

# **Bower Primary School Handbook**

## **2024 - 25**



**Small School – Big Education**

**Bower Primary School  
Bowermadden  
Wick  
KW1 4TT**

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# Small School Big Education





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## **Welcome to Bower Primary School**

Dear Parent/ Carer,

Welcome to Bower Primary School. It gives me great pleasure in presenting our school handbook. We are a small, non-denominational school. We currently have 22 pupils on our roll with two multi-composite classes consisting of a P1-P3 class and a P4 - P7 class.

### **Our Staff**

Our staff are, in one word, exceptional. The staff team at Bower Primary School always go the extra mile to ensure that our pupils acquire an excellent educational experience. Our P1-P3 class is taught as a job share by Miss Bonner on a Monday and Tuesday and by Mrs Ross on a Wednesday, Thursday and Friday. Our P4-P7 class is taught by Mrs Henderson on a Monday, Tuesday and Thursday. We have a Pupil Support Assistant who works Mondays, Wednesdays and Fridays. The Additional Support Needs Teacher, Mrs T Sinclair, works with the school on a consultation capacity.

### **Our school and grounds**

Our school was built in 1976 and is now 48. There is a wooden building which has two classrooms and a hall, which we use for various learning activities, including P.E., music, drama, assemblies and it also doubles up as our dining hall. There are also infant and senior cloakroom areas and toilets for both classrooms.

We have a large tarmac play area, and a huge grassy field surrounds our school. Both of these areas are used to promote outdoor learning and the children also enjoy playing on our fantastic timber trail. We are also very fortunate to have a garden in which the children with parent and staff support, have planted a variety of plants, trees and vegetables and this is where they also care for their bug hotel. We also have huge tyres and planters in which the children also plant items. In the summer 2023, we acquired a polycrub, where children plant their own fruits and vegetables and can see how food is grown and what it takes to look after the environment.



Small school

BIG EDUCATION

### Our Vision

Our school is a place of learning where everyone (pupils, staff, parents and the wider community) works together in a responsible, respectful, creative hard-working and successful environment.

### Our Aims

At Bower Primary School we aim to:

- Provide exciting and memorable experiences.
- Provide an ethos that fosters integrity and respect.
- Encourage learners to be resilient, independent and make sensible decisions.
- Encourage learners to be confident, to accept and be willing to tackle challenges.

### Our Values

We will work together to develop our school values:



## ***What our pupils are saying***

Our children are at the heart of everything we do... so we asked the children what we should tell you about Bower School!

“Amazing toys but you have to do jobs but they are really fun!” (P1)

“Spelling is fun, and the school is a good place for learning.” (P1)

“The school is lovely, and the teachers are kind and helpful. I like doing phonics.” (P2)

“I love this school. This is much better than my last school.” (P3)

“The food is lovely and teachers are really nice.” (P4)

“The activities are really fun!” (P4)

“The staff and children are very nice and helpful. I enjoy doing art with Mrs Henderson.” (P5)

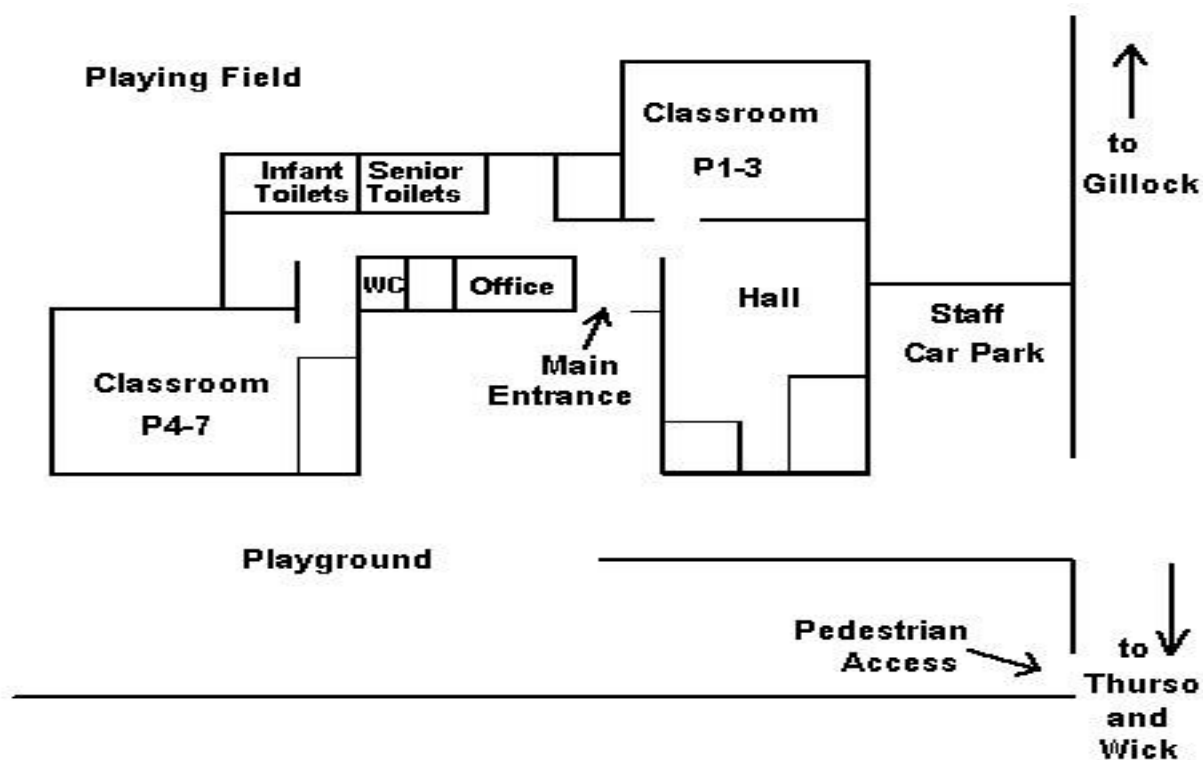
“Outside the environment is very nice on sunny days. We all play together.” (P6)

