records and efforts to raise standards of attendance;
- under the guidance issued at a national level, most family holidays will be coded as unauthorised absence, only in exceptional cases will the absence be recorded as authorised.

In conclusion, we would ask parents to be aware of these considerations when making decisions on planning holidays during term time. We have enclosed a link to the school term dates on the Highland Council website to aid parents in planning any holidays they may be considering

[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 school term, this should be confirmed in writing to the Head Teacher.

If a pupil is absent from school, a parent or guardian should phone the school on the first day of absence. In the event of a child being absent from school, it is essential that parents/carers inform the school by phone before 9am of the day of absence. The school will contact home if a child is absent without previous notice. Thereafter, other emergency numbers will be contacted if no explanation is found. Parents should keep the school informed of any changes of address or telephone numbers, both their own and those of the emergency contacts.

Other agencies may be contacted if no contact with the child's family can be achieved and if there are continuing or emerging concerns about a pupil's safety or well-being.

If the child has an appointment out with school it is also necessary to put this in writing to the office or class teacher prior to the appointment.

If attendance is unsatisfactory, parents will be contacted. Continued absences will be referred to the Area Education Office.

It is our main focus to encourage parents and children to recognise the value of learning and the pitfalls of disrupting learning for the children, the rest of the class and the teacher. Therefore, parents should put any requests for leave of absence, such as holidays, family or personal days, during term time, to the Head Teacher in writing.

More details can be found [Pupil absence or sickness procedure](#)

During the current pandemic we may need to amend our approaches to recording attendance, for example if it becomes necessary for pupils to work from home. For more details, please contact the school.

### **Punctuality**

We strive to achieve a high standard of punctuality and expect all children to be on time. Every child should be in the school playground for the bell ringing at 9.00am. This allows the classes to settle to learning immediately with no time wasted in the repetition of instructions.

If arriving late children should collect a '**late slip**' from the school office in the first instance and inform the canteen staff if taking school meals.

### **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.

### **Medical Information**

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.

### **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.

### **Information about Head Lice**

Head Lice are a common problem in school aged children. They can't be prevented, but regular checking ensures early detection and treatment if necessary. Parents and carers should check their children's head once a week during hair washing using your usual shampoo, conditioner, and a detection comb – ask your local pharmacist to recommend a suitable one. Remember that you are looking for living moving lice – the only evidence that your child is infected.

If you find a living louse, ask your local pharmacist, school nurse, health visitor or GP for advice regarding treatment.

For further information:

<http://www.healthscotland.com/uploads/documents/headlice.pdf>

<http://www.nits.net/bugbusting>

Parents should advise the school of all cases of 'head lice' and pupils should not be returned to school until their hair has been treated (confidentiality is retained).

### **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. School 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.

## **Bullying**

Bullying is unacceptable in all schools and when it arises we have procedures for dealing with it. We try and be proactive and discuss effects of bullying with the children through class discussions and at school assemblies. Parents and carers should make their children aware of cyber-bullying which is becoming more prevalent through social networking sites which many children access from home.

The task of staff is to identify bullying and to take action to remedy the situation. Discussions with children of the desirability of considerate behaviour, is a normal part of a teacher's work.

[Bullying and positive Relationships policy](#)

Highland Council anti-bullying policy

[https://www.highland.gov.uk/downloads/file/19358/anti\\_bullying\\_guidance\\_for\\_schools](https://www.highland.gov.uk/downloads/file/19358/anti_bullying_guidance_for_schools)

## **Child Protection - Pointers from the Highland Education Authority**

From time to time incidents occur within the school setting which cause concern and could indicate that a pupil is suffering some form of abuse. In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education staff have to report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation.

All agencies involved in Child Protection regard the welfare of children as paramount and this will be their priority for Education staff. All staff are trained in Child Protection Procedures.

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available from the school office or online at

[http://www.highland.gov.uk/info/1361/childcare\\_and\\_family\\_care/438/child\\_protection](http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection)

## **Highland Practice Model**

Everyone has the right to life, to be heard, to feel safe, to an education, to be listened to and to be included, but sometimes things go wrong and young people can be deprived of these basic rights. Getting It right for every child is about ensuring the wellbeing of every child and young person in Scotland. Through the Getting it right for every child programme children and their carers are central to the process of finding solutions and having their needs met.

