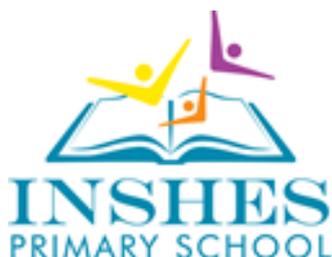


INSHES PRIMARY SCHOOL



HANDBOOK SESSION: 2026 – 2027



**Inshes Primary School
Inshes Road
Inverness IV2 3RF**

Tel: 01463 725920

Email: inshes.primary@highland.gov.uk

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Whilst the information in this handbook is considered to be true and correct at the date of publication 02/12/22, changes in circumstances after the time of publication may impact on the accuracy of the information.

School blog: www.inshes.blog

A message from the Head Teacher...

Dear Parents/Carers,

A warm welcome to Inshes Primary School and to an exciting and productive learning journey together! Our 3-12 provision includes ELC, P1-P7 and enhanced specialist provision for children with Additional Support Needs. We look forward to welcoming your child to our school and to working with you as partners in your child's journey in the years ahead!

In our school we aim to develop every child's skills and abilities through working in a **TEAM** involving children, parents and staff. A core principle of education in our country is to make our young people aware of the values on which society is based. The curriculum is an important means through which this personal development is nurtured. Our Inshes values are: Kindness, Respect, Inclusion and Being my Best. These are nurtured throughout the children's experiences in our school and nursery.

Every child has their own personality and interests; in order to make the most of this potential, we plan for our children as individuals and provide a range of experiences for learning and growth. As a Gold Rights Respecting school, we provide a nurturing and inclusive environment based on the rights of the child so that every pupil at Inshes has the opportunity to develop and flourish.

The following pages provide an outline of what we seek to achieve. However, we encourage you to contact us at the earliest opportunity (tel 01463 725920 or e-mail inshes.primary@highland.gov.uk) if you wish to visit the school, receive any further details or to discuss any question you may have about your child's education.

We aim to work in partnership with you as parents/carers so your child achieves their full potential at Inshes Primary School, and leaves our setting well-equipped with the skills and knowledge they need for the next stage of their learning journey.

Mrs M Snedden
Head Teacher



Inshes Primary Mission Statement

At Inshes Primary School we respect each other. We value everyone's qualities and everyone is included as part of the team.

We work in partnership with others and listen to everyone's views in an honest and encouraging way.

We aim to move forward striving for excellence amongst all learners.



Our School Values, Purpose, Vision & Aims

Last session we refreshed our School Values, Purpose, Vision and Aims in consultation with families, staff, pupils, the wider community and all stakeholders connected to Inshes Primary and ELC.

Below is our updated vision for the school. We have updated our Positive Relationships policy to fully reflect our new Values, Purpose, Vision and Aims, and to capture pupil voice as a Gold Rights Respecting school.

Our Rights Respecting journey is central to our commitment to ensuring all children are supported to be the best they can be!

The infographic is a yellow rounded rectangle containing logos at the top: a cartoon globe character on the left, the Inshes Primary School logo in the center, and the UNICEF Rights Respecting Schools logo on the right. Below the logos are four light blue boxes with rounded corners. The top-left box is titled 'Core Values' and lists four bullet points: Kindness, Respect, Inclusion, and Being my best. The top-right box is titled 'Core Purpose' and contains the text: 'At Inshes we are a TEAM', 'We believe that Together Everyone Achieves More'. The bottom-left box is titled 'Vision' and contains the text: 'Inshes @ 20 will be a safe, happy place where everyone feels they belong and are able to be their best.' The bottom-right box is titled 'Aims' and contains the text: 'To achieve this we will:' followed by four bullet points: 'Promote and champion our rights', 'Value our differences', 'Celebrate our achievements', and 'Be ambitious and willing to give it a go!'. At the bottom of the infographic is a row of four small white boxes with blue borders. Each box has a title and an icon: 'Kindness' with a smiling face and a red heart; 'Respect' with two people talking; 'Inclusion' with three people and a green circular arrow; and 'Being my best' with a smiling face and colorful stars.

Core Values

- Kindness
- Respect
- Inclusion
- Being my best

Core Purpose

At Inshes
we are a **TEAM**

We believe that
**Together Everyone
Achieves More**

Vision

Inshes @ 20 will be
a safe, happy place
where everyone feels
they belong and are able
to be their best.

Aims

To achieve this we will:

- Promote and champion our rights
- Value our differences
- Celebrate our achievements
- Be ambitious and willing to give it a go!

Kindness

Respect

Inclusion

Being my best

How do we achieve our Aims?

All stakeholders work together to:

- provide children with a variety of opportunities and challenges to equip them with the necessary skills to be lifelong learners.
- deliver an innovative, stimulating and challenging curriculum which extends and challenges all and ensures all needs are met.
- continually learn and develop from each other both formally and informally. We share and value the expertise of others.
- be open to new ideas and to adapt our teaching and learning accordingly, continuously updating our knowledge and skills.
- provide opportunities for each person to contribute and communicate openly, for the benefit of the team.
- ensure that all members of the Inshes community have a sense of belonging through their unique qualities being valued and encouraged.
- treat each other the way we want to be treated ourselves, to listen to each other and to truly understand and value each person as unique.