“I like doing film literacy because it’s fun. My friends are so kind!” (P7)

At Bower, there are nice people and it’s a very nice building. I like it because it’s small and there is a family atmosphere. The teachers listen to pupils.” (P7)



## Plan of Bower Primary School



### Useful contacts

#### **Bower Busy Bees Playgroup**

Busy Bees Playgroup  
Bower Hall  
Bowermadden  
By Wick  
Caithness  
Tel: 01955 661397

#### **Area Education Manager – North**

Manager: Annika Jansson  
Highland Council  
Inverness Tel: 07435762002

**School Nurse:** Joanne Ross

**Tel:** 01955 608123

**Dental Unit, Dunbar Hospital:**

**Tel:** 01955 604134

#### **Thurso High School**

Mrs H Flavell  
Rector  
Ormlie Road  
Thurso  
Caithness  
Tel: 01847893822

#### **Wick High School**

Mr. S Sandecki  
Head Teacher  
West Banks Avenue  
Wick  
Caithness  
Tel: 01955603333



# School Staff

Class Teacher (P1-3)	Mrs V Ross (Job share 3 days) Miss C. Bonner (Job share 2 days)
Class Teacher (P4-7)	Mrs C Henderson (Job share 2 days) Miss C. Bonner (job share 3 days)
Clerical Assistant	Mrs S Davidson
Learning Support Teacher	Mrs T Sinclair (Consultation only)
Pupil Support Assistants	Mrs J Swanson
Minister	Mr R. Petersen
Cleaner	Ms Rosie Barter
Dining Supervisor	Ms Rosie Barter
Janitor	Mr R Dunnett
Head Teacher (Acting)	Mrs S Sinclair





# ***Enrolment***

## PLACING REQUESTS - PARENTAL CHOICE

Each school serves its own particular catchment area. Children 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. It is important, however, that your child is registered at his/her local school in advance of making a placing request. Applications must be made to the Area Education Manager.

Placing request forms can be obtained online from [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 children, is a parental responsibility.

If children live out-with the school catchment area and their parents wish them to attend Bower School please contact the school to arrange a visit.

Bower School runs a programme of transition visits for pre-school children and holds an information session for parents. This is done in co-operation with our feeder playgroup – Bower Busy Bees.

Children starting school in Primary 1 should be enrolled at the school during enrolment week, this year it is **week beginning Monday the 29 th January**. When enrolling a child, the parent should bring the child's birth certificate and be prepared to give the name, address and telephone number of an emergency contact. Parents can also enrol online at [https://www.highland.gov.uk/info/878/schools/11/school\\_enrolment](https://www.highland.gov.uk/info/878/schools/11/school_enrolment).

Parents wishing to enrol children during the session should phone or call at the school to get information and make arrangements for admission and/or a visit to the school beforehand if they wish.

## **Transport**

New entrants to the school at any stage must make a formal application to the transport officer if transport is required. Transport will only be provided for children living within the school's catchment area. Any child under 8 years of age who lives 2 miles or more

from the school and any child over 8 who lives 3 miles or more from the school is entitled to free transport, however they may be expected to walk to a convenient pick-up point. Concessions are sometimes made for those living within these distances, but the decision lies with the Transport Officer. School has no control over who has entitlement to a seat on the bus.

Transport forms must also be completed for Primary 7 children leaving school to go to High School. All children travelling by school transport are expected to behave well on the bus. This is essential for safety reasons.

### School Meals

School meals are provided for children. They are cooked in Castletown School and are transported to us in time for lunch. The menus provide healthy, nutritionally balanced meals, which have been approved by a dietician. Menus are normally available in advance and are supplied twice yearly.

All children in P1-P5 are provided with a free school lunch each day. However, children in P6 and P7 need to pay for their lunches. The current cost of a school lunch is £2.30 per day or £11.50 per week. If your child wishes to have school lunches there is a form available on our Seesaw app every week to order for the following week. Children taking meals on odd days should pay on the day or by the Thursday morning of that week. Credits can be carried forward to the following week should your child be absent after ordering. Children wishing to bring packed lunches also eat in the dining hall. Packed lunches must be carried in suitable boxes and glass bottles are **not** permitted. Can you please also ensure that your child does not bring fizzy drinks to school. Drinking water is available in the classrooms and at lunchtimes.

### Uniform

Children are encouraged to wear school uniform every day. This consists of a navy blue sweatshirt with an embroidered school logo, to be worn with a pale blue or white polo shirt. You can also order good quality clothing at reasonable prices locally from Highland Work Wear by logging on to [www.highlandworkwear.com](http://www.highlandworkwear.com) and choosing 'Bower' from the Primary School choice. Clothing grants are also available to all pupils whose parents receive Income Support or Job Seekers Allowance. Application forms are available online.

