

# FERINTOSH and MULBUIE

## PRIMARY SCHOOLS HANDBOOK

2026-27



Head Teacher  
Antony McCallum-McKay

### Ferintosh Primary

Easter Kinkell

By Dingwall

Ross-shire

IV7 8HZ

Tel. 01349 861827

[ferintosh.primary@highland.gov.uk](mailto:ferintosh.primary@highland.gov.uk)

[www.ferintoshandmulbuie.co.uk](http://www.ferintoshandmulbuie.co.uk)

Primary 1-7

### Mulbuie Primary and ELC

By Muir of Ord

Dingwall

Ross-shire

IV6 7RB

Tel. 01349 861289

[mulbuie.primary@highland.gov.uk](mailto:mulbuie.primary@highland.gov.uk)

[www.ferintoshandmulbuie.co.uk](http://www.ferintoshandmulbuie.co.uk)

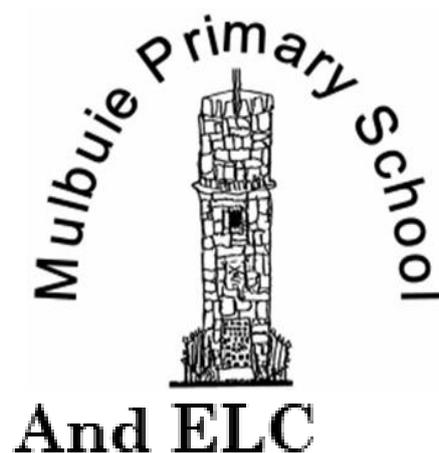
Primary 1-7 and Early Learning and  
Childcare(ELC)

Our school handbook is updated in real-time. Click [here](#) to access the most up to date version.

We hope you find our handbook to be interesting and informative and that it reflects aspects of life at Ferintosh and Mulbuie Primary Schools.



&



**Clover**

**Our Rights Respecting school/ELC mascot**

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# FERINTOSH AND MULBUIE PRIMARY SCHOOLS

## Vision

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

## 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.

*\*Articles relate to the UNCRC Rights of the Child*

## School Ethos

School rules exist for the safety and well-being of all pupils. A high standard of good behaviour and courtesy is expected in Ferintosh and Mulbuie Primary Schools and ELC.

The school's aims are to promote positive behaviour and to recognise and reward examples of such behaviour.

There are consistent strategies in place throughout the school to encourage this behaviour. The class has a reward system in place. Children are regularly praised for good work, manners and thoughtfulness along with out of school achievements.

Golden Time is an established reward period for those children who have demonstrated positive behaviour.

Only with the creation of a partnership between school and parents/carers can such aims be fully realised.

As a matter of course, unacceptable behaviour, in all its aspects, is discussed throughout the school and the emphasis is placed on the feelings of the victims and the need for positive action to be taken to minimise its effects.

Class teachers initially address unacceptable behaviour with a verbal reminder, giving the child the chance to change the behaviour. If misbehaviour continues, a chance to change card is given. If the child still chooses unacceptable behaviour, they will not earn Golden Time. If a child is still finding it difficult to behave or follow the rules, parents/guardians will be contacted in order to discuss possible solutions. The child will be brought to the attention of the Head Teacher.

The school has a very robust [Positive Relationships policy](#) which is shared with parents/guardians of children new to the school and an additional copy offered to anyone else on request. As with all Highland Schools, an [Equality and Diversity Policy](#) is also in place. Both are available on the school website or from the school office. A copy of The Highland Council's anti-bullying policy can be accessed at [THC Anti-Bullying Policy](#).

Our positive school ethos is dedicated to developing the well-being of the children, including development leading to increased educational attainment and other achievements.

Pupils are always made aware of the high expectations placed upon them by school and home and are expected to strive to give of their best in all things.

The relationship between parents/guardians and their children's school is very important and we work together to ensure an equitable approach that takes into account the needs of all children and their families.

## STAFFING

### Senior Leadership Team

Head Teacher: Mr A.McCallum-McKay

### Class Teachers

#### **Ferintosh**

P1-7 Mrs Coons Mon, Tue, Thur, Fri

Mrs C.Paulin Tues morning, Wed and alternate Thurs.

#### **Mulbuie**

P1-3: Ms F.Cumming (Mon, Tues morning, Wed Thurs and Fri)

Mrs C.Paulin (Wed)

P4-7: Mrs C.Fraser (Tues - Fri)

Mrs C.Paulin (Mond all day and Tuesday CCR)

ASNT Mrs Paulin- alternate Thurs

### Mulbuie Early Learning and Childcare (ELC)

Mrs L.Oman (EYP)

Miss N.Ross (EYP)

Mrs E.Watkin (Support Worker)

Mrs C.Coons ( ELC Management)

### Administrative Assistant

(Ferintosh and Mulbuie)

Ms F.Waters

### Support

Ms P.Mackay



Mrs F.Bain

Mrs M.MacDonald

## Catering

Ms Traill                      Ferintosh

Ms L.Steell                      Mulbuie

## Visiting Specialists

Ms L.Bennie                      PE

Mrs R.Farmer                      Music (strings)

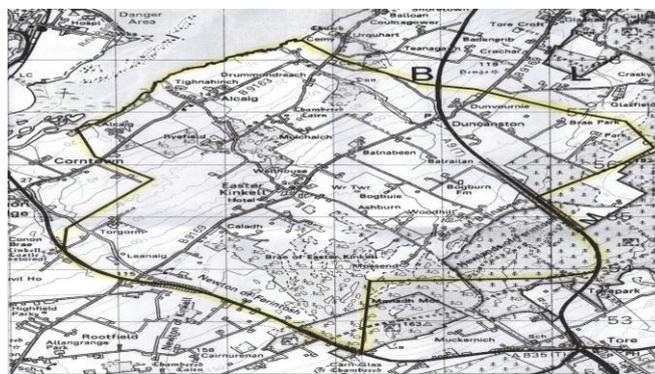
We also have visits from members of Feis Rois to deliver music in the form of group work, Gaelic, children's song and tin whistle, and teachers from Dingwall Academy to teach PE.

