

Croy Primary School

Learning at the heart of the Community



Handbook 2023/2024

The pandemic has affected 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 this session, 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](#)

Section 1 – Contacts & Communication

Staffing

At present, we have 99 primary aged children and 32 nursery children on our roll. Croy School provides Nursery-P7 education for pupils aged 3-12 years.

Head Teacher Mrs M Kelly

Principal Teacher Miss L Thom (Maternity leave)

Teaching Staff Mr A Davidson
Mrs M McKay
Miss M Allison
Miss S Harley
Mr Jonathan Hardstaff
Mrs Sonya Morrison
Ms L Davidson Additional Support Needs

Nursery Staff Mrs E Adomaitiene Early Years Practitioner
Mrs N Fraser-lee Early Years Practitioner
Mrs L Zajanckauskas Early Years Support Worker
Miss R Steven Early Years Support Worker
Mrs Pipa Stirling Early Years Practitioner
Miss M Fraser Early Years Practitioner

School Clerical Vacancy

Support Staff Mrs A MacDonald Pupil Support Assistant
Mrs T Simpson Pupil Support Assistant
Miss G Kelly Pupil Support Assistant

Canteen Staff Mrs A Fuglestad Cook
Mrs G Grant Cook

Visiting Staff Mr R Selkirk Practice Lead, Social Work
Miss M Boyle Children's Service Worker
Mrs C Blair Early Years Support Officer
Ms Lisa Stuart Childcare Manager

Welcome to Croy School


We hope you find this booklet useful and informative. During your child's time at Croy Primary School, we aim to provide them with a broad education which will equip them with skills for the future. We have created a culture within the school which promotes respect for self, others and the environment. Our pupils, parents and staff are all part of a vibrant school community which encompasses Croy and the surrounding area.

Strong links between home and school help children become successful learners, confident individuals, responsible citizens and effective contributors. We are lucky enough to enjoy a high level of support from our parent council, "The Friends of Croy School", who fundraise throughout the year on our behalf and lend a hand in many different ways e.g. gardening, after school clubs and much more. We encourage all parents, carers and extended family to be involved in the life of our school.

If you require any further information please do not hesitate to contact us using any of the methods below.

Martine Kelly
Head Teacher

There are many ways to stay in touch with us:

| | |
|---|---|
| Address: Croy Primary School Croy, Inverness IV2 5PG Tel: 01667 493 356 Email: croy.primary@highland.gov.uk | Croy Primary School (Closed Group) Friends of Croy School (Closed Group) |
|  @CroyPrimary | A login is given by the class teacher for you to access ClassDojo |
| Or pop in to the school office from 9am ☺ | |

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Placing Requests



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 Area Care and Learning Manager and forms can be obtained from http://www.highland.gov.uk/info/878/schools/11/school_enrolment/2

The Area Care and Learning Manager
South Area Education Office
Glenurquhart Road
Inverness
IV3 5NX

Transportation to and from school, for placing request pupils, is a parental responsibility. If pupils live outwith the school catchment area and their parents wish them to attend Croy Primary School, they can contact the school office to arrange a visit. For those outside the catchment area, there is no automatic progression from the primary school to its associated secondary and therefore parents should still enrol their child at the local secondary school for the area in which they live. This should be done well before the child's entry to the secondary school in August.

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.

Emergency Contacts

When a child is admitted to school, parents are requested to provide information about the person to be contacted should an emergency arise. It is the parents' responsibility to update this information if changes occur.

If a child becomes ill or is involved in an accident in the school, he or she is monitored by the staff. Where there is any doubt or concern about his or her condition, parents are contacted. It is for this reason that the school must be notified immediately of any change in emergency contact. Parents are also informed of any accidents which happen during the school day but do not require the child to be sent home. In this case, parents are asked to sign an accident report form and return it to school the following day.

Communications and Meeting with Staff

Effective communication is essential to support learning, teaching and administration. We wish to be open, honest, friendly and accessible to all parents and carers. The school communicates using the following methods:

- Headteacher Newsletter (once per term)
- Whole school letters
- Termly Overviews on Class Dojo from each class
- Facebook
- Twitter
- Drop in sessions
- Parents afternoons and open days
- School website
- Email (for non confidential information)
- Telephone
- Surveys and meetings to share views

Where possible, we communicate newsletters electronically, however we are more than happy to provide paper copies if requested.

We encourage parents to keep up to date with children's progress by supporting children with homework, meeting with the teacher for advice and consultation, and discussing children's learning.

In November and May, we hold parent meetings to discuss your child's progress. We try to vary the times of these to suit as many people as possible.

If you cannot make the arranged times, please ask for an appointment outside these meeting times and we will endeavor to accommodate you.

We value ongoing dialogue between school and home and encourage you to get in touch should you require any information or would like to discuss something with the class teacher. The Headteacher is available after 3pm each day and aims to respond to queries within 24 hours.

Attendance

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 phone the school on the first day of absence, on either the school message number: 01667493002 or the school office number 01667493356, by 9.30am whenever possible. 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.