All children **must** bring shoes for indoor wear and **must** have a **gym kit** consisting of shorts, t-shirt and gym shoes for indoor gym. When the weather is fine, children will need suitable trainers for outdoor use. 12

For lessons such as Art and Technology, your child will require a **painting shirt** of some sort to protect their clothes. This can be an old shirt/blouse.

All articles of clothing **must have the child's name clearly labelled**. School cannot accept responsibility for any items of clothing which go missing.

### **School Assemblies and Events**

School assemblies take place regularly throughout the session. We are fortunate to have a visiting Minister, Mr R. Petersen who will lead some assemblies during the session.

There are many opportunities for you to be involved in school life, for instance, helping on regular gardening days, by being on a committee, visiting to speak about your job/hobbies, coming in to read to the children, making costumes and props for concerts and at other events throughout the year.

We are very fortunate to be part of a wonderful community who supports the school with generous donations throughout the year for various charities.

### **Pupil care and Welfare Absence of Pupils**

Parents must inform the school by telephone of the reason for their child's absence on the first morning of absence **before 9.30am**. A written note **must** be sent in on the child's return to school.

In accordance with Highland Council policy if a parent fails to contact the school before 9.30am we are obliged to phone parents to find out a reason for their child's absence.

Parents who wish to take a child on holiday during term time must request permission of the Head Teacher. If parents have no control over the dates of annual leave, permission is possibly granted. **It should be noted that holidays taken during term time are recorded as unauthorised absence.**

Parents should note that should a child regularly be absent from school without notification the school is required to forward relevant details to the Area Education Manager.

Homework will not be given to children going on holiday, if possible every effort will be made to ensure that, on their return to school the child covers any learning missed. Likewise, when children are ill, homework should not be expected of them. In the case of routine work (reading, spelling etc.) they may wish to 'keep up' at home but any new teaching requires to be supervised on their return.

### **Unexpected School Closure**

It is sometimes necessary to close the school at short notice because of bad weather or power failure. Every precaution is taken to ensure that parents are informed. Parents have the responsibility during periods of severe weather to ensure that they or an emergency contact are available to take messages and to be prepared to take the children home. Parents should ensure that the school is informed immediately of any **change of address or phone number of either parents or emergency contacts**. Details of our closure procedure are sent out regularly.



All severe weather information messages will be recorded on the Highland Councils Schools Telephone Information Service: **0800 564 2272** (Bower School parents' PIN number **04 1570**)

We will try in all cases to provide you with information as early as possible.

### **The Highland Council Website, Facebook and Twitter**

- The Council's **website** <http://www.highland.gov.uk/schoolclosures> will be updated with information for individual schools
- The Council's **Facebook** page at <https://www.facebook.com/highlandcouncil> will show updated posts on the latest news of school closures and weather related problems

- The Council's **Twitter** page at <https://twitter.com/HighlandCouncil> will list Tweets of the latest news of school closures and weather related problems

### **Playground**

Children are expected to play outside at morning and lunchtime breaks unless the weather is unsuitable. They really benefit from the time they spend playing in the fresh air. If your child requires to stay in for any of these times, please let us know.

### **Promoting Positive Behaviour**

In Bower School, we aim to create a positive ethos where children are rewarded for good behaviour and feel valued and cared for. We have high expectations for behaviour and self-discipline is our ultimate goal for the children. Members of staff deal with any negative behaviour immediately. The parent may be contacted depending on the severity of the misdemeanour. Often there are one-off incidents, which are a learning experience for many children who never 'offend' again. In incidents of repeated bad behaviour, parents are always contacted.

### **Data Protection**

Any information you have supplied to the school or any information gathered from or about pupils will be used only for the purposes for which it was provided and any relevant procedures following from this. This data will be maintained in accordance with the Data Protection Act and will not be passed onto any other organisation without your prior approval unless this is a legal requirement. (Please see appendix 1 for more detailed information)

### **Health**

It is important that parents inform the teachers of any particular medical condition that a child may have. (e.g. allergies, epilepsy, diabetes, etc.)

The School Nurse carries out a routine medical examination of all children in P1. Children throughout the school who have noticeable hearing/sight defects can be referred at this time. Parents can attend these appointments. Screening of P7 children is also carried out.

In the event of a child taking ill in school the parent is notified. Parents should make arrangements to transport the child home. **It is essential that each family have an emergency contact that can take over if the parent is not available.** Please advise us immediately of any change of emergency contact, address or phone number. In case of accidents at school requiring medical help, this is immediately sought and the parent contacted. In the case of minor accidents (scrapes, bumps and cuts) we ensure that any

break of the skin is cleaned and a plaster may be applied. If there is a known allergy to plasters please inform us.

If your child has a vomiting bug the NHS Guidelines recommend that you keep your child at home for 48 hours from the last vomiting episode. This helps to stop the spread of the outbreak.

### **Administration of Medicines**

Staff will only administer medication when there is clear written guidance from the parents on: the name of the medicine, the quantity of the medicine to be given, the time it has to be given. Parents also have to complete a consent form before their child can be given medication. A record of regular / daily medicine given during the school day is kept.

### **Drug misuse**

In line with Highland Council Policy, the school will record and report all instances of drug misuse or suspected drug misuse on school premises.

