



Stratherrick Primary and Nursery School Prospectus 2024/2025



"Learning together in a Friendly, Fun, Happy and Healthy environment."

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1 Introduction

Stratherrick Primary School, Gorthleck

Inverness

IV2 6UJ

01456 486630

Email : Stratherrick.primary@highland.gov.uk

Hello and welcome to Stratherrick Primary School!

At Stratherrick Primary we strive to ensure that our pupils are keen and motivated; our staff are skilled and dedicated; and our parents are involved and supported to ensure that our children achieve their best.

By working together, we try and instill a sense of fun in what we do; pride in what we achieve; respect for each other and our school; and fairness in how we treat each other. We want everyone to become happy and confident, proud of who they are and committed to developing all aspects of their personality.

We provide a warm and nurturing environment in which children are able to enjoy the experience of learning, knowing that we expect everyone to be the best they can be and to work very hard. We celebrate the success of each individual child and encourage everyone to develop into self-confident and self-motivated learners.

We believe that our school plays a vital role helping to ensure that the boys and girls whose education we are privileged to take responsibility for, grow into responsible, confident, effective and successful adults whose lives will be enriched by their experience in school and who will in return enrich the lives of all they come into contact with, both as children and adults.

The people that work in Stratherrick Primary hope that you find this prospectus both informative and interesting and that it gives you a clear indication of what happens in our school. We are confident that you and your family will enjoy it here and your experience of Stratherrick will be positive and fun.

Alan T. Graham Head Teacher

2 Personnel

Head Teacher: Alan Graham (currently on secondment)

Acting Head Teacher : Louise Robertson, (Cluster HT, Aldourie PS)

Class Teachers: Alan Graham (on secondment)

Vacancy

Pupil Support Assistants: Fiona King

Fiona Kirkland

Early Years Practitioners: Dulcie Drummond

Vacancy

Clerical Assistant: Caroline Mortimore

Support for Learning Teacher:

Cook: Morven Moffat

PE Teacher: Sean Hersee

Active Schools Co-Ordinator: Hazel Wilson

3 Our Vision, Values and Aims

Stratherrick Primary School has a clear vision for developing change that leads to improvements in outcomes for learners. It is a vision based on shared values and robust evaluation of current practice and outcomes. With high expectations, leaders steer the creation and the sharing of the strategic vision, ethos and aims. These inspire and motivate learners, staff and members of the community. Through the use of data, information and opinions, a clear identification of strengths and needs appear where everyone knows the path to success and how it is achieved.

We have also used guidance from, A Curriculum for Excellence in developing our values and aims.

Vision Statement:

"At Stratherrick Primary we are learning together in a friendly, fun, happy and healthy environment"

Values

Proud pupils being

Respectful and

open to challenges,

Understanding and caring,

Determined to do our best!!

Aims: to ensure pupils are

Safe – to protect us all from danger

Happy and Healthy – to look after myself and others

Active – to become smarter and stronger and have fun

Nurtured to grow and be cared for

Achieving and Learning - to always try our best

Responsible – To be trusted and someone you can count on

Respected – to listen to others and be listened to

Included – to be part of our team

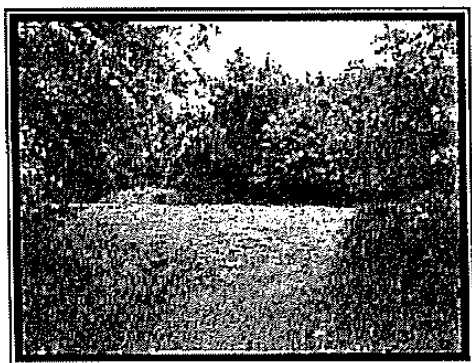


4 Accommodation and Catchment Area

Our catchment area stretches as far as Whitebridge in the west and along to Brin in the east.

Stratherrick School was built in 1977 and replaced three older schools.

The building consists of two classrooms with a shared activity area between them, a large hall with pleasant views over Loch Mhor, a kitchen and a small staffroom. The hall is a multi-purpose space and is used for lunch, P.E., Music and Assemblies.



There is a large playground and grass area. The school raised funds in 2003 to upgrade the grass area and the space is now suitable for ball games and other sporting activities.

The extensive grounds are used for observing plant and bird life and for recording the weather.

The school tyre garden is maintained by the children and parent helpers. Organic vegetables are grown and are then included, by the cook, in the school lunch menu.

We are also really proud of our Eco Schools Green Flag status newly attained in 2023.

5 Enrolment and Admission Procedures

At the moment our school roll is 15, with 8, 3 and 4 year olds in the nursery.