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;
- could result in pupils missing assessments with consequential impact on pupils • could result in the loss of curricular activities;
- will affect school attendance records and efforts to raise standards of attendance;
- under the guidance issued at a national level, most family holidays will be coded as unauthorised absence

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

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

Section 2 – School Ethos, Parents & Community

Our Aims

To enable pupils to become successful learners,
confident individuals, responsible citizens and effective
contributors by:

- Providing a broad and balanced programme of work based on Curriculum for Excellence.
- Establishing high standards in attendance and promoting our core values of learning, respect and happiness.
- Regular monitoring of progress and achievement by staff and pupils.

To provide a safe, welcoming and stimulating environment in which children feel happy, confident and secure through:-

- Encouraging opportunities for play and independent learning • Encouraging positive attitudes to self and others
- Promoting the care and welfare of all our children
- Encouraging children to explore, appreciate and respect their environment

To work towards an inclusive school where all children, parents, staff and the community feel involved through:-

- Developing and encouraging partnership with parents, carers and the Parent Council
- Encouraging and supporting staff in professional development • Involving pupils in taking more responsibility
- Encouraging the involvement of the community
- Developing confidence and self-esteem of pupils and staff • Valuing all children and responding to the many diverse abilities, backgrounds, interests and needs
- Creating equal opportunities for all pupils

To provide a school of which pupils, teachers, parents and the community as a whole can be proud.

Curriculum for Excellence

Curriculum for Excellence aims to ensure that all



children can achieve their potential in all areas of life. Croy Primary is committed to

this curriculum and its values and aims. The Curriculum will enable all young people to become:

Successful learners with

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

Confident individuals with

- self respect
- a sense of physical, mental and emotional wellbeing
- secure beliefs
- ambition

Responsible citizens with

- respect for others
- commitment to participate responsibly in
political, economic, social and
cultural life



Effective contributors with

- an enterprising attitude
- resilience
- self-reliance

Our Community Links

Croy School is well supported by a variety of agencies and the wider community. We receive significant support from Highlife Highland through the active schools programme. In addition to the provision of physical education, we have a programme of after school clubs which is updated every term.

Highlife Highland also provide a mobile library service which is open to the community. It is in Croy every three weeks. All pupils have access to the library and are encouraged to borrow books to foster a love of reading.

We have good community links with the local church, and have regular visits from Reverend Robert Brookes. We entertain the local lunch club once a fortnight in our pupil-run community café and our café receives baking donations from local families.

We work in partnership with many local businesses and initiatives. Close to our school is Cantray College which provides specialist education for young adults

with additional support needs. Cantray offer us opportunities to explore where food comes from and develop skills for the future. We work with Sustrans Scotland who encourage us to travel actively and safely by providing resources and opportunities for our children and families.

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Croy Primary Parent Council

Croy Primary School's parent council - are here to help the school and nursery by:

- arranging social events which bring the school and the local community together and raise much needed funds to pay for things that the school couldn't otherwise afford

- representing the views of parents and carers and liaising with Highland Council over key issues

- helping to shape the school's curriculum

FOCS is open to all parents and carers and can't do what it does without your help.

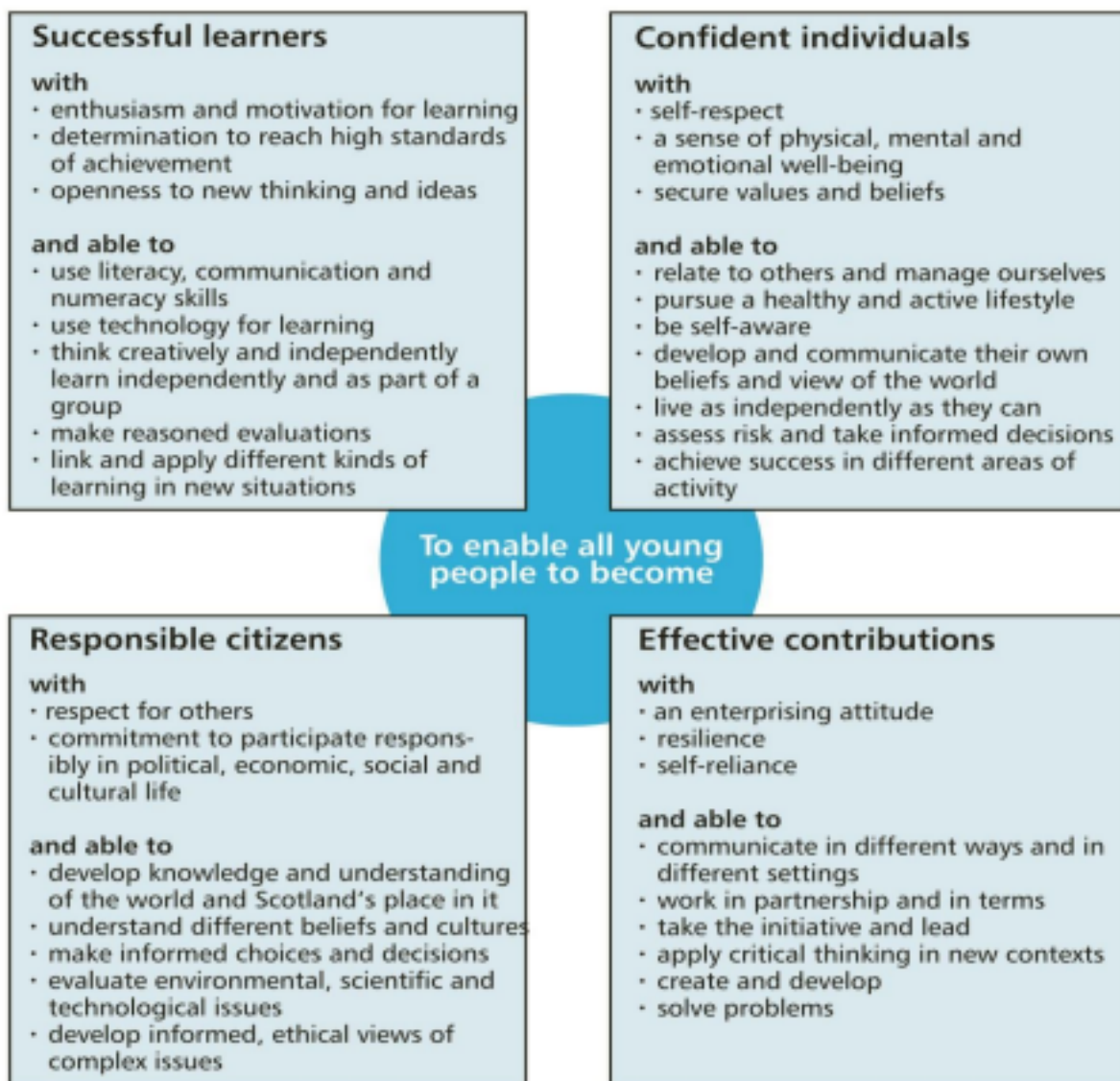
The Parent Council is an important part of school life - it's a good chance to get involved and help the school directly, to meet other parents and keep in touch with what's going on. As well as our regular meetings (once or twice a term), we sometimes meet for coffee and a chat on a Friday morning.

