

# Ullapool Primary School

## School Handbook

2026-2027



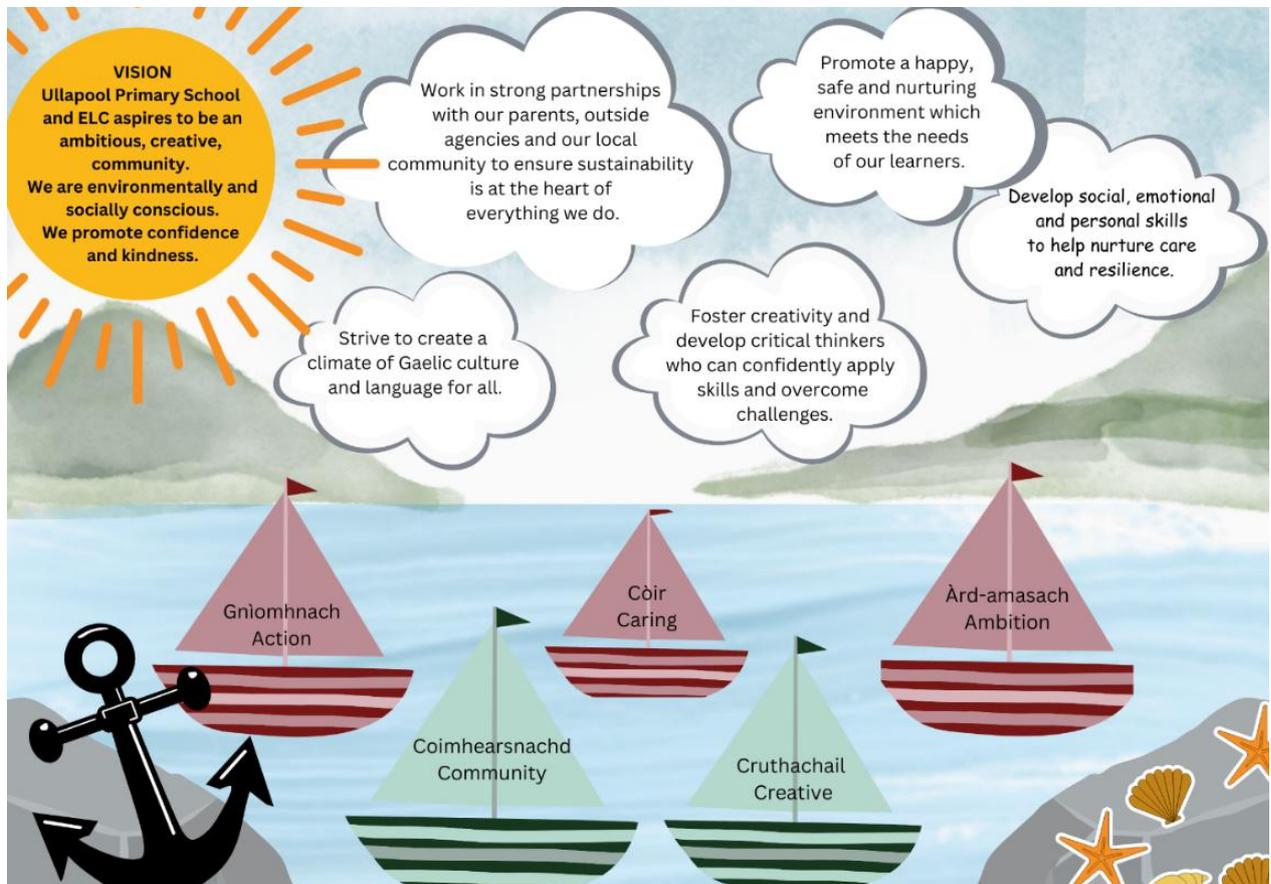
Ullapool Primary School  
Quay Street, Ullapool, IV26 2TX  
[ullapool.primary@highland.gov.uk](mailto:ullapool.primary@highland.gov.uk)  
[www.ullapoolprimary.wordpress.com](http://www.ullapoolprimary.wordpress.com)  
01854 612535

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

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## Our Vision and Values



## Welcome

Welcome to Ullapool Primary School. I hope this handbook will give you some background information and a flavour of the rich experience awaiting your child at Ullapool Primary. We are proud to offer a Curriculum for Excellence in both Gaelic and English medium classes for nursery children from 2 years of age through to Primary 7. We value children as individuals and we work with them to build their confidence and skills as developing and responsible citizens. We encourage pupils to contribute to the life of their school and local community and to reflect on issues pertaining to the wider world. We consider that education is very much a partnership between home and school and look forward to working with you to help your child realise their potential. We have a very active and supportive Parent Council which makes a significant contribution to the work of the school. We are very much a community school and feel that one of our strengths is the close relationships we have with all our local partners.