Staffing

Correct at time of publishing (December 2025)

Head Teacher: Mrs M Snedden

Depute Head Teacher: Mrs K MacFarlane

Principal Teacher ASN: Mrs C Wood

Additional Support Needs Teachers Mrs A Treffry, Mrs C Barfoot
Mrs McKay & Ms Pauline Randell

Class Teachers:

P1/ 2	Mrs A Howitt & Ms S Leakey	P1	Miss L Carson
P2/ 3	Mrs C Trimble	P2	Miss V Murray
P3	Mrs S Meade & Mrs E Harvey	P4	Mrs C Scobbie
P4/5	Miss M McDiarmid & Mrs E MacRae	P5/6	Ms C Linder
P6	Mr MacDonald	P6/7	Mrs L Cunningham
P7	Mrs M McCloskey		

CCR Teachers (P4-7): Miss L Strath and Millburn PE staff

Office staff: Mrs Y Thain, *[one clerical vacancy]*; Mrs L Begg (ELC)

Pupil Support Assistants:

Miss T Bartlett, Miss K Webber, Ms K MacDonald, Mrs J Melville, Mrs A Rodgers, Mr S Spriggs, Mrs P Watson, Mr M Wemyss, Mrs A Haswell, Miss R Musgrave, Mrs C Smith, Miss S Munro, Miss L Campbell, Mrs C Adamiec, Miss A Dewar, Miss G Urquhart, Miss A Torry and Mrs H Kingham

Early Learning and Childcare Team:

Early Years Practitioners:

Mrs L Webber (Senior EYP), Mrs M Finlayson, Miss R McColl, Mrs L Bryson, Mrs H Murray, Mrs K Murray, Miss Z Johnstone, Mrs A Addison, Mrs A Lewandowska and Mrs C Manson

Support Workers:

Miss F Flockhart, Mrs Sarom Sourn and Mrs J MacKenzie

Out of School Care:

Mrs S Cameron-Winfield (Assistant), Miss G Fraser, Mrs A Weir, Mrs J Melville, Mrs T Bartlett, Mrs Karen Perry and Ms Leanne Shaw

Breakfast Club:

Mr S Spriggs, Mrs C Adamiec, Mrs J Melville and Mrs L Campbell

CCR Teachers

Class Contact Reduction (CCR) Teachers are teachers who are employed to cover the P4-7 classes while the class teachers at these stages have non-contact time out of class for marking, planning and preparation. P1-3 teachers have reduced pupil contact time as their pupils are in school for a shorter day. Miss Strath and Millburn PE staff provide CCR for 2024/25.

Current Roll Session 2024-2025 (December 2024):

ELC – P7 339 pupils

ELC - 51

P1-7 - 288

The School Year*

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									41				1	2	3	4	45							1	
33	3	4	5	6	7	8	9	37		1	2	3	4	5	6	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									11	1	2	3	4	5	6	7	
51	7	8	9	10	11	12	13	3	4	5	6	7	8	9	10	7	1	2	3	4	5	6	7	12	8	9	10	11	12	13	14	
52	14	15	16	17	18	19	20	4	11	12	13	14	15	16	17	8	8	9	10	11	12	13	14	13	15	16	17	18	19	20	21	
1	21	22	23	24	25	26	27	5	18	19	20	21	22	23	24	9	15	16	17	18	19	20	21	14	14	15	16	17	18	19	20	
2	28	29	30	31				6	25	26	27	28	29	30	31	10	22	23	24	25	26	27	28	15	22	23	24	25	26	27	28	
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	25								29	5	6	7	8	9	10	11	
17	12	13	14	15	16	17	18	21	10	11	12	13	14	15	16	26	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	27	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	28	21	22	23	24	25	26	27	32	26	27	28	29	30	31		
								24	31							29	28	29	30													

School holidays **School days**
In-service days

*Taken from The Highland Council website and correct at time of publishing

Click on this link for up-to-date dates: [School ter4 dates | The Highland Council](#)

Useful Information for Parents/Carers

Organisation of the school day

Key times

School begins for all pupils at 9.00am. Children should enter via the top gate to the playground which opens at 8.45am.

- **Morning break**
10.30 – 10.45am P1-7

- **Lunch**
 - 11.45 – 12.15pm Nursery
 - 12.15 – 1.15pm P1 - P2
 - 12.30 – 1.30pm P3
 - 12.45 – 1.30pm P4 - P7

- **End of day**
 - 2.45pm P1-3
 - 3.00pm P4-7

Car Parking

As a school with enhanced specialist provision, it is essential that we ensure safe access to the school for children and families requiring use of the car park. At peak times (noted below) only parents/carers with a **school car park permit or a blue badge should park in the school car park.**

Only parents (ELC-P7) with permits/blue badges in the car park between:

8.30-9.15am

2.15-3.00pm

The school has worked closely with Living Streets and the Highland Council to promote safer routes to school and improve safe use of our car park. If you require a permit, please contact the school office.

Health Promoting School

School dinners

A cooked meal is available at a cost of £2.40 for Primary 6 and 7 children. Please note **all** P1-5 pupils and nursery children are entitled to free school meals. Provision is made for packed lunches to be eaten in the dining hall. We encourage parents to provide packed lunches that are well-balanced and healthy as we are an Eco and Health Promoting school.

The current menu can be viewed on Highland Council website:

https://www.highland.gov.uk/downloads/file/22860/primary_and_early_years_3-choice_menu

The Highland Council operates a 'Cashless catering' system which utilises pupils' NEC cards (further details below):

http://www.highland.gov.uk/info/878/schools/9/school_meals/2

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

As a Health Promoting school we encourage pupils, staff and parents to think about healthier lifestyles. We are developing a School Travel Plan which promotes safe and healthy routes to school. Staff and children lead with health promotion activities, valuing all the activities that make up a healthy and happy community.



Breakfast Club

Breakfast Club runs each day from 8.05am - 8.45am. To ask about spaces in our Breakfast Club, parents should contact: inshes.primary@highland.gov.uk

Child Care Services

Inshes offers Child Care Services at the school. This includes the Breakfast Club for Nursery-P7. The After School Club for P1-7 is from 2.45/3pm to 5.45pm. Information packs on registration, bookings and payment can be obtained from the school office. *Please note bookings must be requested 48 hours in advance and the school is unable to provide a refund for cancellations, in accordance with Highland Council policy.*

Children aged 3 & 4 years are entitled to 30 hours of free childcare. Parents/Carers have flexibility with the booking; however, the 30 hours must be booked and confirmed in advance. Hours can be booked in addition to the 30 hours free childcare for Nursery children, and these are charged per hour.

Uniform

Wearing school uniform is strongly encouraged as it helps foster the school's identity and sense of community, encouraging the children to identify with, and feel proud of, their school.

Inshes Primary sweatshirts are blue. School sweatshirts, fleeces and white polo shirts with the school badge, may be ordered through the school office.