Enrolments will take place at the end of January for Nursery. Adverts will be placed in the local press and announcements may be made on local radio to alert parents to the enrolment week. Information will also be available at school and nurseries. Enrolment for nursery is done online by visiting

[What is ELC all about and is it for us? | Enrol your child for early learning and childcare | The Highland Council](#)

Enrolment into Stratherrick PS is usually in February and can be done online by visiting the Highland Council website. Birth certificates need to be checked at enrolment.

[Enrol your child for school | Enrol your child for school | The Highland Council](#)

Allocation of Places

Priority will be given to children who live within the catchment area of the school. Enrolment can be accepted for a child outwith the catchment area dependent upon pupil numbers and teaching complement.

Parents of children enrolling from outwith the school catchment area are required to make a placing request online at

[Enrolment in a school outside your catchment area | Enrol your child for school | The Highland Council](#)

Most children have attended Nursery and are keen to start in P1. However, to make the transition as supportive as possible for new entrants they will be invited into the P1 classroom for a block of time in June.

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

P1 pupils attend school for the whole day from August.

6 School Day for Primary and Nursery pupils

School day

MON-THURS

SCHOOL START TIME 9.00am

MORNING BREAK IS 10.40am - 11.00am

LUNCH STARTS IS 12.30pm – 1.10PM

SCHOOL FINISHES FOR THE DAY 3.25pm

FRIDAY

SCHOOL START TIME 9.00am

MORNING BREAK IS 10.40am – 11.00AM

SCHOOL FINISHES 12.40pm

STRATHERRICK NURSERY

MON-THURS

NURSERY START TIME 8.50am

NURSERY FINISHES 3.25pm

FRIDAY

NURSERY START TIME 8.55am

NURSERY FINISHES 12.35pm

7 School Meals

School lunches can be provided for children and are cooked on the premises.

School meals are available at cost of £2.30. A summer and winter cyclic 3 week menu is issued. Parents are asked to co-operate by ensuring that dinner money and choice leaflets are brought regularly on Monday mornings.

From Jan 2023 children in P1-5 are eligible for free school meals and if the family receive certain benefits and/or have low income P6-7 children may also receive a free school meal.

Facilities are available for children to eat packed lunches in school. It should be noted that under Health & Safety regulations, glass bottles or containers are not permitted.

The arrangements for school meals, eligibility criteria for free school meals, how to apply can be found by following the link below.

Application forms for free school meals can be obtained from the school and should be submitted to the Area Education Office.

[School meals | School meals | The Highland Council](#)

Fruit, toast and other products are available to purchase (20p) at break time. This is part of our Health Promotion.

8 School Uniform

The wearing of school uniform is strongly encouraged. A navy blue jumper and dark coloured trousers/skirt is the basic uniform guide. A variety of products bearing the school logo are available, including PE shirts.

Pupils should have two pairs of shoes - one for indoor use and one for outdoor use. Pupils are encouraged to have shorts, t-shirts, socks and soft shoes for P.E.

It would be helpful if children's clothing is labelled clearly as this helps identifying items of clothing.

9 Curriculum

Stratherrick Primary School aims to provide a balanced curriculum that meets the needs of each individual child.

- Expressive Arts
- Health and Wellbeing
- Languages (including French)
- Mathematics
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

Opportunities for learning are also contained in the informal curriculum which consists of voluntary activities and the attitudes, values and relationships that exist within the school.

Learning in school is facilitated using many different strategies, including investigating, problem solving and discussion. Not every child learns in the same way, so it is important that children experience different teaching styles throughout the school day. Children will work as a whole class, in groups and individually in order that the curriculum meets the needs of each individual.

10 Assessment and Reporting

Assessment is an integral part of the teaching and learning process. Children need feedback and guidance to help them reflect on the quality of their work and to aid them in thinking about their own learning. Teachers need quality assessment information to allow them to help children build on what they know and drive their planning and resource programmes.

Continuous assessment is carried out in the classroom in a variety of ways:

Diagnostic assessment is used to identify any areas where children may be having difficulty.

Summative assessment such as National Assessments is used to confirm a teacher's judgement that a child has attained specific targets.

Formative assessment highlights what needs to be done to take the learning forward. Children understand clearly the criteria for what they are learning and what is expected of them and are given quality feedback on how they might improve. Formative assessment includes an element of self and peer assessment where children compare their own work to the criteria for learning given and also compare each other's work against the criteria and comment in a positive and constructive way.

Highland Council Reports are sent out once a year and there are also two parent/teacher interviews where time is allocated to discuss each child's progress. Throughout the year enquiries about any matter regarding the children or the school are welcomed.