### **Fire Safety**

Fire drills are held in school to familiarise staff and pupils with the procedures to be followed in the event of a fire and the 'Fire Action Plan' is displayed around the school to remind everyone of this important procedure.

### **Transition**

During the summer term all P7 children pay a two-day visit to the High School of their choice. They take part in a normal timetable at the High School and meet staff. An evening meeting for parents is also arranged prior to transfer. Primary/Secondary liaison between the local High Schools and the feeder primaries is very good with primary and secondary teachers meeting throughout the year to ensure that a smooth transition for each child is achieved.

### **Complaints Procedure**

We hope that you and your child's experience at Bower School is a very positive one and we welcome any suggestions you may have. If you feel you have a concern or a reason to complain, then please contact the school office to make an appointment with the Head Teacher.





P1 children will join P2 and P3 children in the one classroom, where learning through play and active learning are promoted. P1 children will be given daily opportunities to play together to help them develop their use of language in readiness for learning to read. Singing and saying rhymes, clapping out syllables, discussions, reading and telling stories, news times and dramatic play will help to further develop this. Children are active in their learning from the start of P1 and will have daily opportunities to play sorting, matching and counting games.

As a parent you are a most important and valued part of our teaching team. Your encouragement and praise are most important to your child, so please show an interest in their work and spend time reading with and to them.

### **Curriculum for Excellence**

We follow 'Curriculum for Excellence' to ensure that your child is active in their learning which is cross-curricular, interesting, fun and outdoors whenever possible.

The curriculum areas in 'A Curriculum for Excellence' are: Expressive Arts (Art & Design, Music, Drama and Dance), Health & Wellbeing (which includes PE), Language, Mathematics, Religious and Moral Education, Sciences, Social Studies and Technologies.

Children are taught as a whole class, group or on an individual basis, so that they progress at a speed and in a manner suited to their levels of ability. There is particular emphasis on collaborative learning, which encourages children to discuss their learning and make choices together, each child accepting responsibility for the choices their groups make. In Bower School we often have whole school activities e.g. when preparing for a fundraising event, which allows the children to share multi-stage learning experiences and acquire skills and knowledge in 'real life' and active learning situations.

A stimulating learning environment is provided in both classrooms with the best use being made of all the resources available. We are also very fortunate to have lots of outdoor space in which the children also learn. The emphasis is on the children being active in their learning and getting opportunities to self-evaluate how well they did and how they can further improve. Last year, we acquired a Polycrub, where children can plant fruits and vegetables and learn new skills. It also provide a space for all children, including children who require additional support for learning, to relax and engage in meaningful and sustainable projects for many years to come.

### **Maths and Numeracy**

The children will be encouraged to be active in their learning of numeracy. The learning will be delivered using contexts whenever possible, so that it has real life meaning for them and can be related to the world outside the classroom.

It is important that children become quick and accurate in mental calculation. You can help at home by spending time working on counting, addition and subtraction number facts and later in a child's mathematical development, multiplication tables. Practise really does make perfect!

### **Literacy**

Reading is crucial in enhancing all children's learning. At the early stages, please do read to your child regularly. Look at the pictures and talk about what might happen next or which picture or character they like the best and why. Encourage your child to read fiction and non-fiction books, magazines about their interests, national geographic for kids, newspapers for children, etc.

At Bower Primary, we follow Highland models for reading (highland literacy project, emerging literacy) which uses a variety of texts to help the children to learn about reading and different types of writing too. P1 parents will be given a booklet explaining what this involves and will also learn a little about this during the P1 information session in Term 4.

In the P4/5/6/7 class, children have been using a programme called Accelerated Reader which is a programme that allows pupils to read books, take an online quiz and get immediate feedback. This programme allows pupils to respond to regular feedback and are motivated to make progress with their reading skills.

Children are encouraged to write for a variety of purposes. Much written work is related to 'topic' or Social Studies. Children are encouraged to develop skills needed for the

future: taking notes, looking up in reference books, recording data etc. A high standard of handwriting and spelling is encouraged. This year we are still implementing Wraparound Spelling across the whole school as a phonological approach to the teaching of spelling.

We are also using Talk for Writing which is an engaging framework by Pie Corbett and it is based on how children learn. It enables children to imitate the language that they need for a particular topic orally, before reading and analysing it and then writing their own version.

Children are encouraged to listen and respond to adults and other children. When possible, we encourage opportunities for the older children to support the younger children in their learning. They have opportunities to take part in group and class discussions as well as giving talks to the class.

### **Social Studies**

Topics will be chosen through discussion with pupils in different classes, while at the same time there will be a focus on inter disciplinary learning about our own country of Scotland and the events that have shaped it. As they develop, pupils' experiences will be broadened using Scottish, British, European and wider contexts for learning. We link pupil learning in with the skills they will need for life, learning and work.

At the start of each topic, the teachers lead a 'brain storming' session with the children, during which they ask them what they would like to learn about within that topic, which often proves very interesting! They revisit this at the end of the topic to evaluate what they have learned.

### **Religious & Moral Education**

When possible, a minister visits our school to take part in assemblies. During this, they often read the children stories which have a moral message within them. We do recognise the right of every parent to withdraw their child from RE activities, so please do get in touch with the Head Teacher if you wish to do this.

A Curriculum for Excellence requires us to give the children an awareness of other world religions as well as Christianity and we hope to teach respect, tolerance and understanding of others points of view and beliefs.