Black or grey trousers or skirts are preferable. Hoodies are not part of school uniform and are introduced at P7 only for the children's leavers' hoodies. Any profits made from the sale of uniforms goes directly into the School Fund.

School uniform is available to order online at:

<https://schoolwearmadeeasy.com/>

Personal Property

Children frequently lose articles of clothing at school. All clothing including jackets, sweatshirts, footwear, PE kit, etc - should be clearly marked with the child's name. It is also helpful to have names on packed lunches and other personal items. Unclaimed and unnamed uniform is organised at the entry to the school for parents to access. Expensive personal items should not be brought to school. Mobile telephones (if necessary) should be handed to the class teacher at the start of the school day for safe keeping.

PE Kit

Class teachers will inform parents on a termly basis of the days their class requires a PE kit. For indoor lessons, children should wear shorts/leggings, a t-shirt and non-marking plimsolls or trainers. Football tops are not permitted. For younger children it is very helpful if shoes are elasticated or fastened with Velcro rather than lace-up gym shoes. Outdoor trainers should not be used for indoor PE. If PE is outdoors, pupils will be informed and should come to school with appropriate outdoor PE kit.

Communication

The school has an open-door policy where, by appointment, families can contact relevant members of staff. We will endeavour to be responsive to any request within 24 hours, and within 5 days of an issue being raised. We have **parents' meetings twice yearly** and a final written report at the end of session. The school organises regular open afternoons, performances, and assemblies, with families invited. We use our school and class blogs to share information and latest news. We also send out text messages to main contacts with important information. Regular school letters and class **newsletters** are issued to all parents. Usually all information is sent by email or updated online, but letters may sometimes be sent home in schoolbags, so please check your child's bag daily. If it is a school update, the eldest child in the family will receive the paper correspondence.

Please check the school blog for regular updates: www.inshes.blog

School improvement priorities

The school's **Standards and Quality Report** detailing the school's self-evaluation and improvement targets is available here:

[Inshes Primary SQR 2024.25.pdf](#)

We organise regular events throughout the year for parents to be involved in learning in the school. Class teachers also issue a **termly letter** that explains the main learning and teaching planned for the forthcoming term with details of opportunities for parental involvement. We organise **open learning mornings/afternoons** so parents can be involved and comment on their child's progress.

Our current School Improvement Plan can be read here:

[INSHES PRIMARY SIP 2025-26.pdf](#)

This link will take you to school inspection reports published by HMIE:

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

Our last HMIE report can be found by clicking on the links below:

[inshespsins280818.pdf](#)

[inshespsncsif280818.pdf](#)

Further information on school performance can be found on:

[School information dashboard | My school | Parent Zone](#)

Reporting to Parents

In line with Curriculum for Excellence, ongoing continuous assessment, profiling and reporting takes place to monitor children's progress throughout the session. Pupils' next steps and successes in learning are shared with parents/carers through Learning Conversations, individual targets and Key Assessment Tasks.

We are keen to extend our home-school partnerships and value the opportunities arising from Family Learning. Currently we have two parents' evenings (Term 1 and Term 3) and a final written report is sent home in Term 4. Parents are welcome at any time to make an appointment through the school office to discuss their child's progress with staff or to ask for information or advice on how best to support their child's learning.

Parental Involvement

Parents are encouraged and very welcome to participate in school life, including by coming and sharing their talents/interests etc. Please let us know if you are interested in becoming involved. All parents working regularly with children are required to undertake a PVG check.

We gather parents' opinions through questionnaires, focus groups, comment boxes, and 'post its' for comments at various school events. On the final Wednesday of every month, there is a HT 'drop-in' session - 3.00-5.00pm - please contact the school office if you would like to share/discuss aspects of school life and learning. We also have an active Parent Council through which views and opinions can be shared.

Absences/Attendance

Holiday absence

Good attendance is vital if pupils are to achieve their full potential. It is our main focus to encourage parents and children to recognise the value of learning and disadvantages of disrupted learning for the children. Parents should put any requests for leave of absence, such as holidays, family or personal days, during term time, to the Head Teacher in writing.

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. Please use the link to the school term dates on the Highland Council website to aid in planning any holidays parents may be considering:

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

Absence

If a pupil is absent from school, a parent or guardian should phone the school on the first day of absence. In the event of a child being absent from school, it is essential that parents/carers inform the school by phone before 9am of the day of absence. The school will contact home if a child is absent without previous notice. Thereafter, other emergency numbers will be contacted if initial contact cannot be made. Parents should keep the school informed of any changes of address or telephone numbers, both their own and those of the emergency contacts.

Other agencies may be contacted if no contact with the child's family can be made and if there are continuing or emerging concerns about a pupil's safety or well-being.

Appointments

If a pupil needs to leave during the school day for an appointment, they need to bring a note with the information 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 will be contacted for them to collect their child. It is essential that we have up to date daytime contact numbers and emergency contact numbers for all pupils.

Schools are required to keep an attendance register by law. We have a responsibility for the care and welfare of all pupils during the school day therefore need to know the whereabouts of absent pupils.

If pupil attendance is a concern, parents will be contacted. Continued absences will be referred to the Area Education Office.

Highland Council policy on absence can be found here:

[Highland Attendance Policy and Children Missing from Education Final Nov 2021 v3.pdf](#)

Punctuality

We strive to achieve a high standard of punctuality and expect all children to be on time. Every child should be in the school playground ready for the start of the school day at 9.00am. This allows the classes to settle to learning immediately without interruption. If children arrive late to school, this will be marked as 'late' at registration. In this case, they must also inform the canteen staff directly of their lunch choice if taking school meals.

Military Families

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

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

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

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

[Armed Forces - support for families and schools | The Highland Council](#)

Please get in touch with the Head Teacher if you have any concerns.

Medical Information

National Guidance on the Administration of Medicines in Schools has been issued by the Scottish Government. [Supporting children and young people with healthcare needs in schools: guidance - gov.scot](#)

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 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.

Arrangements for each individual 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.

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.