To achieve this all children need to be Safe, Healthy, Active, Nurtured, Achieving, Respected and Responsible and Included. These are known as the 'wellbeing indicators' and are remembered by the acronym S.H.A.N.A.R.I.

The Getting it right for every child programme affects the working practices of all Integrated Children's Services (Health, Education, Social Work, Police, Children's Reporter and Voluntary Agencies) who work with children and families, including services to adults who are also parents.

More information about the Getting it right for every child policy and practice can be found at [Highland Practice Model](#)

### **Parent Council**

Inshes has an active Parent Partnership. Parent Council Meetings are open to all parents and meetings are usually held termly. Minutes of each meeting can be accessed on the school blog <https://sites.google.com/millburnacademy.org.uk/inshesps/home>.

The aim of the Parent Council is to further enhance the education of the children by organising fundraising and social events and help build a stronger relationship between the school and community. The Parent Council, as a statutory body, has the right to information and advice on matters which affect children's education. To contact the parent council please e-mail Chairperson Mr A Matteson at [Inshes.Primary@highlandpc.co.uk](mailto:Inshes.Primary@highlandpc.co.uk)

### **Emergency/Early Closure Procedure**

Parents will normally be notified if a departure from normal school hours is to occur. Our general policy will be to remain open where possible. However, before the onset of Winter, parents will receive a letter from the school detailing the early school closure procedure for extreme circumstances.

Information in this respect can be gained in the following ways:

- a) School information line 0800 564 2272 (Inshes PIN no: **04 3290** ). This will be updated as early as possible in the event of a decision being made to close the school or delay the start of the day.
- b) Information in regards to school closures can be found <https://www.highland.gov.uk/schoolclosures> or on our school blog <https://sites.google.com/millburnacademy.org.uk/inshesps/home> Moray Firth Radio. MFR will broadcast information about school closures at 07:10, 07:40, 08:10 and 08:40
- c) Delayed Opening Time. We may decide, given the particular circumstances to delay the start of the school day. This allows all pupils and staff more time to get to school safely in the event of bad weather

**At any time of severe weather, the final decision on whether a pupil attends school rest with their parent/carer.**

In the event of the school grounds requiring to be evacuated in an emergency pupils will be taken to Inshes Church car park. Fire drills are held at regular intervals throughout the session.

### **Additional Support Needs**

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 wellbeing. Effective arrangements are in place to support pupils with additional needs to make successful transitions between classes/stages/schools.



<http://forhighlandschildren.org/>

If you have a concern about your child in the primary school please contact your child's class teacher in the first instance or the 'named person', who will be the Head Teacher, (Miss Jamieson Acting Head Teacher). You can also get more information and advice from the Support for Learners Website; <http://enquire.org.uk/>

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](http://www.chipplus.org.uk).

The main source of support in early years and in schools is the staff that through their normal practice is able to meet a diverse range of needs. With good quality teaching and learning and an appropriate curriculum most children are able to benefit appropriately from education without the need for additional support. Every teacher has the responsibility to support the learning of all pupils in their class but some children will require short or long term additional support from our Additional Support team. The type of support offered will vary according to the needs of pupils.

It is the aim of the school to ensure that all children reach their full potential in all areas of the school curriculum. Considerable time and resources are given to achieving this aim and at an early stage parents are involved should a learning difficulty be identified. If a parent considers that his or her child has additional support needs and wishes to make enquiries about this, they should contact the Depute Head Teacher or the Head Teacher.

2009 Additional Support for Learning Act:  
<http://www.legislation.gov.uk/asp/2009/7/contents>

### **Specialised ASN Provision**

Inshes Primary School is an inclusive mainstream school with specialised provision for children with Additional Support Needs. We are a placement school in Inverness for children with needs that can't be met in the child's local primary school.

At Inshes we have high expectations for all of our pupils and support them to achieve their full potential. Inclusive education relies on us working in partnership with others, our aim to support and develop the whole child. Schooling should be seen as just one part of a much more extensive process of life-long learning for individuals.

## **Information about the 2009 Additional Support for Learning Act:**

### **Legal information**

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in November 2005. In June 2009, the Act was amended. These amendments form the Education (Additional Support for Learning) (Scotland) Act 2009 and it comes into force on 14 November 2010.