Personal and Social Education is an on-going process, preparing our children to have socially acceptable behaviour thus preparing them for life. We use some 'Circle Time'

materials and other activities, to help promote a sense of right and wrong and to help the children to learn about the importance of how they treat each other.

### **Expressive Arts (Music, Art, Dance and Drama)**

Whenever possible, Expressive Arts learning activities will be linked to our topics. We are very fortunate that our P4-7 children benefit from music sessions with Feis Rois and P1-3 from Kodaly. These focus on traditional Scottish music and song.

There are opportunities in the classroom for role-play and imaginative play. Our children are also encouraged to dramatize their core reading books or to re-tell the story through drama. Children also take part in drama and dance workshops when these are available. A Zumba instructor has visited our school.

### **Health and Wellbeing**

As stated in 'Curriculum for Excellence' - "the mental, emotional, social and physical wellbeing of everyone within a learning community should be positively developed by fostering a safe, caring, supportive, purposeful environment that enables the development of relationships based on mutual respect".

PE is taught by each of our class teachers. Weather dependant, some sessions take place outside, making use of our extensive playing field and huge selection of equipment. All children must have a PE kit consisting of shorts, T-shirt and suitable footwear. Swimming is also part of our PE programme with all pupils from P1-7 have lessons. Our Active Schools Co-Ordinator also works closely with the school to organise a variety of experiences for the children in Bower which improves their strength, agility and abilities across different sports. Every year towards the end of last term we will take part in the Rural Schools Sports Events/Highland Games, competing in our school teams alongside 7 other rural Schools.

We refer to the Highland Council programme - Relationships, Sexual Health and Parenthood education (RSHP), is intended to support children and young people build positive relationships as they grow older and should present facts in an objective, balanced and sensitive manner within the framework of curricular values and an awareness of the law.

Before more sensitive topics are taught in school, parents will be informed via newsletters or our Seesaw platform and information about the learning can be provided by request.

### Technologies

As technology becomes a natural part of children's lives, your child will be encouraged to develop their natural curiosity and problem-solving skills across a wide range of activities to equip them with the skills needed for life, learning and work. They will be encouraged to use the interactive smart boards, access the internet, take pictures, video and record their work and manipulate programmable toys at all stages in school. They will be encouraged to use a wide range of software programmes to enhance learning. Our school acquired Chromebooks which allows 1 Chromebook per child in P1-7. As part of inter disciplinary learning technology aspects relating to food, design, craft, textiles, enterprise and graphics will be developed through a range of topic approaches.

### Assessment

Our class teachers are continually assessing our children's progress. Teachers assess learners' progress through a variety of means to ensure they are achieving as best as they can. This may take the form of observation of a child at work, looking at completely work, end of unit check-ups, High Quality Assessment (HQA) and a chat with the child as well as standardised testing. Pupil progress is formally discussed with the head teacher each term and in May and November, the results of these discussions are recorded as part of the school's tracking system. We use our Seesaw app as our profiling and reporting system, which provides parents with ongoing information about their child's progress across all curricular areas, throughout the year. Parents can access these at any time from home. The app allows us to collate pupil progress from P1-P7.

If they notice that a child is having difficulties, the Class Teacher will invite the parents into school for a discussion with regards to this. A Form 1 maybe completed and sent home to the parents for their information. This would detail how the school is supporting their child.

A 'Curriculum for Excellence' details desired levels of learning and progression from the early to the fourth curriculum level, during the period from the preschool year to the end of S3. The experiences and outcomes of a 'Curriculum for Excellence' are set out in lines of progress in learning. Progression is indicated through curriculum levels, which are explained in this table:

<b>Level</b>	<b>Stage</b>
Early	The preschool years and P1 or later for some.
First	To the end of P4, but earlier or later for some.

Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to SCQF level 4.
Senior phase	S4 – S6 and college or other means of study.

### **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 well-being. In Bower Primary School, the named person is the Head Teacher, unless otherwise stated. There are times when a Child's Plan may be put in place to help organise, monitor and regularly review a child's progress. Parents would be informed of and heavily involved in the writing and reviewing of this. They would also attend the meetings.

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/downloads/file/230/highland\\_practice\\_model\\_delivering\\_additional\\_support\\_for\\_learners](http://www.highland.gov.uk/downloads/file/230/highland_practice_model_delivering_additional_support_for_learners)

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

Anyone wishing some advice on learning support can also contact:

- (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

Staff will also support the emotional development and wellbeing of pupils through formal and informal curricular activities. Schools have access to the Primary Mental Health Worker Service and consultation and advice can be sought if there are concerns that might require more targeted support.

Mrs T Sinclair, Additional Support Needs Teacher, advises us on possible strategies to ensure the learner's needs are met where needed and works closely with the Head Teacher, class teachers and the Pupil Support Assistant to ensure suitable provision for all children.

### **Primary**

For young people with severe and complex needs, there are Enhanced Provisions for pre-school and primary aged pupils in Mount Pleasant Primary School in Thurso and Newton Park Primary School in Wick. Placements may be offered on a full or part-time basis.

For young people with neurodevelopmental/social communication difficulties, there are two SCOPE provisions (Social Communication Provision for Education); one in Miller Academy Primary School in Thurso and one in Noss Primary School in Wick. SCOPE offers support for primary-aged pupils through providing a 'split placement' with the young person's local mainstream school. Through providing targeted, individualised support, this enables young people to access education in their local school.