Information about Head Lice

Head Lice are a common problem in school aged children. They can't be prevented, but regular checking ensures early detection and treatment if necessary. Parents and carers should check their children's head once a week during hair washing using your usual shampoo, conditioner, and a detection comb – ask your local pharmacist to recommend a suitable one. Remember that you are looking for living moving lice – the only evidence that your child is infected.

If you find a living louse, ask your local pharmacist, school nurse, health visitor or GP for advice regarding treatment.

For further information:

[Head lice and nits - NHS](#)

Parents should advise the school of all cases of 'head lice' and pupils should not be returned to school until their hair has been treated.

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 on the following website: [Supporting the wellbeing of our C&YP - WSA to Wellbeing \(wellbeinghighland.co.uk\)](#)

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 the following website: [Home - Kooth](#)

Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

Highland Council Just Ask also provides advice to parents:

[Services for children and families | The Highland Council](#)

Children 1st have a national, confidential helpline, Parentline, providing advice and support to anyone caring for or concerned about a child. [Children 1st Parentline - Parenting Help, Advice & Support](#)

Bullying

Bullying is unacceptable in all schools and when it arises we have procedures for dealing with it. We are proactive and discuss the impact of bullying with the children through class discussions and at school assemblies. Our values are shaped by Rights Respecting principles which work towards the well-being of all children. Parents and carers should make their children aware of cyber-bullying which is becoming more prevalent through social networking sites which many children access outside of school.

Our school's positive relationships model can be found here.

[Positively Inshes.pdf](#)

This is based on the guidance documents below and the UN Convention on the Rights of the Child. The Inshes model is based on the Highland Council's promoting positive relationships and anti-bullying guidance:

[PPR Framework and Guidance August 2021.pdf](#)

[Anti bullying Guidance for Schools update.pdf](#)

Equality and Inclusion

For up-to-date information please see:

[Equal opportunities | The Highland Council](#)

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

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

Child Protection – Guidance from Highland Council

From time-to-time incidents occur within the school setting which cause concern and could indicate that a pupil is suffering some form of abuse. In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education staff have to report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation.

All agencies involved in Child Protection regard the welfare of children as paramount and this will be their priority for Education staff. All staff are trained in Child Protection Procedures.

Copies of Child Protection Policy Guidelines are available from the school office or online at [Child protection | The Highland Council](#)

Highland Practice Model

Everyone has the right to life, to be heard, to feel safe, to an education, to be listened to and to be included, but sometimes things go wrong and young people can be deprived of these basic rights. Getting It Right For Every Child (GIRFEC) is about ensuring the wellbeing of every child and young person in Scotland. Through GIRFEC children and their carers are central to the process of finding solutions and having their needs met.

To achieve this all children need to be Safe, Healthy, Active, Nurtured, Achieving, Respected and Responsible and Included. These are known as the 'wellbeing indicators' with the acronym S.H.A.N.A.R.R.I.

GIRFEC affects the working practices of all Integrated Children's Services (Health, Education, Social Work, Police, Children's Reporter and Voluntary Agencies) who work with children and families, including services to adults who are also parents.

More information about the Getting It Right For Every Child policy and practice can be found at [Highland Practice Model](#)

Parent Council

Inshes has an active Parent Partnership. Parent Council Meetings are open to all parents and meetings are usually held termly.

The aim of the Parent Council is to further enhance the education of the children by organising fundraising and social events and help build a stronger relationship between the school and community. The Parent Council, as a statutory body, has the right to information and advice on matters which affect children's education. To contact the parent council please email Chairperson Mr Andrew Matheson at Inshes.Primary@highlandpc.co.uk

Adverse Weather

In the event of adverse weather, parents/carers can find up-to-date information on the school closure page on the Highland Council website <https://www.highland.gov.uk/schoolclosures>.

The school will update the main school blog and where possible, parents will be kept informed via email also. MFR will generally broadcast information about school closures during the morning, often at the following intervals: 07:10, 07:40, 08:10 and 08:40am.

Delayed Opening Time: We may decide, given the particular circumstances to delay the start of the school day. This allows all pupils and staff more time to get to school safely in the event of adverse weather. This information will also be communicated to parents/carers by the above means also.

At any time of severe weather, the final decision on whether a pupil attends school rests with their parent/carer.

School Emergency

In the event of the school grounds requiring to be evacuated in an emergency pupils will be taken to Inshes Church car park. Fire drills are held at regular intervals throughout the session.

Additional Support Needs

All children need support to help them learn. Some children require more help than others. 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 wellbeing. Effective arrangements are in place to support pupils with additional needs to make successful transitions between classes/stages/schools. The following site provides information about the range of services available for children in Highland:

<http://forhighlandchildren.org/>

The main source of support in early years and in schools is the staff who through their normal practice are able to meet a diverse range of needs. With good quality teaching and learning and an appropriate curriculum most children are able to benefit appropriately from education without the need for additional support. Every teacher has the responsibility to support the learning of all pupils in their class but some children will require short or long term additional support from our Additional Support team. The type of support offered will vary according to the needs of pupils.

It is the aim of the school to ensure that all children reach their full potential in all areas of the school curriculum. Considerable time and resources are given to achieving this aim and at an early stage parents are involved should a learning difficulty be identified. If a parent considers that his or her child has additional support needs and wishes to make enquiries about this, they should raise their concerns initially with their child’s key worker (nursery aged) or class teacher. Any concerns can also be raised with the Named Person who is the Head Teacher, Mrs Snedden.

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 Highland Practice Model or the Child’s Plan you can access more information at: [Support for Learners Website](#) There are also Information sheets available through Thriving Families: <https://www.thrivingfamilies.org.uk/>

Details of further information and support for parents of children and young people with ASN are noted below. These organisations are identified under the Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011:

(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**
<http://enquire.org.uk/myrightsmysay/>

(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

Enhanced Specialist Provision

Inshes Primary School is an inclusive mainstream school with specialised provision for children with Additional Support Needs. We are a placement school in Inverness for children with needs that cannot be met in the child's local primary school.

At Inshes we have high expectations for all of our pupils and support them to achieve their full potential. Inclusive education relies on us working in partnership with others, our aim to support and develop the whole child. The role of the school is one part of the process of life-long learning for individuals.