### **What does this mean for pupils and parents?**

The new Act doesn't change the basic purpose of the 2004 Act – it aims to strengthen some duties under the Act and clarify parts that have been confusing. Here are some of the main changes:

- Under the 2004 Act 'additional support' means support that is provided in a classroom or a school. The 2009 Act changes this to include support that is given out of school but that helps a child get the most out of their school education. This could include a social worker helping a child who refuses to go to school or a mental health nurse supporting a child to cope with issues affecting their school life.
- Children who are looked after by a local authority will automatically be assumed to have additional support needs. For looked after children who don't need extra help this will have little impact. For those who do need help it will make sure their needs are considered as they move through school or if they change school. Local authorities will also be expected to check whether these children require a Co-ordinated Support Plan (CSP) or not.
- The 2009 Act allows parents to ask their local authority for a specific type of assessment at any time. Under the 2004 Act parents had this right only when asking the education authority to identify whether their child had additional support needs or when asking the education authority whether their child required a CSP.
- The duties that local authorities have towards young disabled children have been strengthened. Under the new Act local authorities have a duty to assess disabled children aged between 0 and 3 and provide them with additional support, if required, in agreement with their parents.
- Local authorities will have to publish information on where parents and carers can find help, information and advice, including contact details for Enquire. Local authorities will have to make sure that a summary of this information (including details of dispute resolution and mediation services) is available from all schools (and other sites that provide education). They also need to make sure this information is included in school handbooks and on their website.

- There is a section about placing requests that states that parents of children with additional support needs, (including those that have CSPs) can make placing requests to any school in Scotland including schools outside of the local authority area they live in.
- All appeals about placing requests to special schools (whether the child has a CSP or not) will be referred to the Additional Support Needs Tribunal. Some of the changes made in the 2009 Act deal specifically with children who have, or may require a CSP, and in particular to disagreements between local authorities and parents about the CSP.
- The Act extends the reasons that a parent or young person can make a referral (called a reference) to the Additional Support Needs Tribunal. Parents can make a referral when a local authority decides that a child does not need a CSP but also when local authorities have: failed to provide the additional support set out in the CSP; not responded to a parent's request to find out whether their child needs a CSP within a given time; or, after having said they will consider whether a CSP is required have not made a decision (within a given time) on whether the child needs a CSP or not.
- The Act also gives the Additional Support Needs Tribunal extra powers to force local authorities to provide, or make arrangements providing additional support that is set out in a CSP if they have not done so.
- The new Act includes a duty for the Scottish Government to fund a national independent advocacy service (on request and free of charge) to support parents and young people in Additional Support Needs Tribunal proceedings.

The above points do not include all the changes resulting from the 2009 Act but simply cover the main points. Throughout the summer Enquire will be changing all their guides and fact sheets to take account of the 2009 Act.

**If you have any questions about the 2009 Act**

Please contact the Enquire Helpline on 0845 123 2303 or by email on [info@enquire.org.uk](mailto:info@enquire.org.uk)

Further information and support to parents of children and young people with ASN: These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

- (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**

### **Promoting Positive Behaviour**

The aim of the school is to foster respect for each other and build positive relationships. We also actively promote a sense of responsibility, honesty, confidence and a caring attitude.

When behaviour problems arise we deal with them in a respectful and reflective manner, whilst helping children to take responsibility for their actions. It is important that parents/carers and teachers work together to solve problems.

The school follows a Restorative approach to resolving behaviour difficulties. Each class sets up their own class charter at the beginning of the year which links to The Rights of the Child and Rights Respecting Schools. This system helps the children take responsibility for their own behaviour in the classroom. It works on the principle of rewarding and acknowledging good behaviour, as well as identifying unacceptable behaviours. We have our whole school charter as well which reinforces expectations and appropriate behaviour for all. When a behaviour is identified that is not in line with expectations, Restorative conversations are had with the children involved and their class teacher. For issues that are more serious these will be dealt with by SMT and parents informed either by phone or by way of letter. More information on this scheme can be found within the school blog or from the school office.