How to get in touch:

Either email Croyprimarypc@gmail.com, send us a message through our Facebook group (Friends of Croy School) or just come and say hello if you see us around.

Section 3 - The Curriculum

Croy School aims to provide a balanced curriculum and an appropriate education for all its pupils in line with the Scottish Curriculum: Curriculum for Excellence. The purpose of Curriculum for Excellence is to ensure that all the children and young people of Scotland develop the attributes, knowledge and skills they will need if they are to flourish in life, learning and work, now and in the future. These are summed up in the detailed wording of the four capacities.



Learning in the school is based on a wide range of strategies, including investigation, problem-solving and discussion. Whole class, group and individual methods will form the basis of the teaching in order that the curriculum can be tailored as far as possible to fit the needs of each child.

Literacy

In defining literacy for the 21st century we must consider the changing forms of language which our children and young people will experience and use. Accordingly, our definition takes account of factors such as the speed with which information is shared and the ways it is shared. The breadth of our definition is intended to 'future proof' it. Within Curriculum for Excellence, therefore, literacy is defined as:

the set of skills which allows an individual to engage fully in society and in learning, through the different forms of language, and the range of texts, which society values and finds useful.

Education Scotland: Literacy across learning – Principles and practice paper

We take a developmental approach to Literacy. In the Early Level, children are given opportunities to develop in four key areas which are: Concepts of Print, Phonological Awareness, Fine Motor Skills and Oral Language. In the First and Second Levels, our children build on these skills as well as the skills of comprehension and reference to help them understand what they read and to assist them in searching for and using information. Alongside this they will develop the necessary skills of spelling, punctuation, language structures and handwriting. Imaginative and functional writing forms an important part of this development and the children are encouraged to write for a variety of purposes from the very earliest age. They then follow a structured programme to develop the necessary skills. Much emphasis is placed on talking and discussion.

The school has a library of fiction and non-fiction books to encourage the children to develop a love of language and reading. They have access to chromebooks to develop digital literacy. Parents can help at home by reading a variety of materials with their child – e.g. books, newspapers, magazines, road signs and labels in supermarkets. All of these encourage children to take a real interest in the language around them.

French and Gaelic

Learning languages enables children and young people to make connections with different people and their cultures and to play a fuller part as global citizens. Learning through the languages area of the curriculum enables children and young people to:

- develop the high level of skills in listening, talking, reading and writing which are essential for learning, work and life
- use different media effectively for learning and communication

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- develop a secure understanding of how language works, and use language well to communicate ideas and information in English and other languages
- enhance their enjoyment and their understanding of their own and other cultures through literature and other forms of language
- develop competence in different languages so that they can understand and communicate including, for some, in work settings.

We take a 1+2 approach to language learning. The Scottish Government's policy,

Language Learning in Scotland: A 1+2 Approach is aimed at ensuring that every child has the opportunity to learn a modern language from Primary 1 onwards. Additionally, each child should have the right to learn a second modern language from P5 onwards.

In Croy Primary, pupils from P1-7 learn French in a variety of engaging ways such as singing songs and playing games and conversational French is embedded throughout the week in each class. Our children learn Gaelic in P5, P6 and P7.