11 Homework

Homework makes a positive contribution to the learning of pupils. Homework tasks will be explained clearly to the children and will always consist of skills that have been already taught.

Homework will be used to consolidate familiar work. Occasionally homework will consist of work that has not been completed in school time. Children may be asked to carry out independent research on a particular topic.

12 Promoting Positive Behaviour

The school promotes co-operation and self-discipline by encouraging good and improving behaviour. The school ensures there are positive relationships between staff and pupils and among pupils themselves. The school has a set of Rules which teach self-respect for others and their property. The rules are displayed around the school and are re-enforced during Circle Time and Assemblies.

Assemblies also are a celebration of success where children's achievements are recognized and rewarded. If in a rare occasion a child was to persist in showing inappropriate behaviour parents would be contacted to aid in resolving the matter.

13 Additional Support Needs

All children need support to help them learn. Some children require more help than others do. 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.

Class/Subject teachers, in conjunction with Additional Support Needs Teachers monitor the progress of pupils with additional support. The needs of such pupils are generally catered for within the normal curriculum but with specialist advice and support as required. If necessary, a child's plan may be put in place to help plan, organise, monitor and regularly review a child's progress.

Parents and pupils will be involved in these procedures and in reviews. More information can be found about the Highland Council model for support and child's plans at

[Policies and guidance - support for learners | Highland Practice Model - delivering additional support for learners](#)

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

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

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

Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you don't feel is being addressed or will want to talk to someone outwith the school. Should you have any concerns that your child's additional needs are not being met, you should contact your child's named person in the first instance and/or the Head Teacher. If your concerns continue, there are a number of ways of resolving difficulties and disputes. Information on this can be found at:

https://www.highland.gov.uk/info/886/schools_additional_support_needs/1/support_for_1_earners

Ongoing support arrangements for pupils including pastoral support arrangements can be found at

[Highland Child Protection Committee - Highland Child Protection Committee \(hcpc.scot\)](#)

My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs

[My Rights, My Say \(myrightsmysay.scot\)](#)

Scottish Independent Advocacy Alliance, an advocacy service to support parents and children

[Home - Scottish Independent Advocacy Alliance \(siaa.org.uk\)](#)

Scottish Child Law Centre, an organisation providing free legal advice to young people

[Free Expert Legal Advice | Scottish Child Law Centre \(sclc.org.uk\)](http://sclc.org.uk)

Highland Council Anti- bullying guidance –

[Policies and guidance - support for learners | Anti Bullying - Guidance for Schools \(highland.gov.uk\)](http://highland.gov.uk)

Progress

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

14 Attendance/Absence

Good attendance is vital if pupils are to achieve their full potential. But if a pupil is absent from school, a parent or guardian should phone the school on the first day of absence, on 01456 486630. When returning to school after an absence, the parent or guardian must give written reason for the time absent.

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

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

Schools are required to keep an attendance register by law. We have a responsibility for the care and welfare of all pupils during

the school day therefore need to know the whereabouts of absent pupils.

When parents are considering whether or not to remove their children from school for a family holiday, they should be aware that such a decision:

- will result in a significant loss in classroom experience;
- will result in a pressure to 'catch up' on missed work by pupils;
- could result in pupils missing assessments with consequential impact on pupils and teachers;
- could result in the loss of curricular activities;
- will affect school attendance records and efforts to raise standards of attendance;
- under the guidance issued at a national level, most family holidays will be coded as unauthorised absence, only in exceptional cases will the absence be recorded as authorised.

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

<https://www.highland.gov.uk/info/878/schools/32/school-term-dates>

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

15 INVOLVING PARENTS/GUARDIANS/CARERS AS PARTNERS

We believe that much of the strength of the school lies in the positive relationships between staff, pupils and their parents. These relationships must be nurtured by a healthy exchange of information between teachers and pupils, between home and school. We always welcome parental interest in the welfare of our pupils. Whatever the nature of the issue, you can be assured of our help.

The school works very hard to keep parents informed regarding their child's progress and any key decisions being made about their education. This includes:

- Parents' evenings
- Progress checks
- Target Setting
- Curriculum events

The support of parents in their children's education is key to the success of young people. Taking time with them, discussing work, practicing language, helping them manage their homework and encouraging responsibility are important ways of supporting children's learning. There is a regular school newsletter, which is emailed to parents. If you require a paper copy please let us know. This will also have the latest information for parents.

The school always seek to involve parents in any key decisions about their child's education and keep parents informed about progress.

Parental information is obtained from questionnaires issued and discussion with the Parent Council and informal discussion with parents.