I look forward to welcoming you to Ullapool Primary School. Please contact our school office on 01854 612535 to make an appointment to visit.

### Headteacher

Fàilte gu Bunsgoil Ulapuil. Tha mi 'n dòchas gun toir an ro-shealladh seo fiosrachadh agus blas de na tha a' feitheamh air do phàisde tro 'n fhoghlam a gheibh iad ann am Bunsgoil Ulapuil. Tha sinn moiteil an Curaicealam -Mhathais a' thabhainn an dà chuid, ann am Beurla agus ann an Gàidhlig d' chlann bho aois dha bliadhna gu ruige clas a' seachd. Aig an aon àm 's tha sinn ag aithneachadh luach gach neach, tha sinn ag obair cuide riutha airson am fèin- creideas agus na sgilean aca a' bhrosnachadh gum bith iad nan saoranaich ciallach. Tha sinn a' toirt misneachd dhaibh a cur ri beatha na sgoile aca, a' choimhearsnachd ionadail agus ris an saoghal anns an fharsaingeachd. Tha sinn den bheachd gu 'eil foghlam a' tachairt le co-oibreachadh eadar an sgoil agus an dachaigh agus tha sinn a miannachadh obrachadh cuide riut airson 's gun dèan do phàisde cho math 's na tha nan comas aca a' dhèanamh. Tha Comhairle Pàrant againn a tha èasgaidh agus taiceil, a tha a' toirt co-thabhartas ri obair na sgoile. Se Sgoil Falainn a tha ann am Bunsgoil Ulapuil, a cuir air adhart Cothrom na Fèinne airson gach neach.

Tha mi a' coimhead air adhart ri fàilte a chur romhad ann am Bunsgoil Ulapuil. Cuir fòn gu oifis na sgoile, 01854 612535, airson àm fhaighinn airson tadhail air an sgoil againn.

### Ceannard



## **Our School**

The original school was built in 1929 to provide both primary and secondary education. Gaelic Medium classes were first established at Ullapool Primary in 1993 and continue to be an integral and vital part of our school today. In 1999 Ullapool High School relocated to a new building and in the same year our Gaelic and English nurseries opened. In 2019 we opened our nursery building.

## **School Development Plan**

As required by the Scottish Government, Ullapool Primary produces a School Improvement Report Plan each year. This plan outlines developments and timescales that the school will be undertaking over the current and future sessions. This document will have parental input and reflect the views of all the stakeholders in the school and community. A parent survey and a focus group will give all parents the opportunity to comment on and help shape the work of the school. Copies of the School Improvement and Report plan and our Standards and Quality Report can be found on our website [www.ullapoolprimary.wordpress.com](http://www.ullapoolprimary.wordpress.com)

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

<https://education.gov.scot/parentzone/my-school/school-information-dashboard/>

## Staffing

(as at January 2026)

|                          |   |
|--------------------------|---|
| Headteacher              | Kirsteen Hotchkiss  |
| English Primary 12       | Katy Booth & Shiona Mason   |
| English Primary 3        | Jean Mackay   |
| English Primary 45       | Lauren McCaffery  |
| English Primary 67       | Caroline Mason  |
| Gaelic Primary 123       | Lisa Macdonald & Christine Mackenzie  |
| Gaelic Primary 45        | Marina Macleod  |
| Gaelic Primary 67        | Mary Rose MacNeil   |
| English Nursery          | Vicky Mackenzie, Kirsty Urquart & Anna Rushforth  |
| Gaelic Nursery           | Annabel Maclean, Catriona Weston & Jocelyn Napier   |
| Clerical Assistant       | Alison Brinkler   |
| FM Assistant             | Dave Murphy   |
| Learning Support         | Susan McSweeney   |
| Pupil Support Assistants | Margaret Maclean, Dottie Marr, Christine Hamilton, CJ Macdonald, Aga Lintern & Anna Russell |
| PE                       | Charlotte Law   |
| Piping Instructor        | Rhona Sutherland  |
| Strings Instructor       | David McIntosh  |
| Drumming Instructor      | Lynsey Bolton   |
| Woodwind                 |   |
| Canteen Staff            | Adele Fisher, Lorna Macleod & Katarzyna Nowikowski  |
| Cleaning staff           | Kate Marsh  |

## School Roll

At the time of writing, November 2025, our school roll sits at 109 and 37 children in our nurseries.

