



Raigmore Primary School



Handbook 2025 – 2026



Raigmore Primary School and Early Learning and Childcare Centre (ELCC)
King Duncan's Road
Inverness
IV2 3UG

Telephone: [01463 234971](tel:01463234971)

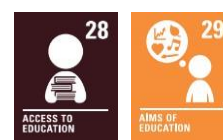
School e-mail: Raigmore.Primary@highland.gov.uk

Follow us on Twitter: [@RaigmorePS](https://twitter.com/RaigmorePS)

Website: [Currently under construction](#)

Stages Taught: [Early Learning and Childcare \(ELCC\) to P7](#)

Current pupil roll: [154](#)





Contents

A Warm Welcome	3
Meet The Staff	4
General Information	6
<ul style="list-style-type: none">• The School Day• School Term & Holidays• Emergency Closures• Facilities• School Meals• Medial & Health Care• School Uniform• Personal Property	
Our Vision, Values and Aims	14
Enrolment, Placing Requests & Attendance	16
Transition	19
Parental Involvement	20
School Ethos and Pupil Welfare	23
Curriculum	29
Assessment and Reporting	39
Pupil Voice	41
School Improvement Planning	43
Additional Support Needs	44
Military Families	46
Data Protection	47
Child Protection	50
Complaints and Requests for Service	51



A Warm Welcome

Dear Parents/Carers,

It gives me great pleasure to warmly welcome you and your child to Raigmore Primary School and ELCC.

Raigmore Primary School is a non-denominational school which aims to provide a nurturing, safe and inspiring environment in which your child can develop and learn in a way which helps them now and in the future. We pride ourselves on meeting the needs of all children by working together as a whole school community - children, staff, parents and members of the local and wider community - promoting positive relationships and an inclusive approach. We provide extensive emotional wellbeing support, have high curricular expectations, ensure a wide variety of excellent opportunities and experiences for all of our children and enjoy recognising and celebrating successes and achievements. We welcome and encourage families to get involved with the life of the school and look forward to a happy and successful partnership with you to enable our children, our 'Raigy Stars', to become successful learners, confident individuals, effective contributors and responsible citizens.

I have just started at Raigmore Primary school as Head Teacher and am looking forward to getting to know everyone. I was a teacher in the nursery many years ago and I loved being here, so it was a very easy decision to come back to such a wonderful school with talented, hardworking, caring and fun staff and children.

I hope you find this handbook useful and that it gives you a taste of life at Raigmore Primary where we know your child will shine. While I am sure the handbook will answer many of your questions it is not intended to replace personal contact between school and home so, please feel free to contact us on 01463 234971 with any further queries or to arrange a visit – our door is always open.

Kindest regards,

Amanda Graham

Head Teacher



***Together we support, nurture and inspire all of our children to be their best;
now and in the future!***



Meet the Staff

Senior Management Team

Head Teacher	Mrs A Graham
Depute Head Teacher	Mrs C MacDonald
Principal Teacher	Miss E Jack

Teaching Staff

Additional Support Needs	Miss E Kammer
	Mrs F MacKay
Forces for All Family Support	Mrs K Challinor
P1	Miss K Elliot
P2	Mrs K Challinor
P3	Mrs N Lobar/Miss C Carr
P4	Ms C Richards
P5	Ms S Elrick
P6	Miss E Jack
P7	Mrs C MacDonald

Pupil Support Assistants

Mrs L Boyce	Mrs P Grant
Mrs N McKinnie	Mrs M Murray
Mrs J Reid	Mrs S Robertson
Mrs L Stout	Mrs K Tracey

Early Learning and Childcare

<u>EYPS</u>	<u>Support Workers</u>
Mrs B Bariskan	Miss K Rollo
Mrs D Davidson	Miss K Wilson
Mrs I Morrison	Mrs E MacDonald
Mrs D Pierce	Mrs S Cowie





Office Staff

Main School Clerical
ELCC Clerical

Mrs R MacLennan (M/T/W) and Mrs D Tait (TH/F)
Mrs D Tait

FMA (Janitor)

Andy Green

Catering Staff

Mrs C Gillies
Mrs L Parker
Mrs MacIver
Mrs McFarlane

Cleaning Staff

Mrs L Robertson
Mrs H Buchan
Mrs J MacDougall

Visiting Specialists

P.E.
Chanter
Educational Psychologist
Children's Services Worker

Miss K Purvis
Mr L Barclay
Mrs H O'Donohue
Ms A Ross





General Information

The School Day

ELCC		9:00 am - 3:00 pm
Primary 1 – Primary 3		9:15 am – 3:00 pm
Primary 4 – Primary 7		9:00 am – 3:00 pm
Breakfast/Homework Club		8:45 am – 9:15 am
Morning Interval	P1 – P7	10:45 am – 11:00 am
Lunchtime	P1 – P3	12:15 pm – 1:15 pm
	P4 – P7	12:30 pm – 1:15pm



School Term and Holiday Dates 2024– 2025

Please follow the link below for school term dates and other closures:

https://www.highland.gov.uk/info/878/schools/32/school_term_dates



Emergency Closures

Parents/Carers should advise the school of an emergency contact which may be used in the event of parents/carers not being available during the school day, especially for use in emergency situations.

We make every effort to maintain a full educational service but on some occasions circumstances arise which lead to disruption. Schools may be affected by severe weather, temporary interruption of transport, power failures or difficulties with heating/hot water etc. In such cases we shall do all we can to let you know about the details of closure or reopening. We shall keep you up-to-date by using google classroom, sending a text/email and local radio (where possible).

Adverse Weather – School Closures

The previous dial-in phone service to inform parents of school closures has been withdrawn by Vodaphone. Instead parents can obtain information on the Highland Council school closures webpage <http://www.highland.gov.uk/schoolclosures> which will also be updated with information for individual schools on a daily basis.

Please note that in the event of severe weather, the decision as to whether a child should attend school is entirely down to each parent/carers and this decision should be made taking into consideration whether a child can safely make it to and from school.

WHEN WEATHER CONDITIONS ARE POOR....

Local radio stations issue news and weather bulletins on traffic conditions and school closures. Transmissions may not cover all households and may be subject to rescheduling but should be helpful. Parents/Carers are advised to remain “tuned in” to on-going road weather, or school information updates.

Moray Firth Radio - www.mfr.co.uk

Normally hourly news bulletins and half-hourly summaries will carry local information on weather, roads and conditions affecting schools. Morning updates will usually be given and in severe conditions normal programmes will be interrupted more frequently to carry emergency bulletins. Please do not telephone local Radio for advice but listen to appropriate broadcasts.



Facilities

Raigmore Primary School was built in 1966 and lies in the Raigmore Estate, one mile east of Inverness City Centre.

Children come from the Raigmore Estate, Raigmore Hospital and the nearby Wimberley Way Estate which includes our Armed Forces families based at Cameron Barracks.

Our facilities include the main school building with classes from P3 to P7 and the infant block with classes from P1 to P2.