Numeracy & Mathematics

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

The numeracy and Maths programme includes:

- Information handling, or the gathering, organising, display and interpretation of data
- Number, Money, Measurement in which children learn to add, subtract, multiply and divide as well as to work with time, length, weight, area and volume
- Shape, Position and Movement in which children learn about the properties of two and three-dimensional shapes and to comprehend position and movement, symmetry and angles.

In each of these aspects, children will develop problem-solving and enquiry skills. Mental maths is an important daily element of our mathematics programme which is done in a variety of lively and stimulating ways. Active based learning in maths and numeracy encourages the development of the child's skills and much practical work is given.

Every encouragement is given to each child to think and reason for him/herself and children progress at a developmentally appropriate rate. Children's

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numeracy skills can be helped at home by parents taking an active interest in their progress and encouraging the children to use their mathematical skills in a variety of everyday situations such as money, time and counting.

Sciences

Through our study of science, the children will find out about the planet Earth,

forces, electricity and waves, biological systems, materials, and topical science. Learning through discovery, both indoors and outside, is important to developing good understanding.

Children and young people participating in the experiences and outcomes in the sciences will:

- develop a curiosity and understanding of their environment and their place in the living, material and physical world
- demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- develop skills for learning, life and work
- develop skills of scientific inquiry and investigation using practical techniques develop skills in the accurate use of scientific language, formulae and equations
- recognise the role of creativity and inventiveness in the development of the sciences
- apply safety measures and take necessary actions to control risk and hazards
- recognise the impact the sciences make on their lives, the lives of others, the environment and on society
- develop an understanding of the Earth's resources and the need for responsible use of them
- express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding
- develop as scientifically literate citizens with a lifelong interest in the sciences
- establish the foundation for more advanced learning and, for some, future careers in the sciences and the technologies.

Social Studies

Social studies include looking at the past, the world around us, society and economics. Much of the work in this area is of a practical nature- learning through doing.



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Children and young people as they participate in experiences and outcomes in social studies will:

- develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world
- broaden their understanding of the world by learning about human activities and achievements in the past and present

- develop their understanding of their own values, beliefs and cultures and those of others
- develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different types of sources and evidence • learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes • develop an understanding of concepts that encourage enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers.

Technologies

Within the Curriculum for Excellence, the technologies curriculum area relates particularly to contexts that provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work related activities. For this reason, the framework provides experiences and outcomes which can be applied in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies.

Information communication technologies (ICT) is an integral part of the curriculum. Pupils learn specific ICT skills, but also use computers and other equipment as a normal part of classroom activity. In Croy, we are developing our ICT skills through coding, programming and with the introduction of Chromebooks, we aim to give opportunities to all children to lead their own learning and become digitally literate.

Expressive Arts

The arts play an important role in the education of all pupils. They encourage the exploration of values, foster imagination and creativity, develop practical and perceptual skills and promote intellectual and aesthetic development.

Expressive Arts is the study of music, art, dance and drama

Learning in, through and about the expressive arts enables children and young people to:

- be creative and express themselves in different ways
- experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation
- develop important skills both those specific to the expressive arts and those which are transferable
- develop an appreciation of aesthetic and cultural values, identities and ideas and, for some, prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.

Music

Within the school curriculum, music can enrich the lives of individual pupils and promote their personal, intellectual and social growth.

The school is very well equipped with musical instruments with visiting instructors of Chanter and Violin

Drama & Dance

Children are given a variety of opportunities to express themselves through drama. They are encouraged to develop their knowledge and understanding of themselves and their relationship to others and to real-life events.

They have opportunities to develop a story or experience they have met in another area of the curriculum. Performing to an audience is a firm favourite with Christmas musicals, talent shows and class performance.

Art & Design

Through art and design, pupils develop their capacity to invent, create and interpret images and objects; design, make and evaluate; and gain insight into

technological processes. During art studies your child will be involved in exploring and using a wide range of media and materials and researching the work of well known artists.

Religious and Moral Education

We have a programme of study to develop informed attitudes to understanding Christianity and other major world religions and aim to create a positive ethos and tolerance of all beliefs and practices. The school has an important contribution to make to a child's development in social and moral education. The ethos and friendly relationships which exist also contribute significantly to the development of social values.

Learning through religious and moral education enables children and young people to:

- recognise religion as an important expression of human experience
- learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions, and viewpoints independent of religious belief
- explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- investigate and understand the responses which religious and non religious views can offer to questions about the nature and meaning of life
- recognise and understand religious diversity and the importance of religion in society
- develop respect for others and an understanding of beliefs and practices which are different from their own
- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon their own moral values
- develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
- develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
- make a positive difference to the world by putting their beliefs and values into action

Whole school assemblies are held weekly and the local minister visits us regularly. Parents have the right to withdraw their children from religious education and their wishes will be respected. Should you wish to exercise this right, please contact the Head Teacher.

Health & Wellbeing

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they

need for mental, emotional, social and physical wellbeing now and in the future.

Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

We consult with parents about sexual health and parenthood education particularly in the upper stages. This usually takes the form of inviting parents to look at the resources we use and to discuss when and how key aspects will be delivered. Our aim is to support your role as parents, within the requirements of delivering a full curriculum.