|              |    |                 |    |
|--------------|----|-----------------|----|
| English P1-7 | 50 | English Nursery | 13 |
| Gaelic P1-7  | 59 | Gaelic Nursery  | 24 |

## School Hours

|             |           |             |                  |
|-------------|-----------|-------------|------------------|
| 08.55-10.25 | Classtime | 12.15-13.05 | Lunchtime        |
| 10.25-10.45 | Breaktime | 13.05-15.05 | Classtime        |
| 10.45-12.45 | Classtime | 15.05-15.35 | Infant breaktime |

School closes at 13.05 on Fridays

## **School Enrolment and Placing Requests**

Enrolment for P1 takes place during January with Nursery enrolment being held in February.

Enquiries from families moving into the area during the school year are welcomed. Please phone our office to make arrangements to visit the school and speak to the Head Teacher.

Ullapool Primary School serves the area stretching from Aultguish in the south to Knockan in the north. Pupils enrolling for Gaelic Medium classes are accepted from within the School Associated Area, reaching from Drumbeg to Badcaul and out to Achiltibuie. Each school serves its own catchment area. Pupils whose homes are 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. Applications are made to the Area Quality Improvement Manager, Mhairi MacDonald, [Mhairi.Macdonald3@highland.gov.uk](mailto:Mhairi.Macdonald3@highland.gov.uk)

Placing request applications are made online at:

[Enrolment in a school outside your catchment area](#)

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

All pupils within the catchment area who reside over three miles from the school, and all pupils under eight years of age who reside over two miles are eligible for school transport. Transportation to and from school, for placing request pupils, is a parental responsibility. Pupils are required to behave in a sensible manner on school transport and if not, pupils may be requested to arrange alternative transport home.

Parents of children with additional support for learning, (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.

## **Complaints**

If a parent has any concerns they should contact their child's Class Teacher in the first instance, either at the beginning or end of the day or by making an appointment through the school office. If you prefer, an appointment can be made to speak to 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, Mhairi MacDonald who will decide what the next steps should be.

## **Parent Council**

We work closely together with our Parent Council and believe that the support of parents in their children's education is key to the success of young people. Our Parent Council members are elected every year at the AGM in September to represent parents' views and support the work of the school.

The Ullapool Primary Parent Council have a Facebook forum where we publicize activities and encourage parents to get involved in ideas and activities. Please join our group at 'Ullapool Primary Parent Council Forum'. Any parents wishing to join the Council are welcome to attend an online meeting (publicized in our Newsletters and on the Forum). Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting [ullapool.primary@highlandpc.co.uk](mailto:ullapool.primary@highlandpc.co.uk)

Our Parent Council is actively involved in fundraising for the school and offers an online shopping scheme, [www.easyfundraising.org.uk/ullapoolschpc](http://www.easyfundraising.org.uk/ullapoolschpc). When using this facility a small percentage of the profit goes to the Parent Council. Any parents interested in taking on a fundraising event are very welcome to approach a member to discuss this.

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 Ethos**

The school promotes positive behaviour using praise, encouragement and house points as incentives. Pupils and staff are allocated to one of our 3 houses: Stac Pollaidh, An Teallach, and Suilbheinn. House points promote achievement and reward effort in all aspects of school life. House points are totaled each week and announced in assembly. House captains are elected each year and take a lead role in sporting events. Sports trophies and individual endeavor awards are presented at our end of year assembly in June to which parents are invited.

Children are keen to receive praise and rewards for good behaviour. The school complements the work of parents to help the child make good choices at home, in school and in the community. In general, the behaviour of pupils throughout the school is very good.

However, occasionally pupils may require additional support to address their behaviour or attitude.

Where pupils behavior gives cause for concern:

1. In most cases a member of staff will speak with the pupil to help him/her address the problem. On occasions the Head Teacher may be involved.
2. Pupils may lose privileges
3. If the problem is of a more serious nature, parents will be contacted and asked to come to meet with staff to discuss the way forward and where appropriate, support put into place.
4. In extreme cases a pupil may be excluded from school for a period of time.

Staff expect high standards of behaviour from pupils in and out of class. Where it is felt necessary, the school will contact parents to discuss their child's behaviour. Staff presume parents wish to be informed if their child's behavior gives cause for concern. Teachers also appreciate hearing from parents where a pupil is struggling at home so that we can discuss ways in which home and school can work together to support the child.

