



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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2024-2025

Ferintosh Primary School



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# Introduction: Local and National Context

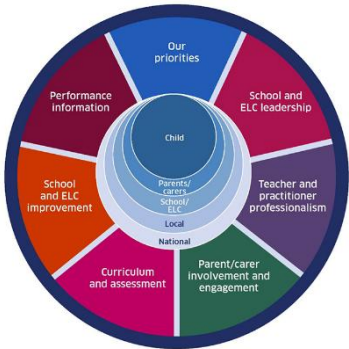
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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



#### 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.

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.

#### 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%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

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We are pleased to present our Standards and Quality Report for Session 2024-25. This report 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 what we do. 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**

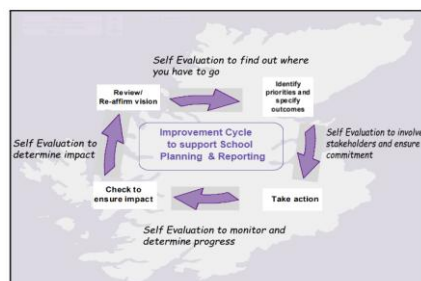
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### **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-àigridh daonna a' faicinn na Gàidhealtachd mar dhachaigh.**

Antony McCallum-McKay  
Head Teacher  
Ferintosh and Mulbuie Primary Schools

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# 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 90.2%	Average Class Size 13	Meeting PE Target Target Met
Pupil Numbers 13	Teacher Numbers 2	Pupil Teacher Ratio 6.8

Ferintosh Primary is located on the Black Isle serving the local community of Easter Kinkell and surrounding areas.

There are children 13 attending the school and they are taught in one single multi composite class of P1-P7.

The Headteacher has overall leadership responsibility for Ferintosh and Mulbuie Primary School. Staff and children from both schools work together regularly.

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, few children are exceeding nationally expected levels. Few children who face barriers to learning are making very 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	Satisfactory progress

We have had no exclusions this year.

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

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#### Vision

Working together to create a happy and nurturing learning community where everyone is valued and challenged to achieve and succeed.

*(Updated in May 2023 in collaboration with the school community and all stakeholders.)*

#### Values

We are...

**R**ESPECTFUL  
(Article 12)

**A**CHIEVING  
(Article 28)

**I**NCLUSIVE  
(Article 2)

**S**AFE  
(Article 19)

**E**NCOURAGING  
(Article 13)



#### Aims

- R A I S E pupils' awareness of their rights and responsibilities as respectful citizens and active participants in the wider world around them.
- Create experiences across the curriculum that are ambitious, challenging and promote independence.
- Provide a safe, supportive and nurturing learning environment where individuals will confidently contribute to the ethos of the school as a community and are confident in the appropriate use of digital technologies.
- Develop relationships across a variety of environments which enable positive physical, emotional, and mental health and wellbeing for all.

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## 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 1:

#### Moderation and Attainment in Writing

##### Purpose:

As this is a national priority and The Highland Council Education priority we are working as an ASG (Associated School Group) to ensure that assessment and moderation practice in writing is collegiate, transparent and of high quality to inform next steps and raise attainment. Working collegiately will ensure equity across a varied ASG including pupils from a disadvantaged background.

##### Progress:

###### Content:

- ✓ ASG writing moderation has taken place on different genres of writing using The Highland Council writing rubric.
- ✓ Use of Scottish Online Formative Assessments (SOFA) for P2,3,5,6
- ✓ Use of National Standardised Assessments (NSA) for P1,4, 7
- ✓ All teaching staff have completed 5 sessions on Explicitly Teaching Writing pedagogy – Description text, Information Report text, Explanation text, Exposition text and Narrative text.
- ✓ As part of the moderation cycle, staff are using Highland's updated progression frameworks for Literacy to inform next steps in planning and teaching to identify gaps and positively impact attainment.
- ✓ 2 x training sessions on use of the Progress and Attainment (P&A) tool on SEEMIS, tracking pupil attainment and data analysis to identify gaps for groups and individuals
- ✓ Robust termly attainment meetings have taken place from P1 - P7 using trackers aligned with Highland Literacy Progression pathways.
- ✓ Digital tools have continued to be used to raise attainment in literacy, with a focus on writing, for example, talk to text etc.
- ✓ Digital tools have been purchased to ensure all children from P4-7 are as independent in their learning as possible.
- ✓ Teaching staff have received training on the use of artificial intelligence (AI) to help support and engage pupils in writing.
- ✓ Quality Assurance- Jotter sampling, Teacher and EYP observations.
- ✓ Pupil Equity Funding interventions in literacy with a particular focus on writing