## **CATCHMENT AREAS**

### **Ferintosh Primary School**

Situated on the B9169 1 mile west of the A9 at Duncanston. Its catchment area is from the A835 at Leanaig to the road from Dunvornie to Munloch.

The main building is of a traditional type, stone with a slate roof. There are three large classrooms, a school office and staff room. The demountable unit at the back of the main building is used for serving lunches as well as a variety of other activities. The school has extensive grounds, with a large field and woodland area ideal for learning outdoors.



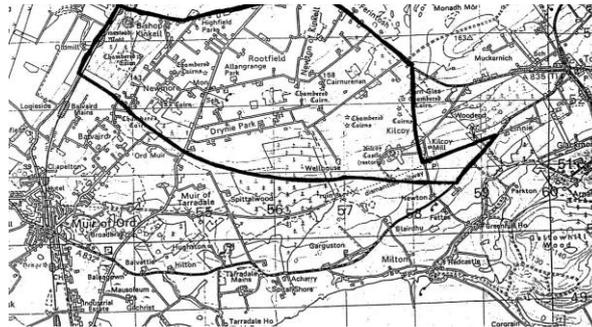
# Mulbuie Primary School

For over 130 years, the Victorian building has retained many attractive and original features. The rural school is at the heart of the community and receives positive support from parents and local residents.

We pride ourselves on our welcoming and friendly atmosphere and on being a place where children are happy and feel cared for.

The main school building has 2 classrooms, toilet facilities, two general purpose rooms, a Head Teacher's office, the school office and a staff room/resource base. There is a demountable unit at the rear of the school which is used for both an ELC and a canteen. There are also toilet/disabled facilities available in this building.

***For safety reasons, the front of the school and drop-off zone are out of bounds to children/parents/carers and are for staff parking and the school bus only.***



The school provides an educational service for the Mulbuie area indicated on the map above. We do have children from out with these areas who also attend our school.

## SCHOOL ROLE

The school's staffing complement is determined by the total school roll. In Session 26-27:

**Ferintosh** has a roll of 10 pupils in one P1-7 class.

**Mulbuie** has a roll of 47 pupils across two multi-composite classes, P1-3 and P4-7, and 11 pupils in the ELC.



## ENROLMENT

Parents/guardians are invited to enrol their child in January. Advertisements are placed by the local authority in the press giving details of how to enrol. Your child must reach the age of 5\* by the end of February 2026 in order to be enrolled to start in P1 in August 2026.

Details of enrolment week in Ferintosh and Mulbuie Primary Schools will be emailed and included in the newsletter.

### Placing Requests – Parent/Guardian Choice

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents/guardians have the right to specify the school in which they wish to place their child. Application must be made to the Area Quality Improvement Manager, Annika Jansson, 84 High Street, Dingwall, IV15 9QN. Placing request forms can be obtained from:

[Enrol your child for early learning and childcare | Enrol your child for early learning and childcare | 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/guardians wish them to attend **Ferintosh** or **Mulbuie** Primary school, they can contact the school office - **01349 861827 (Ferintosh) / 01349 861289 (Mulbuie)** - to arrange a visit

Parents/guardians of children with additional support needs, (including those that have Coordinated Support Plans) can make placing requests to any school in Scotland including schools outside of the local authority area they live in. All appeals about placing requests to special schools will be referred to the Additional Support Needs Tribunal.



## SCHOOL HOURS

Session 1	Interval	Session 2	Lunch (2 sittings)	Session 3	Hometime
09.00 am - 10.30 am	10.30-10.45am	10.45 am - 12.30 pm	P1-3 12-1.15pm	1.15-3pm	3pm
			P4-7 12.30-1.15pm		

The school gates will open at approximately 8.45 am for the arrival of the first school bus/taxi. Whilst punctuality is a requirement, pupils should nevertheless not arrive at school in excess of 15 minutes prior to starting time as supervision is ultimately the responsibility of parents/guardians before 9am and after 3pm. The gates will be closed promptly after the school morning bell

Mulbuie ELC is open between the hours of 9-3.

## SCHOOL TRANSPORT

School Transport is currently provided by Sneckie and C and E Taxis. All parents/guardians should fill in the appropriate form which is available from the school to access a place on the school transport. Please inform the bus company if your child will not be needing transport for that day. The contact numbers are - [Sneckie 01463213323](tel:01463213323) / [C and E 01349862412](tel:01349862412)

Highland Council policy states that pupils less than eight years of age who live more than two miles from the school but still within the catchment area can obtain free transport for the journey to and from school. For children of eight years and above the minimum distance is three miles. In addition, children may occasionally qualify for free transport because of health reasons or disability.

All eligible pupils are issued with a bus pass which should be carried when travelling on the bus.

For pupils using school transport, weather conditions will dictate just how long a child should wait at the pick-up point and parents are asked to advise children appropriately in relation to prevailing conditions. During difficult weather, no pupil is expected to wait longer than twenty minutes past normal 'pick up' time.

It is of course essential that the school has on file a telephone number and address of someone we can contact in the event of these conditions, so parents must complete the school Emergency Contact forms when these are issued to the pupils.

Parents/guardians should apply through the Highland Council website if they think that their child(ren) may qualify for free transport.