We have a support base, nurture room, sensory room, family/relaxation room, assembly/gym hall, newly installed library, art room and an Early Learning and Childcare Centre (ELCC) with outdoor area.

School meals are cooked on the premises in our school dining hall.

The school playground, enclosed with security fencing, has a tarred area and a large grass playing field as well as an outdoor classroom area and trim trail.





School Meals

School lunches are available at Raigmore Primary at a price of **£2.65** per meal. A copy of the school menu is provided to each family and is also available

Pupils may also choose to bring in a packed lunch from home and in keeping with Highland Council's Health Promoting Policy, it is the school's hope that this packed lunch should contain a healthy balanced diet. We would also discourage the use of single use plastic in packed lunches.

Any child wishing to go home for school lunches should indicate this to their class teacher during registration in the morning. They will be required to sign themselves out at the office before leaving school and sign in again upon their return.

Children of parents/guardians receiving certain benefits may be entitled to a free school meal. Information and application forms for free school meals may be obtained from the school office or from the Highland Council website. All pupils in Primary 1-5 are offered free school meals in line with the Scottish Government guidelines. No application is necessary for P1-5 children to access these.

Information regarding free school meals and clothing assistance:

https://www.highland.gov.uk/info/878/schools/9/school_meals

The school meal service offers nutritionally balanced, well presented food in an environment that is safe, well ordered and sensitive to the needs of pupils in order that they may enjoy the lunchtime social experience. Healthy choices are very much in evidence in all menus. Food and drinks served meet the requirements of The School (Health Promotion and Nutrition) (Scotland) Act 2007.

Special Diet, Food Allergy

If your child requires a special diet for health reasons, please fill in the Special Diet Food Allergy form available online. The request should be sent to the Highland Council Catering Department for consideration. Where appropriate, they will seek the advice of the local dietician.



Medical & Health Care

At the beginning of each year we ask parents/carers to complete an Emergency Contact Form which gives us details of how to contact you or a family member or friend if your child is ill. **It is important that you inform us of any changes of address, telephone number etc. in the event that we should need to contact you.**

If your child becomes ill during school time we will make every attempt to contact you or your emergency contact. If a serious incident occurs, it will be dealt with immediately and this may mean we take action before we are able to contact you. The safety and good health of your child will always be our main concern.

The school nursing team is in regular communication with the school. A screening service is in place throughout the school but if you have any concerns about your child's health which you would like the school medical services to deal with then please simply get in touch with the school. Advice on health matters is available from the school nurse on request.

Speech Therapy is available for those children who require it. Again, initial request should be made through the Head Teacher.

Other specialist educational services are occasionally needed for individual pupils. The provision of these services will always be discussed in detail with parents before any action is taken. Should a child have a particular medical requirement this should be made known to the Head Teacher as soon as possible.

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 child's views and, where appropriate, their parent's views.



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

We will work with children 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 prescribed by a doctor and accompanied by clear written guidance, 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 appropriate. If your child is badly injured, has a hit to the head or becomes unwell during the school day you or the emergency contact, will always be contacted and you may be advised to collect your child from school.

NHS Highland Guidelines for infection control guidelines can be found online by following the link [NHS Highland Guidelines](#)

Please note that it is a parent/carer responsibility to ensure that any medication including epipens and inhalers are within their use-by-date and stored in school. It is also the responsibility of the parent/carer to provide a medical protocol.



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. There is a website managed by Highland Council that supports a variety of information relating to mental health and emotional wellbeing that can be accessed [here](#). Schools have access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support. Counselling is also available for all pupils from age 10. Information on your school's service can be accessed from your child's guidance teacher. Alternately, there is a completely confidential, online counselling service called Kooth for children and young people from age 10 that can be accessed [here](#). Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

School Uniform

We encourage all children to wear the official Raigmore Primary School uniform.

Sweatshirt/Hoodie/Cardigan	Polo Shirt	Trousers/Jogging bottoms/Skirt/Pinafore
Blue	Yellow	Dark colours – grey/black/navy

School sweatshirts, hoodies and polo shirts are available from the school office.

They can also be purchased at **School Wear Made Easy**, Unit 4/5, 57 Harbour Road, Inverness, IV1 1UF. Tel: 01463 222022 – <https://www.schoolwearmadeeasy.com>

Clothing grants for uniform are available for families in receipt of certain benefits. The appropriate forms are available at the school office. See link below for more information: https://www.highland.gov.uk/info/899/schools_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing

We also have some “good as new” clothes which are sold at vastly reduced prices. Children grow out of uniform so quickly and clothes are so expensive that we feel it is more sensible for someone else to get the good of the clothes at a reduced cost.

Physical Education

For P.E. lessons all children need shorts, T-shirt and gym shoes. Nothing fancy or expensive – just something comfortable and safe for them to exercise in. Items of football strips are not permitted. Children who require to be excused from P.E. lessons must have a note from their parent/carer

Footwear



In order to keep the school clean and hygienic it is not suitable for children to wear outdoor footwear inside school and so ***all pupils must bring indoor shoes or gym shoes to change into.*** Many of our classrooms are carpeted and many practical activities are carried out on the floor – changing into clean footwear keeps the floor coverings clean and suitable to work on.

Personal Property in School

All articles of clothing should be clearly labelled with your child's name. It is also helpful to label packed lunch boxes and water bottles. Lost property which cannot be returned or is not claimed is disposed of monthly in the school based Blythswood Box.

In the interest of safety and to avoid unnecessary upset, children should not bring items of personal property to school e.g. toys, games, comics, etc. We also discourage pupils from wearing jewellery in school – not only are items of jewellery dangerous during P.E. and playtimes but they are also frequently and very easily lost (stud earrings can be worn if necessary).

Children are strongly advised never to leave money or valuables in the cloakrooms or in their tray in the classrooms. If an occasion arises when they have to bring in money or valuables, they should be handed into the school office for safe keeping.

Children should not take mobile phones or electronic devices into school without permission from the school. If a child has to get in touch with a parent urgently or unexpectedly, we will contact you via the school office. If your child must bring a mobile phone to school, it will be left at the school office in the morning and picked up at the end of the school day. If it is not handed in and is discovered by a member of staff, the staff member will remove the mobile phone from the child and hand it in to the school office for safe keeping.





Our Vision, Values and Aims

Our Vision, Values and Aims were written in consultation with children, staff and parents/carers. They were launched in 2019 and underpin everything we do at Raigmore Primary School.

Vision

Together we support, nurture and inspire all of our children to be their best; now and in the future!

Values



The Values we promote at Raigmore Primary are:

- Ready
- Respectful
- Safe
- Honest
- Kind

Our Values help us to ensure the safety, wellbeing and best possible learning environment for all. Our Values help us to support our children to become Confident Individuals, Successful Learners, Responsible Citizens and Effective Contributors – now and in the future.



Aims

At Raigmore Primary School we aim to...