[Equality and Diversity policy](#)  
[Authority Policies](#)

### **COMPLAINTS AND REQUESTS FOR SERVICE**

If a parent has any concerns they should contact class teacher, Additional Needs Teacher or their child's Named Person (Head Teacher in a primary school) or the Senior Management Team for more serious issues. Contact can be made via the school office. The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership.

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. If any parent/carer feels that a complaint has not been dealt with satisfactorily, ultimately the Care and Learning Manager can be contacted:

*Mrs Fiona Shearer  
Care and Learning Manager  
Highland Council Head Quarters  
Glenurquhart Road  
Inverness  
IV3 5NU*

Complaints will be investigated and any recommendations or requirements will be communicated to the Head Teacher.

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).

### **The Community**

Inshes has links with members of the school community e.g. with Community Police, local councillors, local shops and services. Visiting speakers with specialist expertise or life experiences are frequently invited into the school to speak to and share these with the pupils.

A number of sporting and expressive arts organisations also contribute to providing a variety of experiences for the children at the school. Fund-raising activities are often run by individual classes to support charity groups in the local/wider community.

### **Eco School Status**

In October 2018 we were awarded our fourth Green Flag for Eco Schools. In order to maintain this, we continue to promote eco ideals through waste awareness and minimisation, alongside developing the school grounds and garden.

### **Pupil Leadership Group**

We have an active pupil leadership group this year with P7 children representing the school and involving children from N-P7. Their views and opinions are sought through regular meetings and help make a difference to various areas within the school. This session our leadership group is working on the Right Respecting Schools agenda by setting tasks for their peers.

### **Extra-Curricular Activities**

These are activities that children can be involved in after school. The types of activities vary depending on the expertise available, staffing, parent involvement and the time of year. Due to the current restrictions, we do not have all of our groups running but when guidance allows we hope to have some of the following running:

- Gymnastics P5-7
- Hockey P5-7
- Drama club P4-6,
- Badminton P5-7,

- Cross country/athletics
- Shinty P3-4
- Football P3-7

Please refer to our latest newsletter on school blog in regards to current activities.

If any parent has a special interest or expertise and would like to help with the organisation of an activity, we would be pleased to hear from you.

### **Transfer to Secondary School**

On completion of Primary Education, Inshes children within catchment area normally transfer to Millburn Academy for their Secondary Education. Primary 7 children visit Millburn Academy on a number of occasions prior to transferring to Millburn in August and there is a well- established transition programme in place. The following are contact details for Millburn Academy:

Mr J Croall (Rector)  
 Millburn Academy  
 Diriebught Road  
 INVERNESS  
 IV2 3QS Tel: 233573

### **Pupils out with the school's catchment area**

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Application must be made to the Care and Learning Manager, Mrs Fiona Shearer. More information can be obtained from the link below:-

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)

Transportation to and from school, for placing request pupils, is a parental responsibility. This procedure does not apply for nursery children however, if nursery pupils live outwith the catchment area on their entry to Primary 1 a placing request would have to be completed. There is no guarantee that your placing request will be granted.

Please note that you should **still** enrol your child at the local secondary/primary school for the area in which you live. You should do this well before your child's entry to the school on August.

### **Enrolment arrangements for session 2022/23**

1. P1 enrolment will take place week beginning Monday 31st January 2022
2. Early Learning and Childcare enrolment will take place week beginning Monday 14th February 2022

[https://www.highland.gov.uk/info/878/schools/887/enrol\\_your\\_child\\_for\\_school](https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school)  
[https://www.highland.gov.uk/info/878/schools/11/enrol\\_your\\_child\\_for\\_early\\_learning\\_and\\_childcare/2](https://www.highland.gov.uk/info/878/schools/11/enrol_your_child_for_early_learning_and_childcare/2)

Mutually convenient arrangements to visit the school can be made through the school office.

Parents of children with additional support needs, (including those that have Coordinated Support Plans) can make placing requests to any school in Scotland including schools outside of the local authority area they live in. All appeals about placing requests to special schools will be referred to the Additional Support Needs Tribunal.

## **CURRICULUM FOR EXCELLENCE**

The curriculum framework for all Scottish education establishments for 3 – 18 years called the Curriculum for Excellence, will offer better educational outcomes for all young people and will provide more choices and more chances for those young people who need them. Our school constantly seek to progress and improve standards and attainment by following and adjusting progressive curricular frameworks.