## SCHOOL MEALS

As a Health Promoting school we also encourage pupils, staff and parents to think about healthier lifestyles. Healthy living is a regular topic in class. [School meals](#) are prepared in Ben Wyvis Primary and delivered to the school. The dining assistant serves the children their meals. These currently cost £2.40 for P6 and P7 pupils, and just keep getting better, with better quality food, healthier meals, larger portion sizes and more and better choices. If a pupil has special dietary needs, please inform the school. Free meals can be claimed in certain circumstances, for information and application form please see



[http://www.highland.gov.uk/info/899/schools -  
grants and benefits/10/free school meals and assistance with clothing](http://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing)

Money for a whole week's school meals is collected on Mondays or the first weekday the school is in session. The preferred method of payment is by cheque, made payable to 'The Highland Council.' Cash is also an acceptable form of payment.

Pupils in Primary 1 - 5 are entitled to a free school lunch daily.

Menus are available online and updated regularly on the School App. The menus run on a 3 weekly rota with a vegetarian/fish option available each day. The options are varied and healthy. Water and milk are available for the children to drink.

Children can eat packed lunches in the canteen, or in nicer weather outside at one of the picnic tables. All food should be in a semi-rigid container with a secure lid. Cans and bottles or containers made of glass are not permitted. Suitable (NON glass) vacuum flasks are allowed provided that the contents are not overly hot and there is no danger of scalding. Packed lunch boxes should be clearly named both inside and out. As we are aiming to be a healthy school, we would ask for your cooperation in providing a healthy, balanced packed lunch for your child. Application forms for free school meals can be obtained online via the council website or from the Area Education Office, 84 High Street, Dingwall, IV15 9QN. Free school meals and clothing grants are available only to pupils whose parents/guardians are in receipt of Income Support.

[Free school meals and assistance with clothing](#)

[School meals](#)

## UNIFORM/PROPERTY

We encourage children to wear a school uniform at all times. We hope that this encourages a sense of purpose and identity.

The uniform consists of:

**Ferintosh Primary** - green school fleece, white/green polo shirt, bottle green sweatshirt and black/grey skirt or trousers. Plain jogging trousers may be worn.

**Mulbuie Primary and ELC** - burgundy school fleece jacket, sweatshirt and, white/burgundy polo shirt.

Embroidered tops are available if parents/carers wish. However, this is not essential. If you wish your child to have a kilt, skirt, pinafore, shorts or trousers made in the tartan, this is available to purchase from the school, otherwise the uniform consists of black/grey trousers or skirts.

**Pupils are not permitted to wear:**

- ❖ **Jeans/branded items of clothing to school**
- ❖ **Football/rugby tops**
- ❖ **Makeup**

Uniform is available from:



and

Children should have a suitable change of clothes for P.E including trainers. They will not be able to wear their indoor shoes unless PE is in the hall. Please note football shirts are not permitted. The Authority operates a scheme to assist families in receipt of Income Support. Application forms are available from the school or the Area Education Office, 84 High Street, Dingwall, IV15 9QN.

All children must have a pair of indoor shoes to change into for school and for P.E. in the hall.

## Property

It is in your interest and very helpful to us if all belongings are clearly marked with the child's name. This is especially important for items which are similar e.g. sweatshirts and gym shoes. Items which remain unclaimed in classrooms or cloakrooms will be kept in a box for a short time and thereafter put into the Blythswood collection box. Children should be discouraged from bringing items of value to school, as this often leads to upset if they are lost or broken.

## Winter Play

Ferintosh and Mulbuie Primaries operate an all-weather policy and children work and play outside in the fresh air in all but the very worst of weather. Children should come to school dressed appropriately for working and playing outside whatever the weather - good waterproof shoes and a warm jacket with hood. During the autumn and winter the school grounds at Ferintosh and Mulbuie can become very muddy and wet. Please ensure your child has a full change of clothing or waterproof trousers for playtime/lunchtime and they can change these independently.



## **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>

This is in addition to schools' own arrangements in place for informing parents of school closures.

The School App for Parents and email will be used to communicate school closures also.

In the event of adverse weather conditions, e.g. a heavy snowfall, it may be necessary to close school early. If such conditions occur during the school day, parents/carers are asked to use



All children are encouraged to bring a labelled water bottle to school which they can access whilst working. Toilet facilities for all children are modern, clean and bright. Water thermostats are in operation at all sinks and temperatures are checked regularly. The toilets are thoroughly cleaned every day.

## Administration of Medicines

National guidance on the Administration of Medicines in Schools has been issued by the Scottish Government: <https://www.gov.scot/publications/supporting-children-young-people-healthcare-needs-schools/>

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

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

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

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

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

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

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

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

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

The authority policy on administration of medicines in schools is available on the Council website. Prescriptive medication should be given at home by parents/guardians.

[School policies and guidance - child health and nutrition | Administration of medicines in schools](#)

## Minor injuries

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

## Accidents

Identified staff have received Emergency First Aid Training: *Mr McCallum-McKay, Ms Cumming, Mrs Bain, Mrs MacDonald, Ms MacKay, Miss Ross and Mrs Oman*. School staff will only deal with minor cuts and bruises, and these will be cleaned and a plaster applied if deemed appropriate. If your child is injured, falls or becomes unwell during the school day, you or the emergency contact you have provided, will always be contacted and you may be advised to collect your child from school.

In an emergency, medical attention will be sought or the child will be taken to the out-patients department at Dingwall. Parents will be informed as soon as possible.

School staff will make a decision deemed to be in the best interest of the child.

## Mental Health and Wellbeing

Staff 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. Alternatively, there is a completely confidential, online counselling service called Kooth for children and young people from age 10 that can be accessed [here](#). Parents/guardians would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

## Employment of Children

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

[http://www.highland.gov.uk/downloads/download/19/employment\\_of\\_children](http://www.highland.gov.uk/downloads/download/19/employment_of_children)

## ABSENCE FROM SCHOOL

Good attendance is vital if pupils are to achieve their full potential.