Applications for specialist provision can be made to the Admissions Group. Parents/Carers can speak with the Named Person or Lead Professional about making the application.

### **Secondary**

For young people with severe and complex needs, there are Enhanced Provisions for secondary aged pupils in both Thurso and Wick High Schools. Placements may be offered on a full or part-time basis.

Airport House (the 'Intensive Support and Vocational Training Unit' for pupils at secondary school) offers part-time support for up to 15 secondary pupils from the Thurso and Wick High Schools who have social, emotional or behavioural needs and find it difficult to attend their local school full-time. Targeted support is provided on an individual basis, catering for the specific requirements of each individual, with the aim to progress towards full-time attendance.

Applications for specialist provision can be made to the Admissions Group. Parents/Carers can speak with the Named Person or Lead Professional about making the application in discussion with the young person.

### **School Activities Pupil Committees**

In Bower, we have various child led committees - a Pupil Council, Digital Leaders , Right Respectful School and Junior Road Safety Officers (JRSOs). Children are invited to volunteer for one of the committees and these meet periodically. They often make up competitions and arrange different events for their school mates and they share these ideas and initiatives with them during our fortnightly assemblies.

### **Sporting Activities and Events**

An annual sports day is held during the summer term to which our parents, friends and pre-school children are invited. Highland Games and Rural Schools Sports events are also arranged through our Active Schools Coordinator annually in the last term.

### **After School Club Activities**

Our fantastic Parent Forum have a timetable of activities which they lead along with our Active Schools Co-ordinator. After school's club is held during Term 3 which allows our children to participate in various games, sports and other activities.

### **Swimming**

Swimming lessons are arranged for Term 4. We travel to Thurso Leisure Centre. Children pay £2.50 towards the cost of the bus only.

### **Concerts**

At the end of the Christmas term the children perform a musical or a play in Bower Community Centre. At the end of the Summer Term the children enjoy putting on a short concert for parents and friends, performing the poems, songs and stories which they have practised and performed at the Caithness Music Festival. If you have any skills or hobbies which you feel would interest our children, please contact the Head Teacher to discuss ideas for activities. For example, chess, gardening, football, sewing, drama, art and craft, music and spinning, etc.



### **Caithness Music Festival**

Our children are welcome to take part in the Caithness Music Festival; this is held in Wick Assembly rooms. The festival includes the option to perform a dramatised song, choral verse, music making etc. In the past we have had assistance with the Feis Ros musicians who encourage the children to achieve a better knowledge of performing in front of an audience as well as learning a new skill.

Individuals can also take part in; Performing Poem's, Caithness Dialect or playing an instrument. For individual entries, this is done through parents taking their own children along to the Assembly Rooms.

### **Parental Engagement**

The staff team will keep you informed of events through a termly newsletter and through 'Bower News'. In addition, the Class Teacher's provide a termly overview with information on what the children will be learning during the term in literacy, maths and numeracy, topic, health and wellbeing and any other events due to happen during the term. Bower Primary School uses an app called Seesaw across both classes which connects parents into learning live and gives parents a chance to be involved in their child's day to day learning. On Seesaw, we will share learning across all eight curricular areas throughout the year and will share information on children's next steps. In addition to providing information, we may also ask for ideas and resources from you to support some learning.

Discussion and practice of reading is often the only homework given in the early stages. Children benefit greatly from the interest taken in their reading progress and the time you spend with your child discussing books read is invaluable. This helps develop reading skills, vocabulary and comprehension.

At any stage a pupil should not expect to spend more than half an hour on homework on any evening and P1-P3 should find quarter of an hour sufficient. We tend to forget that children have, in fact, been very busy learning during the school day and need their leisure time too.

Primaries 4-7 are encouraged to bring their homework diaries to school every day to enable them to share their learning between home and school. Homework is given out on a weekly basis to reinforce learning done in school.

### **Communication with Parents**

Consultation between staff and parents take place throughout the year through parents evenings and open mornings/ afternoons. Parents are kept up to date with learning via Seesaw throughout the year and a written report of each child is issued to each parent in the summer term. Parents, are of course, welcome to discuss any concerns regarding their child's progress or welfare at any time, by contacting the Head Teacher, so that an appointment can be arranged.

### **Parent Forum**

Our school benefits greatly by having a very supportive, enthusiastic and hard-working Parent Forum. Our well attended meetings are held regularly throughout the year and I do hope that you will be able to come along to these. The Parent Forum is very active in fundraising which has assisted us in purchasing resources which we could not otherwise afford. Our Parent Forum are committed to doing the very best for our School and were described as a strength of our School in our 'Education Scotland' report in June 2013.