The aims of Curriculum for Excellence are that every child and young person should:

- Know they are valued and will be supported to become **a successful learner, an effective contributor, a confident individual and a responsible citizen;**
- Experience a traditionally broad Scottish curriculum that develops skills for learning, skills for life and skills for work, with a sustained focus on literacy and numeracy that encourages an active, healthy and environmentally sustainable lifestyle and builds an appreciation of Scotland and its place in the world.

**The experiences and outcomes under Curriculum for Excellence are written at five levels.**

Early Level - the pre-school years and P1 or later for some  
First Level - to the end of P4, but earlier for some  
Second Level - to the end of P7, but earlier for some  
Third and Fourth - S1 to S3, but earlier for some  
Senior Phase - S4-S6 and college or other means of study

A child should experience a balanced curriculum in their seven years in primary school. The curriculum should also offer **challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance.**

More information regarding Curriculum for Excellence can be found through Education Scotland <http://www.educationscotland.gov.uk/> or Parentzone <http://www.educationscotland.gov.uk/parentzone/index.asp>

## **Organisation of the Curriculum**

The curriculum is now organised under eight curricular areas but every effort is made to link areas of the curriculum together to make learning more real and relevant. We have many links with organisations to enhance learning within the curricular areas and to be able to sustain green Eco status.

The eight curricular areas are:

**Languages, Mathematics, Health and Well Being, Social Studies, Technologies, Expressive Arts, Religious and Moral Education and Sciences**

Outlined below is a brief description of each area.

Central to all areas of the curriculum is the methodology used by the teacher and the need to engage our children in their learning.

### **Languages & Literacy**

Language is at the heart of all children`s learning. Through language our pupils gain much of their knowledge and many of their skills across the curriculum. The four main components of language are:

- **Listening and Talking, Reading, Writing**

The importance of **spoken English** is emphasised at Inshes. Children are encouraged to develop their skills in talking and to articulate their learning.

At the early stages of reading **Jolly Phonics** are used to develop phonics skills. A wide range of reading texts and resources is used in all classes. **Reading for pleasure, as well as for information**, is encouraged throughout the school and all classes make good use of the library.

In Early Level we are following a play based learning approach.

At early stages of writing we build on drawing and scribing sentences and gradually introduce vocabulary, sentence structure and punctuation as the children progress. At Inshes we use the Big Writing approach.

We encourage children to develop a legible, cursive style of handwriting.

French is taught as L2 and is taught in P1-7. Gaelic is taught as L3 in P6-7.

Teachers use many approaches including active learning, games, songs, role play and interactive whiteboard software to create relevant, coherent, enjoyable and successful learning experiences.

## **Mathematics and Numeracy**

Mathematics is used in all aspects of everyday life, allowing us to make sense of the world around us. It provides more than opportunities to calculate, it enables information to be handled and communicated and problems to be



solved. Numeracy is taught in an active way, which is relevant and meaningful to the children. This enables them to become confident and competent in numeracy skills.

Within the Curriculum for Excellence these are outlined within the following organisers:

**Number, Money and Measure**

- Basic number processes
- Measure
- Patterns and Relationships

**Shape, Position and Movement**

- Properties of 2D and 3D objects
- Angle, symmetry and transformation

**Information Handling**

- Data and analysis
- Ideas of chance and uncertainty
- Mental Maths is encourage at all stages of the school

**Health and Wellbeing**

Health and Wellbeing Education is concerned with all aspects of mental, emotional, social and physical wellbeing both now and in the future. Over the course of a school year children will study elements of the three areas:

**Mental and Emotional Wellbeing** – exploring emotions, feelings and relationships and how they affect us.

**Social Wellbeing** – exploring the interaction of the individual, the community and the environment in relation to health and safety.

**Physical Wellbeing** – exploring physical factors in relation to our health and looking after ourselves.

All pupils take part in active PE 2 hours per week. We also promote Healthy Hearts. All children N-P7 should have 12 minutes of a raised heart beat every day through our Healthy Hearts initiative; through running, skipping, dancing, etc, and is done within class time led by the teacher.