- Warmly welcome everyone.
- Provide a happy, safe and inclusive environment.
- Promote positive relationships where every child and adult is listened to.
- Value and respect each other, our school community and our wider world.
- Feel proud to be part of the Raigmore team where learning is fun and creativity is encouraged.
- Share the responsibility with our whole school community to nurture our children towards healthy life choices and positive destinations.
- Support all children and adults to shine by setting high expectations and by creating a culture of lifelong learning; providing quality learning and leadership opportunities.
- Provide a rich, experiential curriculum that is unique to our school community.
- Work hard to overcome barriers and understand the importance of resilience and learning from mistakes.
- Encourage clear and honest communication.
- Recognise and celebrate achievements.
- Care for ourselves and each other – spreading love, joy and kindness throughout!





Enrolment, Placing Requests & Attendance

Primary 1 Enrolment

If your child will be five years of age on or before 28 February 2025, they are eligible to enrol for Primary 1.

Enrolment week for Primary 1 pupils will take place from Monday 29 January to Friday 2 February.

If you wish to enrol your child for Primary 1, please do so during enrolment week. The online enrolment form will be available from Monday 25 January.

https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school

There are ongoing Early Learning and Childcare (ELC) to P1 transition activities throughout the whole session leading up to P1 for our own ELC children and all partner centre children.

Placing Requests – Parental Choice

Each school serves its own particular catchment area. Children whose homes are located in the Raigmore catchment 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. Applications must be made to the Area Care and Learning Manager, Fiona Shearer and sent directly to the Education Office, not the school.

Placing request forms can be obtained from:

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

Transportation to and from school, for placing request pupils, is a parental responsibility. If pupils live out with the school catchment area and their parents wish them to attend Raigmore Primary School they can contact the school office to arrange a visit.

Parents/Carers of children with additional support needs can make placing requests to any school in Scotland including schools outside of the local authority area they live in. All appeals about placing requests to special schools will be referred to the Additional Support Needs Tribunal.



Attendance at School / Registration / Absence

Registration takes place every morning and after lunch. The class teacher records all attendance/absence information using a system called SEEMiS. Once the class teacher has entered the information for a particular day, it will then be accessed by the school office who will make arrangements to contact any parents/carers of children who are absent. This will be by phone in the first instance.

Good attendance is vital if children are to achieve their full potential. If a child is absent from school, a parent or carer should phone the school on the first day of absence on the school number (01463) 234971.

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 and so we need to know the whereabouts of absent pupils. **Therefore, it is vital that all parents/carers contact the school by 9.15am.** Failure to contact the school will result in an unauthorised absence. All unauthorised absences are actively pursued by the school.

If a child needs to leave school during the school day, e.g. for an appointment, a note from the parent/carers must be brought in. Children 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 out with school hours.**

If a child falls ill during the school day parents/carers will be contacted. Therefore, it is essential that we have up-to-date daytime contact numbers and emergency contact numbers for all children.

When parents/carers are considering whether or not to remove their child 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;
- could result in children missing important assessments;
- 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. Please follow the Highland Council link below to see school term dates. These dates will assist parents/carers when planning holidays.

https://www.highland.gov.uk/info/878/schools/32/school_term_dates

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

Three Day Rule for Unexplained Absence of Pupils

Day 1 - First day of unexplained absence of a pupil

The school will endeavour to make contact by call to parents/carers or emergency contacts informing them that the child is absent and requesting a reason for the absence. If no contact can be made with the parents/carers or emergency contacts on the first day of absence this will be noted by the school. If the family is known to other agencies, because of possible concerns about a child's wellbeing, then contact will be made with these agencies.

Day 2 - Second day of unexplained absence of a pupil

The school will make vigorous attempts to contact parent/carers or emergency contact by telephone. If no contact can be made on the second day of absence, this will be noted by the school.

Day 3 - Third day of unexplained absence of pupil

If no contact is established, a member of staff will arrange a home visit to check the situation. If the child is not found and no satisfactory explanation is given for absence, the police will be notified of the child's non-attendance. The police will treat this as a missing persons alert. The police may be involved to conduct visits where it is not possible for the school to do so.

Steps for Parent/Carers

- Keep the school up to date with your telephone number and emergency contacts.
- Inform the school of any pre-arranged absence e.g. hospital appointment.
- Inform the school or ELC of your child's absence by 9.15 on the morning of the first day of absence.
- Respond promptly to contacts from the school.



Transition

Transition from Nursery to P1

The transition arrangements from our Early Learning Class (ELC) to P1 are carefully planned. The children visit the school classrooms on a regular basis throughout the year and take part in various whole school assemblies and activities. ELC also join the P1 class for joint working throughout the year. Nursery children have “buddies” in P6 and join them at break-time most days in summer term (supervised by nursery staff) and we have a transition day where everyone in the school moves up a class. E.g. nursery become P1. Invitations are extended to pupils attending other nurseries to join us before starting in P1 at Raigmore Primary. Parents are invited to an induction meeting with the P1 teacher when an opportunity is given to view materials which will be used in the P1 class. The Head Teacher is pleased to answer any questions parents may have.

Transition from Primary to Secondary

Our local secondary school is Millburn Academy. We have an established transition program and have close links with the secondary school. Secondary school transition events start early in the P7 year. Staff share learning experiences and work together on linked projects along with the other schools in our associated school group. Pupils in the are invited to take part in some of the varied social activities of the secondary, including sporting activities, termly visit days, online activities etc. The P7 pupils will take part in an induction week during the summer term. Pupil support is built on as the pupils move on to the secondary as the Support for Learning teacher and guidance staff ensure they have a good knowledge of the children by attending meetings and speaking with the children and staff. There are enhanced transition activities for children who are identified as needing this.

Children from Raigmore Primary School normally transfer to:

Millburn Academy
Diriebught Road
Inverness
IV2 3QR
Tel: 01463 729152



Head Teacher: Kerry Sinclair

Children who are not living in the Millburn Academy catchment area will require Placing Requests completed and submitted to the Area Education Office between January and mid-March of the P7 year. Dependent on roll numbers a place at Millburn Academy is not guaranteed and for that reason children will be encouraged to attend transition events at their catchment school. Placing request decisions are usually finalised just after the Easter break.



Parental Involvement

Parents/Carers as Partners



At Raigmore Primary we pride ourselves on our Open Door Policy. We will endeavour at all times to respond as quickly as we can to any enquiries.

We understand that parents/carers are our partners in ensuring positive outcomes for each of our children. We embrace the diversity of families within our school community and seek out opportunities to positively promote diversity.

We believe that much of the strength of our school lies in the positive relationships between staff, children and their parents/carers. We always welcome parental interest in the life of our school.

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

- Parent Appointments
- Open afternoons and classroom visits
- Information on google classrooms
- Letters and newsletters
- School Noticeboards
- Key Assessment Tasks
- Emails
- Gathering parents views through questionnaires and meetings with the Head Teacher



Parent Appointments

Parents/carers are encouraged to come to our online meetings where teachers will share their on-going assessments and identify next steps in learning.

Parents/carers may also make an appointment outside of these times if they would like to discuss their child's welfare or progress further with the class teacher. In order to make this arrangement work smoothly, parents/carers should first make an appointment at a time suitable for both themselves and the class teacher through the school office by phoning or writing.



