

HONESTY KINDNESS RESPECT DETERMINATION



## School Handbook

2026/2027

Gledfield Primary School  
Church Street  
Ardgay  
IV24 3BN  
Tel: 01863 766580

E-mail: [gledfield.primary@highland.gov.uk](mailto:gledfield.primary@highland.gov.uk)

Head Teacher: Mrs. Gordon



## **Section 1 - School Information**

Vision, Values and Aims  
Staff Information  
The School Day  
Term dates  
Enrolment  
Dress Code/Uniform  
School Meals  
Attendance/Absence  
Safety and security/Emergencies  
Adverse Weather  
Medical Information  
Administration of medicine

## **Section 2 – Parental Involvement**

Involvement  
Parent Council  
Parent Partnerships  
Parent Meetings  
Reporting to Parents  
Home Learning  
Home and School Links  
School Community  
Pupil Representation and Involvement  
Extra-Curricular Activities  
Behaviour, Conduct and Attitude  
Bullying

## **Section 3 - Curriculum**

Curriculum of Excellence  
Active Learning  
Planning  
Curriculum, Assessment and Arrangements for Reporting  
Learning Journey and Pupil Profiles  
Standardised Assessments

## **Section 4 – Support for Pupils**

GIRFEC  
Wellbeing  
Named Person  
Equal Opportunities

Additional Support Needs  
Educational Psychology Service  
Child Protections

**Section 5 – School Improvement**

School Improvement  
Standards and Quality Report  
Raising attainment  
Pupil Equity Funding  
School Inspections



Dear Parent/Carer,

I am very pleased to welcome you and your child to Gledfield Primary School.

We look forward to a long and lasting partnership with you. The purpose of this handbook is to give you as much information, in an easily digestible form, about our school. It is, however, by no means exhaustive and if you have any queries, you feel this booklet fails to cover, do not hesitate to contact me.

Parents are most welcome to get involved in the life of the school. We have an active Parent Council who meet regularly. Please do not hesitate to come forward and express your opinions and offer your services at any time.

Finally thank you for taking the time to read this handbook. The school staff look forward to a happy and successful partnership in the future with you and your child.

Yours sincerely,

Mrs Christine Gordon  
Head Teacher

## Introduction

Gledfield Primary is situated half a mile west of the village of Ardgay in a rural location. It is situated in the beautiful surroundings near the mouth of Strathcarron through which the river Carron flows. It is ideally situated for our outdoor learning curriculum. Our outdoor environment offers us massive potential for fostering learning and enhancing experiences for all our pupils.

The school itself comprises a Victorian building dating back to 1875 to which was added an infant class and kitchen. The school was refurbished in 2001 where an extension was



built to the north side. The original building was refurbished and is now a general-purpose area and canteen. The new extension consists of three classrooms, a resource room, medical room, cloakrooms, staff and pupil toilets, disabled toilet, staff room, office and pupil entrance area.

Our nursery was housed in the refurbished older part of the school and has its own secure entrance and fenced play area.

The current school roll is 23 and 6 in our nursery.

Further information can be found on our school website:

<https://gledfieldps.wordpress.com/>

## **Section 1 – School Information**

### **School Ethos**

At Gledfield Primary School, we pride ourselves on having a positive school ethos, where our children and staff work together, along with our school and wider community, on our journey to excellence.

Together, time has been spent working with the staff, our children, parents, and local community on the process of developing a shared vision, aims and values for our school. These are regularly reviewed and updated.

### **Our Vision and Values**

These have been written in consultation with pupils, staff and parents to embrace the Highland Council vision statement and have been encapsulated as a mission statement for the school and its work. We have recently reviewed our Vision, Values and Aims and these have now been updated.

### **Vision**

Our school vision is **‘Learning Together, Growing Together’**. This was done through staff, children, parents and the wider community working together.

### **Values**

- Honesty
- Kindness
- Respect
- Determination

### **Aims**

- ❖ Create a happy, secure and safe environment in which all members of the school community treat each other with mutual respect and fairness.
- ❖ Deliver a broad, balanced and inclusive curriculum which allows each child to achieve his or her full potential.
- ❖ Provide high quality teaching and learning experiences that promote active learning.
- ❖ Encourage and support the development of positive life styles and attitudes with a particular focus on health and wellbeing.
- ❖ Encourage everyone to respect other people’s views and lifestyle ensuring no bias due to race, religion, disability or gender.
- ❖ Make a contribution to the life of the community through actively promoting partnerships with parents, professional agencies, individuals, businesses and the wider community.

- ❖ Be a learning community which supports learners, families and staff in their commitment to lifelong learning.

### **Teaching Staff**

Head Teacher	Mrs Christine Gordon
Primary 1-3 Primary 4-7	Mr Robert Smith Miss Patricia Rannie
Visiting Teachers/Tutors:	Mrs Laura Kawea Mr Jack Christie (Strings instructor) Mr Angus MacPhee (Piping instructor)

Pupil Support Assistants:	Mrs Pauline Smith
Office Staff:	Miss Stacey Wheelan
Janitor/FM:	Mr Robert Aitkins
Catering Staff:	Mrs Kay Mackenzie
Cleaning Staff:	Mr Robert Aitkins



### **The School Day**

<b>Primary 1 - 3:</b>	9am. – 12.30pm 1.15pm. – 2.30pm
<b>Primary 4-7:</b>	9am – 12.30pm 1.15pm – 3pm
<b>Intervals:</b>	Break time: 10.45m - 11am Lunchtime: 12.30pm – 1.15pm



- ❖ There is no supervision of pupils prior to 8.50am or after the 3pm finishing time.

## **Transport**

Transport to and from school is provided for pupils under eight years of age who live more than two miles from the school and for those over eight years of age who live more than three miles away.

## **Term Dates**

Term dates can be access through this link:

[https://www.highland.gov.uk/info/878/schools/32/school\\_term\\_dates](https://www.highland.gov.uk/info/878/schools/32/school_term_dates)

## **Enrolment**

### **Primary 1 enrolment**

Parents may choose to enrol their child to begin school in August if that child's fourth birthday falls before the last day in February of the following year. Enrolment of new Primary 1 pupils take place in February and notice of the exact enrolment dates are given in the local press and notices will be on display in the community area of the school.