[www.children1st.org.uk/help-for-families/parentline-scotland](http://www.children1st.org.uk/help-for-families/parentline-scotland)

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

## **Communication**

We work closely with families to ensure the best outcomes for children. We welcome parental interest in the welfare and progress of our pupils, and are keen to work together to ensure the best possible outcomes. Parents are kept informed of progress by face to face communication, regular newsletters from the school office and our Parent Evenings and Events. We carry out an annual survey of parental opinion and use this to help inform (particularly) the health and wellbeing aspects of our School Improvement Plan. Pupil profiles and reports are issued to parents in May reflecting pupil strengths, achievements and next steps.

The School operates a system of continuous assessment. The class teacher regularly assesses whether a particular concept has been mastered by checking the quality of oral and written work, practical assignments and oral and written tests. The results help to pinpoint any difficulties the pupil may have or inform the teaching process.

Pupils will also take standardized tests through Education Scotland (SNSA) and (MCNG) for Gaelic medium pupils. The school also uses the specific phonological awareness assessments with younger pupils to identify their readiness to learn to read and write. In numeracy children will also be assessed using strategy and knowledge assessments to ascertain their development.

Should parents have any concerns about their child's progress, please contact the school to make an appointment with the class teacher.

## **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 well-being.

If you have a concern about your child, please contact your child's class teacher in the first instance. Alternatively, you should contact the Head Teacher; your child's 'named person.'

It may be that your child needs a differentiated curriculum or specific support with an aspect of learning or their personal development. Sometimes a multi-agency approach or a Child's Plan is put in place to help organize, monitor and regularly review your child's progress. It is usually the Additional Support Teacher with the Head Teacher who will discuss this with you and oversee the process.

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

[http://www.highland.gov.uk/learninghere/supportforlearners/generalguidance/planning/Additional support for learning](http://www.highland.gov.uk/learninghere/supportforlearners/generalguidance/planning/Additional%20support%20for%20learning) | [Additional support for learning](#) | [The Highland Council](#)

There are also Information sheets available at: [www.chipplus.org.uk](http://www.chipplus.org.uk) click on Education. Other useful organisations:

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

Scottish Independent Advocacy Alliance  
Scottish Child Law Centre.

We work closely with Educational Psychologists, Speech Therapy Services, Primary Mental Health Workers and Social Workers. If you wish to discuss any of these services, please do not hesitate to get in touch.

### **Additional Support for Learning**

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

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

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

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

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

Parents/Carers will always be involved in discussions about any additional support being suggested for their child and any need that may be identified within the school.

Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you don't feel is being addressed, or will want to talk to someone out with the school. Should you have any concerns that your child's additional needs are not being met, you should contact your child's named person in the first instance and/or the Headteacher. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

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

### **Attendance**

Parents have a legal requirement to ensure their child's regular attendance at school. Regular non-attendance will be followed up, initially by a letter home to parents. Parents are asked to phone or email school by 8:45am to advise the school office if their child is going to be absent.

If the school does not hear from you, we will phone you to check that your child is safe and well. If we cannot contact you, the school may make local enquiries to establish the whereabouts of

the child and, in any case, the Head Teacher will contact the Police certainly by the third day of absence. 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

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 a 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](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.

## **Our Curriculum**

### **Gaelic Medium**

Our Gaelic medium classes offer the same curriculum as the rest of the school, taught through the medium of Gaelic. Pupils are immersed in Gaelic during Primary 1 and Primary 2 to develop fluency. Reading and writing in English begins in P3. By P7 pupils in Gaelic medium classes are equally fluent in English and Gaelic, including reading and writing. Almost all children in our Gaelic medium classes come from non-Gaelic speaking homes. As it is advantageous for children to hear some Gaelic in the home, it is helpful if parents learn some basic Gaelic phrases to use at home. Please ask to visit our Gaelic classes where you can see the classes in action and speak to our staff. We are also happy to introduce you to other parents who can tell

you about their experience of Gaelic Medium education.

While some families choose Gaelic Medium for their children, all our pupils access Gaelic each day in the class. All our teachers are becoming familiar with Gaelic as we embrace 'The 1+2 Language Initiative' promoted by the Scottish Government. Ullapool Primary has chosen Gaelic as the first foreign language pupils learn starting in Nursery. This promotes a sense of community and a shared pride in our school and local culture. Children in upper stages begin to learn French in P5 before transferring to Ullapool High School.

### **Curriculum for Excellence**

The Scottish Curriculum for Excellence is designed to give pupils a broad general education during primary school.

### **Literacy**

Talking, listening, reading and writing are all important and complementary elements of language development. Within the Curriculum for Excellence, literacy and language is developed in all subject areas as well as through specific language lessons.