##### Impact:

- ✓ Staff participation in ASG moderation sessions has ensured a consistent approach to writing moderation, assessment and teacher judgements of the end of a level in particular.
- ✓ Assessment data- SOFA, NSA, ongoing formative and summative assessments, show an improvement in writing and participation, for almost all writers.
- ✓ All teachers have an increased confidence in their writing pedagogy and delivering writing lessons while ensuring pupils have the tools available to scaffold their writing, particularly with descriptive, information report, explanation, exposition and narrative texts. Almost all pupils are now more engaged and confident and, willing to have a go. From pupil feedback, they are more confident in scaffolding and creating different types of texts.
- ✓ Planning is individualised and a formative and summative assessment cycle is used more consistently across the school. Teachers are increasingly more confident when making professional judgements at the end of a level and moderating pupil writing. Most pupils can now articulate their individual targets and are aware of their next steps.
- ✓ Tracking is now embedded, and teachers are more confidently using the data to make predictions and identify gaps for groups and individuals. From this, next steps and targeted interventions are used to support learners.
- ✓ All children's needs are planned for, tracked and met in key curricular areas. Interventions and gaps are identified and areas of focus and support for individual children are addressed.
- ✓ Almost all identified pupils can independently use technology to help support them with their writing. From pupil questionnaires, they are more confident with their writing and using the 'describing bubble' to have a go.

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Pupil participation in writing has increased with almost all pupils now engaging in lessons and producing more substantial pieces.

- ✓ Teachers are more willing to use technology during writing lessons and this is causing better engagement and almost all children are becoming increasingly more confident at 'having a go' with their writing while taking risks.
- ✓ Development of best practice and expected standard within writing jotters - pupils understand expectations and take pride in their writing. They can identify their individual pupil targets and writing level and articulate their own next steps.
- ✓ From pupil feedback, they are more confident with their writing and using the 'describing bubble' to structure their writing and 'have a go'.

#### Next steps:

- ✓ Embed the pedagogy of Stephen Graham's Explicitly Teaching Writing and use the skills developed. This will include continuing with the training on the remainder of texts: Recount, Procedure, Response and Discussion.
- ✓ Review and develop our writing policy as a cluster
- ✓ Work collegiately to ensure that moderation and tracking informs next steps and is raising attainment.
- ✓ Continue to use formative and summative assessment strategies to target identified gaps for pupils from disadvantaged backgrounds and implement targeted interventions with a particular focus in writing.
- ✓ More digital tools will be purchased to ensure equity and independence for targeted pupils while removing barriers to writing.

#### School Priority 2:

### Health and Wellbeing Embedding Rights Rights, Respecting Schools

#### Purpose:

Through discussion with class teachers and identified next steps from planning, tracking and continuous evaluation we agreed to look at play pedagogy within the multi composite classes as part of the children's rights and for wellbeing. This helped to support the attainment of all our young people, develop resilience and maximise health and wellbeing. Through this improvement priority children will be able to explore, collaborate and develop resilience and we will promote independence and motivation for achievement.

1. **Teaching and Learning about rights: for the whole school community through training, curriculum, assemblies, topics, focus days/weeks, displays.**
2. **Teaching and Learning through rights: by modelling rights respecting language and attitudes and making strategic decisions that involve students.**
3. **Being ambassadors for the rights of others: developing as rights respecting citizens.**

#### Progress:

##### Content:

- ✓ Continued to embed the rights of the child into the ethos of the school and enhance positive relationships and ethos between staff and pupils.
- ✓ Policies reviewed, developed and pupil voice added in line with UNCRC – Communication and Positive Relationships.
- ✓ Review of Play and Golden Time. Through pupil and stakeholder voice this has now been changed to 'Clover Time' with a focus on meta-skills.