Information about the 2009 Additional Support for Learning Act

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

Legal information

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in November 2005. In June 2009, the Act was amended. These amendments form the Education (Additional Support for Learning) (Scotland) Act 2009 and it comes into force on 14 November 2010.

What does this mean for pupils and parents?

The new Act doesn't change the basic purpose of the 2004 Act – it aims to strengthen some duties under the Act and clarify parts that have been confusing. Here are some of the main changes:

- Under the 2004 Act 'additional support' means support that is provided in a classroom or a school. The 2009 Act changes this to include support that is given out of school but that helps a child get the most out of their school education. This could include a social worker helping a child who refuses to go to school or a mental health nurse supporting a child to cope with issues affecting their school life.
- Children who are looked after by a local authority will automatically be assumed to have additional support needs. For looked after children who don't need extra help this will have little impact. For those who do need help it will make sure their needs are considered as they move through school or if they change school. Local authorities will also be expected to check whether these children require a Co-ordinated Support Plan (CSP) or not.
- The 2009 Act allows parents to ask their local authority for a specific type of assessment at any time. Under the 2004 Act parents had this right only when asking the education authority to identify whether their child had additional support needs or when asking the education authority whether their child required a CSP.

- The duties that local authorities have towards young disabled children have been strengthened. Under the new Act local authorities have a duty to assess disabled children aged between 0 and 3 and provide them with additional support, if required, in agreement with their parents.
- Local authorities will have to publish information on where parents and carers can find help, information and advice, including contact details for Enquire. Local authorities will have to make sure that a summary of this information (including details of dispute resolution and mediation services) is available from all schools (and other sites that provide education). They also need to make sure this information is included in school handbooks and on their website.
- There is a section about placing requests that states that parents of children with additional support needs, (including those that have CSPs) 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 (whether the child has a CSP or not) will be referred to the Additional Support Needs Tribunal. Some of the changes made in the 2009 Act deal specifically with children who have, or may require a CSP, and in particular to disagreements between local authorities and parents about the CSP.
- The Act extends the reasons that a parent or young person can make a referral (called a reference) to the Additional Support Needs Tribunal. Parents can make a referral when a local authority decides that a child does not need a CSP but also when local authorities have: failed to provide the additional support set out in the CSP; not responded to a parent's request to find out whether their child needs a CSP within a given time; or, after having said they will consider whether a CSP is required have not made a decision (within a given time) on whether the child needs a CSP or not.
- The Act also gives the Additional Support Needs Tribunal extra powers to force local authorities to provide or make arrangements providing additional support that is set out in a CSP if they have not done so.
- The new Act includes a duty for the Scottish Government to fund a national independent advocacy service (on request and free of charge) to support parents and young people in Additional Support Needs Tribunal proceedings.

The above points do not include all the changes resulting from the 2009 Act but simply cover the main points.

If you have any questions about the 2009 Act contact the Enquire Helpline on 0845 123 2303 or by email: info@enquire.org.uk

Promoting Positive Behaviour

We are a Gold Rights Respecting school. A Gold Rights Respecting School is a school that has fully embedded the principles of children's rights—based on

the UN Convention on the Rights of the Child—into our ethos, policies and daily practices. It means we actively promote respect, equality and pupil participation, ensuring that every child’s rights are understood and upheld throughout the school community. Achieving Gold status means that at Inshes we consistently demonstrate these values and now look beyond the school to support others in adopting rights-respecting approaches.

We actively promote a sense of responsibility, honesty, confidence and a caring attitude, through our core values of Kindness, Respect, Inclusion and Being Our Best. When behaviour problems arise, we deal with them in a respectful and restorative manner, whilst helping children to take responsibility for their actions. It is important that parents/carers and teachers work together to solve difficulties and nurture a positive relationships approach.

In school, each class sets up their own class charter at the beginning of the year which links to the United Nations Convention on the Rights of the Child (UNCRC) and Rights Respecting Schools. Our Rights Respecting approach enables children to take responsibility for their own actions. The whole school charter reinforces expectations and positive relationships for all. When an action is identified that is contrary to expectations, restorative conversations are held with the children involved and their class teacher. With a more serious or recurring incident, the senior leadership team will become involved and parents informed either by phone or by way of letter. More information on our positive relationships policy can be found in our Positively Inshes policy:

[Positively Inshes.pdf](#)

Complaints and Requests for Service

If a parent has concerns about their child’s progress they should contact their child’s class teacher in the first instance or in nursery their child’s Key Worker. Contact can also be made directly with the Additional Support Needs Teacher or for more serious issues, the child’s Named Person (the Head Teacher in a primary school) or any member of the Senior Leadership Team. Parents should contact the school office or can email the Head Teacher.

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact the Area Quality Improvement Manager:

Lyndsay Bradley

Acting Area Quality Improvement Manager

lyndsay.bradley@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.

The Community



Inshes has strong links with members of the school community, including Inshes Church, Community Police, local councillors, local shops and services. Visiting speakers with specialist expertise or life experiences are invited into the school to speak to and share these with the pupils.

A number of sporting and expressive arts organisations also contribute to providing a variety of experiences for the children at the school. The school also organises different events for the community and as fundraisers, for school activities and for charity.

Gold Rights Respecting Award

We are so proud to have received our Gold Rights Respecting award in August 2025. Our journey continues as a Rights Respecting school, making wider links with the community and global issues, and working together with other schools on their rights respecting journey.



Digital Schools Award

In 2022 we were awarded the Digital Schools Award Scotland, 'in recognition of our school's excellence in integrating digital technology into learning and

teaching'. We continue to develop and improve ways in which digital tools and skills can be worked into the curriculum, for support, challenge and skills for life development.

Eco School Status

In October 2018 we were awarded our 4th Green Flag for Eco Schools. In order to maintain this, we continue to promote eco ideals through waste awareness and minimisation, alongside developing the school grounds.

Extra-Curricular Activities

The school works closely with High Life Highland to support a range of after school activities. Clubs depend on availability of adult group leaders and the time of year. The school also runs a range of lunch-time clubs with P7 pupils leading the activities supported by staff members. If a parent/family member has a special interest or expertise and would like to help run an activity, please contact the school to let us know. Our HLH coordinator, Mr Matthew Allan, will support and help set up clubs with interested parents.

