

Strathgarve, Strathconon and Marybank Tri-Cluster School Handbook 2026-27

Friendship, Teamwork, Kindness, Creativity



Three small communities working together to create a vibrant and inclusive Cluster where everyone is valued and supported to achieve their very best.

Headteacher: Mrs. Heather Rosie

Strathgarve Primary School, Garve, IV23 2PR, Tel: (01997) 414 286, Email: strathgarve.primary@highland.gov.uk
Strathconon Primary School, Strathconon, Muir of Ord, IV6 7QQ, Tel: (01997) 477 257, Email: strathconon.primary@highland.gov.uk
Marybank Primary School, Urray, Muir of Ord, IV6 7UN, Tel: (01997) 433 320, Email: marybank.primary@highland.gov.uk

Dear Families,

A warm welcome to the Strathgarve, Strathconon and Marybank Primary School Cluster. We are a unique trio of schools in that we form part of a tri-Cluster arrangement. This means that the schools 'share' a non-class committed Head Teacher whose time is divided between the three schools. This arrangement has allowed the schools to have dedicated teaching staff that are entirely focused on providing high quality education to the pupils in their schools. The three schools work closely together to the benefit of pupils, families, staff and the wider community.

This handbook has been designed to provide you with information about the individual schools and tri-Cluster arrangement and offers you the opportunity to take part in all aspects of your child's learning. As a parent you play a vital part in your child's learning process. You will see that we strive towards providing a range of engaging, enjoyable curricular experiences to meet each individual child's interests and needs. We aim to nurture their skills and abilities so that they can develop the four capacities – successful learners, confident individuals, responsible citizens and effective contributors - as set out in A Curriculum for Excellence.

At Strathgarve, Strathconon and Marybank Primary Schools we strive to do all of the above in partnership with you to make your child's time at school as productive and memorable as possible. We hope you find a friendly welcome to our Cluster community. We have regular opportunities to involve parents in their child's education and encourage you to be active participants within the schools and across the Cluster. Please contact us at any time if you would like to; contribute in any way, receive further information or to discuss your child's education or welfare. We are always happy to talk or meet with you.

We look forward to working together and to building a long, happy association with you and your child(ren).

Yours sincerely,

Heather Rosie

Mrs. Heather Rosie
Headteacher

Headteacher: Mrs Heather Rosie

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The Schools

Strathgarve Primary School



Strathgarve Primary School serves the village of Garve and the surrounding area. The school provides education for Primary 1 to Primary 7 aged pupils. The current roll is 9 children from Primary 1 to 7.

The school is actively involved in the local community and has strong links with Garve Village Hall, Garve and District Community Council and the Lochluichart Windfarm Trust.

Strathconon Primary School

Strathconon Primary School serves the village of Strathconon and the surrounding area. The school provides education for Primary 1 to 7 aged pupils. The current school roll is 5 children from Primary 2 to 6. The school is actively involved in the local community and has good links with Scardroy Estate and Strathconon Village Hall.



Marybank Primary School

Marybank Primary School serves the village of Marybank and the surrounding area. The school provides education for Nursery 3-year-olds to Primary 7 aged pupils. The current school roll is 18 in Primary 1 to 7 and 5 nursery children.

Vision, Values and Aims

Our Vision

Three small school communities working together to create a vibrant and inclusive Cluster where everyone is valued and supported to achieve their very best.