Croy School is a Health Promoting School and all children follow a health programme which encourages them to maintain a healthy diet. Children are encouraged to become involved in decision-making and we have an active pupil council. We also provide free fruit to all children.

Physical Education

Physical activity is essential to the growth and development of children.

Physical education offers opportunities for the development of physical competences, social skills, fitness and a healthy lifestyle. Our children receive at least 2 hours of physical education per week and walk "The Daily Mile" whatever the weather.

The children participate in many types of physical activity including:

- Gymnastics
- Co-operative Games
- Athletics
- Music and Movement

- Modern Dance
- Scottish Dancing
- Gardening

The school is very well equipped with a gymnasium and an outside sports area.

Additional activities include:

- Cross Country
- Athletics
- Football
- Basketball

Interdisciplinary Learning

The curriculum includes space for learning beyond subject boundaries, so that children and young people can make connections between different areas of learning. Interdisciplinary studies, based upon groupings of experiences and outcomes from within and across curriculum areas, can provide relevant, challenging and enjoyable learning experiences and stimulating contexts to meet the varied needs of children and young people.

Revisiting a concept or skill from different perspectives deepens understanding, and can also make the curriculum more coherent and meaningful from the learner's point of view.

Interdisciplinary studies can also take advantage of opportunities to work with partners who are able to offer and support enriched learning experiences and opportunities for young people's wider involvement in society.

Effective interdisciplinary learning:

- can take the form of individual one-off projects or longer courses of study
- is planned around clear purposes

- is based upon experiences and outcomes drawn from different curriculum areas or subjects within them
- ensures progression in skills and in knowledge and understanding

- can provide opportunities for mixed-stage learning which is interest based.

We encourage pupils to have ownership of learning. In consultation with the class teacher, pupils are involved with choosing a topic from within our broad themes over a three year cycle.

Planning for Learning

Teachers plan for learning and assessment. They deliver lessons and activities based around the Curriculum for Excellence experiences and outcomes. Pupils are involved in taking ownership of their learning through choices of topic, selecting evidence of learning with their teacher, and planning next steps based on self, peer and teacher evaluation. We share this with parents in a wide variety of ways (see Communication and Meeting with Staff) and this will be further developed through our School Improvement planning for session 19/20 where we focus on Pupil Profiling and Self Evaluation.

Section 4 – Assessment & Reporting

Assessment and Reporting

Assessment is an important and integral part of the learning and teaching process. It is part of the process of planning, when account is taken of the pupils' previous experience; and part of teaching, as the teacher constantly monitors the effectiveness of learning and teaching.

Each child's progress is carefully assessed and recorded by the class teacher. Staff monitor the progress in a number of ways.

Observation: It is very important to know how your child works and staff continually observe your child's approach and attitude to the various learning opportunities.

Appraisal of completed work: The quality and quantity of completed work is monitored by staff and progress and possible barriers to learning are identified.

Testing: Written or oral tests are used by staff where appropriate, to monitor individual progress or degree of recall.

Standardised Testing: From time to time your child will be given a test, which will give an indication of his/her level of attainment compared to standardised scores. This session they will undertake SNSA testing in P1, 4 and 7.

Self and peer assessment: Pupils are encouraged to reflect on their own work

and compare their performance against agreed criteria. It is also helpful to have pupils consider each others' work against these same criteria to be able to comment in a constructive manner.

| Curriculum Level | Stage |
|------------------|-------------------|
| Early | Pre-school and P1 |
| First | To the end of P4 |
| Second | To the end of P7 |
| Third/Fourth | S1-S3 |
| Senior Phase | S4-S6 |

The aim of assessment is to enable staff to be more successful in meeting the needs of your child. Skillful assessment will identify difficulties or strengths and will enable us to support learners appropriately.

In late May/early June a detailed report and pupil profile covering all aspects of the curriculum and your child's learning is issued and there is an opportunity for parents to discuss its contents. Increasingly, this will be a summary report following a year of opportunities for parents to be involved with learning through parents' evenings, reviewing of portfolios of work and appointments with the teacher. The report will contain a learner's statement, written by the pupil, review of learning and attainment, key next steps and evidence of wider learning beyond school.

Section 5 - Transitions

Transition time is often an exciting period for children and their families. Sometimes, it can be a little daunting for some children if we don't know what's happening. At Croy, we endeavour to make transition times as smooth as possible. We base our transition arrangements for children depending on their individual requirements.

For those joining us from nursery, we plan opportunities for pupil visits to Primary 1 from January. This enables the P1 teaching staff and the children to become familiar to each other and build a positive relationship and identify any possible support needs.

We provide opportunities for parents to find out about school routines, what learning looks like, and how to help with learning at home during planned visits and open days. If you would like to find out more or plan a visit please contact the school office.

For pupils in Croy Nursery, learning continues at Early Level into Primary 1. Throughout the year, there are opportunities for pupils in both school and nursery to come together. This takes the form of special assemblies, learning in different classes, and joining in with whole school events.

Transition for Primary aged children starts after Easter where there is a need for a longer, more structured transition programme. Pupils who have additional needs are monitored and supported to make a successful change. Those who are joining us from another area are offered the chance to look around the school and ask questions. All of our children have an end of year Move Up day to familiarise themselves with their new classroom and teacher.