Home Learning

It is the school's policy that homework is given when required to support class work (review and time to work on new skills) or generate enthusiasm for learning through personal projects. We encourage parents/carers to use Home Learning as a way to discuss what their child is working on at school and if possible to extend their thinking through conversations around the topic.

If we are to succeed in enabling your child to reach their potential, we need your assistance and support. You can help your child by:

- Spending time talking to them about how they feel, their interests, what they enjoy at school, their homework and learning targets.
- Encouraging reading for pleasure.
- Reading daily to young children.
- Providing material to stimulate interests – e.g. books, paint, crayons, musical instruments, construction materials etc.
- Playing games.
- Getting out and enjoying the outdoors with them.
- Encouraging physical activity.
- Promoting good study habits at home.
- Reducing screen time, especially close to bed time.
- Taking them to places of educational interest.
- Developing the skills involved in everyday tasks such as writing notes, shopping, caring for animals and plants etc.



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/>



The Parent Council

Raigmore.primary@highlandpc.co.uk

The Scottish Schools (Parental Involvement) Act 2006 has changed the arrangements for parental representation in all schools. Since August 2007, all parents/carers are automatically members of the Parent Forum for their school and they have a right to establish a Parent Council to represent them.

The membership of the Parent Forum is made up of all parents/carers who have a child at Raigmore Primary. Membership of the Parent Forum allows parents to have a say in the local arrangements to enable their collective view to be represented on matters such as the quality and standards of education at the school and other matters of interest. One of the ways parents/carers in the Parent Forum will express their views will be through the Parent Council.

The Parent Council is a group of parents/carers selected by members of the Parent Forum to represent all the parents/carers of children at the school. Parent Councils are very flexible groups and the Parent Forum can decide on the type of group it wants to represent their views.

We would strongly encourage any parents to get involved in the life of our school by becoming a member of the Parent Council.

Help our school be the best it can be!



Generally, members of the Parent Council must be parents/carers of children who attend the school and the chairperson must have a child in the school. However, the Parent Council can decide to co-opt other members from teachers and the community who will have knowledge and skills to help them.

Members of the Parent Council will bring knowledge from their own experience and personal views. However, as parent representatives, they must also consider how they can ensure that the Parent Council presents a co-ordinated, collective voice through consultation with other members of the Parent Forum.

In Raigmore Primary we currently do not have a parent council but do have a group of parents who help with fundraising. We would like to get a parent council group established. If this is something you would like to be involved with please contact the Head teacher.



School Ethos and Pupil Welfare

Promoting Positive Relationships/Conduct

We work hard as a team at Raigmore Primary School to promote positive relationships by listening to, supporting, encouraging, valuing, and celebrating one another. This approach is at the heart of our school vision and runs throughout all aspects of life at Raigmore Primary.

We focus on building and nurturing these positive relationships throughout our whole school community, actively listening to all children, staff and stakeholders. We promote leadership opportunities for all and look to inspire our children and staff through a range of available research, experiences and activities.

Responsibility for promoting and maintaining positive behaviour lies with all members of the whole Raigmore Primary community including children, staff, parents/carers and the local and wider community. Children, staff and parents are expected to model excellent behaviour and a positive attitude at all times as this is the ideal opportunity to share our expectations and high standards.

In addition to guidance from The Highland Council Positive Relationships Team, we also work closely in line with the principles and methodology of Pivotal Education. Pivotal Education encourages calm adults, first attention to positive behaviour/choices and supporting and managing behaviour changes through restorative solutions and nurturing and solution-focused approaches.

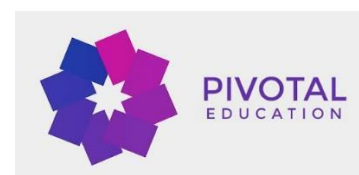
For further information, see below:

Highland Council – Positive Relationships and Bullying Prevention Guidance:

https://www.highland.gov.uk/downloads/file/19361/positive_relationships_and_bullying_prevention_guidance_for_children_and_young_people_-_leaflet

Pivotal Education

<https://pivotaleducation.com/about/behaviour-management/>



Policies

At Raigmore, we follow the Highland Council Policies which can be found at the following link:

[Search policies and guidance | School policies, procedures and guidelines | The Highland Council](#)



Equality and Inclusion

For up-to-date information please see:

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

<https://www.gov.scot/publications/guidance-presumption-provide-education-mainstream-setting/pages/1/>

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.

The United Nations Convention on the Rights of the Child has now been incorporated into Scots Law. To find out more about this and the rights for all children in Scotland, you can access information [here](#). -



Health and Wellbeing

The Health and Wellbeing of all at Raigmore Primary is paramount. We are a Nurturing school where Emotional Literacy is embedded throughout. All children are supported in identifying, understanding and managing their feelings and emotions. We encourage staff and pupils to lead active lifestyles and engage in the outdoors.

Nurturing Approaches

- The Rainbow Room – Nurture Room
- Relaxation
- Mindfulness
- Sensory Room





- Daily Emotional Check-in – Zones of Regulation
- Breakfast/Homework Club
- Talk Boxes
- Little Troopers
- Baking
- Ukulele
- John Muir Award
- Wild Things Award
- Roots of Empathy/Seasons for Growth
- My World of Wellbeing
- Welfare Unit Support
- Therapets



Links with Our Community

We work closely with our community partners to provide wide learning experiences and in order to support every child in our school. We have a regular focus on skills for life developed through our curriculum. We work with: The Centre for Health Science, UHI, The Army Welfare Unit, Royal Caledonian Education Trust, Raigmore Hospital, C.A.R.E. (Community Action for Raigmore Estate), sports clubs and local nursing homes for the elderly, to name a few.

We have good contacts with many of the businesses and organisations around us and we work with them to provide experiences within our Developing the Young Workforce agenda, such as Skills Development Scotland, Lifescan and local Councillors. We also regularly welcome parents and visitors into the school to provide us with insights into careers or to share stories and information.

We work closely with other education and health professionals so that every child has equitable opportunities for learning, such as health visitors, primary mental health workers, educational psychologists, children's services workers, literacy, numeracy and ICT development officers, and early years' education support officers.



What our partners say...