Our values

Friendship

Teamwork

Kindness

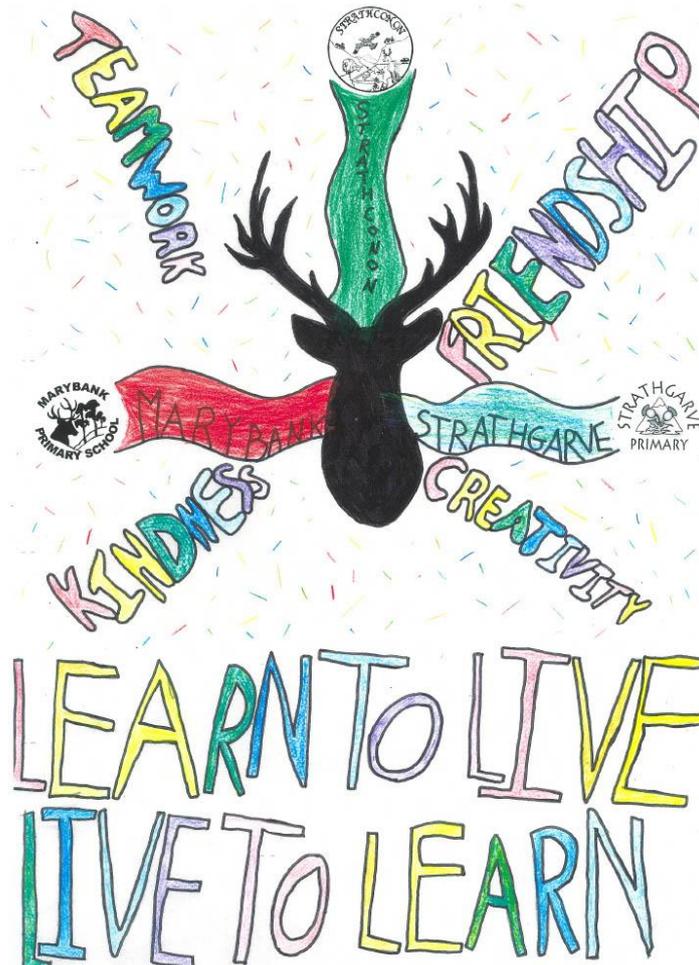
Creativity



Our Aims

We aim to bring our school communities together to:

- ✓ Provide an inclusive, nurturing and positive learning environment.
- ✓ Deliver an engaging, challenging, and creative curriculum.
- ✓ Promote good health and well-being for all.
- ✓ Encourage our learners to be environmental champions!



The United Nations Convention on the Rights of the Child (UNCRC)

The United Nations Convention on the Rights of the Child (UNCRC) is an important agreement by countries who have promised to protect children's rights. The Convention on the Rights of the Child explains who children are, all their rights, and the responsibilities of governments. All the rights are connected, they are all equally important and they cannot be taken away from children.

The UNCRC (Incorporation) (Scotland) Bill was introduced to the Scottish Parliament on 1st September 2020 and was passed unanimously on 16th March 2021. The main purpose of the Bill is bringing the UNCRC into Scots law.

Children's rights permeate our school ethos, culture and curriculum.



1 -18 DEFINITION OF A CHILD	2 NO DISCRIMINATION	3 BEST INTERESTS OF THE CHILD	4 MAKING RIGHTS REAL	5 FAMILY GUIDANCE AS CHILDREN DEVELOP	6 LIFE, SURVIVAL AND DEVELOPMENT	7 NAME AND NATIONALITY	8 IDENTITY
9 KEEPING FAMILIES TOGETHER	10 CONTACT WITH PARENTS ACROSS COUNTRIES	11 PROTECTION FROM KIDNAPPING	12 RESPECT FOR CHILDREN'S VIEWS	13 SHARING THOUGHTS FREELY	14 FREEDOM OF THOUGHT AND RELIGION	15 SETTING UP OR JOINING GROUPS	16 PROTECTION OF PRIVACY
17 ACCESS TO INFORMATION	18 RESPONSIBILITY OF PARENTS	19 PROTECTION FROM VIOLENCE	20 CHILDREN WITHOUT FAMILIES	21 CHILDREN WHO ARE ADOPTED	22 REFUGEE CHILDREN	23 CHILDREN WITH DISABILITIES	24 HEALTH, WATER, FOOD, ENVIRONMENT
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School Information

Headteacher – Mrs. Heather Rosie

Strathgarve Primary School

Garve

IV23 2PR

Telephone: 01997 414 286

Email: strathgarve.primary@highland.gov.uk

Parent Council email:

strathgarve.primary@highlandpc.co.uk

School times:

Primary 1 to 7

Mon to Thurs – 8.50 – 3.15pm

Friday – 8.50 – 12.30pm

Break

Primary 1 to 3 – 10.40 – 11am

Primary 4 to 7 – 10.45 – 11am

Lunch

Primary 1 to 3 – 12.15 – 1.15pm

Primary 4 to 7 – 12.30 – 1.15pm

Afternoon break

Primary 1 to 3 only – 2.30 to 2.45pm

Strathconon Primary School

Strathconon, Muir of Ord

IV6 7QQ

Telephone: 01997 477 257

Email: strathconon.primary@highland.gov.uk

Parent Council email:

strathconon.primary@highlandpc.co.uk

School times:

Primary 1 to 7

Mon to Thurs – 8.50 – 3.15pm

Friday – 8.50 – 12.30pm

Break

Primary 1 to 3 – 10.40 – 11am

Primary 4 to 7 – 10.45 – 11am

Lunch

Primary 1 to 3 – 12.15 – 1.15pm

Primary 4 to 7 – 12.30 – 1.15pm

Afternoon break

Primary 1 to 3 only – 2.30 to 2.45pm

Marybank Primary School

Urray, Muir of Ord

IV6 7UN

Telephone: 01997 433 320

Email: marybank.primary@highland.gov.uk

Parent Council email:

marybank.primary@highlandpc.co.uk

School times:

Primary 1 to 7

Mon to Thurs – 8.50 – 3.15pm

Friday – 8.50 – 12.30pm

Break

Primary 1 to 3 – 10.40 – 11am

Primary 4 to 7 – 10.45 – 11am

Lunch

Primary 1 to 3 – 12.15 – 1.15pm

Primary 4 to 7 – 12.30 – 1.15pm

Afternoon break

Primary 1 to 3 only – 2.30 to 2.45pm

Cluster website: <https://strathgarvemarybankstrathcononCluster.wordpress.com>

Staffing at Strathgarve Primary School

Clerical Assistant: Mrs. Joanna Ellen

Class Teacher: Mrs. Jennifer Lilley

Catering Assistant: Mrs. Linda Power

Janitor: Mr. Duncan MacKintosh

Active Schools Co-ordinator: Mr. Willie MacLeod

Staffing at Strathconon Primary School:

Clerical Assistants: Miss. Fiona Paterson

Class Teachers: Mrs. Pamela Hardy

Catering Assistant: Ms. Amanda MacLennan

Janitor: Mr. Duncan MacKintosh

Active Schools Co-ordinator: Mr. Willie MacLeod

Staffing at Marybank Primary School:

Clerical assistant: Miss. Kim Fleming

Early Years Practitioner: Mrs. Ruth Arthur, Miss Abigail Flynn

Nursery Support Worker: Ms. Gail Grant

Class Teachers: Ms. Juta Campbell, Mrs Abby Forrest

Catering assistant: Mrs. Anne Forsyth

Janitor: Mr. Duncan MacKintosh

Active Schools Co-ordinator: Mr. Willie MacLeod

Early Learning and Childcare



Marybank Primary School operates an Early Learning and Childcare setting for three- and four-year-old children.

The nursery is open five days a week 8.50am to 3.15pm, Monday to Thursday, and 8.50am to 12.20pm on Friday.

We currently have two Early Years Practitioners and a Support Worker at Marybank.

More details are available in our separate Nursery Handbook, available from the school office.

Calendar Session 2026-27

A copy of the school calendar (below) is available for download from:

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

2026/2027 Holidays

Summer holidays

3 July to 14 August 2026

In service days

17 and 18 August

In service days

14 September

October holidays

12 October to 23 October

Christmas holidays

23 December to 5 January 2026

February Break

15 February and 16 February

In service day

17 February

Easter holidays

26 March 9 April

May Day

3 May

In service day

6 May

Summer Holidays

2 July

Parents as Partners

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

- Parents' evenings
- Open mornings and afternoons
- End of year summary report
- Sharing Pupil Learning Profiles via seesaw
- Regular email contact
- Contact by letters in school bag mail
- Information on the Cluster School website

The support of parents in their children's education is key to the success of young people. Taking time with them, discussing work, practicing 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.

Parental information is obtained from questionnaires issued regularly at Parents evenings and from Parent Forums.

The Parent Council is a group of parents selected to represent all parents of children at the school. Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting them at:

Marybank – marybank.primary@highlandpc.gov.uk

Strathconon – strathconon.primary@highlandpc.gov.uk

Strathgarve – strathgarve.primary@highlandpc.gov.uk

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/>

School 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 are made to the Area Quality Improvement Manager:

Annika Jansson
Area Quality Improvement Manager
84 High Street,
DINGWALL
IV15 9QN

annika.jansson@highland.gov.uk

Placing request forms can be obtained from:

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

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

If pupils live out with the school catchment area and their parents wish them to attend Strathconon, Strathgarve or Marybank Primary Schools they can contact Mrs. Heather Rosie to arrange a visit.

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

Attendance/Absence

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, on either the school message number: 0800 564 2272 (PIN is required) or the school number: **Marybank 01997 433 320, Strathgarve 01997 414 286, Strathconon 01997 477 257**. When returning to school after an absence, the parent or guardian must give written reason for the time absent. Permission to leave during the school day: 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 out with school hours.

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

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. 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

If parents decide to make holiday arrangements during school term, this should be confirmed in writing to the Headteacher.

Behaviour and Positive Relationships

Children are encouraged to be responsible, reliable, sensible, trustworthy and honest and to respect and consider other people, and their property. We expect them to be well mannered and courteous. In line with UNCRC Rights Respecting Schools, Classroom charters are made within each class at the start of every year and referred to and reviewed throughout the year.