Transition to secondary education follows a comprehensive timetable that has been agreed with our local secondary school and its associated feeder schools. Visits by secondary; staff, visits to the academy by pupils; a parents' evening at the academy; and social opportunities to mix together help to ensure a sound transfer. Records are shared with secondary staff, and those with additional needs will receive a transition package to support a successful move.

You can find out more by contacting Culloden Academy -

Culloden Academy

Culloden

Inverness

IV1 2JZ

01463 790851

<https://cullodenacademy.com/>

Section 6 – Support for Pupils

Child Protection

From time to time issues arise which give cause for concern and could indicate that a pupil is suffering some form of abuse.

Protection Guidelines, Education Service staff must report such incidents to Social Work Services which 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, Highland Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness, IV3 8NN - Telephone (01463) 703421-Fax (01463) 713237*

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available from online at

http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection

Health Care

School nurses are immersed in the culture of both health and education, and it is this knowledge that makes the service unique. Working closely with the school, the school nurse provides a universal accessible service to children families, carers and members of the local community. Currently, all children are seen by the school nurse during their first year in school. Some children require to be seen at regular intervals thereafter for ongoing health concerns. Parents and carers are welcome to be present if they wish. The school nurse has an active input into all areas of the health curriculum and contributes to the delivery of personal, social and health education including sex and relationships education.

Equality and Diversity

Croy School is an equal opportunity school. We value all people equally and celebrate the differences between them as enrichment to the school and community. The school creates an inclusive approach to education by:-

- creating an ethos of achievement for all pupils within a climate of high expectation;
- valuing a broad range of talents, abilities and achievements;
- promoting success and self-esteem by taking action to remove barriers to learning; 24
- countering conscious and unconscious discrimination that may prevent individuals, or pupils from any particular groups, from thriving in the school;
- actively promoting understanding and a positive appreciation of the

diversity of individuals and groups within society.

Section 7 - School Improvement

This year we are focusing on certain key priorities as following:

1. Raising attainment
2. Writing

Standards & Quality Report

Parents can see the latest standards and quality report for the school on the school website. This details the school's main achievements over the last year and also our improvement priorities. This is also available in paper or electronic format. Please ask at the school office if you wish a copy.

Support for Learning

The officer and Headteacher work in close co-operation with parents to meet the support needs of our pupils.

For a variety of reasons children can have difficulty with learning from time to time and children who experience these difficulties are offered extra help. Pupils learning may also need to be stretched for those who are doing exceptionally well. This may involve help from pupil support assistants, support for learning teachers and multi-agency partners. Pupils requiring additional support remain part of their class group, and under the responsibility of the class teacher.

Pupils who are identified as having additional learning needs, which can be supported by existing resources and classroom staff, receive the help they need and this is recorded by the class teacher, who may contact parents. Should the level of need require further support from outwith the class or extend for a longer period, this is recorded as a child's plan. Parents, pupils and

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support teacher will work together to support the plan. If a pupil requires specialist support from outwith the school, then a multiagency plan is put in place in consultation with parents. A lead professional is appointed to co ordinate the multi-agency response. Within this response the day-to-day learning is still

lead by the class teacher.

Pupils with a child's plan receive a formal review at intervals not exceeding 6 months.

In some cases, where needs are complex or multiple factors have an adverse impact on a child, a co-ordinated support plan will be considered. These needs are likely to last for more than a year and will involve substantial support from other agencies in addition to education. Professional advice and assessment can be sought from the school's educational psychologist when appropriate. When medical difficulties are evident such as with hearing, vision, speech or co ordination the school draws upon the skills of the appropriate services. Parents are consulted and kept fully informed.

Getting It Right For Every Child

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. In a secondary school, the named person will usually be the Principal Teacher Guidance/Pupil Support.

If you wish to find out more about The Highland Practice Model or the Child's Plan, you can access more information at :

<http://www.highland.gov.uk/learninghere/supportforlearners/generalguidance/plannin>

[g](#) There are also Information sheets available at: www.chipplus.org.uk

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Section 8 – School Policies & Practical Information

School Day

School opens at 9am and closes at 3pm for pupils.
Lunches are staggered from 12 noon until 12.45pm for primary classes with a playtime ending at 12.45pm for P1-P2 and at 1.00pm for P3-P4 and 1.15pm for P5-P7.

Enrolment

An enrolment week for nursery entrants, usually in February, is advertised by a school bulletin and in the local press. Enrolment week for Primary 1 children who have not previously attended Croy Primary School is usually at the end of January. Parents, offered or seeking a place for their child at Croy, are welcome to visit the school prior to enrolment by arrangement with the head teacher.

When enrolling an infant entrant the relevant birth certificate should be shown. At the time of enrolment you will be given:

1. A letter from the Area Education Manager offering your child a place at Croy.
2. Information as to your rights as a parent in choosing a school for your child.
3. A list of the educational establishments available in Highland. 4. A copy of the school brochure.

If you are unable to use the enrolment week, please contact the school as soon as possible to arrange a mutually convenient time.