“I love coming into Raigmore due to the fact that the welcome that I get is always so positive and warm and this starts at the very top with Senior Management Team valuing any input I have provided. This trickles down throughout the rest of the school! Always a pleasure to visit and provide input to Team Raigy!” ICT Development Office

“When I walk into Raigmore PS I can just feel the genuine sense that staff are there for the kids and their families - looking after the pupils is much more than just "teaching" them it's about caring for their health and well-being as well and that is what these kids will carry with them through their lives.” RCET Manager

“I experience the members of staff in Raigmore Primary School as dedicated to the needs of the individual child, child centred and caring in their approach with an inclusive attitude towards families and other agencies. The children I work with during exceptional challenging times in their life name their school to be a safe place.” Social Worker

“I would describe Raigmore PS as being very welcoming and get a real sense of other agencies input being readily valued by the young people, staff and their families.” Practice Lead



“I would like to say I experience people at Raigmore Primary to be very welcoming, open to new ideas and there is an atmosphere of mutual respect.” Growing2gether leader

“Striving for high standards in literacy and numeracy.” – Quality Improvement Officer

“Raigmore Primary – supportive and committed to helping young people achieve their potential.” - Community Development Worker, Army Welfare Service

“Raigmore is a welcoming, friendly school for professionals to visit with staff who demonstrate compassion and empathy towards others and great teamwork which allows them to problem solve effectively and collaboratively.” – Education Psychologist

“Positive and genuinely welcoming: a school that is underpinned by the ethos of positive relationships. I really look forward to my visits to Raigy, working with both the pupils and staff, thank you, I have a real sense of belonging when I come here.” – Positive Relationships Team

“Raigmore Primary School has a welcoming environment, where staff are always friendly and approachable. There are good communication links with other agencies. School displays a child centred ethos.” – Social Worker



Recognition and Celebrating Achievement

We believe in recognising and celebrating children’s achievements and positive choices and spreading kindness and joy. Some of the strategies we use are:

- **Recognition Boards**

Each class has a Recognition Board so that positive choices and behaviour can be recognised. The children can work independently towards targets but also collectively as a class, encouraging each other. Once a child reaches a given target, their name goes on the board.

- **Head Teacher Award**

Children who have gone ‘Over and Above’ throughout the week are nominated by their class to come and have hot chocolate with the Head Teacher... an ice-lolly in summer!

- **House Captains – Calm Class**



Our P7 House Captains are nominated to monitor the cloakrooms, corridors and assembly hall to spot calm behaviour. They also liaise with class teachers on a weekly basis. The Behaviour Stars then award positive notes and choose their 'Calm Class' of the week. Each week a class is chosen as the 'Calm Class' of the week. The class displays a huge gold star in their class with pride.

- **Meet and Greet**

Every child is greeted at their classroom door in the morning. The children can choose to shake hands, fist bump, hug or high 5 their class teacher. They can opt out too. This face-to-face contact in the morning helps to build positive relationships between children and staff.

- **Celebration Assembly**

Every week the whole school comes together for Celebration Assembly. This is a valuable opportunity for us to recognise all awards, certificates, notes and nominations for the week. We also have the chance at this assembly to recognise children who have demonstrated the school values whilst out of school.

Bullying

The school policy is one of zero tolerance on bullying or any form of discrimination. The school endorses the authority's '*Promoting Equality and Diversity*' and '*Positive Relationships and Bullying Prevention*' guidance. Any concerns about incidents of this nature should be communicated to the Head Teacher immediately. We follow the Highland council anti-bullying policy.

https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools



Curriculum

[Curriculum for Excellence | Education Scotland](#)

Curriculum for Excellence is designed to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18.

The curriculum includes the totality of experiences which are planned for children and young people through their education wherever they are being educated.

PLAY BASED LEARNING

In P1 – P2 we have a well embedded play-based approach to learning. There is a wealth of information supporting the benefits of this approach, particularly at these key stages. As outlined by Education Scotland - *There is lots of information available about the health and wellbeing benefits of play. Active play helps to build strong bones and muscles. Children and young people explore their feelings through play, and this can help them build resilience and cope with stress. Play is how young children make sense of the world. There is also evidence to show that play in early childhood can influence the way your child's brain develops, helping to co-ordinate their mental and physical capabilities. Through play, children and young people of all ages develop problem-solving skills, imagination and creativity, language and observation skills, and memory and concentration. Children and young people use play to test their theories about the world and their place in it.*

Play creates a brain that has increased flexibility and improved potential for learning later in life.

Lester & Russell, 2008



Numeracy and Mathematics



‘Maths equips us with many skills required for life, learning and work. Understanding the part that mathematics plays in almost all aspects of life is crucial. This reinforces the need for mathematics to play an integral part in lifelong learning and be appreciated for the richness it brings.’

Curriculum for Excellence

We continue to work hard to raise attainment within maths, in particular we have been keen to ensure that pupils gain speed and mental agility as well as being able to apply the mathematical concepts they have learned in real-life situations. We use the Highland



Numeracy pathway progression along with our data from out tracking processes and



understanding of our school context and children to deliver the Curriculum for Excellence outcomes and experiences and the benchmarks from Education Scotland.

Our maths lessons are engaging and link maths with everyday experiences and where possible encompass learning outdoors. Pupils may explore maths through their class topics or within short standalone projects. As the Curriculum for Excellence highlights, *“Mathematics is at its most powerful when the knowledge and understanding that have been developed are used to solve problems. Problem solving will be at the heart of our teaching and learning”*. It is when children are able to apply their mathematical learning to real-life problems that we know that pupils really understand the concepts they have been learning.

Pupils will develop mental agility, problem solving capacities and critical thinking skills. Pupils will experience maths under three main organisers each containing a number of sub- divisions.

Number, Money and Measure:

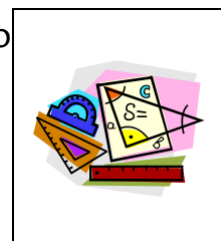
Estimation and rounding, number and number processes, multiples, factors and primes, powers and roots, fractions, decimal fractions and percentages, money, time, measurement, maths - its impact on the world - past, present and future, patterns and relationships, expressions and equation.

Shape, Position and Movement:

Properties of 2D shapes and 3D objects, angle symmetry and transformation

Information Handling:

Data analysis, ideas of change and uncertainty.



Literacy and Language

‘Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Language is itself a key aspect of our culture. Through language, children and young people can gain access to the literary heritage of humanity and develop their appreciation of the richness and breadth of Scotland’s literary heritage. Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being able to read and write increases opportunities for the individual in all aspects of life.’



Curriculum for Excellence

The 3 organisers of literacy are:

- Listening and talking
- Reading
- Writing

As with maths, we use the Highland Council pathway progression for all the areas of literacy, and use this to help us plan and assess children's progress.



Reading

At the early stages of reading children are taught the initial sounds primarily through the Jolly Phonics programme. The children do not learn the sounds in alphabetical order, and will learn s,a,t,p,i,n as the first set of letters. Learning this grouping of letters allows the children to very quickly form short 3-letter or CVC (consonant, vowel, consonant) words such as sat tin pin etc.

Pupils will move through the Oxford Reading Scheme and will be introduced to the characters of Floppy, Biff, Chip and their friends. You can help your child by reading with your child, talking about the characters and story, you can encourage the children to search for words in the story. In the later stages you can hear your child read and encourage fluent reading skills which demonstrates expression. Talking about the books with your child is also important. Furthermore, you can encourage your child to read at home through introducing them to comics, magazines, electronic books, audio books and books.

Pupils will move on to a variety of reading books including Ginn, Big Cats, Oxford Reading Scheme and a wide variety of 'real' books when they are proficient readers and at all stages in school we will expose them to a variety of different styles of books or genres, such as non-fiction or factual books, plays, poems and different kinds of fiction novel, such as humorous, mystery, crime and classical stories.