Arrangements are made in late May for the new Primary 1 pupils to spend some time in school to get to know their new teacher (if possible) and the school building.

It is usually possible to find places for pupils wishing to enrol at other stages in the school. In the first instance parents should contact the Head Teacher via the school office for details of available places and how to apply. Priority for places at Gledfield Primary are given to those living in the catchment area but parents can apply for a placing request through the Area Quality Improvement Manager, Isobel Sinclair (North Schools) [Isobel.Sinclair@highland.gov.uk](mailto:Isobel.Sinclair@highland.gov.uk)

### **Placing Requests – Parental 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 have the right to specify the school in which they wish to place their child. Application must be made to the Area Education Improvement Manager as above. Placing request forms can be obtained from [Enrolment in a school outside your catchment area | Enrol your child for school | The Highland Council](#)

Transportation to and from school, for placing request pupils, is a parental responsibility.

If pupils live outwith the school catchment area and their parents wish them to attend Gledfield Primary they can contact the Head Teacher to arrange a visit.

Parents of children with additional support needs, (including those that have Co-ordinated 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.

**Deferred entry:**

Parents whose child's birthday falls after the start of August and who feel their child is not yet ready to attend school may discuss with the school whether a deferred entry would be in their child's best interest.

**Nursery:**

Parents who wish to enrol their children in Nursery should contact the Head Teacher to discuss arrangements.

**Transition to Secondary Education**

Tain Royal Academy is the associated Academy for secondary education. The Head Teacher is Mr Darren Jarvie and he can be contacted on 01862 892121. Further information about Tain Royal Academy can be found at [www.tainroyalacademy.org.uk](http://www.tainroyalacademy.org.uk) or via Facebook and Twitter.

**Uniform**

The policy of the school is that children are expected to wear school uniform as it promotes a feeling of school unity and discourages bullying on account of designer labels.

Gledfield Primary School colours are:

Hoodies, sweatshirts and cardigans	Blue
Trousers and skirts	Black or grey
Polo Shirts / Blouses	Blue or white
Jogging Bottoms	Black

MacGregor Schoolwear is our main supplier of school uniforms. Please find details on how to order them below.

**MacGregor Schoolwear**

(within MacGregor Industrial Supplies)  
15-17 Henderson Road,  
Inverness,  
IV1 1SN Tel: 01463 717999

You can go into the shop and purchase directly or you can shop online at [MacGregor Schoolwear | Quality School Uniform](#)

You will then see a list of all the items you can purchase.

All children should have a pair of indoor soft-shoes with them daily and shorts and T-shirt on days when they are receiving physical education. A request may also be made for each child to provide an old shirt or apron for protection of clothes during artwork.

In special circumstances, Highland Council may provide a clothing grant. Any parent wishing to make application is asked to contact the school for an application form.

[Free school meals and assistance with clothing | Free school meals and assistance with clothing | The Highland Council](#)

It is essential that all items of clothing are clearly marked or labelled with the child's name, especially during the winter when items of protective clothing (coats, anoraks, wellingtons, etc.) are so similar in appearance.

The school does not allow children to wear team football tops in school. We have found that when football tops are worn it creates bad feeling between those children that support a particular team and those that don't.

### **School Meals**

All pupils in P1 – 5 are eligible to receive a free school meal. For pupils in P6 and P7 school dinners are available at Gledfield Primary at a price of £2.40 per meal. A copy of the school menu is provided to each family and is also available on the school blog/website.

Pupils may also choose to bring in a packed lunch from home and in keeping with Highland Council's Health Promoting Policy; it is the school's hope that this packed lunch should contain a healthy balanced diet.

Any child wishing to go home for school lunches should indicate this to their class teacher during registration in the morning.

P6 and P7 pupils of parents/guardians receiving certain benefits may be entitled to a free midday meal.

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

### **Free School Meals**

Parents receiving Income Support or Income-Based Job Seekers Allowance and in some cases those receiving Child Tax Credit and Working Tax Credit may be entitled to free meals for their children. Please contact the school for an application form and further information. [School meals | School meals | The Highland Council](#)

### **Special Diet / Food Allergy**

If your child requires a special diet for health reasons, please fill in the Special Diet Food Allergy form available from the canteen. The request will be considered by the Head Teacher in consultation with the school meals service. Where appropriate, they will seek the advice of the local dietician.

### **Mental Health and Wellbeing**

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

### **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: [Employment of children](#)

### **Equality and Inclusion**

For up-to-date information please see:

[http://www.highland.gov.uk/info/751/equality\\_diversity\\_and\\_citizenship/313/equal\\_opportunities](http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities)

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

In summary, our activities in school should ensure that we:

Eliminate unlawful discrimination, advance equality of opportunity, promote good relations. Activities should not discriminate against any of the following 'protected characteristics' age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

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

### **Access to Pupil Records**

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

### **Data Protection Legislation**

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

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

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

Data about pupil preferred routes, preferred occupations and anticipated school leaving date is also collected from S3/S4 to support planning for leaving school. This information is shared with Skills Development Scotland. Further information about 16+ Data can be found here: [16plus Planning | Hi-hope](#)

### **Data policy**

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

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held

securely and no information on individual pupils can or would be made publicly available by Scottish Government.

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

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

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

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

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

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

### **Your data protection rights**

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

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

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

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

### **Concerns**

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at [ScotXed@scotland.gov.uk](mailto:ScotXed@scotland.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.

## **Attendance at School**

Good attendance is vital if pupils are to achieve their full potential. If a pupil is absent from school, a parent or guardian should phone the school on the first day of absence using the school number 01863 766580. They may also message on Seesaw (our main method of communication). When returning to school after an absence, the parent or guardian must give written reason for the time absent.

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

If pupils fall ill during the day, parents are contacted for them to collect their child.

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 we need to know the whereabouts of absent pupils.

### **Holidays during term time:**

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

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

In conclusion, we would ask parents to be aware of these considerations when making decisions on planning holidays during term time.

If parents decide to make holiday arrangements during school term, this should be confirmed in writing to the Head Teacher. We have enclosed a link to the school term dates on the Highland Council website to aid parents in planning any holidays they may be considering [https://www.highland.gov.uk/info/878/schools/32/school\\_term\\_dates](https://www.highland.gov.uk/info/878/schools/32/school_term_dates) If parents decide to make holidays arrangements during school term, this should be confirmed in writing to the Head Teacher.