### **Talking and Listening**

Talking and listening are important elements of language development. Sound building blocks in talking and listening support the development of reading and writing as children move up through school. Children build their vocabulary and sentence structure in a variety of contexts at home and school. Regular conversations and discussion with parents, teachers and other children will help them to achieve this. At school children are taught to listen carefully and to carry out any instructions given. Gaelic medium children start to learn the language at nursery and continue to develop their fluency through-out their time at school. Initially talking and listening are the building blocks to develop fluency and much work is done through song and role play. Working with groups like Brògan Beaga stimulates the interaction of all the children learning Gaelic in the community and helps parents to interact with their children whilst helping them to learn Gaelic. Gaelic Bookbug is run in the Public Library on Thursdays by our staff to increase contact with toddlers in the community and increase their Gaelic vocabulary.

### **Reading**

The school follows the Highland Literacy Progression. Starting with Emerging Literacy and following with Steps to Success children follow a progression developing skills from Nursery to P7. The Highland Literacy Progression engages pupils in reading from a variety of different genres. Pupils work in small groups, and carry out follow-up activities by themselves or with the teacher. Parents can play their part by encouraging children to read at home and by showing their own enjoyment in reading.

In the Gaelic Department, the phonic structure of the language is taught from the onset within a Gaelic immersion environment. Thereafter, usually around P3, reading is carried out as in the English classes.

### **Writing**

In order to write successfully, pupils learn about sentence construction, punctuation, spelling and grammar. At the early stages, writing will be based on the child's own experience. At upper stages children are introduced to a variety of writing forms - letter writing, reports, note taking

etc. Both handwriting and keyboard skills are developed as pupils progress through the school. **Children learning Gaelic will learn in a similar manner however, as they are learning the Gaelic language in the first instance, their writing may develop at a later stage but by the time they reach the middle of the school, their writing will be at a similar level to their counterparts in the English medium classes.**

## **Maths**

The school uses concepts and materials from Highland Numeracy progression. Children are encouraged to work with concrete materials until essential concepts are established. Pupils are taught to think logically, to understand number language, to appreciate pattern in number, to recall basic number facts and to be aware of the part mathematics play in ordinary, everyday living.

In the Early Stages, pupils learn about the concept of number and how it is made up. Pattern and the sequence of number is taught. The emphasis is on activities and written algorithms are only a small part of number work.

In the Middle Stages, emphasis is placed on the consolidation of previous learning and importance is placed on the understanding of place value. Addition, subtraction, multiplication and division are taught mentally and used in problem solving where real life applications give pupils meaningful contexts for their new found skills. Written calculations follow after concepts are developed.

Number work in the Upper Stages expands into more complex real life contexts, giving the children the opportunity to apply their skills and knowledge. ICT is used to give experience of databases and spreadsheets.

Throughout, emphasis is given to concepts, mental agility and application to the real world. Paper and pencil methods follow once pupils have established a sound understanding of number. The principle of moving from using concrete materials to learning to image numbers in your head and then being able to conceptualise them has been proven to work most effectively in learning and retaining new ideas. We therefore use this methodology throughout the school when introducing new concepts as recommended by the Highland numeracy progression.

Calculators are used where appropriate throughout the school but do not substitute other calculation skills. Estimating is an essential part of calculation and supports numeracy in everyday life.

The school also encourages children to develop appropriate problem solving skills in mathematics, which are relevant to everyday living.

## **Health Education**

Children and young people should feel happy, safe, respected and included in the school environment. All members of staff and pupils have a responsibility to promote positive behaviour and lifestyles within the classroom and wider school community. Particular aspects of health and wellbeing are addressed through focused programmes in class e.g. food and health, PE. with an emphasis on Better movers and better thinkers and the daily mile improving

children's health and attitudes.

Pupils access age appropriate lessons on substance misuse and 'Relationships and Sexual Health' throughout P1-P7.

### **Informing Parents About Sensitive Aspects of Learning:**

At Ullapool Primary School, we understand the importance of keeping parents informed about sensitive aspects of learning. Topics such as relationships, sexual health, parenthood, and drugs awareness are introduced as part of the Curriculum for Excellence in an age-appropriate and sensitive manner. Parents will be informed in advance when these subjects are scheduled, including details of the content and delivery. We value parental input and will provide opportunities to discuss any concerns or questions during scheduled meetings or via direct communication with the class teacher. Parents wishing to view the materials used can request access through the school office.