Please see information below from Mr Allan:

All bookings MUST be made in advance. To book please visit <https://booking.highlifehighland.com>. A HLH PAYE card will be required to book onto these activities. To register for your FREE card please visit <https://onlinejoining.highlifehighland.com/pay-as-you-go>. You can access/search your chosen activity by opening 'General Activities' and using the associated booking code that is displayed on this poster. Your booking will be confirmed by automated email. Please note - spaces are limited and will be offered on a first come, first serve basis.

***VOLUNTEERS NEEDED!** We are currently seeking volunteers to help support/grow the Inshes Primary extra-curricular programme. If you could spare an hour of your week to help our children at Inshes keep active, then we would love to hear from you! Don't want to do this alone, then why not share this experience with a friend? No formal qualifications required, just enthusiasm, dedication and a positive attitude towards sports and physical activity. Full training, mentoring and guidance can be provided if needed.*

For further information on any of these activities and/or on how you could get involved/support the Inshes Primary extra-curricular provision, please contact matthew.allan@highlifehighland.com or call 07748 703814.

Pupil Leadership Groups

We have an active pupil leadership group with pupils from P1-P7 represented as Rights Respecting Ambassadors. Their views and opinions are sought through regular meetings and help make a difference in school and further develop our setting as a Rights Respecting school. There are various roles for leadership for our P7s including House and Vice Captains, Sports Leaders, Expressive Arts Champions, and STEM ambassadors. Pupils in P6 lead with our safer routes to school as Junior Roads Safety Officers.

Transfer to Secondary School

On completion of Primary Education, Inshes children within the catchment area normally transfer to Millburn Academy for their Secondary Education. P7 children visit Millburn Academy on a number of occasions prior to transferring to Millburn in August with a well- established transition programme in place.

The following are contact details for Millburn Academy:

Mrs K Sinclair (Rector)

Millburn Academy

Diriebught Road

INVERNESS IV2 3QS

Tel: 01463 233573

Pupils outwith the school's catchment area

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 make a placing request for the school in which they wish to place their child. Applications must be made to the Acting Area Quality Improvement Manager, Lyndsay Bradley lyndsay.bradley@highland.gov.uk. More information and placing request applications can be obtained from the link below:

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

Transport to and from school, for placing request pupils, is a parental responsibility. This process does not apply to nursery children, however, if nursery pupils live outwith the catchment area a placing request would have to be completed on their entry to Primary 1. There is no guarantee that a placing request will be granted.

If pupils live outwith the school catchment area and their parents wish them to attend Inshes PS, they can contact the school office to arrange a visit on inshes.primary@highland.gov.uk. Please note that parents should **still** enrol their child at the local secondary/primary school for their catchment area. This should be done before a child's start at the school in August.

Enrolment arrangements for session 2026/27

P1 enrolment normally takes place at the end of January and Early Learning and Childcare enrolment in February. The links below take you to Highland Council's enrolment pages.

https://www.highland.gov.uk/info/878/schools/11/enrol_your_child_for_early_learning_and_childcare/2

Parents of children with additional support needs (including children with a Coordinated Support Plan) can make placing requests to any school in Scotland including schools outside of the local authority area in which they live.

All appeals about placing requests to special schools will be referred to the Additional Support Needs Tribunal.

Curriculum for Excellence

The curriculum framework for all Scottish education establishments for 3 – 18 years called the Curriculum for Excellence, will offer better educational outcomes for all young people and will provide more choices and more chances for those young people who need them.

Our school constantly seeks to progress and improve standards and attainment by following and adjusting progressive curricular frameworks.

The Curriculum for Excellence aims are for every child/young person to:

- Know they are valued and will be supported to become **a successful learner, an effective contributor, a confident individual and a responsible citizen (known as the four capacities)**;
- Experience a traditionally broad Scottish curriculum that develops skills for learning, skills for life and skills for work, with a sustained focus on literacy and numeracy that encourages an active, healthy and environmentally sustainable lifestyle and builds an appreciation of Scotland and its place in the world.

The experiences and outcomes under Curriculum for Excellence are written at five levels.

- Early Level - the pre-school years and P1 or later for some
- First Level - to the end of P4, but earlier for some
- Second Level - to the end of P7, but earlier for some
- Third and Fourth - S1 to S3, but earlier for some
- Senior Phase - S4-S6 and college or other means of study

A child should experience a balanced curriculum in their seven years in primary school. The curriculum should also offer **challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance.**

More information regarding Curriculum for Excellence can be found through Education Scotland [Curriculum for Excellence | Education Scotland](#) or Parentzone <https://education.gov.scot/parentzone/>

Organisation of the Curriculum

The curriculum is now organised under eight curricular areas but every effort is made to link areas of the curriculum together to make learning more real and relevant. We have many links with organisations to enhance learning within the curricular areas and to be able to sustain green Eco status.

The eight curricular areas are:

Languages, Mathematics, Health and WellBeing, Social Studies, Technologies, Expressive Arts, Religious and Moral Education and Sciences

Outlined below is a brief description of each area. Central to all areas of the curriculum is the methodology (or pedagogy) used by the teacher and the need to engage our children in their learning.

Languages & Literacy

Language is at the heart of all children's learning. Through language our pupils gain much of their knowledge and many of their skills across the curriculum. The four main components of language are:

- **Listening and Talking, Reading, Writing**

The importance of **spoken English** is emphasised at Inshes. Children are encouraged to develop their skills in talking and to articulate their learning.

At the early stages of reading **Jolly Phonics** are used to develop phonics skills. A wide range of reading texts and resources is used in all classes. **Reading for pleasure, as well as for information**, is encouraged throughout the school and all classes make good use of the library.

At Early Level we follow a play-based approach to learning. At early stages of writing, we build on drawing and scribing sentences and gradually introduce vocabulary, sentence structure and punctuation as the children progress. At Inshes we are developing our use of a programme of writing named Explicitly Teaching Writing, supported by PM resources. We encourage children to develop a legible, cursive style of handwriting.