Most children have attended Nursery and are keen to start in P1. However, to make the change as carefree as possible for new entrants, we invite them to spend some time in the P1 classroom with the children who will be in P2 next session.

There is also an induction meeting for parents to meet the P1 class teacher, to hear about the educational methods used in P1 class and to view books and other resources which will be used. At this meeting a separate Primary 1 induction booklet will be issued giving information about school routines etc.

Parents who wish to enroll children who are already of school age are welcome to telephone to arrange an appointment to view the school.

Session Dates 2023-24

Autumn

- Autumn term starts - 15th August 2023
- Autumn term ends - 6th October 2023

Winter

- Winter term starts - 23rd October 2023
- Winter term ends - 22nd December 2023

Spring

- Spring term starts - 8th January 2024
- Mid-term break - 19th and 20th February 2024
- Spring term ends - 29th March 2024

Summer

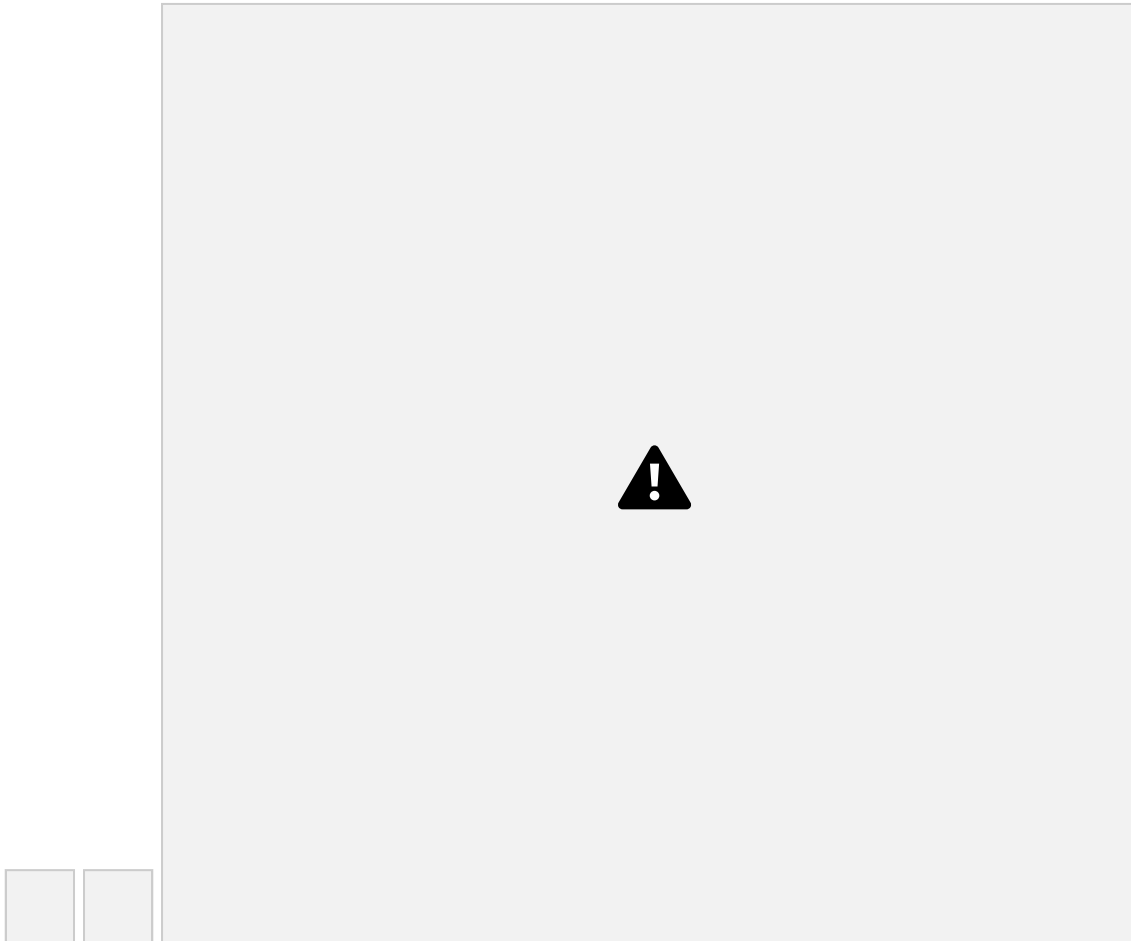
- Summer term begins - 15th April 2024
- Summer term ends - 28th June 2024

Public holidays

- Good Friday - Friday 29th March 2024
- Easter Monday - Monday 1st April 2024
- May Day - Monday 6th May 2024

In-service days

- The first day back after summer - Monday 14th August 2023 •
Monday 11th and Tuesday 12th September 2023
- One day following the February mid-term break - Wednesday 21st February 2024
- Thursday 2nd May 2024



Croy has had a village school since 1872. The current building consists of 3 classrooms and 2 nursery rooms built round an open area where there are facilities for teaching, cooking, art and technology. In the rest of the school we have the hall, dining area, staff room and administration and medical rooms. The beautiful building, use of space and natural light make the school a calm and pleasant building in which to learn. Following increased house building in the local area, a portacabin has been added on site to accommodate a further 2 classes.