### **Religious and Moral Education**

Each year pupils learn about major world religions to help them appreciate the beliefs and customs of both their local community as well as wider society. We encourage children to ask questions and explore different outlooks, to respect others and their customs and to have their own opinions. Classes look at a variety of festivals and traditions during the year.

Our assemblies reflect major world faiths and festivals, the environment, local and global citizenship including charities, public services, school values and individual achievements.

Our assembly calendar also reflects the local community and local Chaplains visit once a term at the invitation of the Head Teacher. In December pupils host a Christmas Service in one of the local churches with the support of our Chaplains: parents are invited to attend.

Parents wishing to withdraw their children from these experiences should contact the Head Teacher in the first instance. It is our aim that pupils develop the knowledge to make informed and independent personal choices and to become responsible citizens.

### **Projects**

Teachers plan a range of cross curricular projects throughout the year building on children's interests and each term parents are invited to contribute ideas and skills. The Highland Council Curriculum overview is followed to ensure coverage of all areas over a three year cycle. At Early Stages projects are centered on the everyday experiences and events in the life of the child e.g. My Family, My School and lead to more advanced projects in the Upper Primary. Pupils investigate their local environment, their own country and the wider world. Pupils consider the impact of pollution, conservation, global citizenship and Fairtrade in the world and are encouraged to form their own opinions and take action backed up by information and reason.

Through projects, pupils begin to appreciate how various skills are inter-connected. For example a project on food might include Geography, Language, Maths and Science.

Projects will reflect the pupils' interests and are carefully planned by teachers to include the

development of skills such as:

- Research - using books, maps, diagrams, fieldwork and the internet.
- Recording - taping, videoing, writing, making maps, graphs, diagrams etc.
- Interpreting Experiences - observing purposefully and thinking critically.
- Relationships - co-operating and working with others.
- Developing informed attitudes – backing up opinions with research and understanding.

### **Extra Curricular Activities**

The School can offer extra-curricular activities from time to time which may take place at lunchtime or after school under the supervision of members of staff or parent volunteers. Activities vary from year to year and pupils and parents are kept informed through school announcements and newsletters and website. There is a strong commitment by parents to run after school football clubs at present and Bikeability. Anyone wanting to help or start up another activity please contact the Head Teacher.

### **Swimming**

All classes access a five week block of swimming lessons at the Leisure Centre. These lessons usually take place during the third term. Parents are advised in advance, by newsletter.

### **Music**

Highlife Highland offers pupils a number of choices in Ullapool Primary including Strings tuition, Pipe Band Drumming, Woodwind, Piping, Whistle.

### **Homework**

All Primary classes receive homework on a regular basis from Monday to Thursday. This may consist of an activity, written work, reading or research.

Through setting homework we aim to:

- Encourage independence and good learning habits,
- Consolidate work taught in school and therefore raise attainment levels,
- Provide specific opportunities for parents to support their child's learning.

The time given to homework will vary according to the age/stage of the child and the task itself. However, infants should spend no longer than 20 minutes on homework. Sometimes unfinished class work may be sent home and in addition to normal homework.

### **Secondary School Transition**

At the end of P7 most of our pupils transfer to Ullapool High School. During their P7 year pupils at Ullapool Primary school and the surrounding Primary schools will get the chance to attend and/or host several social activities. All P7s in the surrounding schools will also have the opportunity to attend a Group Residential in the spring. All these joint transition activities ensure that by the time our pupils attend Ullapool High school in June, they have made good friends across the area. Our P7 pupils spend a week in June at the High School following an S1 timetable which introduces pupils to the staff and routines of their new school prior to the summer holidays. Each year some pupils benefit from an extended transition program to support their move to High School. Staff will contact parents where we think this will benefit your child. Parents are also welcome to get in touch with their child's teacher if they wish to discuss this

further.

More can be read about Ullapool High School at: [www.ullapoolhigh.highland.sch.uk](http://www.ullapoolhigh.highland.sch.uk)

How to access further information locally e.g. Jobcentre Plus. Hi-hope.org; UCAS.com; Skillsdevelopmentscotland.co.uk ,

No-one Left Behind is a commitment by Scottish Government to deliver a system that is more tailored and responsive to the needs of people of all ages who want help and support on their journey towards, into and in work - particularly people with health conditions, disabled people and others who are disadvantaged in the labour market. Highland Council has a lead role in respect of this agenda to enable all young people to access and progress in learning and to equip them with the skills to participate and progress, where possible into eventual employment [www.worklifehighland.co.uk](http://www.worklifehighland.co.uk)

## WHOLE SCHOOL INTER- DISCIPLINARY PROJECTS

Covers Global/Sustainable Education Arts/drama/music education Equality and Diversity STEM

### SUBJECTS

#### In Numeracy we use:

Highland Numeracy Progression to plan our work  
Numeracy assessments to differentiate work  
Fun Fact Fridays promote basic facts.