Parents/guardians should inform the Head Teacher or school office in writing of any need to withdraw a pupil from school during normal school hours. When pupils require being absent from school during school hours, e.g. medical or dental appointments, parents/carers must collect the children from the school. Schools are required to keep an attendance register by law. We have a responsibility for the care and welfare of all pupils during the school day therefore need to know the whereabouts of absent pupils.

Parents/guardians of children absent from school through illness should please telephone **01349861827/01349861289** or email, [ferintosh.primary@highland.gov.uk](mailto:ferintosh.primary@highland.gov.uk) [mulbuie.primary@highland.gov.uk](mailto:mulbuie.primary@highland.gov.uk) the school by **9.15 a.m.** on the first and each subsequent day of their absence. This is Highland Council policy. If no word is received, the school will contact the parents/guardian to check on the child's whereabouts.

After a period of absence, the child is required to bring an explanatory letter to his/her teacher. This is a policy of Highland Council.

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

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

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

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



## Illness During School Time

If a pupil becomes unwell during the school day, the parents/carers are contacted in order that their treatment may be agreed. It is therefore essential that details of an emergency contact be provided. Where such contact proves to be impossible and the child's condition worsens, medical attention will be sought.

It is therefore important that the school be notified if parents/guardians have objections to any aspect of medical / surgical attention. Please ensure that emergency contact details are kept up-to-date. These forms are issued to all children at the beginning of every session

## SCHOOL IMPROVEMENT

The main improvements in the school over the last 12 months have been:

- Raising Attainment and Achievement in writing
- Health and Wellbeing Embedding Rights

Information and updates of progress relating to this will be issued throughout the duration of the school year in newsletters, information leaflets and on the school website.

Pupils and parents/guardians are systematically offered opportunities to give their views on things over the course of the year. This feedback affects future change and improvement.

A 'Standards and Quality' Report is written annually to give account of the difference the planned improvements have made to the Teaching and Learning in Ferintosh School. Copies of these are available for parents/guardians and members of the community on request.

The School Improvement Plan and Standards and Quality Report are both available on the school website, including a parent/carer friendly version:

### [FMPS](#)

Please visit <https://education.gov.scot/inspection-reports/highland> and <https://education.gov.scot/parentzone/my-school/school-information-dashboard/> for more information of the schools performance at local and national level.

## PARENTS/GUARDIANS/CARERS AS PARTNERS

We believe that much of the strength of the school lies in the positive relationships between staff, pupils and their parents/guardians. These relationships must be nurtured by a healthy exchange of information between teachers and pupils, between home and school. We always welcome parent/guardian interest in the welfare of our pupils.

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

- Pupil progress evenings (Term 1 and Term 3)
- Sharing of Digital Pupil Profiles
- Weekly blog posts
- Open afternoons/Stay and Play sessions
- 'Nursery Natter' (ELC only)
- Monthly/Termly newsletters
- Information on the school website/School App for Parents/email
- Phone calls
- Letters
- Home School Communication diaries
- Open Door policy (before 9am and after 3pm). Appointments can be made in advance if a meeting is required with your child's class teacher)



Annually, there are two Pupil Progress evenings where you are afforded an opportunity to discuss your child's progress with the class teacher. Written reports are issued in June using Highland Council's template.

More information can be found on:

### [Education Scotland](#)

There are regular open afternoons and stay and play sessions throughout the year giving the opportunity to have a look at the work your child has been doing in school. Class assemblies provide an opportunity for children to share their learning. Pupils also take part in a school show to help showcase their talents. The class blogs also offer pictures and descriptions of the activities and learning the children have been doing.

There is a school website with details of school information, activities and events -

### [FMPS](#)

If, at any time, you have any worries or concerns, please make an appointment to speak to the class teacher. The Head teacher is also available. However, it is easier if you phone for an appointment first. Please do not ask our support staff questions about your child's schooling as

they will direct you to the class teacher for information. We regularly gather parent feedback via questionnaires/ newsletter feedback section and face to face.

We also have a School App for Parents, where key information, dates and news are frequently shared.



For more detailed information, the school has a communication policy which is shared with parents/carers of children new to the school and an additional digital copy can be found below:

#### [Policies and Procedures](#)

The support of parents/guardians in their children's education is key to the success of young people. Taking time with them, discussing work, practising language, helping them manage their homework and encouraging responsibility are important ways of supporting children's learning. Useful information for parents/guardians 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 Scotland offers information and guidance on education in Scotland. It provides practical suggestions for supporting learning at home across different areas of the curriculum, guidance on additional support needs, and advice on how parents can engage with their child's school and education.:

#### [PARENTZONE](#)

### Parent/Carer Council

The Parent/Carer Council helps to support the school in its work with pupils, while representing the views of parents and carers. This helps to encourage links between the school, parents and carers, pupils, pre-school groups and the wider community

At Ferintosh and Mulbuie, we have a joint parent/carers council. Information about the Parent/Carer Councils can be found by clicking on the links below:

#### [Ferintosh&Mulbuie](#)

Alternatively you can email them directly on:

**[ferintosh.primary@highlandpc.co.uk](mailto:ferintosh.primary@highlandpc.co.uk)**

**[mulbuie.primary@highlandpc.co.uk](mailto:mulbuie.primary@highlandpc.co.uk)**



The curricular guidelines offer a range of targets and learning outcomes which most children should meet at various stages in the primary school.

There are six levels: Early, First, Second, Third, Fourth and Senior.

Level	Stage
Early	The pre-school years and P1
First	To the end of P4
Second	To the end of P7
Third and Fourth	S1 to S3. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.
Senior phase	S4 to S6, and college or other means of study.

Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and aptitudes. The framework is, however, designed to be flexible in order to permit careful planning for those with additional support needs, including those who, for example, have a learning difficulty and those who are particularly able or talented.

The school has written a high level curriculum map which outlines how Ferintosh and Mulbuie manage the curriculum and is shared with parents/guardians of children new to the school. An additional copy offered to anyone else on request. Information regarding CfE and useful website links can be found on the school's website.