Writing

Elements from The Talk for Writing approach to writing has been adopted across the school. The programme is carefully structured and enables pupils to clearly identify where they need to improve their writing. Pupils have clear targets set for them within this framework.





Pupils will write within a variety of contexts often linked to topic work and are encouraged to write everyday. Children will learn how to write stories, reports, posters, invitations, letters, poems and plays, this list is not exhaustive.



Spelling and Phonics

After pupils are familiar with all the letter sounds of the alphabet and have learned these using the Jolly Phonics Scheme pupils will move through Highland Councils Spelling and Phonic progression. We use the wrap around spelling technique which uses a word as a root word and adds prefixes and additions to create longer words. Pupils also learn the 100 most common spelling words.

Should pupils have difficulty learning how to spell, we use a variety of strategies, one being the Hornet programme used from P4 and above.

Handwriting

We teach pupils how to form their letters correctly and, from P3 upwards, we teach the pupils how to join their writing in cursive script. We are keen to instil in the children pride in their handwriting and presentation skills.

Listening and Talking

This is taught throughout the curriculum and pupils are encouraged to participate in a wide range of contexts. Pupils will work in small group situations, take part with the whole class, or listen to find specific information. Pupils will learn the skills of listening and talking through this medium. Links will be made with the rest of the curriculum. From time to time pupils will learn the skill of public speaking and will be expected to speak in front of the whole class to present their ideas.



Health and Wellbeing

Through Health and Well Being children develop the knowledge, skills and understanding which they need for mental, emotional, social and physical well-being.

Within this curricular area, children begin to explore ideas around sexual health, parenthood and relationships. Parents will be informed about when this happens and are always welcome to come and review the materials being used prior to this unit of study.

We use Highland Council Physical Education Guidelines and we use the knowledge and expertise from the P.E. teachers at Millburn Academy.



We strive to allow learners the opportunities to develop the concepts and skills necessary for participation in a wide range of physical activity, sport, dance and outdoor learning and enhance their physical wellbeing in preparation for leading a fulfilling, active and healthy lifestyle.

The Scottish Government expects schools to work towards the provision of at least two hours of good quality physical education for every child.

P.E. lessons cover aspects of:

- Gymnastics
- Games skills
- Dance
- Athletics
- Rugby
- Shinty
- Football
- Hockey
- Basketball
- Tennis
- Cross country

Throughout the year there are interschool Cross-Country and Athletics events run in Inverness along with Shinty tournaments. Where possible, we try to enter a team or individuals into these tournaments. Pupils in P6&P7 attend swimming lessons in Inverness for half hourly lessons, in a 10-week block. The cost of the transport is heavily subsidised by Parent Council funding

In addition to our P.E. curriculum we are very lucky at Raigmore to have a team of dedicated staff members who offer many additional sporting opportunities to our children.



Expressive Arts



'The inspiration and power of the arts play a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills.

By engaging in experiences within the expressive arts, children and young people will recognise and represent feelings and emotions, both their own and those of others. The



expressive arts play a central role in shaping our sense of personal, social and cultural identity. Learning in the expressive arts also plays an important role in supporting children and young people to recognise and value the variety and vitality of culture locally, nationally and globally.

One of the main purposes of learning in the expressive arts is to develop lifelong appreciation of, and participation in, expressive arts and cultural activities. ‘

Curriculum for Excellence

The Expressive Arts involve creating and presenting and are practical and experiential. Evaluating and appreciating are used to enhance enjoyment and develop knowledge and understanding. We know that the Arts provide a valuable resource for children to explore more complex issues and ideas and strive to include it in all we do. The subjects under expressive arts are -

- **ART AND DESIGN**

Art and design provides children with a wide range of rich, practical activities to explore two and three dimensional media and technologies. In addition, they deepen their knowledge and understanding of art and design by studying the work of artists and designers.

- **MUSIC**

Music provides children with activities to develop their vocal and instrumental skills, explore sounds and musical concepts and use their imagination and skills to create pieces. They also deepen their understanding and capacity to enjoy music by listening to and talking about different genres of music. We have visiting music instruction throughout the year.

- **DANCE**

Through dance children develop their skills of creating and performing different types of dance to convey mood, feelings and ideas.

- **DRAMA**

Through drama children develop their knowledge and understanding of different drama forms and participate in presenting them.





We try to extend and expand pupils experiences by working alongside professional art companies, such as Eden Court Theatre, Féis Rois, the Youth Music Initiative, and the Active Schools' Co-ordinator – Matthew Allan. We are also eager to encourage parents and friends of the school who have a talent in this area to support the school. From time to time we will combine our efforts in all these areas and have a school production or concert. We also had good success in the Inverness Music Festival with all that entered achieving success. Children in P4 can learn to play the chanter/pipes. All pupils in P5 will have some experience of learning to play the tin whistle/ukulele with a tutor from Féis Rois who come for six-week blocks.



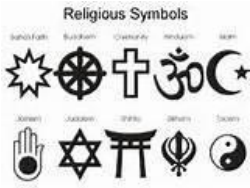
Modern Languages

'Learning other languages enables children and young people to make connections with different people and their cultures and to play a fuller part as global citizens.

It is important for the nation's prosperity that young people are attracted to learning a modern language and that they become confident users of a modern language, well equipped with the skills needed in the new Europe and in the global marketplace.

One of the key aims of modern languages teaching is to develop young people's communicate competence so that they are able to use and enjoy the language effectively in real situations and for a range of relevant purposes in work and leisure throughout their life.'
Curriculum for Excellence

All teachers have been trained to deliver the French programme which begins in Primary 1 and continues through the school. When pupils are in P5-7 they also receive British sign language lessons as part of the 1+2 initiative.



Religious and Moral Education



‘Scotland is a nation whose people hold a wide range of beliefs from the many branches of the Christian faith represented throughout the land to the world’s other major religions and to beliefs which lie outwith religious traditions. Such diversity enriches the Scottish nation and serves as an inspiring and thought provoking background for our children and young people to develop their own beliefs and values.

Religious and moral education enables children and young people to explore the world’s major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. It supports them in developing and reflecting upon their values and their capacity for moral judgement. Through developing awareness and appreciation of the value of each individual in a diverse society, religious and moral education engenders responsible attitudes to other people’

Curriculum For Excellence

Each class has timetabled RME lessons in class which focus on Christianity, world religions, development of beliefs and values. Through these lessons we hope the children will develop reflective and critical thinking skills. We also hope that these lessons will ensure our pupils have tolerance of other religions. These lessons are at no time an indoctrination of faith. Teachers will ensure that children and young people from within any faith are treated sensitively. While some may wish to discuss their faith, others may not. The teaching of our school values – Ready, Respectful, Safe, Honest & Kind is embedded in all we do as a school.

Religious Education is required by statute to be included in the curriculum. Parents have the right to have their children excused from R.E. on written notification to the Headteacher.

Religious Observance

Non-denominational assemblies that recognise and celebrate children’s achievements and highlight school values, current events, class work are held weekly and are conducted by the Headteacher, promoted staff or classes. We also have assemblies led by visitors from local charities, ministers and other religious leaders.