## **Third Day Rule for Unexplained Absence of Pupils**

### **Day 1: First day of unexplained absence of a pupil**

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

### **Day 2: Second day of unexplained absence of a pupil**

The school will make vigorous attempts to contact a carer or family member by telephone, text or e-mail. If no contact can be made on the second day of absence, this will be noted by the school.

### **Day 3: Third day of unexplained absence of pupil**

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

### **Steps for Parents**

- Keep the school up to date with your telephone number, including mobile phones if you have one, and other details for emergency contacts.
- Inform the school of any pre-arranged absence e.g. attendance at hospital appointment prior to the absence taking place
- Inform the school or pre-school of your child's absence by 9.15 on the morning of the first day of absence.
- Respond promptly to contacts from the school

Please find more details at:

[https://www.highland.gov.uk/downloads/file/171/children\\_missing\\_-\\_absence\\_policy](https://www.highland.gov.uk/downloads/file/171/children_missing_-_absence_policy)

### **Safety and Security**

To avoid unnecessary accidents, pedestrians i.e. pupils and parents alike MUST use the proper pedestrian entrance and not take a shortcut through the car park.

Parents are requested to take great care when collecting children from school. We would ask all parents to adhere strictly to the 'NO PARKING AREAS' shown by yellow zig-zag lines in front of the main gates.

The school has been fitted with a high-tech entry system to ensure that no unwelcome visitors are allowed to enter the school. If you wish to enter the school during the day and find that the door is locked, on the control panel to the left of the main door, press the VISITOR button and someone will attend to your needs.

All visitors are asked to proceed to the Office in the first instance when visiting the school.

All staff and volunteers working unsupervised with the children have undergone a full Disclosure in accordance with Highland Council guidelines.

### **Adverse Weather**

We make every effort to maintain a full educational service, but on some occasions, circumstances arise which lead to disruption. In such cases we shall do all we can to let you know about the details of closure or re-opening. The previous dial-in phone service to inform parents of school closures has been withdrawn by Vodafone. Instead parents can obtain information on the Highland Council school closures webpage.

This is in addition to schools' own arrangements in place for informing parents of school closures. We shall keep you in touch by Seesaw, phone call, e-mail and/or via the local radio. <http://www.highland.gov.uk/schoolclosures>

### **GUIDELINES FOR PARENTS OF PUPILS TRAVELLING TO SCHOOL DURING ADVERSE WEATHER CONDITIONS**

1. The decision as to whether a pupil should attempt to travel to school in adverse weather conditions, whether by transport or on foot, lies with the parents. While recognising that education should be interrupted as little as possible, the Education Authority accepts that in severe weather conditions the safety of the pupils is paramount.
2. For pupils using school transport, weather conditions and availability or otherwise of shelter at the pick-up point will dictate just how long a child should wait and parents are asked to advise children appropriately in relation to prevailing conditions. During difficult weather conditions, no pupil is expected to wait longer than twenty minutes past the normal 'pick up' time.
3. Parents are advised of the different circumstances affecting drivers of contract vehicles and public service vehicles. Drivers of contract vehicles are advised that they should not drop off children where there is any doubt that they may not safely reach home or other acceptable place of shelter. Drivers of public service vehicles, however, must travel by specified routes in accordance with scheduled timetables and cannot make special provision for the individual needs of passengers. In either case, but more especially where public service transport is involved, parents should arrange to have children met at the 'drop off' point if it is felt that prevailing conditions so demand.
4. Where parents are sufficiently concerned about conditions at 'drop off' points, they should contact the school as early as possible.

**5. Parents should advise schools of an alternative address which may be used by their children in emergencies.**

6. Some parents and pupils are often particularly concerned that important examinations may be missed but this consideration should not over-ride good judgement. Arrangements can be made regarding examinations which are missed.

7. Schools will advise parents of local arrangements which relate to the particular geographical and transport circumstances affecting each school.

8. Schools will also establish means of communication with parents and transport operators and parents should be familiar with these arrangements.

9. Local Radio Stations will issue news and weather bulletins conveying appropriate information regarding traffic conditions, school closures, etc. While it is recognised that such transmissions may not cover all households, they will be helpful to many families.

### **Medical Information**

#### **Illness at school**



If a child is unwell at school, we will inform you and where possible we will ask that the child be taken home. Whilst we do realise how difficult it can be to determine the nature of the illness first thing in the morning it really is for the best that you keep your child at home if you are in doubt, especially if it is an illness that could easily be passed on i.e. tummy upsets, flu, rashes, head lice...

Following Health Authority guidelines, children who have been vomiting or have had diarrhoea must be kept off school for at least 48 hours after the last bout of sickness/diarrhoea.

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.

**In this respect it is important that the school is kept up to date with parents' home and work telephone numbers. An emergency contact number is also essential.**

It is, of course, important that the school be told of any conditions, which might put pupils at risk. This information would be treated as confidential. If outside medical attention is required, e.g. stitches, then parents would be contacted, if possible, before any treatment is carried out.

## **Administration of Medicine**

Parents or guardians have prime responsibility for their child's health and should provide schools with information about their child's medical condition. From time-to-time members of staff are asked to administer medicine to pupils. Parents must complete, sign and date a consent form to any medication being administered by staff.

Once the parental consent form has been completed and the head teacher has agreed to the administration of medicine, the parent or guardian must deliver the medication to school. Under no circumstances will an oral instruction be accepted from a parent or guardian.

All medication must be delivered complete with the original pharmacy or dispensed label identifying:

- pupil's name
- date of dispensing
- name of the medication and strength
- dosage and the frequency
- expiry date
- quantity
- method of administration
- additional instructions

It will be the parents' responsibility to replace expired medication timeously and dispose of outdated stock safely.

Please note for safety reasons that any medicines being brought to school should be handed in by an adult either to the office or to the class teacher.

A list of Highland Council policies can be found below:

[\*\*Authority Policies\*\*](#)

## **Section 2 – Parents**

### **Parental Involvement**

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

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

- Open afternoons
- Stay and Play sessions
- Bi-annual parents' evenings
- Termly High Quality Assessments
- Information on school website page <https://gledfieldps.wordpress.com/>

The support of parents 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.