Useful information for parents and how to get involved in your child's education, how to support the school, information on curriculum developments can all be found at Parentzone:

<https://education.gov.scot/parentzone/>

16 PARENT COUNCIL

We have an active Parent Council which supports the school through fundraising and holding social events. They have been proactive in helping to achieve the improvements to the accommodation. They hold regular meetings and if you wish an item put on the agenda please get in touch with the Chairperson. Minutes of meetings are sent out to parents by email. To get in touch with the Parent Council parents can contact the chairperson by emailing : stratherrickppcchair@hotmail.com

Chair person: Paul Bain

Secretary: Fiona Mohan

Treasurer: Annelise Glew

17 PARENTAL CONCERNS/COMPLAINTS PROCEDURE

If a parent has any concerns they should contact the Head Teacher in the first instance. The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Complaints will be responded to within 48 hours. All complaints will be listened to but in the case of more serious complaints notes will be taken with specific details which will be agreed at the end of the meeting. The HT will then investigate the complaint which may take time depending on the nature of the complaint. Everyone who needs to know about the complaint will be informed but all discussions must remain confidential. Once evidence has been collated and the investigation is completed we will seek to resolve the issue. The HT will meet with the complainant to convey the decision and discuss options for resolving the issue. Depending on the seriousness of the complaint, the HT might ask for assistance from Highland Council managers to plan and manage this process. The school may seek feedback on the school's handling of the complaint. A form will be sent out to get feedback

with the following questions.

- How well did you feel we listened to you?
- How comfortable did you feel about approaching the Headteacher, or other school representatives?
- How happy did you feel with how we resolved the issue?
- Do you think there is anything that we can do to improve our system? Other comments?

Parent may also wish to use this link to Parentline:

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

Should a situation not be resolved, parents can contact the Area Education and Learning Manager, Mrs Fiona Shearer.

Fiona.Shearer@highland.gov.uk.

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.

18 Health and Welfare of Pupils

The welfare of all children is of paramount importance to all staff. Staff members are duty bound to report any concerns to the Head Teacher in the first instance.

From time-to-time incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering from some form of abuse.

In terms of The Highland Practice Model, Education staff must report such incidents to Social Work Services which can lead to 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 a 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

The school is visited by various allied health professionals eg Speech and Language therapists, school nurse etc.

The school nurse carries out a variety of short assessments with all new entrants during their first year and parents are invited to attend. She also visits the school at regular intervals and is always pleased to discuss with parents' matters which affect children's health and welfare.

The school dentist visits the school annually to examine P1 and P7 children's teeth. Individual results are reported back to parents. As part of our Health and Wellbeing programme, all pupils brush their teeth in the afternoon. Parental permission must be granted for this.

The nursery children take part in the tooth brushing programme which involves them in daily tooth brushing after lunch.

The local police officer will also visit the school to talk to the children.

We plan to provide the healthiest possible environment for all. Some key components of the Health Programme are Healthy Eating, Road Safety and promoting Keeping Active. This year the children hope to participate in various cross-country running events, activities organised by the active schools co-ordinators and participate in the Junior Leaders Scheme!

19 ADMINISTRATION OF MEDICINES

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

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

This guidance is based on a number of common principles that will be consistently applied when identifying, supporting and reviewing the healthcare needs of children and young people in Highland schools to enable them to make the most of their learning.

Under Article 24 of the United Nations Convention on the Rights of the Child, all children have a right to the highest attainable standard of health and to health care services that help them attain this. Article 7 of the United Nations Convention on the Rights of Persons with Disabilities states that children with disabilities have the right to express their views freely on all matters affecting them. The arrangements for each individual will therefore take account of the health professionals' advice, the pupil's views and, where appropriate, their parent's views.

NHS Highland, Highland Council and school staff will work collaboratively to ensure that pupils receive the service they need in the way most appropriate to their personal circumstances.

We will work with pupils and parents/carers to support the healthcare in our school, making reasonable adjustments that children and young people with healthcare needs might need and require.

Where appropriate, we will make arrangements for staff providing healthcare to pupils to receive appropriate training from a health professional, or other accredited source in the care they are providing.

Assistance with intimate care may be needed by children in any school and this will be provided if required to support these needs quickly and with respect for children's privacy, dignity and rights.

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

The name of the medicine, the quantity of the medicine to be given, the time it has to be given.

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

Minor injuries

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

Mental Health and Wellbeing

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

20 Adverse Weather Conditions and School Closures

Schools have a dial-in service if there is risk of closure due to adverse weather. Parents may call 0800 564 2272 to access your schools' information. Please note, you will need the unique pin number for Aldourie PS which is : 043060

This allows parents to listen to a recorded message from the head teacher.