We work to create a positive and supportive atmosphere where positive behaviour such as restorative practices, solution-focussed and nurturing approaches are adopted. However, if a child appears to be having difficulty following these behaviour agreements on a regular basis, parents will be invited to discuss their child's behaviour. Bullying is not tolerated at Strathgarve, Strathconon or Marybank and schools in Highland have a 'Positive Relationships and Bullying Prevention' policy which we closely follow. A copy is available on request from the school office.

The ethos of respect and responsibility is one which we hope pervades all we do in school but specific work to encourage these attitudes is undertaken in assemblies. School and home achievements are celebrated in various ways, including at assemblies, within classes, in newsletters and displays. The Council's anti-bullying policy can be found here:

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

Communication

We strive to share information with families and work in partnership with them. To facilitate this, we operate an "open door" policy whereby parents can, when possible, speak with a member of staff at the start/end of the school day or make an appointment to do so. We will endeavour to be responsive to any request within 24 hours but certainly within 5 days of issue being raised.

We also have **parents' meetings** twice a year and regular informal times for parents to meet with their child's teacher e.g. **open mornings and open afternoons**.



An information **newsletter** is issued monthly to all parents. This contains features about the life of the individual schools and the Cluster and includes information about important dates and events. Regular events happen throughout the year which parents are invited in to support. We also have a Cluster website containing school information.

Complaints and Requests for Service

If a parent has any concerns they should contact their child's Named Person in the first instance. In all three schools this is the Headteacher, Mrs. Heather Rosie. Should, for any reason, Mrs. Heather Rosie not be available, concerns should be raised with the Education Support Officer, Derek Sawyer, or Area Quality Improvement Manager, Annika Jansson.

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

Annika Jansson
Area Quality Improvement Manager,
84 High Street DINGWALL
IV15 9QN

Please note that transport is not a school responsibility, and any queries should be emailed to school.transport@highland.gov.uk.

Further information, advice and resources for parents can also be found at:
<https://education.gov.scot/parentzone/>

Emergency Closing

The previous dial-in phone service to inform parents of school closures has been withdrawn by Vodaphone. Instead parents can obtain information on the Highland Council school closures webpage <https://www.highland.gov.uk/schoolclosures>.

In the morning, if there is extreme weather, parents/carers will be contacted directly by the Headteacher or Class Teacher by email.

In extreme circumstances where the school has to be closed, children will be sent home. Parents/carers (or emergency contact) will be contacted, before sending children home.

Equality and Inclusion

For up-to-date information please see:

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

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

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

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

The United Nations Convention on the Rights of the Child has now been incorporated into Scots Law. To find out more about this and the rights for all children in Scotland, you can access information <https://www.gov.scot/policies/human-rights/childrens-rights/>

Health and Well-being

The school health service sends out medical questionnaires to all P1 and P7 children. It is normal for a child to have a medical shortly after their fifth birthday. Parents are able to be present if they wish. Any parent who wishes to talk to the school nurse can make an appointment through the school office.

Mental Health and Well- being

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 online. 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 named person. 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.

Administration of Medication

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

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

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

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

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

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

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

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

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

Minor Injuries

The 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 be contacted, and you may be advised to collect your child from school.

If your child has a minor incident/accident during the school day, staff will complete a white slip which is given to the pupil to give to their parent/carer on at the end of the school day. Parents/Carers will always be informed of a head injury.

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 regularly. 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 visit <https://www.nhs.uk/conditions/head-lice-and-nits/>

Parking

Everyone has a responsibility to park sensibly and consider the safety of our pupils and other road users. Nobody should park on yellow lines outside the schools.

School Meals

School meals are served from Monday to Thursday. The cost of a school meal is £2.40.

All children in Primary 1 to 5 receive free school meals. For P6 and 7 pupils, 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>

School lunch choices can be found at:

https://www.highland.gov.uk/downloads/download/9/school_menus

If a pupil has special dietary needs, please inform the school.

In Marybank, school meals are cooked at Tarradale Primary School and delivered.

In Strathgarve, school meals are cooked at Strathpeffer Primary School and delivered.

In Strathconon, school meals are cooked onsite by our Catering Assistant.

Sporting Events

Throughout the year the children represent their schools at a range of sporting competitions including cross-country, swimming, football and basketball. Children representing their school at sporting events are provided with school sports tracksuits. Each child is responsible for sportswear given to them and must return the sportswear washed and ready for use again.