The school always seek to involve parents in any key decisions about their child's education and keep parents informed about progress. Parents can contact their child's teacher and/or Head Teacher at any time to discuss their child's progress or school matters.

Parental feedback is obtained from questionnaires issued regularly. There is also opportunity to meet with the Head Teacher to discuss any matter at all to do with the school.

### **Parent Council**

The Parent Council is a group of parents who wish to represent all the parents of children at the school. The Parent Council currently consists of:

Chairpersons	Rachel Hooper Jennifer Shaw
Secretary	Silvia Muras
Treasurer	Hannah MacFarlane

Parent Members                      Susan Russell  
   Beth Reynoldson  
   Helen Sweet

Staff Members                        Christine Gordon

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

Staff and pupils very much appreciate the help given by the Parent Council to the school.

The types of things a Parent Council could get involved in include:

- Supporting the work of the school
- Promoting contact between the school, parents, pupils and the local community
- Fundraising
- Involvement in the appointment of senior school staff
- Gathering and representing parents' views to the Head Teacher, education authority and HMIE

You can e-mail the Parent Council at [gledfieldprimarypc@gmail.com](mailto:gledfieldprimarypc@gmail.com) to find out more information.

Useful information for parents and how to get involved in your child's education, how to support the school, information on curriculum developments can all be found at Parentzone: <https://education.gov.scot/parentzone>

### **Complaints Procedure**

From time-to-time parents may wish to make an enquiry or formal complaint about a particular issue. If a parent has any concerns they should contact their child's Named Person in the first instance. This will usually be the Head Teacher in a primary school and Guidance Teacher in a secondary school.

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. In the unlikely case of a failure to solve a problem, parents have the right to pursue the matter by contacting the Care and Learning Manager. Please find the contact details below.

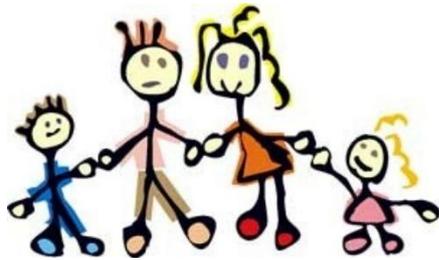
Isobel Sinclair  
Area Quality Improvement Manager

[Isobel.Sinclair@highland.gov.uk](mailto:Isobel.Sinclair@highland.gov.uk)

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

### **School/Parent Partnership**

Parents will be kept informed via Seesaw of special events, early closure, holiday dates, and so on. We will also send out regular newsletters. These will be sent via Seesaw or occasionally via the children and parents are asked to check schoolbags, pockets, etc.



### **Parent(s) Meetings**

Parents are encouraged to come to our more formal parent meetings where teachers will share their on-going assessments and identify the next steps for an individual child.

Parents may also make an appointment outside of these times if there is an urgent need to discuss their child's welfare or progress with the class teacher.

Please be assured you are always welcome to visit the school at any time if you have any other matter you wish to discuss.

### **Family Learning**

It is the school's policy that work completed is shared with parents via Seesaw so that parents can engage in conversations about the learning with their children. Junior Duke is also undertaken – this is an awards scheme that involves both the school and parents in activities which develop skills and cumulate to an award at the end of the session.

### **Home/School Links**

Parents are always made welcome in Gledfield Primary School.

Parents are invited into the school to share their expertise with the teachers and pupils whether working in the classroom, making costumes for our school plays, concerts and displays or simply playing games with the children.

### **School Community**

Gledfield Primary School aims to play an important role in the community. We seek to engage fully with any activities organised by the local community groups. We welcome various agencies into the school and enjoy taking part in any activities they run.



## **Pupil Representation and Involvement**

At Gledfield Primary, we pride ourselves on ensuring that pupils' voices are heard and that we provide opportunities for pupils to take on leadership roles within the class/school and grow in the skills required to meet the 4 Capacities of Curriculum for Excellence.

## **Extra-Curricular Activities**

Children in the school are taken to places of educational interest, particularly if this is relevant to the topic they are working on in class. Our topic work is closely tied in with these visits.

There are various after school activities and clubs running during the school term and information can be gained from the school website and calendar.

## **Behaviour, Conduct and Attitude**

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

The school uses praise to encourage good behaviour and positive attitudes to school work. Should your child's behaviour, however, give cause for concern you will be informed; we find that a partnership between school and home is very often the answer to any difficulties in this area.

## **Bullying**

Highland Council has a responsibility to provide an education for all pupils and to challenge and address bullying behaviour. Whilst appropriate action will be taken by the school, it is also important that all parents involved, work with the school to resolve any issues in the best interests of their child or young person.

The policy on Anti-Bullying has been drawn up within the school's ethos of promoting positive behaviour. We will take steps to address any situation in which bullying is perceived to have taken place. Please do not hesitate to contact us if you feel that your child is unhappy and may be the victim of a situation.

At Gledfield Primary School we will work to the policy, guidance and procedures for tackling any form of bullying behaviour as laid out in the 'Highland Education Positive Relationships and Bullying Prevention Policy, Guidance and Toolkit'. To view this document in full, please click on the link below or visit the Highland Council website.

[https://www.highland.gov.uk/downloads/file/19358/anti\\_bullying\\_-\\_guidance\\_for\\_schools](https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools)