Withdrawal from Religious Observance: Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance.



Social Studies



‘Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. As they mature, children and young people’s experiences will be broadened using Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Children and young people learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.’

Curriculum for Excellence

Social Studies will be studied mainly through a themed approach and may link with other areas of the curriculum.

- People in the Past
- People, Place and the Environment
- People Society, Economy and Business

Through Social Studies children develop their understanding of our country and other countries both in the past and present day. They also develop their understanding of democracy, citizenship and enterprise. A large part of our learning in this area involves exploring global citizenship and working to understand our world and know how to make a difference to our future.



Science



‘Science is an important part of our heritage and we use its applications every day in our lives at work, at leisure and in the home. Science and the application of science are central to our economic future and to our health and wellbeing as individuals and as a society. Scotland has a long tradition of scientific discovery, of innovation in the application of scientific discovery, and of the application of science in the protection and enhancement of the natural and built environment. Children and young people are fascinated by new



discoveries and technologies and become increasingly aware of, and passionate about, the impact of science on their own health and wellbeing, the health of society and the health of the environment.'

Curriculum for Excellence

Through Sciences children develop their knowledge and understanding of science language, enquiry, investigation and the impact of science on our world. For this, we follow the Highland Science Framework.

Pupils will study science through their class topics and each year pupils will focus on a scientific topic. Pupils will cover Biodiversity and Interdependence, Energy Sources and Sustainability, Process of the Planet, Space, Electricity, Sound and Light, Forces, Water and Properties, use of substance and chemical change.



Technologies



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

Curriculum for Excellence

In our increasingly technological world technology affects every part of pupils daily lives and 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. The list is not exhaustive as the pace of change in technology applications seems to be increasing daily. Through Technologies children develop their understanding of how to use technologies and how these technologies affect our lives. Technology is not exclusively about computer and digital equipment it now explores, food technology and craft and design. Technologies will be taught within other areas of curriculum, in order to give a realistic context for the application of the skills being taught. Each pupil has access to a chrome book in class. Each child in P6/7 has their own chrome book which they are also allowed to take home and use each day.

We are also committed to using ICT to support home school relationships and in addition to our school Google Classrooms.



School Trips



To make learning real and to bring to life topics studied in the classroom, from time to time the children will take part in class trips. We try to keep the cost down at all times, but transport costs are very high. These trips build on the children's learning, and give them rich opportunities to be independent and confident. In P7 we try to take the children away for a residential trip to an outward bound centre every year. The children thoroughly enjoy the experience.

Assessment and Reporting

As a school, we seek to provide information to pupils, parents and staff to assist in the effectiveness of learning and teaching process and in raising attainment. Teachers will use the assessment process as an evaluative, diagnostic and formative tool to provide evidence of pupil attainment and progress and to inform learning and teaching approaches and pupil targets.

Pupils should view the assessment process as a motivating experience which takes place within the overall context of a supportive school. Pupils should make use of feedback, in all its forms to inform next steps for the improvement of their own learning. Parents will receive feedback on their son or daughter's progress through pupil reports, progress checks, and target setting information.

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

Progress

Parents wishing to enquire about a pupil's progress are invited to get in touch with class teachers via the school office or email.

Formative Assessment

Our aim is to work with each child to identify their strengths and next steps. When a child has a clear understanding of where they are in their learning, where they need to go and how to get there, they are more motivated and engaged which in turn improves confidence and attainment. We set clear learning intentions and success criteria, carry



out observations, class quizzes, topic assessments and have ongoing learning conversations. Continuing ongoing assessment takes place throughout the school.

We assess the children more formally in the core areas of the curriculum of Literacy and English and Numeracy and Maths. As children progress through the school we use a combination of different assessment methods to get the best picture possible of a child and their progress.

Parent/Carer Appointments

These will take face-to-face in Term 3.

Written Report

An end of year written report is issued to parents in Term Four which summarises a child's progress in relation to what is appropriate for their age and stage.

Profiles

The children at Raigmore Primary School are encouraged to engage in ongoing conversations about their learning so they are clear about who they are as a learner, where they are in their learning and what their next steps in learning are. The children regularly engage in learning conversations with school staff and peers to reflect on their learning and identify their next steps. Information about the children themselves, their wellbeing, the curriculum, targets, achievements, skills and aspirations are captured within pupil profiles.

When we send the profiles home or at our open afternoons , there are 3 stickers included in the folder/bag with work and profiles. These are so you can talk to your child about their work, write a comment on the sticker and pop in on their work. Your input is an invaluable part of your child's learning journey.

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



Pupil Voice



Pupil Council



Pupils are the reason we are here and yet how often do we ask them about the experience they are having here at school? The Pupil Council helps to address this as it is a voice for the children. The pupil council is made up of a selection of pupils from the P1 to P7 classes. Meetings are held monthly with Mrs Graham.



Climate Club (Eco Schools)



A lot of hard work goes into achieving this award and we are currently going for our next green flag. We are all part of the Eco committee and classes take on jobs in our action plans to improve our school and raise awareness. Miss Elliot meets fortnightly with pupils who form part of a committee. If you are interested in helping this committee, parents and members of our community are welcome to come and join us - please speak to Miss Elliot.



Junior Road Safety Officers (JRSO)



Children from P5 take on the role of JRSOs. They undertake to organise road safety events, games and quizzes.



Rights Respecting School



Pupils from P1-P7 are part of the Rights Respecting committee and we put children's rights at the heart of school life. We work hard as a school to make sure that children's rights are promoted and realised. We aim to enable each child to develop to his/her fullest possible potential and to learn respect for human rights and fundamental freedoms. We have achieved our Bronze award and are currently going for our Silver award.



Forces for All

Mrs Challinor support our Forces for All group who meet fortnightly to support pupils with military connections. They plan and organise events and create and promote resources for our armed forces families.



Junior Sports Leaders



The Active Schools' Co-ordinator, Matthew Allan helps to develop lunchtime and after-school sports activities to give the pupils an opportunity to try a new sport or leisure pursuit. Children in P6 have worked towards their Junior Sports Leader award which encourages pupils to arrange playground games for the younger children. He is keen to give people the skills to run their own clubs. If you think that you would like to help run an after-school club, contact Matthew. See below for details.

Matthew Allan – Active Schools Coordinator – Millburn Academy ASG

Millburn Academy | Diriebught Road | Inverness | IV2 3QR

T: 01463 729152 | M: 07748 703814

E: matthew.allan@highlifehighland.com

Facebook: <https://www.facebook.com/MillburnActiveSchools/>

Instagram: @HLHActiveSchools

Twitter: @HLHsport



School Improvement

This year we are focusing on:

- Literacy
- Numeracy
- Pedagogy (Learning & Teaching)

At Raigmore Primary School we use the Pupil Equity Fund, allocated to us by the Scottish Government, to focus carefully on any gaps in learning which have been identified through our rigorous tracking and monitoring systems. We also use these funds to support health and wellbeing and to provide the children with interdisciplinary learning life experiences in school and the outdoors.