### Languages

Language is at the heart of all children's learning. Through literacy, children receive and develop much of their knowledge and many of their skills.

Language enables children both to communicate with others effectively, for a variety of purposes, and to examine their own and others' experiences, feelings and ideas, giving them order and meaning. It is central to children's emotional and social development, and helps pupils' learning to be coherent and progressive.

The Highland Literacy Project, rolled out to most Highland schools, has given teachers a wider range of skills to increase attainment and awareness of language.

The development of each child's language is supported through an integrated programme of language work involving listening, talking, reading and writing. Each child comes to school with a wide range of experiences and it is on these that the early stages of language are built.

### Listening

Pupils are given opportunities to listen for information, instructions and directions, to listen in groups and their critical faculties are developed by listening to different forms of texts e.g. poems, plays and stories so that they can gain knowledge about language and its uses.

### Talking

Pupils are encouraged to acquire a vocabulary and familiarity with oral language, which enables them to talk fluently yet concisely for different purposes and in different contexts. Thus they can take an influential part in such activities as conveying information in the form of oral reports, debating topics, expressing their own feelings and ideas, talking to different audiences and talking in groups within a framework of a growing understanding of the uses and delivery of speech.

### Reading

In our largely literate society, reading is the fundamental tool which children must acquire if they are to fully participate in the modern world. In this school a mixture of methods is used which will provide the best means of individual pupils gaining this essential tool. 'Look and Say' is combined with phonics as a basic for word attack skills. It is intended that whilst 'Look and Say' provides an initial working vocabulary, phonic skills enable new words to be built up through the association of sounds with a single or blend of letters.



Once the basic skills have been mastered, a variety of texts (both fiction and non-fiction) are selected to maintain pupils' interest in reading and to provide them with interesting sources of information. These are graded for difficulty, and facilitate progression as the pupil's develop in their ability to cope with more complex texts. Higher order reading skills (comprehension, inference, anticipation of outcome, extraction of the main idea from a text, skim reading and distinguishing between fact and opinion) are progressively developed.

### Writing

Along with the manual skills necessary to develop legible handwriting, pupils learn to communicate in a range of written styles. Pupils are offered experiences to develop skills of writing in a range of contexts including writing personal reports, diary entries, poetry, science reports, diagrams, historical accounts and Interdisciplinary Learning

We are developing the way that we teach writing in Ferintosh and Mulbuie. We are currently undertaking training in raising attainment in writing through the pedagogy of "Explicitly Teaching Writing". This is about being very clear with children about the art of text construction. Teachers explore the purpose, structure and language features of the 9 most commonly used text types in the Scottish curriculum- these are discussion; response; exposition; report; procedure; explanation; recount; description; narrative. These fall into 3 broad areas:

persuasive; informative; imaginative. It is not recommended to teach all 9 text types in one academic year! Rather, comprehensive coverage of 3 text types per year is advised - with a suggested five or six weeks spent teaching each text type

A central thread is the importance of **explicitly teaching writing** and a **gradual release of responsibility** - moving from modelling to shared and interactive to independent writing.

Modelling →	Shared & Interactive →	Independent
To →	With →	By

#### Modern Languages

P1-7 pupils currently receive teaching in French. With P5-7 receiving a mixture of BSL and Spanish.



#### Mathematics

Through a Curriculum for Excellence, children are encouraged to view numeracy as a practical subject used in a meaningful way. They are taught to count and work with numbers, to measure and record information 'mathematically' thus developing their mathematical experiences. Many 'maths' experiences are taught in an active way which is meaningful to children. Learning outcomes are shared with the children on a regular basis and their skills revisited. Their skills are enhanced by their usage in practical situations e.g., going 'shopping' and weighing goods. There is a focus on problem solving and enquiry skills and early numeracy is expanded to include knowledge of shape, position and movement. An emphasis on 'the basics' such as mental and written computation allows the children to apply mathematical skills more easily.

#### Social Studies

Social Studies are taught on a discovery basis throughout the school. Topics are balanced to provide children with an appreciation of enterprise, history, geography, global citizenship and eco sustainability, and an emphasis on Scottish and local issues. Teachers and children are involved in planning these interdisciplinary studies, while being mindful of appropriate levels for composite classes.

As children work on themes, they develop an extensive range of progressive skills for life and meta skills. Outdoor learning is integrated into our work and play.



### Technologies

The use of ICT is integrated into all areas of the curriculum to support learning. Technologies also include understanding technological developments in Society, contexts for developing technological skills and knowledge such as in business, computing science, food and textiles and craft, design, engineering and graphics. Lessons can be stand alone or part of a larger project.

### Expressive Arts

This covers a wide area of activities all of which seek to enable the pupil to develop relevant, creative and expressive skills through personal experience.

A broad and balanced curriculum recognises the important role the aesthetic subjects have to play. Art, Music and Drama are all classified under this term. Where possible they are linked with class work and Social studies. Specialist teachers, Feis Rois along with lessons from class teachers provide our children with a wide range of skills and experiences. In Art a variety of media is used including paint, collage and clay.

Music makes provision for singing and instrumental instruction as well as listening to music.

Drama encourages roleplaying, mime, improvisation and enactment of episodes in stories and poems.



### Science

Through science, children and young people develop their interest in, and understanding of the living material and physical world. They can engage in a wide range of investigative group tasks which allow them to develop important skills to become creating and enterprising adults. Children are encouraged to investigate their environment by observing, investigating, exploring and recording.

### Religious and Moral Education

Religious Education takes account of knowledge and understanding of Christianity and other World Religions and to recognise religion as an important expression of human experience.

We encourage the children to appreciate moral values such as honesty, liberty, justice, fairness and concern for others and to investigate and understand the questions and answers that religions can offer about the nature and meaning of life. We have community links with the minister, Calum Ian from the Ferintosh Free Church.