#### Impact:

- ✓ Observation of all learners indicates that they are developing their understanding of the Rights of the Child and their place in the local and wider world. Children can more confidently explain their Rights and identify what they mean to them as an individual. This has enhanced positive relationships and ethos between staff and pupils.
- ✓ Some pupils have been included in the development of policies and therefore they are more pupil friendly and have pupil buy in. Pupils

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Commented [AJ1]: Please reflect 'so what' on statements. Needs to be aligned with Progress statements?

- ✓ All children are included in the development of class ad playground charters aligned with the UNCRC. These are updated and reviewed at the beginning of the academic session in line with the school values. These are displayed in the classrooms and playground and staff use these during restorative conversations and to highlight expected behaviours
- ✓ Learning Walk and Quality Assurance with a Health and wellbeing focus
- ✓ Ongoing CLPL in Rights of the Child and Play pedagogy.
- ✓ Play audit of classrooms and playground.
- ✓ Pupil steering group created and fortnightly meetings held.
- ✓ All staff have now completed Equality and Diversity training.
- ✓ All pupil Support Assistants have undertaken training on 'The Promise' (for care experienced children) and neurodiversity.
- ✓ Equality and Diversity policy under review in line with UNCRC
- ✓ Assemblies – Rights, Wellbeing Indicators and school values assemblies have been led by the head teacher and minister.
- ✓ Pupil/parent Voice questionnaires linked to HGIOURs
- ✓ Pupil Leadership opportunities for all pupils within the primary setting. Fortnightly groups.
- ✓ Highland wellbeing profile completed in terms 1 and 3, alongside the termly wellbeing web from P1-P7. This is tracked for each child.
- ✓ All staff have undertaken professional reading - Creating a Trauma Informed Classroom
- ✓ Pupils, staff and the wider community know about and understand the UNCRC.
- ✓ Pupil Equity Funding - intervention in Health and Wellbeing

have a better understanding of the policies and feel that their views are respected.

- ✓ Focused and trackable delivery of play with a particular link to the meta-skills. All pupils from P1-7 have the opportunity to undertake structured play to help develop their resilience and independence. Almost all pupils are more actively engaged in activities.
- ✓ Almost all pupils are aware of the charters and follow the school values of being Respectful, Achieving, Inclusive, Safe and Encouraging from P1-P7. Reward certificates linked to the values and UNCRC are achieved, and pupils are able to articulate these achievements with staff and parents/carers. Some children share these using their digital profiles. Pupils are more willing to engage in restorative conversations with trusted adults. Restorative approaches and conversations are consistent and take place between all staff and pupils. These are linked to the school values and recently created Positive Relationship Policy.
- ✓ Recent learning walk has identified that the school has a positive and nurturing ethos, where almost all children are confident individuals and effective contributors. All staff articulate the school values and respect the rights of the child and in turn, pupils feel valued, safe and part of the school community. All pupils were engaged in the lessons.  
Quality assurance – teaching staff feel more confident delivering lessons on H & Wb and discussing the rights of the child. Most children are now engaging in discussions and can articulate some of their rights. Staff and pupils are now using the language of the Rights and our school values more consistently which is positively impacting the ethos of the school.
- ✓ Head teacher and class teachers engaged in professional learning to strengthen understanding of the rights of the child and play within the primary setting. Children now have more opportunities to play with a variety of resources in a more structured manner.
- ✓ Next steps identified through discussion with pupils of how to make play more accessible in the classroom and playground. New resources and timetables have ensured that most pupils are more engaged in a variety of play at break and lunch time. Pupil participation and engagement has increased and children are showing more respect for one another.
- ✓ Pupils created an action plan for RRS at Mulbuie for the session 2024-45and developed successful fundraising activities within the local community for UNICEF and other chosen charities. .
- ✓ All staff are now familiar with the language used. Texts on equality and diversity are available