#### In Literacy we use:

Literacy progression for Early level and Steps to Success to plan our work  
Phonological testing to differentiate at early level  
Wraparound spelling Paired reading

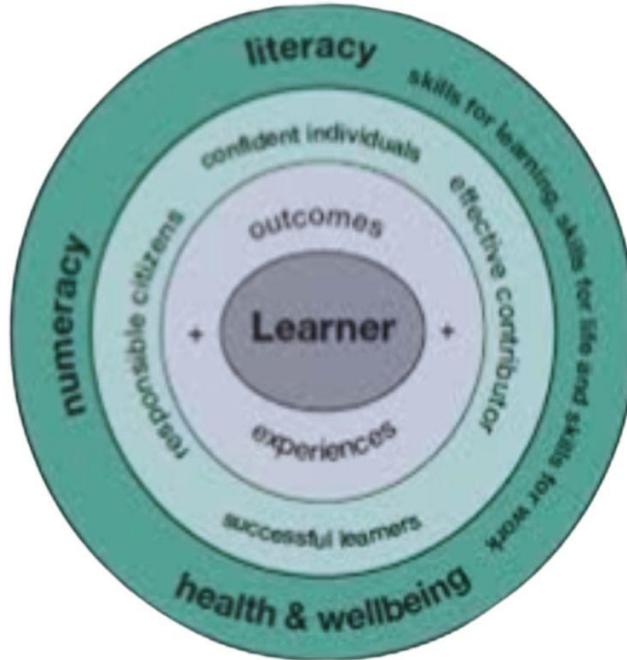
#### In Literacy in Gaelic we use:

Phonological testing to differentiate at early level

Songs and games to develop vocabulary and oral language skills

#### In Health and Wellbeing we use:

Child plans  
Solution focussed meetings Parental Engagement Outdoor learning  
Specialist P.E. instruction



Working together with our wider community to fulfil

### CROSS-CURRICULAR PROJECTS

Planned on a three-year rolling programme E's and O's coverage mapped out Curricular subject links made where appropriate

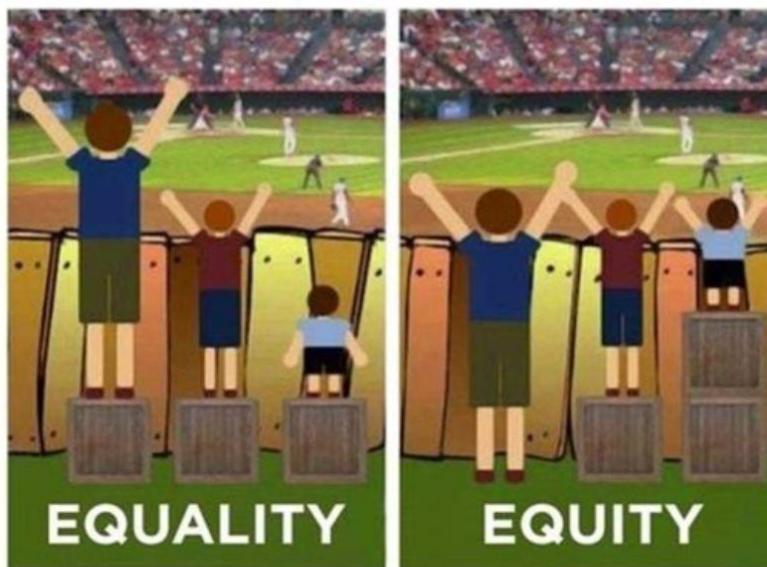
### WIDER ACHIEVEMENTS

Pupil Council  
Buddies  
Young Leaders  
School clubs/activities  
Extra-curricular clubs  
Local sports clubs  
School/Highland competitions  
P7 residential trip  
Scottish Wildlife events  
Dance classes  
YMI classes for upper school  
Pipe band

### CURRICULUM PARTNERS

Active Schools  
Highlife Highland  
An Talla Solais  
Ullapool Harbour Trust  
Welcome Ullapool  
Hebrdiean Whale & Dolphin Trust  
Feis Rois  
Countryside Rangers  
John Muir  
Scottish Wildlife Trust  
Local Ministers  
Broom Power  
Fairtrade Group  
Eden Court

Ullapool Primary Curriculum Rationale  
At Ullapool Primary we work to provide Equity



#### TEACHING & LEARNING APPROACHES

We will provide:

- A caring and inclusive environment where all pupils will be valued.
- Active learning in the classroom allowing pupils to develop skills and knowledge.
- A challenging environment with targets for pupils so that they can reach their goals.
- Feedback identifying the next steps in pupils learning
- Opportunities for pupils to reflect and discuss their learning with teachers, peers and parents.
- Opportunities for pupils to have a voice in their learning.
- Pupils with activities to promote co-operation and collaboration with each other.
- Opportunities for pupils to engage with their surroundings and become aware of their impact on their environment.
- Opportunities to develop the skills for learning, life and work

#### CURRICULUM

- We use a 3 yearly curriculum cycle for our topic work to ensure we cover all the Experiences and Outcomes in Curriculum for Excellence
- We plan our learning to take place within and outside the classroom making use of our wonderful local environment.
- We follow 'The Highland Numeracy Progression' and 'Steps to success in Literacy' to ensure that children are able to reach their full potential.
- We develop spoken Gaelic through songs and games and use Gaelic resources to develop literacy
- We plan whole school interdisciplinary topics to ensure progression and promote challenge and enjoyment
- We encourage independent and co-operative learning and promote enthusiasm and confidence in our learners.
- We work closely with people in our community to extend our pupils choices and broaden their experiences.
- We work on developing pupils skills.

#### ASSESSMENT IS FOR LEARNING.

Through the use of a range of assessments teachers and pupils will be able to identify the next steps in their learning journey. As part of this pupils and teachers will:

- Set learning Intentions and success criteria
- Decide their next steps in their learning and identify who can help
- Set individual targets with ways on how to achieve them, these are reviewed regularly.
- Use a range of self and peer assessments to assess progress
- Use a range of evidence from day-to-day activities to check on pupils progress
- Be given feedback about the quality of their work and how to make it better
- Use assessment information to monitor provision and progress, and to plan for improvement

### **School Uniform**

Pupils are asked to wear our Fairtrade school sweatshirt with dark trousers or skirt to school each day. Sweatshirts can be ordered online using the following link – <https://koolkskools.co.uk/product-category/ullapool-primary-school/>

All pupil clothing (coats, sweatshirts, PE kit etc.) should be marked clearly with your child's name. Lost property is retained in school for several months before being given to one of our local charity shops.

### **School Meals**

School meals are prepared on the premises and reflect our Health Promoting School status. School meals are currently £2.40 each for P6-7 pupils. Cash or a cheque is acceptable (payable to Highland Council.) Pupils should bring school dinner money to school in a school meals envelope. This is provided by the school. Nursery children who pay for meals will see these on their statements.

Our free Breakfast Club runs Tuesdays, Wednesdays and Thursdays in our Canteen from 8.30-8.45am. Pupils P1-7 are welcome to attend.

Pupils can apply for Free School Meals through the Highland Council website.

If pupils require a special diet, this can also be applied for through the Highland Council website.

Children can purchase toast and various other baked goods from our Canteen each day.

Our menu is available to view on our website.

### **Administration of Medicines**

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

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.

It is essential that you inform the school of anything affecting the health and well-being of your child so that we can offer the best possible care. You will be asked for this information at enrolment. Please also inform the school of any changes within your child's home circumstances as teachers are then better placed to consider the needs of the child during periods of change.

Our First Aiders will see to pupils' cuts and bumps during the school day. If a pupil becomes unwell during the school day we will get in touch with the child's emergency contact and make

arrangements for the child to return home. When a pupil has a more serious accident it is school policy to call the doctor immediately, contact the parents and report the incident to the Education Office.

### **Adverse Weather – School Closures**

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

This is in addition to schools' own arrangements in place for informing parents of school closures. If the decision is made to close school, we will email parents and update the Ullapool Primary Parent Council Facebook Group.

### **Pupil Records and Data**

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

### **Data Protection Legislation**

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

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

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

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

### **Data policy**

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

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

take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

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

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

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

**Why do we need your data?**

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

Accurate and up to date data allows us to:

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

**Your data protection rights**

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

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

**Concerns**

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

### **Equality and Inclusion**

For up-to-date information please see:

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

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

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

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

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

[Background and introduction to the UNCRC Act - UNCRC \(Incorporation\) \(Scotland\) Act 2024 - part 2: statutory guidance - draft - gov.scot](#)

### **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, [www.armedforcesfamilieshighland.wordpress.com](http://www.armedforcesfamilieshighland.wordpress.com) 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.

Please get in touch with the Headteacher if you have any queries or if you would prefer, contact the MLG (Education) lead through their website.