Moral Education reinforces the school ethos concentrating on consideration for others and the value of kindness and courtesy.

Whilst Religious Education is required by Statute to form part of the curriculum, parents have the right to withdraw their children from Religious observance such on written notification of the same to the Head Teacher.

### Personal and Social Development

Schools have responsibilities to help each child develop personally and socially. This is a very important part of education. We aim to enable the children to have a positive regard for the needs of self and others, develop skills to enable them to participate effectively and safely in society; to be resilient and tolerant, and to take increasing responsibility for their own lives.

Teachers often use a 'circle time' approach to give pupils a voice and to discuss issues involving themselves & others. Across the schools, we have a 3 year cycle of sustainable learning to enhance pupil skills for life, learning and work.

Local and world-wide charity work forms an important part of school life and helps the children to learn strong moral values.



### Health and Wellbeing

In the course of a school year, all pupils are encouraged to look at the 3 areas encompassing health education.

- 1 Emotional Health. This explores emotions, feelings and relationships and how they affect us.
- 2 Social Health. This explores the interaction of the individual, the community and the environment in relation to health and safety.
- 3 Physical Health. This explores physical factors in relation to our health and looking after ourselves.

When sensitive lessons such as relationships, sexual health, parenthood, drugs awareness and Internet Safety are being taught at school, parents/guardians are informed by letters and asked to contact the school with any questions.

Physical Education involves gymnastics, games skills, dance and expressive movement.

We strive for all pupils to receive the recommended two hours of Physical exercise per week. There are many additional sporting opportunities offered during the school year such as swimming (when available and at no cost to families) and football.

Pupils complete PE outside or alternatively walk to the nearby community hall. They are



supervised at all times and risk assessment procedures are followed.

## Learning and Teaching

All teachers use a variety of methods when teaching. Children may be taught as a whole class, in groups, and at times, individually. Teachers ask a range of questions requiring children to think. Children will write reports, carry out experiments, solve problems, research using ICT, discuss issues with classmates and use textbooks effectively.

For more information on the curriculum and on Learning and Teaching at Ferintosh and Mulbuie, please refer to our Curriculum Rationale which is available both on the website and through the school office.

## Assessment and Achievement

As a school, we seek to provide information to pupils, parents/guardians and staff to assist in the effectiveness of the learning and teaching process and in raising attainment.

Teachers 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.

We hope that pupils view the assessment process as a motivating experience which takes place within the overall context of a supportive school. We encourage pupils to make use of feedback, in all its forms, to inform next steps for the improvement of their own learning.

Assessment is carried out in a variety of ways: -

- Day to day informal observations of pupils by teachers to assess the ability and working level of each pupil. Special note is also taken of any pupils with a special aptitude or any who may be finding a specific area of learning difficult.
- Class, group and individual assessments are used to check more precisely how well pupils are meeting their learning outcomes. These may include online assessments and standardised assessments, as well as assessments in class and assessments conducted by the Head Teacher.
- Self and peer assessment. This can be a very effective tool allowing pupils to take more responsibility for their learning. All pupils set learning targets each term and evaluate their success in achieving them.

Parents/guardians will receive feedback on their child's progress through pupil reports, digital profiles, and pupil progress meetings (twice per year).



## Achievement

Pupils' achievements in and out of school are celebrated in the classroom and through our displays, newsletters, digital pupil profiles, school values certificates and letters home. All pupils have a digital profile where they record their achievements from within school and extracurricular. Pupils are given opportunities to share their targets and achievements with their peers during school time and also with their parents/carers.

### Partnerships with the Local Community/Organisations

Ferintosh and Mulbuie Primary Schools work in partnership with many partners to fulfil our pathways to wider achievement.

These partners include:

- [Feis Rois](#)
- [Eden Court Creative Team](#)
- [Dingwall Swimming Pool - Highlife Highland](#)
- [Active Schools Coordinator](#)
- Parents/Carers and Friends
- [Dalquise](#)
- [Evanton Woodland Community Trust](#)
- [Abriachan Forest Trust](#) and the [Moniack Mhor Creative Writing Centre](#)
- [Tesco](#)
- [Dingwall Academy](#)
- [Ross County Football Club](#)
- [NSPCC](#)
- [SSPCA](#)
- [Rights Respecting Schools](#)
- [Ferintosh Free Church- Minister](#)
- ASG Cluster schools
- [Moo Music](#)
- Wyvis House

We are always keen to identify new partnerships to enhance pupils' learning. Please contact the Head Teacher if you can support in any way.

We do not offer a breakfast club.

Afterschool clubs are organised through [High Life Highland](#) and run by parent volunteers. Our Active Schools Co-ordinator Willie Mcleod is more than happy to talk to parents/carers who would like to volunteer their time. He can be contacted on [willie.mcleod@highlifehighland.com](mailto:willie.mcleod@highlifehighland.com).

## Pupil Voice

Opportunities for pupil voice are provided through leadership groups that meet every two weeks, including the Rights Respecting Group, Reading Champions, and other pupil leadership roles. These groups give pupils a chance to actively participate in school decisions, develop responsibility and leadership skills, and contribute to a positive school culture. They also help pupils build confidence, teamwork, and communication abilities while fostering a sense of ownership over their learning and school environment.

## Homework

In keeping with the ideals of the Curriculum, pupils will be given homework using a flexible arrangement. Whilst younger pupils will have reading practice on a daily basis and we ask that pupils are encouraged to read for enjoyment at home; the majority of homework will be given to build on a class lesson or to practise a skill being learned at school.

The setting of homework gives parents/carers the opportunity to see what their children are learning in school and to work as a partner with the school to promote the importance of Education.

Although all homework will be fully explained to your child in school, confusions can sometimes arise. Please don't hesitate in asking advice from the class teacher. The Homework Policy can be accessed from the school's website or on request, one can be obtained from the school office.