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throughout the primary school with resources readily available for children of all ages. Children engage in the literature, and some are becoming increasingly more confident sharing their knowledge around diversity. Children also engage in play with inclusive toys. All staff have an increased understanding of the needs of pupils, including those from care experienced backgrounds, trauma and children with neurodiversity. Children's individual needs are addressed more confidently and discretely and from pupil wellbeing profiles, all feel safe at school. Almost all pupils feel confident asking for help and knowing who to turn to for support within the school.

- ✓ The wider school community understand and share the school values which positively impacts the school ethos and learning environment for all learners. Almost all pupils can articulate the values and know about their rights. With a more consistent restorative approach to positive behaviour pupils display these through their actions towards staff and their peers alike. Our Vision, Values and Aims are upheld and contribute to the ethos of the school.
- ✓ Through pupil questionnaire responses, pupil voice and ongoing development of the curriculum rationale, almost all pupils are proud of their school and its unique context. Most pupils/stakeholders feel valued their contributions are respected (see stakeholder comments). Most pupils will actively share their views and opinions on matters relating to the school.
- ✓ All pupils from P1-7 are able to undertake a variety of leadership opportunities throughout the academic session- this allows them to practice and develop new skills indoors and out. Pupils are increasingly becoming more confident and collaborating more positively.
- ✓ Pupil wellbeing is monitored closely, and staff have a better understanding of emotional wellbeing for almost all children. Almost all pupils are supported in developing strategies to help with their emotional wellbeing including those with additional needs. Children are confident talking to staff and sharing any worries or concerns they have. Pupils use emotional check ins at key points in the day, and any concerns are addressed quickly.
- ✓ Staff and head teacher are increasingly developing their knowledge of the UNCRC as duty bearers. The Rights are shared with parents/carers/school community through newsletters, termly overviews and through the school website and some aware of these rights through their children. Most children can articulate some of the rights and are becoming increasingly more aware of what these mean for

- them personally. Pupils are also showing an increasing awareness of the rights of their peers which is starting to have a positive impact on personal relationships and inclusivity.
- ✓ H & Wb interventions have ensured that almost all targeted pupils have an increased sense of wellbeing. Pupils are more confident in sharing their feelings and using a variety of language to express this.

#### Next steps:

- ✓ Evaluate Silver action plan.
- ✓ Create gold action plan and achieve by December 2025. Link to Reading Schools to develop community buy in.
- ✓ Inform school community when Gold is achieved.
- ✓ Article of the fortnight linked to teaching and learning from P1-P7 and included in IDL planning.
- ✓ Continue to link with schools in the ASG to develop Rights Respecting Schools in the wider community.
- ✓ Zones of Regulation digital curriculum to support wellbeing.
- ✓ Continue to use targeted interventions for identified children.
- ✓ Introduce further reading resources to positively impact pupil wellbeing and reduce anxieties around learning.

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

In the 2024/25 session, our Pupil Equity Funding (PEF) has been used to target areas of development through staff training and through these targeted interventions, the attainment gap between our children who are most disadvantaged, and their peers is closing.

#### Explicitly Teaching Writing - Stephen Graham Pedagogy

All learners have progressed through the writing criterion scales successfully and are able to discuss their achievements and next steps in writing.

**Health and wellbeing** – Resources purchased have helped to improve emotional regulation and engagement for identified pupils.

The funds were re-allocated in term 3 to purchase reading resources to increase confidence and engagement in reading.

## Wider achievements

### Coileanaidhean nas fharsainghe

We have had a very productive and successful year at Ferintosh Primary School:

#### Rights Respecting Schools Award- Silver

We achieved Rights Respecting Silver status in June 2024 and continued to embed this throughout the academic session 2024-25 by hosting different events.



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### **Fundraising**

We have held a book swap in school and hosted a charity event to sell our arts and crafts. The Parent Council have held a car boot sale to raise funds for the school. We have also contributed to national fundraising events through our dress down days.