## Section 3 - Curriculum

### Curriculum for Excellence (CfE) [Curriculum for Excellence | Education Scotland](#)

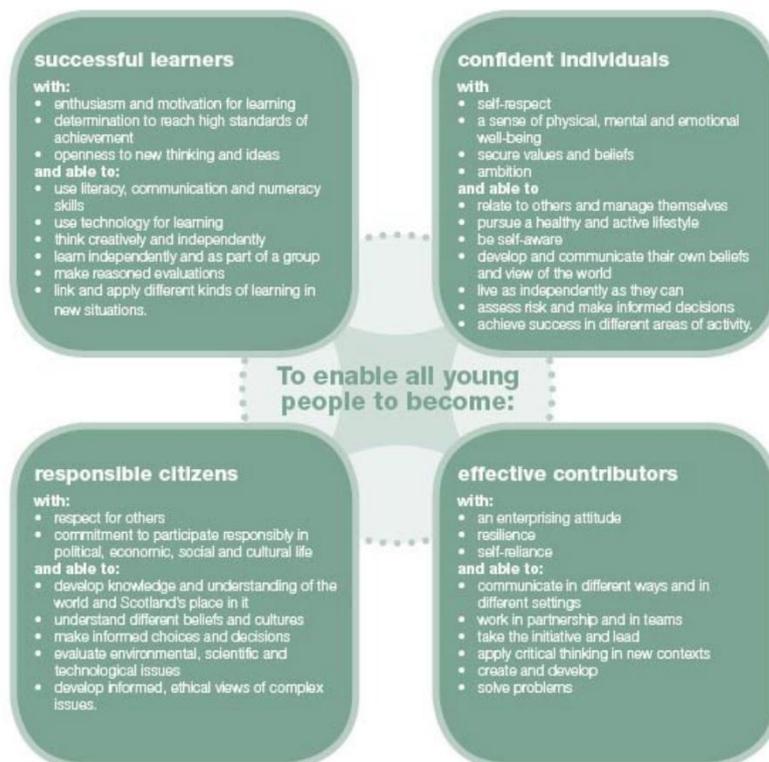
CfE is intended to help children and young people gain the knowledge, skills and attributes needed for life in the 21st century, including skills for learning, life and work.

Curriculum for Excellence challenges us to think differently about the curriculum. It encourages those working in education to plan and act in new ways.

Its purpose is often summed up as helping children and young people to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

These are referred to as the four capacities (see below).



Curriculum for Excellence brings real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another, helping make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

Ultimately, CfE aims to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

### **Active Learning**

Curriculum for Excellence emphasises the value of an active learning approach. Active learning is engagement of the brain whilst participating in learning opportunities. In the early years, children will have a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges children's thinking using real life and imaginary situations. As children progress through school they continue to be involved in active learning experiences which give them ownership of their own learning, encourage cooperative working and utilise skills required for learning, life and work.

### **Planning Children's and Young People's Learning**

Teachers in nursery, primary and secondary schools share their learning intentions with pupils, parents and carers. This takes place with pupils on a day-to-day basis, by agreeing the aims of an individual piece of work. Longer-term planning also takes place in a variety of forms. Where appropriate our children and teachers plan blocks of learning, with clear learning targets.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring each transition is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on. This will be in line with the expectations of progression through curriculum levels in relation to Curriculum for Excellence as shown below:

<b>Curriculum level</b>	<b>Stage</b>
Early	The pre-school years and P1
First	To the end of P4
Second	To the end of P7
Third, Fourth	S1 to S3 (Fourth level broadly aligns to SCQF level 4)
Senior Phase	S4 TO S6, and college or other means of study

There are eight curriculum areas:

- Expressive arts
- Health and wellbeing
- Languages (including English, Gaidhlig, Gaelic learners and modern languages)
- Mathematics
- Religious and moral education
- Sciences
- Social studies
- Technologies.

Literacy, numeracy and health and wellbeing are recognised as being particularly important – these areas are seen as being the ‘responsibility of all’ staff.

### **Literacy**

The development of literacy skills plays an important role in all learning.

Throughout the Early and First levels of the Curriculum (Nursery to the end of Primary 4), teachers planning keeps Literacy at the forefront of all the children do. At Gledfield Primary we use a variety of approaches, methods and resources to meet the needs of our learners including the Emerging Literacy Programme, Phonics International, Highland Literacy Project, Jolly Phonics and a wide variety of reading resources to name but a few.

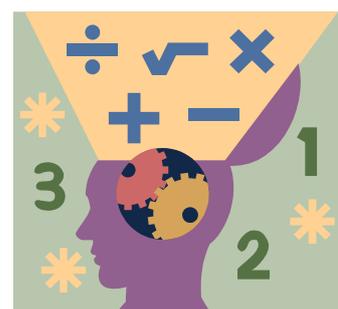
Parents are asked to support their child’s progress in reading by sharing books as often as possible. Our reading material is complemented by reading from the class library and you can help by encouraging your child to read for pleasure.

In the Second Level (Primary 5-7) we continue focusing on the teaching of phonics to support reading, spelling and writing as well as teaching reading strategies through the Highland Literacy Project when appropriate. Pupils read a wide range of materials. To supplement our reading programme at this level, we have a range of novels which are studied in detail by pupils in small groups or as a class. Here too, we expect the pupil to expand their reading through regular visits to the school library and reading a wide range of texts.

### **Numeracy**

Throughout school, the teacher sets out to give children the skills they will need to solve problems as well as those concepts, facts and techniques they will require to use in mathematical enquiries.

Our programme of study allows for a broad, well-balanced maths programme which gives children the opportunity to work with aspects of:



- Number, money and measure e.g. addition, subtraction,
- Shape, position and movement e.g. angles and symmetry
- Information handling e.g. tally marks, graphs, tables and charts
- Problem solving in real life, every day or in imagined contexts

**Children always acquire Core Knowledge before applying it to Wider Maths. This ensures children approach all problems with the skills and confidence needed to succeed. Gradually, this builds up a child's knowledge through the Learning Steps, challenging them with wider and deeper problems.**

We also use a range of resources, for example, Highland Numeracy Progressions, Scottish Heinemann Active Math, Teejay Maths, and interactive resources helped to design learning experiences that are creative and help build children's confidence.

### **Health and Well-Being**

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

The school will support pupils to:

- meet challenges, manage change and build relationships
- experience personal achievement and build resilience and confidence
- understand and develop physical, mental and spiritual wellbeing and social skills
- understand how what they eat, how active they are and how decisions they make about their behaviour and relationships affect their physical and mental wellbeing
- participate in a wide range of activities which promote a healthy lifestyle
- understand that adults in the school community have a responsibility to look after them, listen to concerns and involve others where necessary
- learn about where to find help and resources to inform choices
- assess and manage risk and understand the impact of risk-taking behaviour
- reflect on their strengths and skills to help make informed choices when planning their next steps
- acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.

Within the Health and Wellbeing curriculum we will cover at appropriate times; relationships, keeping safe, sexual health, parenthood and drugs awareness. We will always inform parents when any potentially sensitive aspects of learning are to be covered and if parents have any concerns or wish to discuss this further then they should contact the school.

The Scottish Government expects schools to work towards the provision of at least two hours of good quality physical education for every child, every week and at Gledfield this is what we endeavour to do.