It is an enhancement to the present service and does not replace existing methods of giving out information, such as radio broadcasts, described in the schools Adverse Weather Guidelines.

You can also access the highland school closure website on: for school closure information.

<http://www.highland.gov.uk/schoolclosures>



21 Employment of Children

The employment of children byelaws regulates the types of occupation in which children under school leaving age may be employed and other conditions of employment. For further information please see:

http://www.highland.gov.uk/downloads/download/19/employment_of_children

22 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.

23 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_you_r_child_at_a_school

Why do we need your data?

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

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

Your data protection rights

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

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

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

analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at ScotXed@scotland.gsi.gov.uk 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.

24 Equality and Inclusion

For up-to-date information please see:

[Equal opportunities | Equal opportunities | The Highland Council](#)

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.

25 Military Families

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

We understand some of the challenges that mobility of service life can bring, and we look forward to working with you to ensure a smooth transition for your child/young person coming into or moving on from our school. Please get in touch with us as soon as you can so we can work with you to ensure the transition is as smooth as possible.

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

Visit the Highland Council Armed Forces Website for lots of helpful information and support

<https://www.highland.gov.uk/info/886/schools - additional support needs/833/armed forces - support for families and schools>

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

26 TRANSFER TO SECONDARY SCHOOL

Pupils from Stratherrick PS transfer to Inverness Royal Academy for secondary education. As pupils reach primary 7, efforts are made to ease the transition from primary to secondary education, through a number of exchange visits involving both pupils and staff and information exchange between staffs. The Royal Academy also organises meetings for parents in January and also in June.

For further information contact:

INVERNESS ROYAL ACADEMY, Culduthel Rd, Inverness IV2 6RE. TEL:
01463 667800

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

Appendix Section 27

School holiday dates

2024 holidays

- February break - 19 February and 20 February
- In service day - 21 February
- Easter holidays - 29 March to 12 April
- In service day - 2 May
- May Day - 6 May
- Summer holidays - 28 June to 16 August
- In service day - 19 August
- In service day - 16 September and 17 September
- October holidays - 14 October to 25 October
- Christmas and New Year break - 23 December to 3 January

2025 holidays

- February break - 17 February and 18 February
- In service day - 19 February
- Easter holidays - 7 April to 21 April
- May Day - 5 May
- In service day - 2 June
- Summer holidays - starts 4 July

Stratherrick Primary School Improvement plan 2023-2024

Improvement Priority 1 Action Plan: raising attainment in writing Year 2		
We made satisfactory progress in year 1 of this plan. However, we now need to fully focus on how we are going to deliver our approaches to writing as we have a long way to go in this priority. Attainment across the board is very good, however clear approaches to the teaching of writing is required. And how these strategies can be employed in a multi-composite class.		
Expected outcomes:	Measures:	Quality Indicator
All teaching staff will have an increased knowledge and understanding of high-quality learning and teaching in Writing.	Questionnaires, cyclical plans, observations, profiles, plans, floor books.	2.2 Curriculum 2.3 Learning, teaching, and assessment
All teaching staff will be able to deliver high quality differentiated Writing lessons.	Questionnaires, cyclical plan, observations, profiles, plans, floor books.	2.2 Curriculum 2.3 Learning, teaching, and assessment
All teaching staff will have an increased knowledge and understanding of assessing and moderating Writing using the Benchmarks.	Questionnaires, cyclical plan, observations, profiles, plans, floor books.	2.2 Curriculum 2.3 Learning, teaching, and assessment
All learners will make good progress from their prior levels of	Attainment data, jotters, assessment folders.	2.2 Curriculum

attainment in writing.		2.3 Learning, teaching, and assessment
All children are provided by staff with opportunities both inside and outside to do mark making. Share with parents.	floor books. Parental feedback.	

Improvement Priority 2 Action Plan: Curriculum values and aims with play focus		
Being a small school with a P1-7 class it is important that we find the best approaches to raising attainment and focussed improvement for all. Play will help to provide this, and will also help with holistic development, engagement and motivation, social skills development, creativity and imagination, stress relief and cognitive development. Supporting the raising of attainment and achievement for all.		
Expected outcomes:	Measures:	Quality Indicator
All Staff, pupils and parents will have a clear understanding of the purpose and value of play	Play strategies, pupil forums, parent questionnaires, cyclical plan, observations, profiles, plans, floor books,	2.2 Curriculum 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning
Clear and consistent understanding of what play indoor and out at Stratherrick Primary and ELC looks like.	Play strategies, pupil forums, parent questionnaires, cyclical plan, observations, profiles, plans, floor books,	2.2 Curriculum 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning

Pupils will develop creativity and gain a wider skill set.	Play strategies, pupil forums, parent questionnaires, cyclical plan, observations, profiles, plans, floor books,	2.2 Curriculum 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning
Pupil creativity and skills development will show progression.	Play strategies, pupil forums, parent questionnaires, cyclical plan, observations, profiles, plans, floor books, attainment meetings,	2.2 Curriculum 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning
All Staff will have a deep understanding of child initiated, adult initiated and adult led approaches.	Observations, planning,	2.2 Curriculum 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning

Improvement Priority 3 Action Plan: Know Thy Impact!
Understanding and Improving pedagogy, assessment and moderation strategies

From pupil observations and discussion with children, they identified that most of them feel good when working with others and most liked being chosen to do things.
From staff survey, classroom observations and discussion, staff shared that they wanted:
our processes for assessment and reporting to be more manageable and more effective in informing improvement in learning and teaching
more effective assessment systems to identify and meet the needs of learners
to develop a quality body of evidence to support assessment judgements and decisions about next steps

for learners to receive high quality feedback and have an accurate understanding of their progress in learning and what is needed to do to improve.

From parent survey and focus group discussion, parents shared that they wanted to feel more confident in what their children are learning, supporting children in their homework and where their children are in relation to CfE benchmarks.

Local Authority focus on pedagogy and what constitutes effective approaches to teaching and learning.

ASG recognition that the subject specific nature has led to more short-term impacts. ASG agreement to focus on broader concepts which will positively impact upon all schools and all areas of the curriculum.

Expected Outcomes	Measures	Quality Indicator
Staff within ASG have a shared understanding of selected features of pedagogy (differentiation and spotlight on assessment (Power up your Pedagogy, Bruce Robertson)	Questionnaire for all staff to be conducted at the start of the year and re-surveyed at the end of the year (differentiation, spotlight on assessment and networking within the ASG).	QI 2.3
Staff within cluster schools have a shared understanding of selected features of pedagogy (Questioning and feedback, (Walkthru 5 Tom Sherrigton/Oliver Caviglioli).	Qualitative information gained form learning walks/class visits.	
Increased level of staff confidence of selected features of pedagogy	Staff network across schools.	

(differentiation, spotlight on assessment, questioning and feedback).		
Improved approaches to teaching and learning.	Individual school's attainment data.	
Raising attainment across curriculum.	SOFA/NSA/MCNG/ACEL.	
Engagement with professional reading and research.	Gather views of learners.	
Collaboration between staff and schools within the ASG.	Greater alignment between predictions and ACEL data.	
Experiences of the learners are more appropriately challenging and better matched to their learning needs		

Stratherrick PS and
Nursery Standards and
Quality Report for
years 2022-2023

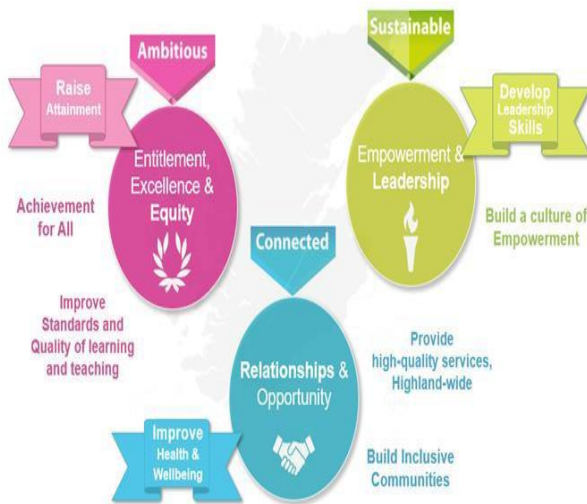


Introduction: Local and National Context

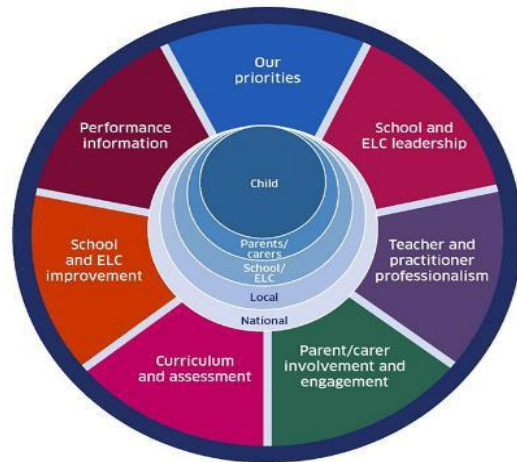
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

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.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework *How Good Is Our School?*⁴ are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework](#)
- [Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2022-23. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

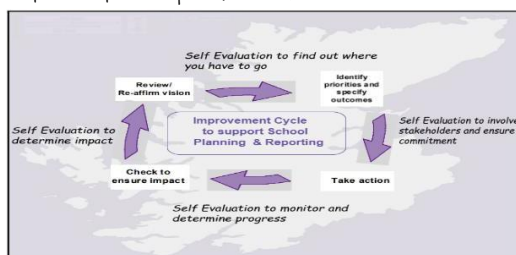
We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.



Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.

Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.
Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Alan Graham
Head Teacher

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance 98.2%	Average Class Size 13	Meeting PE Target Target Met
Pupil Numbers 13	Teacher Numbers 1	Pupil Teacher Ratio 9.3

Stratherrick Primary is located in a rural setting serving the local community of Gorthleck village and the community. The catchment extends to Knockie Lodge (Whitebridge) in the South to Torness in the north.

At the time of writing there are 14 children attending the school and 9 children in nursery, ranging from N3 - P7. P1 - 7 are taught together in a single multi-stage class and there is a separate nursery for 3 and 4 year olds.

The headteacher has overall leadership responsibility for the school and nursery.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Good progress	Good progress	Good progress	Good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

“At Stratherrick Primary School we are learning together in a friendly, fun, happy and healthy environment.”

Core Values:

Proud Pupils being
Respectful and
Open to challenges
Understanding and caring
Determined to do our best

Aims: To ensure pupils are

Safe – To protect us all from danger; **Happy & Healthy** – To look after myself and others; **Active** – To become smarter, stronger and have fun; **Nurtured** – To grow and be cared for; **Achieving & Learning** – To always try your best; **Responsible** – To be trusted and someone you can count on; **Respected & Included** – To listen to others and be listened to; Included - To be part of our team.

Review of progress for session

Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

School Priority:

Understanding and Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment

Purpose:

This project has been developed in response to dips in attainment in both Literacy and Numeracy across Highland. Working alongside all staff, we identified that there is a low level of confidence regarding the use of varied assessments, judgements and the Benchmarks to identify both; the achievement of a level, and the progression through a level prior to achieving it. This project will look to increase confidence in these areas, and develop consistent and robust approaches to assessment and moderation strategies in learning, teaching and assessment.

Progress:

- Benchmarks are starting to be used more effectively across the school
- Moderation approached across the ASG are becoming standardised
- Staff attended Local Authority Moderation events to help understanding
- Attainment meetings between HT and CLO are more focussed with an attainment agenda.

Impact:

- Staff are more responsive to meeting the needs of the children.
- Planning for them is now more systematic
- ELC is beginning to plan in a more focussed approaches in line with Education Scotland and Care Inspectorate standards.
- Children are motivated and engaged in learning opportunities throughout the curriculum.

- Satisfactory progress has been made in this area.
- ACEL data was submitted in line with predictions.
- Assessment data shows an improvement in standards.

Next steps:

Develop an efficient and easy to use tracking system across ELC and P1-7.

Continue to work closely with the ASG on agreed priorities in relation to pedagogy

Use assessments and benchmarks to moderate on a more regular and timely basis

Use HC attainment meeting format to ensure more robust attainment meetings between HT and CTs

School Priority:

Raising attainment and achievement in writing

Purpose:

We have increased our spelling attainment through various Spelling approaches. Writing remains an area of improvement within the school with many children struggling due to lockdown and structured approaches. We have researched various approaches and following success within other schools and training being sourced by Highland Council, the school is keen to move forward with Talk for Writing. We aim to provide a consistent approach to writing which ties in grammar, spelling, handwriting, vocabulary, punctuation and links with reading. We recognise that this approach should see improvement in talking and listening as well as, reading attainment also.

We are keen to use our data more effectively to provide early interventions for those struggling.

Recognising the digital world children are likely to work within, we are also keen to further develop the use of digital technology in the writing process.

Progress:

- Teaching staff attended Talk for Writing Training.
- Resources audited
- New resources bought.
- Some strategies implemented in class.
- Satisfactory progress made in this area.

Impact:

- Teachers have feedback that they feel more confident in the teaching of writing. This is ensuring that approaches to writing are becoming more consistent.
- Children are more engaged in the writing process
- Staff have a greater understanding of the pedagogy within Talk 4 writing
- Good classroom practise has been highlighted with staff feeling more confident in the modelling of writing.
- It is easier to identify gaps in learning and plan accordingly – does this link to action plan
- A greater understanding of the writing process has led to more focussed experiences for the learners.

Some children are now performing beyond expected levels.

Next steps:

All teaching staff will have an increased knowledge and understanding of assessing and moderating Writing using the Benchmarks. We need to ensure that there are opportunities to moderate with colleagues out with our own school.