## SUPPORT FOR PUPILS

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

Schools are bound by The Education (Additional Support for Learning) (Scotland) Act 2009. We follow The Highland Practice Model staged approach to assessing, identifying and supporting additional support needs. In this model every child has a 'named person' who is responsible for making sure that the child or young person has the right help to support his/her development and well-being. More information can be found at [www.forhighlandschildren.org](http://www.forhighlandschildren.org).

If you have a concern about your child in primary school, please contact your child's class teacher in the first instance, or the 'named person', who will usually be the head teacher and can be contacted through the school office.

Class teachers, in conjunction with the Head Teacher, monitor the progress of pupils who need additional support. The needs of such pupils are generally catered for within the normal curriculum but with specialist advice and support as required. If necessary, a Child's Plan may be put in place to help plan, organise, monitor and regularly review a child's progress. Parents/guardians and pupils will be involved in these procedures and in reviewing the success of

support and interventions. More information can be found about the Highland Council model for support and child's plans at:

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

[Support for Learners Website](#)

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

Sometimes a Children's Service Worker will be involved in supporting a child. A Children's Service Worker 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/guardians will always be involved in discussions about any additional support, including pastoral, being suggested for their child and any need that may be identified within the school to ensure that we are [Getting It Right For Every Child](#).

Highland Council would seek to work in partnership with parents at all times, but sometimes you may 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 Head Teacher in the first instance. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

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

Information can also be found from organisations specified by Scottish Ministers which provide advice, further information and support to parents of children and young people with Additional Support Needs:

(a) Enquire - the Scottish advice and information service for additional support for learning

<http://enquire.org.uk/>

(b) [My Rights, My Say](#) - an advocacy and advice service for young people over 12 with additional support needs

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

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

Parents/guardians of children with additional support needs, (including those that have Coordinated Support Plans) can make placing requests to any school in Scotland including schools

outside of the local authority area they live in. All appeals about placing requests to special schools will be referred to the Additional Support Needs Tribunal.

## TRANSITION/TRANSFER

### ELC Transition to P1

Transition from the ELC into P1 begins early in the year (after the October break), with classroom visits and the P1 teacher visiting the ELC. Activities are planned throughout the year, including information sessions for parents/carers and a buddy system to support children as they move into P1.

### Transfer To Another Primary School

In the event of a pupil transferring to another primary school, parents/guardians should give written notification of the name and address of the next school to be attended.

Ferintosh/Mulbuie Primary will provide a report for the receiving school which will include the child's profile and record of achievements, and the levels of attainment of the child.

To ease transition it is recommended that jotters and other written work be retained as these can prove useful to the class teacher at the new school.



### Transition To Secondary School

According to the Parents Charter, parents/guardians have the choice of Secondary Schools to which they may wish to send their children.

The feeder Secondary School for Ferintosh/Mulbuie Primary is:-

**Dingwall Academy, Dingwall, IV15 9LT**

**Tel: 01349 869860**

**Email: [dingwall.academy@highland.gov.uk](mailto:dingwall.academy@highland.gov.uk)**

**Head Teacher: Mr James Vance**

#### Moving On - From P7 to S1

To ensure that the move from Primary School to Secondary School is positive and seamless, regular contacts are made between the Secondary School and the associated Primary Schools which help make the transition as smooth as possible.

There are teachers from Dingwall Academy working in Ferintosh Primary throughout the year, teaching French and PE to our pupils. In addition, the Guidance Departments of Dingwall Academy visit Ferintosh and Mulbuie Primary in May/June to meet with the pupils and answer all questions.

Dingwall Academy arranges a 3-day induction to Secondary life during June followed by a parent information session.

If parents/guardians decide to choose any other school as their choice of Secondary school, then they must provide their own transport for their child to and from the school.

## 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 an application to the Head Teacher.

#### **Data Protection Legislation**

Information on pupils, parents 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

[ScotXed](#)

Why do we need your data?

In order to make the best decisions about how to improve our education service, the 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

## 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 the 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, the Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by the 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 the Scottish Government.

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

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

[https://www.highland.gov.uk/directory\\_record/1095920/enrol\\_your\\_child\\_at\\_a\\_school](https://www.highland.gov.uk/directory_record/1095920/enrol_your_child_at_a_school)

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- 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>

The 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 the 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 this data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and out with Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

## Concerns

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

For any data protection concerns within The Highland Council, contact [Miles.Watters@highland.gov.uk](mailto:Miles.Watters@highland.gov.uk) Risk and Information Governance.

## Policies

Click the links below for the schools Bullying and Positive Relationship policy and the Council's anti-bullying policy.

[Bullying and Positive Relationships](#)

[THC Anti-Bullying Policy](#)

School policies and a list of authority policies can be accessed via the [school](#) and [council](#) websites.

## Child Protection

From time to time, incidents can occur within the school setting which cause concern. 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 guidelines are available from the school office or online at:

### [GIRFEC and Child Protection Guidance](#)

Anyone who has a concern around a child's wellbeing should please talk to the Head Teacher. Any information shared will be addressed sensitively and in line with the guidelines. If you believe a child to be at immediate risk of harm, then the police should be informed.

Advice and information is available from

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

## Photographs

Ferintosh and Mulbuie Primary Schools recognise the issues surrounding Child Protection and personal privacy and a policy aimed at safeguarding pupils exists.

Parents/carers are asked not to publish or post pictures of children other than their own on social media or in other public places.

## Equality and Inclusion

Equality and Inclusion

For up-to-date information please see:

[Equal Opportunities THC](#)

[Presumption to provide education in a mainstream setting: guidance](#)

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](#).

## Military Families

Our school welcomes and supports families and their children and young people from Armed Forces families: Serving, Reservists and Veterans.