French is taught as the second language (L2) in P1-7; Gaelic is taught as L3 in P6-7. Teachers use many approaches including active learning, games, songs, role play and interactive whiteboard software to create relevant, coherent, enjoyable and successful learning experiences.

Mathematics and Numeracy

Mathematics is used in all aspects of everyday life, allowing us to make sense of the world around us. It provides more than opportunities to calculate, it enables information to be handled and communicated and problems to be solved. Numeracy is taught in an active way, which is relevant and meaningful to the children. This enables them to become confident and competent in numeracy and problem solving skills.

Within the Curriculum for Excellence these are outlined in these organisers:

Number, Money and Measure

- Basic number processes
- Measure
- Patterns and Relationships

Shape, Position and Movement

- Properties of 2D and 3D objects
- Angle, symmetry and transformation

Information Handling

- Data and analysis
- Ideas of chance and uncertainty
- Mental Maths is encouraged at all stages of the school



Health and Wellbeing

Health and Wellbeing Education is concerned with all aspects of mental, emotional, social and physical wellbeing both now and in the future. Over the course of a school year children will study elements of the three areas:

Mental and Emotional Wellbeing – exploring emotions, feelings and relationships and how they affect us.

Social Wellbeing – exploring the interaction of the individual, the community and the environment in relation to health and safety.

Physical Wellbeing – exploring physical factors in relation to our health and looking after ourselves.

All pupils take part in active PE 2 hours per week. We also promote Healthy Hearts. All children N-P7 should have 12 minutes of a raised heart beat every day through our Healthy Hearts initiative; through running, skipping, dancing, etc, and is done within class time led by the teacher.



Social Studies

In Social Studies pupils examine societies at different times (history), in different places (geography) and also people in society (modern studies). It is taught in

a way which enables pupils to gain an appreciation of enterprise, history, geography and eco sustainability. Teachers and children are involved in planning and working on themes which help the children develop an extensive range of progressive skills and experience.

Technologies

As children study aspects of Technology, they learn about its impact in the home, in school, in industry and in the wider community. Information Technology should involve children in, for example, using and learning about audio-visual equipment, digital cameras, ipads, chrome books, computers and a variety of computer software. All of our P6 and P7 pupils have 1:1 chromebook devices. The rest of the school has a shared allocation.

Expressive Arts

Art, Dance, Drama and Music are all classified under this heading. They cover a wide area of activities, all of which seek to enable the children to develop relevant, creative and expressive skills through personal experience. Where possible they are linked with class work and Social Studies.

Religious and Moral Education

Religious and Moral Education helps children and young people explore the world's major religions and views which are independent of religious beliefs. Within Curriculum for Excellence the areas studied are Christianity and Other World Religions. Beliefs, Values, Issues, Practices and Traditions are explored within these. At Inshes Primary we have a broad and balanced programme of study which teachers and children follow. Moral education reinforces the school's caring ethos, promoting the value of kindness and respect.

We encourage the children to appreciate moral values such as honesty, liberty, justice, fairness and concern for others. They also investigate and understand the questions and answers that religions can offer about the nature and meaning of life. Whilst Religious Education forms part of the curriculum, parents have the right to withdraw their children from religious observance with prior notice to the Head Teacher in writing. Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance.

Science

Through Science, children and young people develop an 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. At Inshes Primary children explore a broad and balanced programme of study from Nursery to Primary 7.

School Assemblies

We hold regular assemblies: learning, religious observance, class assembly and celebration assemblies. As a means of promoting the school ethos of **TEAM**, where Together, Everyone Achieves More, assemblies are seen as a vital component of school life, helping to ensure we learn and live by our school

values. Some assemblies are 'whole-school' with all pupils; others are for early/first level (Nursery–P4) and second level (P5 – P7). Generally, assemblies are led by the Head Teacher as well as classes and pupil groups leading learning assemblies. We have a close link with Inshes East Church with the minister taking part in our religious observance assemblies.



Achievements

Achievements are celebrated within class and at assemblies. At assemblies pupils are recognised with Star of the Week certificates and outside school achievements are also celebrated.

Assessment and Reporting

Assessment is an important part of the teaching and learning process and evaluates a child's progress. Assessments assist and provide information to pupils, parents and staff on how to raise attainment. Assessments are carried out in a variety of ways for different purposes. It could be a daily and ongoing observational assessment by the teacher or a summative assessment at the end of a block of work. It may be to provide information on pupil progress, to diagnose an area of difficulty or to communicate to parents and pupils their areas of strength or concern. We involve children in what is to be learned and in how to achieve it. Meaningful feedback to children from teachers helps them to self/peer assess their work and improve.

Inshes Primary, along with all other Highland Primary Schools also undertakes some standardised assessments: the revised Scottish National Assessments (SNA) for P1, P4 and P7 and Scottish Online Formative Assessments (SOFA) for P2, P3, P5 and P6. This gives teacher's extra information to match against what the children know from their own on-going assessment.

Parents will receive feedback on their son or daughter's progress through pupil reports and ongoing profiling and reporting. Pupils will reflect on their progress, achievement and best work in their portfolio. Please follow this link for further information:

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

Progress

Our ongoing profiling and reporting involves families (and partners) with their child's learning throughout the year. Parents wishing to enquire about a pupil's

progress are invited to get in touch with the class teacher or Head Teacher. Pupil Profiles are available during our Parents' Evenings and Open Afternoons. Key Assessment Tasks are also shared throughout the year so that pupil, teacher and family voice can be added. The school has two parents' evenings during the session and an end of year report in June.

Sexual Health and Relationships Education

At Inshes we follow the BBC Interactive 'Sex and Relationships'. General awareness as per curriculum guidelines is taught across the stages. In P6 we consider basic sexual development in respect of puberty and adolescence. P7 pupils then consider human reproduction through to the birth of a baby. Parents will be notified in advance of the sessions and information about curriculum content shared.