# School Improvement Report and Plan (SIRP)

## SESSION 2023.24

Overview of National and Local Priorities			
<b>National Improvement Framework Key Priorities</b> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of <a href="#">education</a></li> <li>Improvement in children and young people's health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young <a href="#">people</a></li> <li>Improvement in attainment, particularly in literacy and numeracy</li> </ul>		<b>National Improvement Framework Key Drivers</b> <ul style="list-style-type: none"> <li>School and ELC leadership</li> <li>Teacher and practitioner professionalism</li> <li>Parent/carer engagement and involvement</li> <li>Curriculum and assessment</li> <li>School and ELC improvement</li> <li>Performance information</li> </ul>	
HGIOS/HGIOELC/HGIOURS	Highland Council Education Priorities	GME Priorities	Health and Social Care Standards
<ul style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership of learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Easily learning</li> <li>2.6 Transition</li> <li>2.7 Resilience</li> <li>2.8 Wellbeing, equality and inclusion</li> <li>3.1 Raising attainment and achievement/Securing children's progress</li> <li>3.2 Increasing creativity and employability/Developing creativity and skills for life and learning</li> </ul> <p>Theme 1 Our relationships Theme 2 Our learning and teaching Theme 3 Our school and community Theme 4 Our health and wellbeing Theme 5 Our successes &amp; achievements</p>	<ul style="list-style-type: none"> <li>We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, <a href="#">equity</a>, and excellence are delivered across the system.</li> <li>We will develop leadership skills at all levels of the system for now and the future, building a culture of empowerment and professional capital.</li> <li>We will maximise health and wellbeing for all children and young people to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.</li> <li>We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through provision of high-quality services.</li> </ul>	<ul style="list-style-type: none"> <li>Education Scotland Advice on Gaelic Education focus: high quality immersion experiences improving fluency Gaelic ethos</li> <li>Secondary – increasing immersion curriculum opportunities in BGE and Senior Phase</li> <li>Initiatives that promote and support the use of Gaelic in the home, in communities and extra-curricular <a href="#">experiences</a></li> <li>Activities to support Gaelic language and culture (arts, media, creative industries, workplace)</li> <li>Local Authority Gaelic Language Plan priority</li> </ul>	<ul style="list-style-type: none"> <li>I experience high quality care and support that is right for me.</li> <li>I am fully involved in all decisions about my care and support.</li> <li>I have confidence in the people who support and care for me.</li> <li>I have confidence in the organisation providing my care and support.</li> <li>I experience a high-quality environment if the organisations <a href="#">provide</a> the premises.</li> </ul>

Establishment Improvement Priorities	Linked NIF Priority	Linked NIF Driver	Linked Highland Priority	Linked QI	Linked GME Priority	Linked H&SC Standard
1	Improvement in attainment, particularly in literacy and numeracy	Teacher and practitioner professionalism	We will raise attainment and achievement for all	2.3 Learning, teaching and assessment	Choose an item.	I experience high quality care and support that is right for me
2	Placing the human rights and needs of every child and young person at the centre	Curriculum and assessment	We will maximise health and wellbeing for all children and young people	3.2 Raising attainment and achievement/securing children's progress	Choose an item.	I am fully involved in all decisions about my care and support
3	Improvement in children and young people's health and wellbeing	Parent/carer involvement and engagement	We will maximise opportunities for our children and young people	1.1 Self-evaluation for self-improvement	Choose an item.	I experience a high quality environment if the organisation provides the premises

## Action Plans

Improvement Priority 1 Action Plan:	Developing Play Pedagogy	Lead: Head Teacher
<p>Please detail the information/data which has prompted this work: There has been growing interest in a more play-based pedagogy in Scottish Education and there is strong evidence that it increases attainment. Whilst the standard of Teaching and Learning is very good overall, a more secure understanding of Play Pedagogy would ensure consistency across the school and curriculum.</p>		
<p><b>Expected outcomes:</b> Staff will have a bank of play based activities in reading, writing, <a href="#">numeracy</a> and well-being and will be confident implementing this pedagogy across the curriculum (including use of outdoor environment for learning across the curriculum).</p> <p>There will be an increase in engagement and interest in learning.</p>	<p><b>Measures:</b> Teachers will be able to explain the rationale behind play pedagogy. Planning for reading, writing and numeracy will incorporate Play Pedagogy.</p> <p>Learners will be able to explain teaching approach.</p>	<p><b>QI</b> 1.2  3.3</p> <p><b>When? Who?</b>  Headteacher in quality insurance processes termly Termly pupil progress meetings Monthly attendance review</p>

We will sustain high level of <u>attendance</u> We will <u>improve</u> reading, writing, numeracy and wellbeing attainment	Attainment in literacy and numeracy will improve as will health and <u>wellbeing</u> Attendance figures will remain high or better.			
<b>QT 1.5 Management of Resources</b>		<b>QT 1.3 Leadership of Change</b>		<b>QT 1.1 Self-evaluation for self-improvement</b>
<b>Implementation/Actions</b>	<b>Time Resource</b>	<b>Who?</b>	<b>When?</b>	<b>Progress</b>
Working time agreement discussed with time set aside across the school.	Email	SLT/ Staff	June 2023	
Stage meetings organised to discuss ideas/ plan learning intentions and success criteria/ organise activities/ evaluate practice/ results and decide next steps- Teaching staff of similar stages will support one another, will become more confident in their practice, more uniform practice across both schools. Moderation will support results, and these will be analysed across both schools. Teaching staff's understanding and competence will improve. Attainment in literacy will increase.	MS Teams/ Face to face	Teaching staff	<u>During 7</u> Stage meetings across the year.	
To engage in professional learning opportunities focussed on Play Pedagogy	Full day	All school <u>staff</u>	In Service 11-12 <sup>th</sup> September	
Head Teacher observations of Teaching and Learning,	2 observations/year	Teaching staff	Term 2 and 4	
Planning and work monitoring	2 days	SLT / Teaching Staff	Termly	
Tracking and monitoring conversations	8 days	SLT / Teaching Staff	Termly	

<b>Improvement Priority 2 Action Plan:</b>	<b>Right Respecting Schools</b>	<b>Lead:</b> Head Teacher
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Please detail the information/data which has prompted this work:  
Whilst our school is a nurturing environment and respects and listens to views and opinions of learners, a more formalised and structured approach will ensure consistency. Working towards Rights Respecting Schools will ensure all our learners know about their rights and responsibilities.