P.E. lessons cover aspects of:

- Gymnastics
- Games and games skills
- Dance
- Athletics



### **Modern Foreign Languages**

Learning other languages enables children and young people to make connections with different people and their cultures and develop as global citizens. In Gledfield we currently teach French to all pupils as our Language 2 so they have gained in confidence in the subject before going to Tain Royal Academy. Our Language 3 is Gaelic and this is taught in collaboration with Blasad Gàidhlig.



### **Religious and Moral Education**

Religious Education and Religious Observance form part of the school curriculum. Fortnightly assemblies give the school a chance to come together for songs, stories, information and celebration of achievements. Other World Religions are taught as units throughout the year.

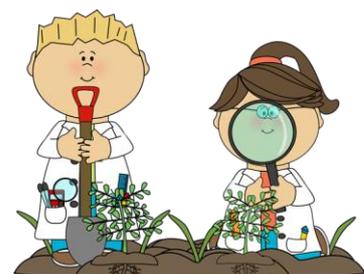
Our aims in Religious and Moral Education are:

- To help children become aware of the part Religion has played in human experience
- To stimulate children into thinking about Religion, both Christian and other beliefs
- To study the life of Jesus and selected areas of the Old and New Testament
- To give children an understanding of Christian values
- To enable children to share in the experience of worship

Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance.

### **Sciences**

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.

### **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, Dance and Drama are all classified under this term. Where possible they are linked with class work and Social studies.

### **Social Studies**

Social Studies are taught on a discovery basis throughout the school. Inter-disciplinary Learning is balanced to provide children with an appreciation of enterprise, history, geography and eco sustainability. Teachers and children are involved in planning these studies, bearing in mind appropriate levels for composite classes. As children work on themes, they develop an extensive range of progressive skills and experiences.

### **Technologies**

Learning in technologies will allow your child to develop skills, knowledge, understanding and attributes through creative, practical and work-related activities across a range of areas. They will be able to use these skills in business, computing science, digital literacy, food, textiles, craft, design, engineering, and graphics.

The use of digital technologies is integrated into all areas of the curriculum which means that separate ICT lessons are not always taught. An example of this is when a child is using the internet to research a given topic and at the same time as finding the information necessary to understand this topic, they also develop internet researching skills.

The school is well resourced in terms of digital technologies, including each classroom having a large screen, a minimum of two iPads as well as the use of Chromebooks. Digital technologies is promoted throughout the school and Nursery and the children are developing an increasing independence.

## **Curriculum, Assessment & Reporting to Parents**

### **Formative Assessment**

Our aims are to identify the strengths/ areas to work on for each child and improve their attainment, confidence and motivation. This is done through on-going assessments where data is gathered and then scrutinised to highlight areas for development within each child's learning.

Pupils are also involved in assessing their own progress and developing their next steps. We recognise that pupils do not develop and progress at the same rate. We therefore use both group and individual methods to ensure that all pupils are given appropriate instruction and the opportunity to succeed. Please contact the school as soon as possible if you have any concerns about your child's progress.

We assess the children more formally in the main subject areas, such as phonics, reading, numeracy as well as spoken and written language. As children progress through the school we use a combination of different assessment methods to get the best picture possible of a child and their progress.

Teachers assess pupils more formally twice yearly and record data on both their academic progress and their attitude and effort in work.

### **Written Report**

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

### **Standardised Assessments**

In 2017 The Scottish Government has commissioned the National Standardised Assessments (NSA) as part of the National Improvement Framework.

For children and young people to have the best chance of reaching their potential, parents, carers, teachers and the children themselves, need to understand how they are progressing, and what further support they require. Alongside a wide range of other assessment activity, the assessments help to inform that understanding by providing teachers with objective and nationally consistent information on children's progress. Teachers can then discuss children's progress with them and their parents, planning next steps accordingly, and ensuring parents understand how best to support their child's learning at home.

#### **What are the National Standardised Assessments?**

School children in P1, P4, P7 and S3 will complete online standardised assessments in literacy and numeracy. The assessments help to identify children's progress, providing diagnostic information to support teachers' professional judgement.

Children and young people do not have to revise or prepare for these assessments. The assessments are as inclusive as possible to accommodate the needs of children and young people who require additional support. There is no pass or fail.

#### **Why have these assessments been introduced?**

Assessment is a central part of everyday learning and teaching for every child and young person. The National Standardised Assessments have been introduced as part

of the [National Improvement Framework for Scottish Education](#) to provide teachers with objective, comparable information about progress, which will help improve outcomes for all children and young people.

**When will the assessments take place?**

The assessments are administered to each child once within the relevant school year. P.4 and P.7 pupils undertake these in November with P1 undertaking the assessments in May.

**How will the assessments take place?**

Assessments are completed online and are marked automatically giving teachers immediate feedback to help children progress.

**How many times will your child take the assessments in a school session?**

P1 children will take two NSA: one in literacy and one in numeracy. P4 children will take three NSA: one in reading, one in writing and one in numeracy. P7 children will take three NSA: one in reading, one in writing and one in numeracy. S3 young people will take three NSA assessments: one in reading, one in writing and one in numeracy.

These assessments have been specifically designed to reflect the way we deliver education in Scotland and are aligned with Curriculum for Excellence. Ongoing and periodic assessments are, and will continue to be, the main basis of teachers' professional judgement. Teachers continue to draw on all of the assessment information available to them when considering children's progress and planning next steps in learning.

Further information relating to assessment and achievement can be found at [Parentzone Scotland | Education Scotland](#)

[Assessment and achievement | Curriculum in Scotland | Parentzone Scotland | Education Scotland](#)

## **Section 4 – Support for Pupils**

### **Getting It Right For Every Child (GIRFEC)**

‘Getting it right for every child’ (GIRFEC) is the national approach to improving outcomes through public services that support the wellbeing of children and young people. Based on children’s and young people’s rights, it supports children, young people and their parents to work in partnership with the services that can help them.

As children and young people progress through life, some may have temporary difficulties, some may live with challenges and some may experience more complex issues. Sometimes they and their families need help and support. The National Practice Model (GIRFEC) helps practitioners focus on what makes a positive difference for children and young people, and how they can act to deliver these improvements. No matter where they live or whatever their needs, children, young people and their families should always know where they can find help, what support might be available and whether that help is right for them.