**Social Studies**

In Social Studies pupils examine societies at different times (history), in different places (geography) and also people in society (modern studies). It is taught in a way which enables pupils to gain an appreciation of enterprise, history, geography and eco sustainability. Teachers and children are involved in planning and working on themes which help the children develop an extensive range of progressive skills and experience.

**Technologies**

As children study aspects of Technology, they learn about its impact in the home, in school, in industry and in the wider community. Information Technology should involve children in, for example, using and learning about audio-visual equipment (such as CD and DVD), digital cameras, ipads, chrome books, computers and a variety of computer software. All of our P6

and P7 pupils have 1:1 chromebook devices. The rest of the school has a shared allocation across the stage.

### **Expressive Arts**

**Art, Dance, Drama and Music** are all classified under this heading.

They cover a wide area of activities, all of which seek to enable the children to develop relevant, creative and expressive skills through personal experience. Where possible they are linked with class work and Social Studies.

### **Religious and Moral Education**

Religious and Moral Education helps children and young people explore the world's major religions and views which are independent of religious beliefs. Within Curriculum for Excellence the areas studied are Christianity and Other World Religions. Beliefs, Values, Issues, Practices and Traditions are explored within these. At Inshes Primary we have a broad and balanced programme of study which teachers and children follow. Moral education reinforces the school's caring ethos, promoting the value of kindness and respect.

We encourage the children to appreciate moral values such as honesty, liberty, justice, fairness and concern for others. They also investigate and understand the questions and answers that religions can offer about the nature and meaning of life.

Whilst Religious Education is required by law to form part of the curriculum, parents have the right to withdraw their children from religious observances with prior notice to the Head Teacher in writing. Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance.

### **Science**

Through Science, children and young people develop an interest in and understanding of the living material and physical world. They can engage in a wide range of investigative group tasks which allow them to develop important skills to become creating and enterprising adults. At Inshes Primary children explore a broad and balanced programme of study from Nursery to Primary 7.

### **School Assemblies**

We hold regular assemblies, some of which have a religious input and some of which are non-denominational with any of them placing a large emphasis on supporting the moral values and ethos of the school. As a means of adopting the school ethos of the **TEAM** concept, where Together, Everyone Achieves More, the assemblies are seen as a vital component of school life. Thus, some assemblies are conducted on a "whole-school" basis where all pupils and staff gather together at the same time. Alternatively, some assemblies are conducted for Lower School (Nursery–P3) and Upper School (P4 – P7). Generally speaking, they are led by the Head Teacher with classes holding sharing assemblies (with parents invited). We have a close link with Inshes Church with the minister taking part in many of our assemblies.

## **Achievements**

Achievements are celebrated within classes and assemblies. At assemblies by pupils/classes leading Good News assemblies, Star of the Week certificates being handed out and Good to be Green successes being highlighted.

## **Assessment and Reporting**

Assessment is an important part of the teaching and learning process and evaluates a child's progress. Assessments assist and provide information to pupils, parents and staff in how to raise attainment. Assessments are carried out in a variety of ways for different purposes. It could be a daily and ongoing observational assessment by the teacher or a summative assessment at the end of a block of work. It may be to provide information on pupil progress, to diagnose an area of difficulty or to communicate to parents and pupils their areas of strength or concern. We involve children in what is to be learned and in how to achieve it. Meaningful feedback to children from teachers helps them to self/peer assess their work and improve.

Inshes Primary, along with all other Highland Primary Schools also undertakes some standardised assessments; The new Scottish standardised assessment SNSA for P1, P4 and P7 (as per Education guidelines). This gives teacher's extra information to match against what the children know from their own on-going assessment.

Parents will receive feedback on their son or daughter's progress through pupil reports and ongoing profiling and reporting. Pupils will reflect on their progress, achievement and best work in their portfolio.

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

## **Progress**

Our ongoing profiling and reporting involves families (and partners) with their child's learning throughout the year. Parents wishing to enquire about a pupil's progress are invited to get in touch with class or head teacher. Parents will receive an Interim report in November and an end of year report in June. Pupil Profiles are available during our Parents' Evenings and Open Afternoons. Key Assessment Tasks are also shared throughout the year so that pupil, teacher and family voice can be added.