All learners will be able to discuss their learning and focus on next steps.

In ELC – indoor /outdoor opportunities for mark making

School Priority:

Increase Community Engagement Across the School

Purpose:

Prior to lockdown we had very strong links with the community. This has obviously been lost to some extent. In order to provide the best possible experiences and outcomes for our learners' we need to re-establish, strengthen and invigorate these links.

Progress:

- Parents were keen to get involved again with the life of the school.
- The Parent Council made a huge contribution to the life of the school – purchasing resources and providing opportunities for trips and community engagement.
- Lots of opportunities across the year were highlighted and utilised to provide learning opportunities.
- All staff were involved in the process.
- After school clubs were led by staff and were well attended.
- Good progress has been made in this area.

Impact:

- After school clubs led to an improvement in opportunities for financial education and enterprise.
- We have a greater understanding of what community involvement looks like.
- More engaged parents are able to support pupils in their learning.
- Achievements are supported more appropriately.
- Children value the opportunities and are more engaged in their experiences.
- The community are more involved in the school providing opportunities and opening doors to other opportunities.

Next steps:

Create a calendar of sustained community engagement so that new opportunities can be identified and used.

Opportunities throughout the year for parents to be engaged with pupils learning, and how they can support this at home.

Progress and impact of Pupil Equity Fund **Adhartas agus buaidh Maoin Cothromas Sgoilearan**

The PEF was used to buy writing resources: Guidebooks, teacher resource books and pupil reading books. This has led to greater impact in the writing process and attainment. Attainment continues to be very good and this is in part due to the extra resources that we have been able to buy.

The Talk for Writing resources have created a focus in the class and helped us to audit our existing books. Ensuring that they are up to date and relevant.

Wider achievements **Coileanaidhean nas fharsainghe**

Daily Mile
Drama at Eden Court
5K Fun Run at the Loch Ness Festival of Running
Winners of the Farmers Logo Design
Stratherrick School Craft Club selling creations at the Inverness Royal Academy Fair and at the Winter Wonderland Festival
Community Singing Event at the Winter Wonderland
Helping to design the local park
Our Christmas Play
Feis Rois Singing sessions
World Book Day – making our own book
Bush Craft Activities
Overnight visit to the Sea Life Centre at Loch Lomond
Garden Tidy Up
Soft Plastic Recycling
Eco Schools Green Flag Application
Water Bottles Purchased for all pupils
P3/4 Class winning the STEM challenge at Kilchuimen Primary
Sports Day

Comments from learners, families, stakeholders and staff **Beachdan bho luchd-ionnsachaidh, teaghlaidhean, luchd-ùidhe is luchd-obrach**

Pupils



Staff



Parents/Community



Capacity for continuous improvement Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY	SECONDARY
QI 1.3 Leadership of change	Satisfactory	Satisfactory	Choose an item.
QI 2.3 Learning, teaching and assessment	Satisfactory	Satisfactory	Choose an item.
QI 3.1 Wellbeing, equality and inclusion	Satisfactory	Satisfactory	Choose an item.
QI 3.2 Raising attainment and achievement/Securing children's progress	Satisfactory	Satisfactory	Choose an item.

Our overall evaluation of our capacity for continuous improvement is:
We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

For session 2023/2024

Priority 1 – Talk For Writing

Continue to develop our approaches to Talk for Writing and how this can be achieved effectively in a P1-7 class. And ensuring the ELC is fully involved in this process.

Priority 2 - Curriculum

Review curriculum to ensure meaningful progressions and assessment processes are in place for writing across our school.

To review our school rationale, including our vision, values and aims to ensure we have learner and parental participation and engagement.

Revisit the four capacities – effective contributors, responsible citizens, successful learners and confident individuals, ensuring we plan, support and celebrate their development in our pupils both within school at home and within our community through classroom achievement boards.

Clarify school curriculum pathways and ensure they support children and young people to build on their prior learning and include appropriate progression for all learners.

Work to develop our use of profiling to ensure it shows progression.

Introduce the principles of play across the school to extend learning and make it more effective.

Priority 3 - Understanding & improving pedagogy, assessment and moderation strategies

Support teachers to explore through research and reading effective pedagogy to support raising attainment.

Teachers to spotlight assessment in their planning/implementation and consider what knowledge and skills do pupils have **before/during and after** a lesson is taught.

Ensure assessment and moderation practices build a reliable, informative portfolio of evidence, showing progress throughout CfE levels. Consider how we share pupil progress with pupils and parents.

Continue moderation processes across cluster schools.

Planning ahead

A' planadh air adhart

Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed by contacting the school office.