For more information about the National Practice Model you can find it on the link below:

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

### **Wellbeing**

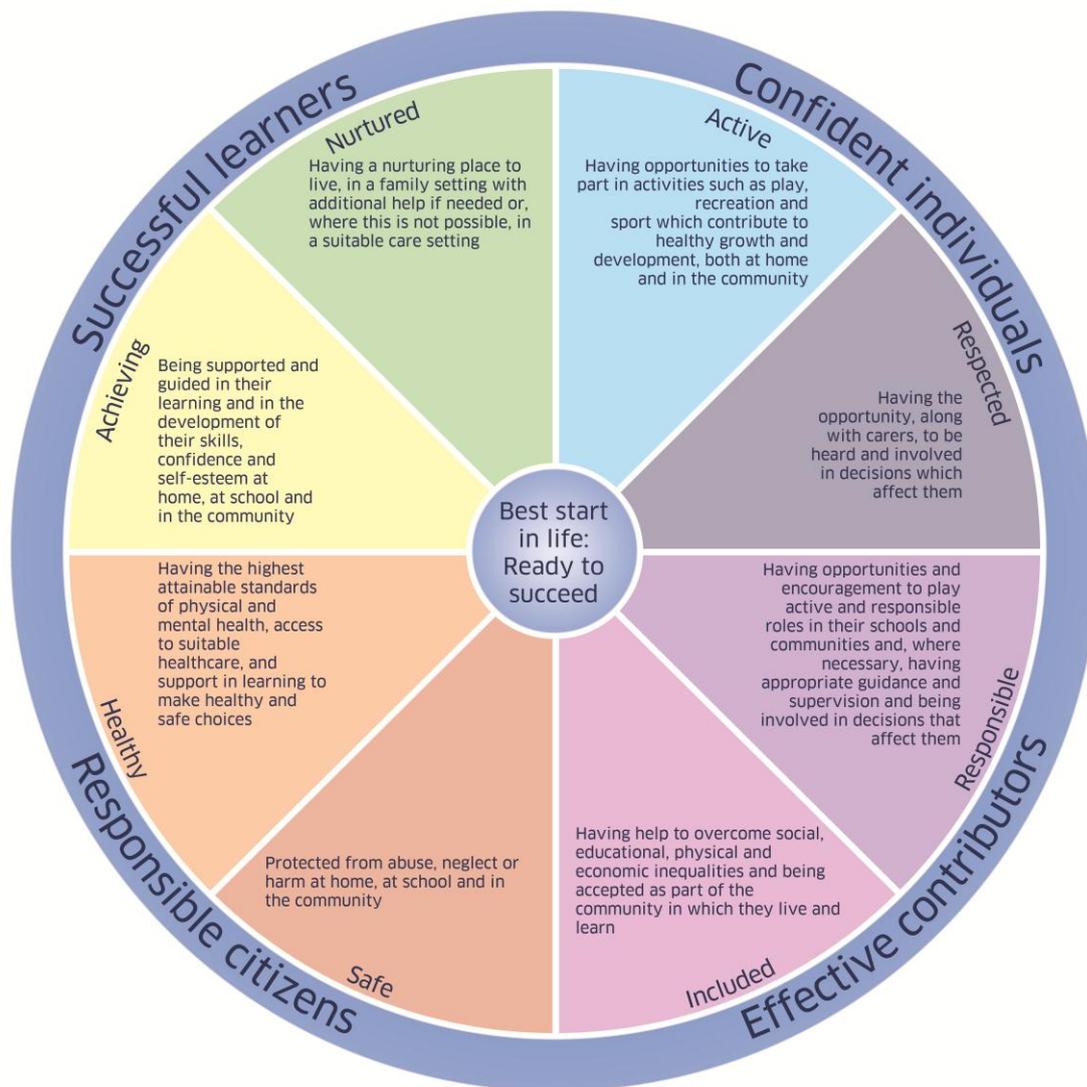
The ‘Getting it Right’ approach looks at eight areas of ‘well-being’. These are recognised as areas in which children and young people need to progress in order to do well now and in the future. They allow those responsible for the care and support of children - including members of their own families - to look at a situation in a structured way that will help them identify any needs and concerns and plan with the child and family any action they need to take.

The eight well-being indicators are:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Responsible
- Respected
- Included

The approach gives a common language and a way to gather information about a child's world, making sure the child is growing and developing, and has everything they need from the people who look after them both at home and in the wider community. It also

encourages practitioners to think about who else might need to be involved (for example, a teacher might need to contact other professionals to make sure that a Child's Plan was meeting all the child's needs).



### **Named Person**

Every child and young person will have a Named Person to make sure their wellbeing is promoted. The role of the Named Person in health or education, depending on the age of the child, is to act as the first point of contact for children and families. Through children and families knowing who to contact, their access to help is made easier.

#### **Who is my named person?**

Your named person can help if you are a child or young person worried about your wellbeing, or a parent worried about your children/young person's wellbeing.

#### **Stage of child/young person**

Pre-birth – until starting school or 5 years old

#### **Named Person**

Health Visitor

Primary-aged

Head Teacher

Secondary-aged

Head Teacher/  
Depute/Principal/  
Pastoral or Guidance  
Teacher

Further information can be found at <http://enquire.org.uk/>

### **Equal Opportunities**

In Gledfield Primary we believe that every child should be given equal opportunity to perform to the best of their ability in all areas of the curriculum. We seek to extend choice and opportunity for all pupils without discrimination. We strive to provide education tailored to the needs of the child as an individual regardless of wealth, gender, race, nationality, faith or disability. We are particularly proud of the fact that our school successfully integrates all children and accepts them as they are.

For up-to-date information please see:

[http://www.highland.gov.uk/info/751/equality\\_diversity\\_and\\_citizenship/313/equal\\_opportunities](http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities)

In summary, our activities in school should ensure that we:

- Eliminate unlawful discrimination, advance equality of opportunity, promote good relations. Activities should not discriminate against any of the following 'protected characteristics' age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.
- 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, their Children and Young People from Armed Forces families: Serving, Reservists and Veterans.

We understand some of the challenges that mobility of service life can bring and we look forward to working with you to ensure a smooth transition for your Child/Young Person coming into or moving on from our School or Early Years setting. Please get in touch with us as soon as you can so we can work with you to ensure the transition is as smooth as possible.