Swimming

If numbers permit, all children will have the opportunity to learn to swim. The usual block of time is half an hour a week, for approximately five weeks. Lessons take place at Dingwall Leisure Centre and are funded by High Life Highland. Children should bring swimwear, a towel and money for their locker. Any child, who does not attend swimming lessons, will join another class until their class returns.

Cluster Events

As part of our transition and outdoor learning programmes, the pupils take part in Cluster days with pupils from within our own Cluster and from Mulbuie and Ferintosh Primary Schools. These events provide pupils with opportunities to; form friendships with a wider group of peers, develop confidence in unfamiliar settings and build resilience to cope with change. Each Cluster school hosts different events throughout the year including the Christmas Party, Burns' Ceilidh, Easter Extravaganza and Sport Day.

Outdoor learning

Our schools are situated in beautiful outdoor settings. As such we actively encourage our pupils to get outdoors as much as possible. All Class Teachers engage their pupils in outdoor play and activities regularly, making use of local woodland and outdoor spaces to facilitate learning experiences.

Uniform

School uniform should be worn at all times. The uniform for each school is: a school sweatshirt with logo, white polo neck t-shirt, smart trousers, skirts or dresses and smart shoes. Jeans or faded denims should not be worn. Pupils should bring a pair of indoor shoes. Shoes, trainers or plimsolls are recommended. Slippers or crocs are not suitable and should not be brought to school.

A fresh PE kit should be brought to school at the start of every week; change of t-shirt, shorts and trainers. Makeup should not be worn to school and gel nails should be kept short. It is very helpful, if all clothing is labelled with your child's name.

Information on assistance with school clothing can be found at

<http://www.highland.gov.uk/info/899/schools-grants-and-benefits/10/free-school-meals-and-assistance-with-clothing>

Breakfast Club and After School Club

Strathconon, Strathgarve and Marybank Primary Schools do not currently offer breakfast or after school Clubs.

Gaelic Education

We do not currently offer Gaelic Education in our schools or ELC. Gaelic Education is offered at Dingwall Primary and Bun-Sgoil Ghàidhlig Inbhir Nis (Inverness Gaelic School).

Curriculum

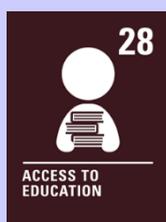
All schools in Scotland follow the **Curriculum for Excellence**. More detailed information on this can be found at: Curriculum for Excellence | Education Scotland and <https://education.gov.scot/parentzone/>

All teachers use a variety of methods when teaching. Children may be taught as a whole class, in groups, and at times, individually.

 <h2 style="text-align: center; color: #e91e63;">8 Curricular Areas</h2> <p style="text-align: center; color: #43a047;">curriculum for excellence</p>  			
<p>Literacy and Languages</p> <ul style="list-style-type: none"> ➤ Listening and talking ➤ Reading ➤ Writing ➤ Modern languages 	<p>Numeracy and Mathematics</p> <ul style="list-style-type: none"> ➤ Number, money and measure ➤ Shape, position and movement ➤ Information handling 	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> ➤ Mental, emotional, social and physical wellbeing ➤ Planning for choices and changes ➤ Physical education, physical activity and sport ➤ Food and health ➤ Substance misuse ➤ Relationships, sexual health and parenthood 	<p>Social Studies</p> <ul style="list-style-type: none"> ➤ People, past events and societies ➤ People, place and environment ➤ People in society, economy and business
<p>Sciences</p> <ul style="list-style-type: none"> ➤ Planet Earth ➤ Forces, electricity and waves ➤ Biological systems ➤ Materials ➤ Topical Science ➤ 	<p>Technologies</p> <ul style="list-style-type: none"> ➤ Digital literacy ➤ Food and textile technology ➤ Technological developments in society and business ➤ Craft, design, engineering and graphics ➤ Computing science 	<p>Expressive Arts</p> <ul style="list-style-type: none"> ➤ Art and design ➤ Dance ➤ Drama ➤ Music 	<p>Religious and Moral Education</p> <ul style="list-style-type: none"> ➤ Christianity ➤ Other world religions ➤ Development of beliefs and values

Curriculum Framework

Our Curriculum, as detailed in this document, is built around the seven principles of curricular design:



Breadth
 Challenge and enjoyment
 Coherence
 Depth
 Personalisation and choice
 Progression
 Relevance



Interdisciplinary Learning (IDL)

IDL projects make connections across subjects or between subjects through a theme, context or challenge.

Within these projects the cross-cutting themes of **sustainability, enterprise, creativity and citizenship including global citizenship and Scottish heritage and culture** are used to provide rich contexts for learning.