### **Cluster Learning – working in partnership**

We continue to partake in cluster events with Ferintosh Primary School including:

- Author visit,
- Easter Celebration at the local church,
- STEM- Generation Science
- Sports Day
- Outdoor learning events
- Sports Activities,
- Cluster online assemblies with RRS and school values themes
- Visits to outdoor centres
- School trips: Pizza Express, Groam House Museum, Rosemarkie Beach, Inverness and Eden Court
- Nativity
- Curriculum focused cluster learning, for example, numeracy/play focus
- Charity carol event at the local Tesco and were supported by their families and the school community.
- World Children's Day
- After school multi sports clubs linked to the Active Schools Co-ordinator
- Junior Leaders for P6 and P7 pupils



### **Reading Schools Core Award**

We started the journey to being a Core accredited Reading Schools and we were proud to achieve this in May 2025. We are now aiming to achieve our Silver Reading Schools accreditation in academic session 2025-26



### **Sports Scotland School Award**

We were very proud to receive our Sports Scotland Silver Award in May 2025. This was welcome achievement for the activities we undertake in school, including completing the Daily Mile and after school multi sports.

### **Extra-curricular activities**

Our pupils have taken part in several extracurricular activities including mixed football competitions with the tri cluster pupils, after school mixed sports, cross country running, STEM Workshops. The pupils demonstrated the school values and were positive representatives of our school

### **Parental Involvement**

We now have a joint Parent Council across the cluster of Ferintosh and Mulbuie Primary Schools, and they have worked very hard to help provide opportunities for all pupils from Ferintosh and Mulbuie alike. This has included

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hosting an after-school movie, donating to a variety of resources for the schools and through their fundraising efforts, contributed to the whole school trip. Parents have also supported transporting their pupils to many of the sporting events.

Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

The stakeholders were asked a series of questions and below are some of the responses. Due to the small numbers, only percentages have been included:

Stakeholders/Families

Survey feedback

(% of respondents):

- 100% strongly agree - staff treat my child fairly and with respect.
- 100% agree – my child is safe at school
- 100% agree - staff know my child as an individual
- 100% strongly agree - My child receives the help he/she needs to do well
- 100% strongly agree – the school is well led and managed
- 100% would recommend the school
- 

Additional Comments from stakeholders

- Ferintosh has been their home during the primary years"
- Great communication and fantastic teaching and learning. Lots of opportunities to come in!
- Nurturing and supporting children. Providing different learning opportunities in different locations (STEM, trips, sports events):

Staff

- We are a very close team who work well together.
- The children are at the heart of everything we do.
- We support each other to provide the best learning opportunities for the pupils.
- As a 'Team' we all unite together.

Learners

- We like that our school is small.
- we can be taught exactly at our level.
- We get more time spent on each of us individually than we would at a larger school.

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Commented [AJ2]: 100% return?

Commented [AJ3]: 100% returns?

- We have a great outdoor space to play and do outdoor learning.
- We feel happy at school.
- Our school is welcoming and bright.
- Our school is peaceful so we can focus on our work more.

## 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:

Commented [AJ4]: 3.2 good with numeracy being at 60%?

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

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

#### Improvement Priority 1

##### Assessment, Moderation and Attainment in Writing

##### Raising Attainment and Achievement in writing

As this is a national priority and The Highland Council education priority, we are continuing to ensure that assessment and moderation practice is transparent and of high quality in order to inform next steps. We will work to ensure equity across the school including equity for pupils from disadvantaged backgrounds.

#### Improvement Priority 2

##### Learning and Teaching

##### Improving the quality of teaching and learning, to ensure improve attainment.

As a staff we have an agreed need for a consistent approach to high quality learning, teaching and assessment with improved pupil participation and attainment. Our key priority will focus on learning lessons from Bruce Robertson's 'Power Up Your Pedagogy' with a particular focus on; learning intentions and success criteria, questioning, differentiation and feedback.

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Planning ahead  
A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our [website](#) or by contacting the school office.