Highland Council have proudly committed to the Armed Forces Covenant and as such support our Armed Forces community. There is a dedicated Highland Council partnership, The Military Liaison Group (Education), often referred to as "The MLG"

which has been formed to promote and ensure the equity and equality for your Children and Young People within an educational context.

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

The [Enrolment page](#) may be particularly helpful.

A Welcome to Your Children and Young People

Children and Young People from Armed Forces families in Highland have co-produced a 'Welcome' specifically for your Children and Young People moving into Highland.

Click these links to view: [Primary School Welcome](#) | [Secondary School Welcome](#)

### **Additional Support Needs**

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

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

- [http://www.highland.gov.uk/downloads/file/230/highland\\_practice\\_model\\_-\\_delivering\\_additional\\_support\\_for\\_learners](http://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners)
- <https://www.thrivingfamilies.org.uk/>

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

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

Parents/Carers will always be involved in discussions about any additional support being suggested for their child and any need that may be identified within the school. Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you don't feel is being addressed or will want to talk to someone out with the school. Should you have any concerns that your child's additional needs are not being met, you should contact your child's named person in the first instance and/or the Head Teacher on 01863 766580. If your concerns continue, there are a number of means of resolving difficulties and disputes and

information on this can be found at: [http://www.highland.gov.uk/info/886/schools\\_-\\_additional\\_support\\_needs/1/support\\_for\\_learners](http://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners)

There are many organisations which can provide advice, further information and support to parents and young people with additional support needs. These include:

- Enquire - the Scottish advice and information service for additional support for learning <http://enquire.org.uk/>
- My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs <https://enquire.org.uk/myrightsmysay/>
- Scottish Independent Advocacy Alliance - <http://www.siaa.org.uk/>
- Scottish Child Law Centre - <http://www.sclc.org.uk/>
- [http://www.highland.gov.uk/downloads/file/230/highland\\_practice\\_model\\_-\\_delivering\\_additional\\_support\\_for\\_learners](http://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners)
- [http://www.highland.gov.uk/download/downloads/id/11/co-ordinated\\_support\\_plan](http://www.highland.gov.uk/download/downloads/id/11/co-ordinated_support_plan)

Sometimes a Child's Plan may be put in place to help organise, monitor and regularly review your child's progress.

If you wish to find out more about The National Practice Model or the Child's Plan you can access more information at :

[National Practice Model - Getting it right for every child \(GIRFEC\) - gov.scot](#)

There is also Information available at: <https://www.thrivingfamilies.org.uk/>

Information on Education (Additional Support for Learning) Scotland Act 2009:  
[Education \(Additional Support for Learning\) \(Scotland\) Act 2009](#)

#### Physical Access

The school is fully accessible in accordance with Accessibility Strategy 2004.

#### **Educational Psychology Service**

Educational Psychologists work in collaboration with teachers, parents and other professionals to support children and young people with their learning and general development, and to make the most of their lives, particularly in educational settings. Every school and pre-five establishment has a link Educational Psychologist who provides consultation, assessment intervention, training and project work. The school must obtain the agreement of parents and, where appropriate, the pupil before involving the Educational Psychology Service.

## Child Protection

**From time to time incidents can occur which cause concern and could indicate that a pupil is suffering some form of abuse.**

If you are worried that a child may be at risk of serious harm, please contact a professional to discuss your concerns:

- Speak to health service staff
- Speak to education staff
- If you consider a child or young person is in immediate danger, call the Police on 999
- Phone 0845 601 4813 (out of hours)

In terms of Highland Child Protection Committee Inter-Agency Protection Guidelines, Care and Learning 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 staff within the school.**

More information on GIRFEC and Child Protection can be found at:

[Getting it Right for Every Child & Young Person in Highland: Interagency Practice Guidance & Child Protection Procedures 2024](#)

<http://forhighlandschildren.org/2-childprotection/publications.htm>

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

## **Section 5 – School Improvement**

### **School Improvement Report and Plan**

All schools produce and publish an annual improvement plan which outlines how they intend to continue to improve. Schools are also required to produce an annual standards and quality report. These documents are available from school websites or by contacting the school office.

The school has a strategic Improvement Report and Plan which is updated each year following consultation with staff, pupils, and parents. Parents wishing to read the Plan should contact the school or visit our website <https://gledfieldps.wordpress.com/> Anyone wishing to raise any points or discuss any issues related to this Plan should contact the Head Teacher to arrange an appointment to discuss this further.

### **Standards and Quality Report**

By the end of June each year all parents can access a report containing information which highlights the school's key strengths and areas for future development. This report links with the school improvement plan. A copy of this report can be found on our website <https://gledfieldps.wordpress.com/> or you can obtain a copy from the school office.

### **Raising Attainment**

All of Scotland's schools are responsible for raising attainment. Raising attainment means improving life chances. This does not mean just focusing on exam results, but instead looking at attainment in its widest sense. It is this rich attainment which enables all of our children and young people to make good progress and develop the skills, ambition and know-how they need to improve life chances.

All staff at Gledfield Primary is dedicated in raising attainment for all. We are dedicated to making strong progress at each stage of learning by ensuring every child is progressing well at all ages, maintaining pace of progress and by consistently building confidence. Further details regarding the school's performance at local and national level can be obtained from the Education Scotland Parentzone. [Parentzone Scotland | Education Scotland](#)

### **Pupil Equity Funding**

Pupil Equity Funding is being provided as part of the £750m Attainment Scotland Fund which will be invested over the current Parliamentary term to tackle the poverty related attainment gap. For more information on the allocation of funding Gledfield Primary received along with details on planned expenditure and interventions, please contact the Head Teacher.

## **Inspection Report**

The school's latest Inspection Report can be found at:

<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/details?id=2727>

### **And finally...**

We hope this document will be useful to you as you look to enrol your child in school. If you have any other questions or queries we will be more than happy to have a chat with you. Please do not hesitate to get in touch.

My thanks go to those parents who read through the Handbook and helped to improve it through their suggestions, this booklet is produced annually and we are always looking for ways to make it better. If, having read it as a new parent, you feel there may be something we have missed please let us know.

We look forward to welcoming you and your child/children to Gledfield Primary.

*\*\*Whilst information in this handbook is considered to be true and correct at the date of publication – December 2025, changes in circumstances after the time of publication may impact on the accuracy of the information.\*\**