The values and principles of the rationale are based on enabling all our children to become:

- **Successful Learners**
- **Confident Individuals**
- **Effective Contributors**
- **Responsible Citizens**



Across subjects, pupils will develop a range of **skills for learning, life and work.**

Pupils will have **Opportunities for Wider Achievements.**

We work closely with our **Curriculum and Community Partnerships** to enrich our curriculum.

Families are actively encouraged to engage in learning with their children.

Experiences and Outcomes set out expectations for learning in the **eight curricular areas** which are:

Literacy and Languages
 Numeracy and Mathematics
 Social Studies
 Science
 Expressive Arts
 Religious and Moral Education
 Health and Well Being
 Technologies

LANGUAGES

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

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

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

There are four main areas of English Language to be developed:

Talking & Listening, Reading, Writing and Numeracy

LISTENING

This is a very important skill which needs to be developed if pupils are to be enabled to utilise it fully. Pupils are given opportunities to listen for information, instructions and directions, to listen in groups and their critical faculties are developed by listening to different forms of texts e.g. poems, plays and stories so that they can gain knowledge about language and its uses. Children will also be encouraged to listen to others both within and outside of the classroom through games, role play, discussions, etc.

TALKING

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

READING

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

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

WRITING

Along with the manual skills necessary to develop legible handwriting, the school considers that writing is a means of communication and has to be developed along similar lines to that of the other language skills. In line with the Curriculum for Excellence, self-expression is encouraged but not at the expense of more formal skills. Spelling is an important part of the writing programme along with the growth of vocabulary. The purposes of pieces of writing must always be considered with form and function playing an important part.

MODERN FOREIGN LANGUAGES

Learning other language enables children and young people to make connections with different people and their cultures and develop as global citizens. We currently teach French to all pupils, so they have gained in

confidence in the subject before going to the academy. This is an aspect of provision that all schools are developing under guidance from the government over the coming session.

NUMERACY AND MATHEMATICS

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

SOCIAL STUDIES

Social Studies are taught through a thematic approach within school. IDL topics are 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 such as enquiry and research skills, debating and persuasive skills etc, all of which are useful and relevant to everyday life.

TECHNOLOGIES

The use of ICT 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 has an excellent allocation of ICT resources including a Clever Touch board in each classroom and chrome books.

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.

HEALTH AND WELL BEING

Schools have responsibilities to help each child develop personally and socially. This is a very important part of education. We aim to enable the children to have a positive regard for the needs of self and others, develop skills to enable them to participate effectively and safely in society, and take increasing responsibility for their own lives. We try to develop a high self-esteem in each child by consistently praising their efforts and achievements.

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

- **Emotional Health.** This explores emotions, feelings and relationships and how they affect us.
- **Social Health.** This explores the interaction of the individual, the community and the environment in relation to health and safety.

- **Physical Health.** This explores physical factors in relation to our health and looking after ourselves. Physical Education also involves gymnastics, games skills, dance and expressive movement.

We follow the RSHP resource to teach children about relationships, sexual health, parenthood and drugs awareness. Parents will always be informed as to when and how these more sensitive topics will be taught.

RELIGIOUS AND MORAL EDUCATION

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

We encourage the children to appreciate moral values such as honesty, liberty, justice, fairness and concern for others and to investigate and understand the questions and answers that religions can offer about the nature and meaning of life.

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

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

SCIENCE

Through science, children and young people develop their interest in, and understanding of the living material and physical world. They can engage in a wide range of investigative group tasks which allow them to develop important skills to become creating and enterprising adults.

Children are encouraged to investigate their environment by observing, investigating, exploring and recording.

More detail of how each of the eight curricular areas are taught can be found in our Cluster Curriculum Rationale.