Our Standards and Quality Report and School Improvement Plan will be uploaded to our website once the website is completed. In the meantime, both are available on request.

For further details regarding school performance at local and national level, please see the following links.

<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/>

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



Additional Support Needs (ASN)

Getting it Right for Every Child is the Scottish Government's approach to supporting children and young people. This framework aims to improve outcomes for all children and young people. We follow the Highland Practice Model staged approach to assess, identify and support additional needs.

- GIRFEC builds solutions with and around children and families.
- GIRFEC enables children to get the help they need, when they need it.
- GIRFEC supports a positive shift in culture, systems and practice.
- GIRFEC involves working together to make things better.

Class teachers, in conjunction with our ASN staff and our Senior Leadership Team, monitor the progress of children with additional support. The needs of ASN children are generally met 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. Parent/carers and children will be involved in these procedures and in reviews.

Follow the links for more information about the Highland Council model for support and child's plans at:

http://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners

http://www.highland.gov.uk/download/downloads/id/11/co-ordinated_support_plan

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

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

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

Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you don't feel is being addressed or will want



to talk to someone out with the school. Should you have any concerns that your child's additional needs are not being met, you should contact your child's named person in the first instance and/or the Headteacher. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

http://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners

For additional information on how to better understand and support your child's needs follow the link below:

Enquire – the Scottish advice and information service for additional support for learning <http://enquire.org.uk/>

My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs <http://enquire.org.uk/myrightsmysay/>

[Scottish Independent Advocacy Alliance](#), an advocacy service to support parents and children

[Scottish Child Law Centre](#), an organisation providing free legal advice to young people

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

[Support for learners | Support for learners | The Highland Council](#)



Military Families

Our school welcomes and supports families, their Children and Young People from Armed Forces families: Serving, Reservists and Veterans.

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 or Early Years setting. 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 Armed Forces community. There is a dedicated Highland Council partnership, **The Military Liaison Group (Education)**, often referred to as “The MLG” which has been formed to promote and ensure the equity and equality for your Children and Young People within an educational context.

Visit the Highland Council [Armed Forces Families Website](#) for lots of helpful information and support for both families and Educators. The [Enrolment page](#) may be particularly helpful.

A Welcome to Your Children and Young People

Children and Young People from Armed Forces families in Highland have co-produced a ‘Welcome’ specifically for your Children and Young People moving into Highland. Click these links to view: [Primary School Welcome](#) | [Secondary School Welcome](#)

Please get in touch with your child’s named person or the Headteacher if you have any concerns or if you would prefer, contact the MLG (Education) lead [here](#)





Data Protection

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 Headteacher.

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:

[16plus Planning | Hi-hope](#)

Data policy

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



management and monitoring of education services as well as to produce National Statistics publications.

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

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

Information on why we collect data about pupils and who we share this data with can be found in Highland Council's Privacy Notice which is available here:

https://www.highland.gov.uk/directory_record/1095920/enrol_your_child_at_a_school

Why do we need your data?

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

- Plan and deliver better policies for the benefit of all pupils.
- Plan and deliver better policies for the benefit of specific groups of pupils.
- Better understand some of the factors which influence pupil attainment and achievement.
- Share good practice.
- Target resources better.
- Enhance the quality of research to improve the lives of young people in Scotland.



Your data protection rights

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

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

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at ScotXed@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.



Child Protection

The Child Protection Co-ordinator at Raigmore Primary School is Mrs Graham (Head Teacher) or Mrs MacDonald (Depute Head Teacher) in her absence.

At Raigmore Primary we take the care, welfare and protection of our children very seriously. All children have the right to feel safe, within a nurturing environment that promotes inclusion and achievement.

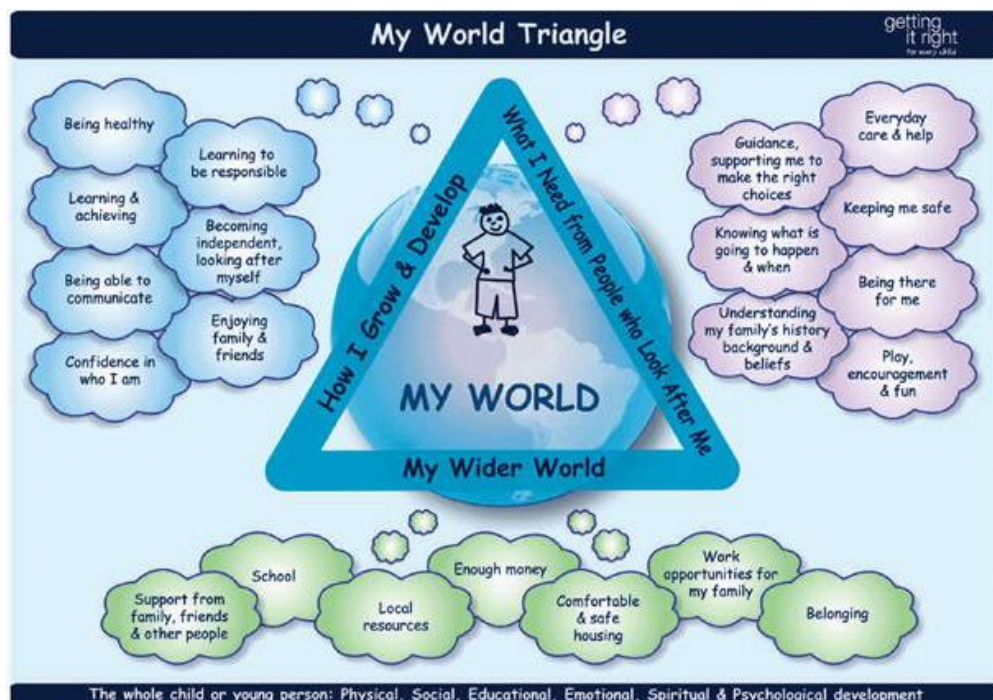
From time to time incidents can occur within the school setting which cause concern and could indicate that a child is suffering some form of abuse.

In terms of Highland Child Protection Committee Inter-Agency Protection Guidelines, Education Service staff must report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation.

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

Copies of child protection policy guidance are available from the Head teacher or online at:

<https://hcpc.scot/wp-content/uploads/2024/09/Highland-Child-Protection-and-GIRFEC-Guidance-2024-FINAL.pdf>





Complaints and Requests for Service

In the first instance complaints should be brought to the attention of the class teacher. For more serious issues parent/carers should contact their child's Named Person, Mrs Graham (Head Teacher), or any member of the Senior Management Team. Contact can be made via the school office on 01463 234971.

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

Mrs Fiona Shearer
South Area Manager
Education and Learning
Highland Council Head Quarters
Glenurquhart Road
Inverness
Tel: 01463 702880

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

Arrangements for parents to record concerns and how these concerns will be dealt with can be found at Parentline: <https://www.children1st.org.uk/help-for-families/parentline-scotland/>.

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.

Finally...

We love our school and are sure you will too! We look forward to welcoming you and your family to Raigmore Primary and hope you all enjoy being part of our school community.

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