We understand some of the challenges that service life can bring. These may be more difficult during times of mobility, separation due to a deployment, long training exercise or weekending. We look forward to working with you to ensure your child or young person thrives whilst with us in Highland.

Please get in touch with us as soon as you can so we can work together to ensure we are ready for your child or young person joining us. This is particularly important if they have additional support for learning (ASL) needs so that we can where possible have the appropriate support in place. (ASL is the term used in Scotland, in England a similar term is SEND).

Highland Council proudly committed to the Armed Forces Covenant many years ago and have built positive relationships with its Armed Forces community. There is a unique and dedicated partnership, The Military Liaison Group (Education), often referred to as "The MLG" extend a warm welcome to you. This was formed to promote and ensure the equity and equality for any child or young person from an Armed Forces family, within an educational context, so that they thrive whilst with us in Highland. There is a dedicated website in Highland, [Armed Forces Families Website](#) that has been developed and informed by our Armed Forces community's needs. It is an easy to navigate website with helpful information, guidance and support for families, educators, children and young people and communities. Here is a link to take you directly to the [Enrolment page](#) which may be particularly helpful.

Our children and young people have co-created a warm welcome to you and your family. Click the links here [Primary School Welcome](#) | [Secondary School Welcome](#)

Please get in touch with the Headteacher if you have any queries or if you would prefer, contact the MLG (Education) lead here [-here](#).

## COMPLAINTS AND REQUESTS FOR SERVICE

If a parent/carer has any concerns they should contact their child's Named Person in the first instance, who for children in ELC-P7 is the Head Teacher, Mr A.McCallum-McKay.

The school will always endeavour to resolve issues by listening to parents/carers and seeking solutions in partnership. Should a situation not be resolved, parents can contact the Area Quality Improvement Manager (AQIM), Annika Jansson at [annika.jansson@highland.gov.uk](mailto:annika.jansson@highland.gov.uk).

Please note that transport is not a school responsibility and any queries should be addressed to the Transport Development Officer, Highland Council, Glenurquhart Road, Inverness, IV3 5NX, or [school.transport@highland.gov.uk](mailto:school.transport@highland.gov.uk).

## CONCLUSION

We hope that this booklet provides you with an understanding of our school, our aims and how we endeavour to achieve these. Should you wish to visit the school you will be made most welcome

We look forward to having a happy and successful partnership with you and your child.

All information included in this handbook is correct at time of going to print - details and policies may change over the course of time.

## DATES FOR YOUR DIARY 2026 – 2027

### Highland School calendar 2026/27

Please note - Dates may be subject to change

August 2026								September 2026								October 2026								November 2026							
WK	Mo	Tu	We	Th	Fr	Sa	Su	WK	Mo	Tu	We	Th	Fr	Sa	Su	WK	Mo	Tu	We	Th	Fr	Sa	Su	WK	Mo	Tu	We	Th	Fr	Sa	Su
32						1	2							5	6	41				1	2	3	4	45							1
33	3	4	5	6	7	8	9	37		1	2	3	4			42	5	6	7	8	9	10	11	46	2	3	4	5	6	7	8
34	10	11	12	13	14	15	16	38	7	8	9	10	11	12	13	43	12	13	14	15	16	17	18	47	9	10	11	12	13	14	15
35	17	18	19	20	21	22	23	39	14	15	16	17	18	19	20	44	19	20	21	22	23	24	25	48	16	17	18	19	20	21	22
36	24	25	26	27	28	29	30	40	21	22	23	24	25	26	27	45	26	27	28	29	30	31		49	23	24	25	26	27	28	29
37	31							41	28	29	30													50	30						

December 2026								January 2027								February 2027								March 2027							
WK	Mo	Tu	We	Th	Fr	Sa	Su	WK	Mo	Tu	We	Th	Fr	Sa	Su	WK	Mo	Tu	We	Th	Fr	Sa	Su	WK	Mo	Tu	We	Th	Fr	Sa	Su
50		1	2	3	4	5	6	2					1	2	3	7	1	2	3	4	5	6	7								
51	7	8	9	10	11	12	13	3	4	5	6	7	8	9	10	8	8	9	10	11	12	13	14	11	1	2	3	4	5	6	7
52	14	15	16	17	18	19	20	4	11	12	13	14	15	16	17	9	15	16	17	18	19	20	21	12	8	9	10	11	12	13	14
1	21	22	23	24	25	26	27	5	18	19	20	21	22	23	24	10	22	23	24	25	26	27	28	13	15	16	17	18	19	20	21
2	28	29	30	31				6	25	26	27	28	29	30	31									14	22	23	24	25	26	27	28
																								15	29	30	31				

April 2027								May 2027								June 2027								July 2027								
WK	Mo	Tu	We	Th	Fr	Sa	Su	WK	Mo	Tu	We	Th	Fr	Sa	Su	WK	Mo	Tu	We	Th	Fr	Sa	Su	WK	Mo	Tu	We	Th	Fr	Sa	Su	
15				1	2	3	4	19						1	2	24		1	2	3	4	5	6	28				1	2	3	4	
16	5	6	7	8	9	10	11	20	3	4	5	6	7	8	9	29		5	6	7	8	9	10	11	29	5	6	7	8	9	10	11
17	12	13	14	15	16	17	18	21	10	11	12	13	14	15	16	25	7	8	9	10	11	12	13	30	12	13	14	15	16	17	18	
18	19	20	21	22	23	24	25	22	17	18	19	20	21	22	23	26	14	15	16	17	18	19	20	31	19	20	21	22	23	24	25	
19	26	27	28	29	30			23	24	25	26	27	28	29	30	27	21	22	23	24	25	26	27	32	26	27	28	29	30	31		
								24	31							28	28	29	30													

School holidays  
In-service days

School days

For full details on school dates and public holidays, visit:

[School term dates](#) | [School term dates](#) | [The Highland Council](#)