Assessment and Reporting

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

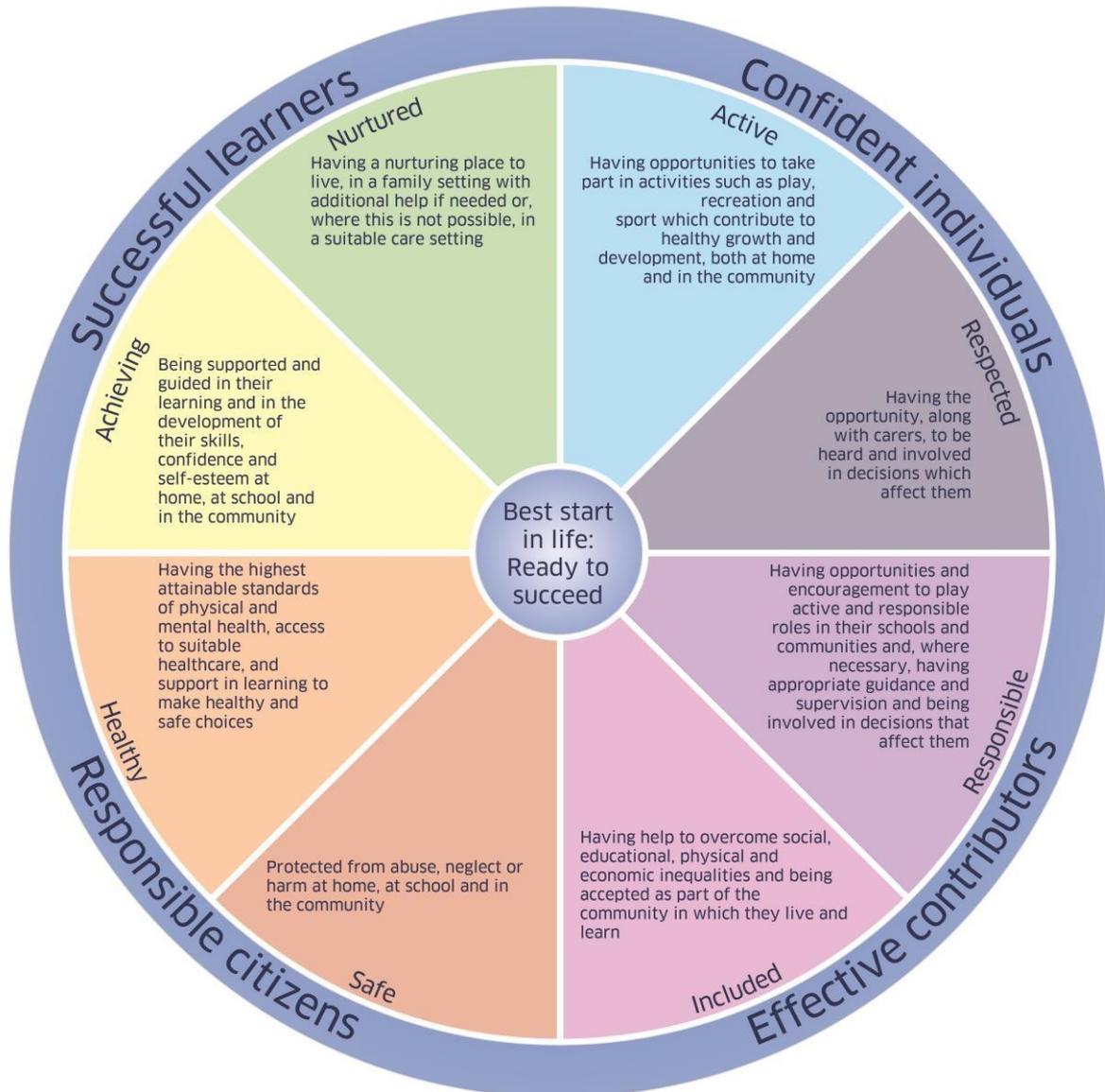
Teachers will use the assessment process as an evaluative, diagnostic and formative tool to provide evidence of pupil attainment and progress and to inform learning and teaching approaches and pupil targets.

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

Parents will receive feedback on their son or daughter's progress through pupil reports, progress checks, and target setting information.

Pupils will reflect on their progress, achievement and best work in their Pupil Learner Profiles and on Seesaw
 Parents wishing to enquire about a pupil's progress are invited to get in touch with their child's Class Teacher.

Additional Support Needs



Class 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: <https://hcpc.scot/wp-content/uploads/2024/09/Highland-Child-Protection-and-GIRFEC-Guidance-2024-FINAL.pdf> and [Support for Learners Website](#)

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. This is the Head Teacher, Mrs. Heather Rosie. 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>

Progress

Parents wishing to enquire about a pupil's progress or have concerns about their progress are invited to get in touch with the Headteacher, Mrs. Heather Rosie.

Further advice, information and support for parents of children with ASN, please follow the links below.

Enquire – the Scottish advice and information service for additional support for learning

<https://www.thrivingfamilies.org.uk/>

My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs

<https://www.thrivingfamilies.org.uk/>

<https://www.siaa.org.uk/> , an advocacy service to support parents and children

<https://sclc.org.uk/> , an organisation providing free legal advice to young people

Dingwall Academy

At the end of their primary education, children from our Cluster transfer to Dingwall Academy. The Rector of Dingwall Academy is Dr. James Vance. Staff from the academy are invited to the schools to meet with children and staff to discuss Primary 7 work. The Primary 7 pupils will spend two days in June visiting the academy. They will then spend a settling in week when they join in August.