Home Learning

The school has created an online digital platform for parents and children to access learning activities at home to help consolidate learning in class. This has been updated to provide a wide range of active learning suggestions as well as online resources and can be accessed here:

[Home Learning Platform 25.26](#)

P7 Residential Trip

Every year we invite all P7 pupils to participate in a four or five-day residential trip. We believe strongly that it helps all children develop a range of skills and forms a valuable aspect of preparing for transition to secondary school. The residential trip supports children developing personal responsibility and self-reliance as well as working together in teams to develop social cohesion and awareness of one another's differences and diversity.

Parents are advised of the content and cost of the trip at the beginning of each academic year, and the trip is usually run towards the end of session. The value of the experience cannot be overstated and we encourage every child to attend. The school supports with fundraising and parents are asked to make contact in confidence if cost is a barrier to participation.

School Improvement Plan 2025/2026

Every school has a School Improvement Plan (SIP). The SIP sets out local authority and school priorities and includes an annual plan to implement the priorities for each year. Our SIP for session 2025/26 includes the following priority areas:

Improvement Priority 1A:

Developing literacy - a whole school approach to spelling

Our writing data shows that we have to further develop learning & teaching to improve outcomes in this curricular area. Developing a standardised phonological approach to spelling across the school will support children's understanding and application in writing. Developing the use of Wraparound spelling will improve spelling proficiency by addressing the following:

- Pupils not spelling at an age and stage level
- Many children are not able to spell using knowledge of spelling rules and struggle to detect inaccurate spellings when proofreading their work.
- Lack of a cohesive whole school approach to teaching spelling

Improvement Priority 1B:

Developing Literacy - improving writing attainment at first level

P4 & P5 teachers will take part in the National Improvement Writing Programme to improve attainment in writing at first level. This priority to develop learning & teaching in the tools of writing will work along with the continued use of Explicitly Teaching Writing which has been developed at all levels in the school to provide a clear structured approach to learning and teaching in writing.

Improvement Priority 2:

Enhancing learning and teaching in mathematics

Lesson study is a form of professional development which can be used to support teaching and learning in all subjects. We are building on the initial work in Lesson Study last session to include more staff members with lesson study collaboration. This is a 3 year school improvement programme, beginning this year with developing staff knowledge and understanding (yr 1), implementation (yr 2) and embedding of practice (yr 3). The timing fits well with the Curriculum Improvement Cycle framework; as new curricular areas are shared with schools, our teachers will be able to use Lesson Study as a vehicle for developing their shared understanding and evaluation of the new national curriculum due to be fully rolled out for session 2028/2029.

Our combined P1, 4 and 7 numeracy ACEL levels are below the regional and national average, with a dip in attainment particularly at P7. The focus on numeracy within Lesson Study this session aims to increase attainment and engagement in mathematics, develop confidence in teaching numeracy and improve professional dialogue around pedagogy.

The use of Lesson Study for professional development will enhance professional understanding and discourse, as well as bolstering pupil voice and participation in learning. The school will use qualitative data to gauge pupils' engagement and motivation as well as standardised and diagnostics assessments to measure impact. Teaching staff will also have the opportunity to reflect professionally on the impact of Lesson Study on their practice.

Improvement Priority 3:

Inclusive Classroom practices using Circle approaches (year 1)

This work has grown out of the need to support pupils across all stages with a limited amount of Additional Support Needs hours in place. The aim is to ensure that our classroom practice is as inclusive as possible for children who may be experiencing heightened or dysregulated behaviours at any time. Circle approaches build on our Zones of Regulation development which is ongoing as a consistent approach from ELC-P7 to provide consistency in language and approaches to all. Further developing our inclusive practice should provide a safe, purposeful and calm learning space for all children and

notably for neuro-divergent pupils and trauma impacted individuals.

The Circle framework (Child, Inclusion, Research Into, Curriculum, Learning, Education) develops practitioner skills in using a staged system of support, creating an inclusive classroom and developing further support for individual children. The approaches have been developed through Education Scotland with participating schools and form part of our school's rights based positively relationships policy.

This improvement priority is being developed across the school on a 3 year plan. This first year will see increased knowledge and understanding of maximising inclusive classroom practice through training and collaboration; in year 2, there will be increased implementation and monitoring of the practices being implemented by practitioners; in year 3, the practices will be embedded with consistent application by all staff for children from ELC-P7 with clearly identifiable impact on children's wellbeing and learning.

As a school, we strive to improve our attainment in all core areas and for pupils to be challenged to achieve their full potential by working closely with our families and through our delivery of the curriculum. The school's plans include closing the poverty-related attainment gap by using Pupil Equity Funding (PEF) for targeted support. The school's '**Standards and Quality**' report highlighting our strengths and areas for development as well as the School Improvement Plan are available below:

[Inshes Primary SQR 2024.25.pdf](#)

[INSHES PRIMARY SIP 2025-26.pdf](#)

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 the Data Protection Act 1998 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>.

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 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: [Privacy notices - Enrol your child in school or Early Learning and Childcare setting | The Highland Council](#)

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: [Scottish Exchange of Data \(ScotXed\) - gov.scot](https://www.scot.nhs.uk/scotxed/)

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

Concerns

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

Equality and Inclusion

For up-to-date information please see:

[Equal opportunities | The Highland Council](#)

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

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

The following is a link to a range of Highland Council policies:

[Authority Policies](#)

And finally...

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

We have tried to make this handbook as comprehensive as possible and we trust that you have found it to be informative. However, things change and develop, and matters that may be of concern to you, may not be covered in this edition of the handbook. Please feel free to bring any such concerns to our attention so that future editions of the handbook can be updated accordingly. Your contributions will be much appreciated.

Through the life and ethos of the school we are wholly committed to individual progress and the value of lifelong learning. We recognise the importance of laying foundations for our youngsters to become successful learners, confident individuals, effective contributors and responsible citizens.

We cannot reiterate strongly enough our belief that this can only happen in a working partnership that includes the school, home and the pupil in ensuring that we provide the best possible opportunities for each individual child. We will continue to work to such ends at all times and we sincerely hope that you, as parents and carers, will share and nurture this conviction with us.

Thank you for taking time to read this handbook. We look forward to a happy journey together with you and your child(ren) here at Inshes Primary School!