## **Sex Education:**

At Inshes we follow the BBC Interactive 'Sex and Relationships'. General awareness as per curriculum guidelines is taught across the stages. In P6 we consider basic sexual development in respect of puberty and adolescence. P7 pupils then consider human reproduction through to the birth of a baby. Parents will be notified in advance of the sessions and consent for pupils to attend is sought by the school

## **Homework**

The school views homework as an introduction to a regular period of private study and a valuable discipline for the future. It provides an opportunity for reinforcement of work covered in school time, provides structured opportunities for parental involvement and trains pupils to plan and organise their time. Homework will involve skills that have not been previously taught in class and will be graded to match individual abilities and requirements. Homework should take up to 10 minutes a night for P1-P3, up to 15 minutes for P4- P7 to complete. A copy of the homework policy is available from the school if required. Class teachers will inform parents about the type and amount of homework their child will receive through school/home correspondence.

### **P7 Residential Trip**

Each year we invite all P7 pupils to partake in a four or five-day residential trip. We believe strongly that it helps the children in their transition to secondary school as well as helping them appreciate the importance of both personal responsibilities, self-reliance as well as working together in teams to develop social cohesion and awareness of one another's differences and diversity. Notice to parents in respect of cost is given at the beginning of each academic year and the trip is usually run in the latter stage of Term 3/early part of Term 4. The value of the experience cannot be over stated as far as the school is concerned and we encourage every child to attend wherever possible regardless of ability or disability.

### **Other Staffing- CCR Teachers:**

Class Contact Reduction Teachers are teachers who are employed to cover the Primary 4-7 classes while the teachers at these stages have non-contact time out of class for marking, planning and preparation. The P1-3 teachers have reduced pupil contact time as the pupils are in school for a shorter day. Miss Strath and Mr S Murphy are currently our CCR teachers for the 2021/22 session.

### **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)

Every school has a School Improvement Plan (SIP). SIP sets out local authority and school priorities. The school then draws up an annual plan to implement the priorities for each year. Over the past 12 months our main priorities for 21/22 focused on Reading Comprehension, Writing, HWB (working towards our Gold Rights Respecting Schools Award), increased confidence in the learning of Gaelic and continuing with Science and Technology as part of STEM as well as raising attainment in numeracy and

literacy. Inshes PS has over the last three sessions focussed on creating and delivering robust frameworks in literacy, numeracy and health and wellbeing. We strive to continue to improve our attainment in all core areas and for pupils to be challenged to full potential by working closely with our families and being creative in our delivery of the curriculum. We are working closely with our families and being creative in our delivery of the curriculum. We are working on closing the poverty-related attainment gap by using our Pupil Equity Funding (PEF) to have additional PSAs supporting emotional check ins, Literacy developments, numeracy developments and play based learning within the school. A copy of Inshes school's '**Standards and Quality**' report that highlights our strengths and areas for development is available on our school blog at:-

<https://sites.google.com/millburnacademy.org.uk/inshesps/our-school/school-improvement-plan> under the school improvement section.

We also have a pupil friendly version that is displayed around the school and referred to during assemblies.

### **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 the data Protection Act 1998 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>.

### **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

## **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)

## **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.

### **Equality and Inclusion**

For up-to-date information please see:

[http://www.highland.gov.uk/info/751/equality\\_diversity\\_and\\_citizenship/313/equal\\_opportunities](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.

### **And Finally...**

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.

We have tried to make this handbook as comprehensive as possible and we trust that you have found it to be informative. As with any living organism, things change and develop, and thus matters that may be of concern to you, may not be covered in this edition of the prospectus. Please feel free to bring any such concerns to our attention so that future editions of the handbook can be upgraded and updated. Your contributions will be much appreciated.

We have stated that we operate, where practically possible, an open-door approach across the school. Similarly, through Curriculum for Excellence, we are wholly committed to the notion of Lifelong Learning. Why is this? Simply because we realise the value of setting foundations for our youngsters to become successful learners, confident individuals, effective contributors and responsible citizens.

We cannot reiterate strongly enough our belief that this can only happen in a working partnership that includes the school, the home and the pupil in ensuring that we provide the best possible opportunities in the best possible ways for each of the children in our charge. We will continue to work to such ends at all times and we sincerely hope that you, as parents and carers, will share that conviction with us.

Thank you for taking time to read through this handbook and we hope your child(ren) will be very happy at Inshes Primary School!