<b>Expected outcomes:</b> Bower Primary School will achieve Right Respecting Schools Bronze Award  Children will <u>have an understanding</u> of their responsibility to respect the rights of others. The values and principles of UNCRC begin to underpin the <u>schools</u> vision for improvement. UNCRC and RRSA become a regular teaching focus. Pupils will be Responsible Citizens and Effective Contributors.	<b>Measures:</b> Completing action plan for Right Respecting Schools.  Data from Glasgow Motivation and Well- Being Profile (GMWP)  Refresh school vision Planning will reflect rights and Responsibilities	<b>QI</b> 3.1   3.2	<b>When? Who?</b> Learners, Parents and Staff By end of June 2024
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<b>QT 1.5 Management of Resources</b>		<b>QT 1.3 Leadership of Change</b>		<b>QT 1.1 Self-evaluation for self-improvement</b>
<b>Implementation/Actions</b>	<b>Time Resource</b>	<b>Who?</b>	<b>When?</b>	<b>Progress</b>
Staff, <u>parents</u> and pupils across the school to visit the 'United Nations Convention on the Rights of the Child'. Refresh the school vision to include <u>UNCRC</u> Staff audit of 'Where we are now?' and identifying where we need to go <u>next, using</u> GMWP and revisited in term 3. Staff to access RRSA materials to use with pupils. ( <u>i.e.</u> Circle Time) Class teachers to link UNCRC with pupil activities when appropriate – initially this will be through a whole school focus on specific rights.	Assemblies/ Post on Seesaw  RRS materials  Stage meetings  Committee activities Meetings	HT/ staff/ parents/pupils  Staff  "  "	August 2023  Term 1  Session 2023-2024  "	

A Pupil Focus Group to identify main issues.  Enhance RRSA awareness with parents <u>through the use of</u> a whole school homework activity/ Seesaw/ Invitations Displays to include references to UNCRC. School policy to be in-line with UNCRC and RRSA. Continuing to develop awareness and increased understanding of cultural and religious differences, but also shared rights and responsibilities as we progress towards Level Regular RRSA/Health and Wellbeing meetings initially involving staff and pupils, then progressing to include parents and the community.	Seesaw	"  "  Staff/ Community/ Parents/ Pupils	"  "  "	
Planning and work monitoring	2 days	SLT / Teaching Staff	Termly	

Parents will be kept informed of development work through Seesaw, through Parent Forum meetings and feedback from parents will be collected via these forums. Please ask at the school office.

### **Education Scotland Report**

Our School was visited by 'Education Scotland' in June 2013 and the full report can be found on the 'Education Scotland' website. The following were identified as strengths

- 
- The caring, inclusive and ambitious ethos.
- The children's behaviour, ambition and commitment to their learning.
- The contribution made by parents and the whole community to '*Small School, Big Education*' by delivering a broad range of stimulating learning experiences.
- The impact of the acting head teacher and all staff in improving the school.

### **Policies**

Please access at:

<https://blogs.glowscotland.org.uk/glowblogs/bowerprimaryschool/policies-anddocuments/>

You can also access authority policies at

[https://www.highland.gov.uk/info/893/schools -  
general information/29/school policies procedures and guidelines](https://www.highland.gov.uk/info/893/schools_-_general_information/29/school_policies_procedures_and_guidelines)

### **Photographs**

In line with Highland Council's guidelines –

A child's photo will only be included in newsletters, in the local press, etc, if their parent has signed the generic consent form thus giving written permission for this. (completed as part of enrolment)

Parents are only permitted to post photographs of their own child(ren) on social media.

Commercial Agencies, the Press and any other media, retain copyright of all photographs that they take, e.g. – school or class group photos taken by Tempest Photographers.

### **Equalities and anti-bullying**

All staff ensure that everyone is treated fairly and equally. Class topics and our new Health and Wellbeing resource '*Jigsaw*' will further integrate these key messages. Any incidents reported would be dealt with sensitively and quickly. The staff have contributed to writing 'Equalities' and 'E-Safety' policies and in doing so, have been made aware of possible issues and solutions.

## **Highland Council Child Protection Policy**

From time to time incidents may 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 Service staff must report such incidents to Social Work Services. Information may be passed on without immediate reference to a pupil's parents or guardians and 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. Copies of Child Protection Policy Guidelines are available 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)

***'I hope that you will find the information contained in this booklet useful to you and your family. All details are correct at time of printing, but they may change from time to time.***

***Should there be any matter on which you require further information, please do not hesitate to contact the school.'***

***Mrs S Sinclair  
Acting Head Teacher  
30<sup>th</sup> November 2023***



## **Appendix 1**

### **Access to Pupil Records**

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

### **Data Protection Legislation**

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

### **Transferring Educational data about pupils**

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

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

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

### **Data policy**

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

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

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

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

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

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

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

### **Your data protection rights**

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

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic

institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and out with 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.