Liaison meetings are held throughout the year to help improve links between primary and secondary. Contacts for Dingwall Academy are:

Dingwall Academy

Dingwall

Ross-shire

IV15 9LT

Tel: 01349 869860

Fax: 01349 869886

School Website: [Home Page](#)

Residential Trip

As part of our transition arrangements for the P7 children going up to Dingwall Academy, there are various events planned throughout the year. This includes the opportunity for Primary 6 and 7 children to attend a weeklong residential trip to an outdoor centre. Over the last few years, we have joined the Mulbuie and Ferintosh Cluster Primary schools in visiting Alltnacriche Centre for this. This trip runs every second year and in the other year, various outdoor learning day events will be organised.

These events help the children to develop independence, confidence, teamwork and social skills as well as, integrate and make friends with children from the other feeder Primary schools for Dingwall Academy.

Policies

Our schools have many policies from both the authority and within the schools themselves. All policies are available on request from the school office. Authority policies relating to Education can be found at:

[http://www.highland.gov.uk/info/893/schools -
general information/29/school policies procedures and guidelines](http://www.highland.gov.uk/info/893/schools-general-information/29/school-policies-procedures-and-guidelines)

Homework

Research has shown that parental participation in home learning has a direct positive influence on the level of performance.

We believe that homework can encourage independent and good learning habits, consolidate work taught in school and encourage and provide opportunities for parents to become involved in children's learning.

However, we are also conscious of the fact that many of our pupils are involved in activities in the evening which are just as valuable to their education and overall development and wellbeing.

You should find that homework set should take no longer to complete than about 20-30 minutes per night at any stage.

Homework will usually be handed out and explained with an expected return date clearly communicated to children. In most cases, this return date will be within a week.

School Improvement

Our Cluster 'Standards and Quality' Reports and 'School Report and Improvement' Plans, which outlines progress in improvement and highlights priorities, can be found on our school website

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

Every year, schools receive an allocation of Pupil Equity Funding. The funding is intended to help schools reduce the impact of poverty on children's learning. Further information can be found at

[Pupil+equity+funding+-+information+for+parents+and+carers+2017.pdf](#)

In 2024/25 the funding was used to support staff training in the Stephen Graham approach to writing, the Do-BeMindful (Year 2) mindfulness programme, and fund additional Pupil Support Assistant (PSA) hours to support pupils 1:1 with Literacy.

In 2025/26, the funding has been used to support staff training in Reflective Reading to improve attainment in reading, the Do-BeMindful (Year 3) mindfulness programme, and fund additional Pupil Support Assistant (PSA) hours to support pupils 1:1 with Literacy.

Pupil Representation and Involvement

We pride ourselves on ensuring that pupils' voice is 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. The opportunities include taking part in Enterprise, Global Citizenship, performances, celebrations and events – for example, through the Pupil Councils, Rights Respecting Schools Steering groups, Christmas performances and many more.

Finally...

We have tried to include all the relevant information within this handbook, and we hope all your questions have been answered. However, if you have any further concerns or queries, please feel free to telephone, email or drop in for a chat. Any suggestions or comments on our handbook would be warmly received. We look forward to welcoming you and your child/children to the Strathgarve, Strathconon and Marybank Cluster.

** Whilst the 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. **

Appendix

Employment of Children

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

http://www.highland.gov.uk/downloads/download/19/employment_of_children

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.

Data Protection Contact – Heather Rosie, Head Teacher

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 – new link

Data policy

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

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

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

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

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

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

Why do we need your data?

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

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

Your data protection rights

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

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

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

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at ScotXed@scotland.gsi.gov.uk 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.

Military Families

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

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

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

Highland Council proudly committed to the Armed Forces Covenant many years ago and have built positive relationships with its Armed Forces community. There is a unique and dedicated partnership, **The Military Liaison Group (Education)**, often referred to as "The MLG" extend a warm welcome to you. This was formed to promote and ensure the equity and equality for any child or young person from an Armed Forces family, within an educational context, so that they thrive whilst with us in Highland.

There is a dedicated website in Highland, [Armed Forces Families Website](#) that has been developed and informed by our Armed Forces community's needs. It is an easy to navigate website with helpful information, guidance and support for families, educators, children and young people and communities. Here is a link to take you directly to the [Enrolment page](#) which may be particularly helpful.

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

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