Adverse Weather Conditions and School Closures

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

1. 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.

2. 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 CROY PRIMARY SCHOOL TELEPHONE MESSAGING SERVICE.

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** 'phone in for advice but listen to appropriate broadcasts or telephone the school messaging service.

CROY 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 **041800** ➤ Press 1 to hear the school's message about adverse weather

3. 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. go to the home of the emergency contact. We do try to get in touch with the parents of children who use school transport to tell them that the school is closing early.

4. The name and telephone number for the bus is: Culloden Ltd 01463 213322

Effective learning and teaching is dependent on positive relationships established at school and classroom level. Positive behaviour is achieved in two ways at Croy School:

1. Prevention - Preventative strategies which encourage each pupil to develop a sense of personality and self-discipline. At Croy School we have an incentive system to recognise good behaviour in the classroom, in the playground and around the school.
2. Management - When negative behaviour occurs we need to be able to respond positively and effectively.

More information can be found within the school's Promoting Positive Behaviour Policy. Please ask for a copy at reception or you can find it on our Facebook page.

School Meals

The price, at the time of writing, is £2.30 per day. These are paid on a Monday for the week. Children may bring packed lunches to school which will be eaten in the canteen. For safety purposes children should not carry containers made of glass to school.

The administration of school meals is handled by Highland Catering Services.

Children whose parents are in receipt of **Income Support, Job Seekers Allowance (Income Based)**, or **Child Tax Credit** (but not Working Tax Credit) are entitled to Free School Meals.

An application form is available from the school and the completed form together with evidence of entitlement should be returned to the Head Teacher or directly to

The Area Education Manager, South Area Education Office,
Glenurquhart Road
Inverness
IV3 5NX

Parents must receive confirmation from the School Meals Dept. before free meal tickets can be issued.

Transport

Children under the age of eight years who live more than two miles from the school are entitled to free transport. Children aged eight years and over qualify for free transport if they live more than three miles from the school.

Application forms are available from the school or Area Education Office at the above address. Pupils who do not qualify for school transport may be able to use the bus if room is available.

School Uniform

Children are encouraged to wear school uniform. The uniform consists of Dark school trousers or navy blue jogging pants, sweatshirt with the school logo on the left hand side of chest. There is also a pale blue polo shirt with the school logo. **P7 pupils are asked to wear a white shirt/blouse with trousers or a skirt.**

Parents can get school uniforms from: Web: schoolwearmadeeasy.com
Schoolwear Made Easy Unit 4&5 57 Harbour Road Inverness
IV11UF Tel:01463 222022

Children should bring a pair of indoor shoes to wear in class.

All children must have suitable gear for gymnastics - well fitting gym shoes, shorts and a T-shirt.

School Policies

As part of our commitment to helping keep your child safe, healthy, achieving, active, responsible and included, the school has a number of policies. Key policies include:

- Safety- anti bullying, internet and use of images, positive behaviour •
- Equality- anti racism, confidentiality, complaints handling
- Curriculum- learning and teaching, core curriculum

Policies are updated as required and in consultation with a variety of bodies including parents, The Highland Council and The Scottish Government. You may request a copy at the school office.

s Pupil Groups & Activities

Learning is so much more than attending lessons- it's about the life of the school and wider community. Pupils are actively encouraged to take part in a variety of clubs and activities including:

School Led

Gardening Gang
Partnerships
Junior Road Safety Officers
Pupil Voice
Community Café
Cross Country
Armchair Warriors
Euroquiz

Community Led

Athletics/Cross Country
Badminton
Gymnastics
Football
Scouts
Guides
Highland Dancing

Contact the school for further information.

SECURITY/ACCESS

Parents are asked to support our efforts to make our school a secure environment for our pupils. All doors are locked and access is only available via the main entrance. If you would like to speak to a member of staff it would be appreciated if you could come at the end of the day at 3 pm. However, in emergencies or for immediate problems please ring the bell.

All visitors going beyond the entrance foyer must sign the visitors book and report to the school office. Parents should not enter the teaching area or cloakrooms unless accompanied by a member of staff.

Parents are asked to wait outside the school for their children as our entrance hall is very busy at 3 pm. We are lucky to have a covered area outside the doors.

COMPLAINTS AND REQUESTS FOR SERVICE

If a parent has any concerns they should contact their child's Named Person in the first instance, Mrs Martine Kelly, Head Teacher, Croy Primary School. 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 the Area Care & Learning Manager, Highland Council, Glenurquhart Road, Inverness, IV3 5NX.

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.

Our school has an e-mail address croy.primary@highland.gov.uk and you are welcome to use this to contact the school. However, please do not use this for urgent messages as we cannot guarantee to read them before the children go home at 3 pm.

Please feel you can come and discuss any concerns, however trivial you feel them to be. It is better to deal with situations earlier rather than later. If we don't know about it, we can't help. Our aim is for a happy school where each and every pupil feels welcome and valued.

CROY PRIMARY SCHOOL
TEL: (01667) 493356
Croy.primary@highland.gov.uk

Whilst information provided is considered to be correct at the time of printing, it is possible that there may be changes affecting a matter dealt with in the document.