

Ardgour Primary School Handbook 2025-2026

**Leabhar-laimhe na sgoile
2025-2026**

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Head Teacher's Letter

Dear Parents

Welcome to Ardgour Primary School. We hope that this handbook contains all the information required about the day to day running and organisation of the school.

Our mission statement and aims express the school's central purpose and the values which we seek to pass to our young people. We hope that by continuing to work in partnership with parents, we achieve what is best for each individual child. The interaction that takes place between the school and the wider community is positive and helpful. We acknowledge its valuable contribution in supporting the education of the children.

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

Yours sincerely

Andrew Kent
Cluster Head Teacher
Ardgour and Lochaline

Aims

Values

Chosen by the pupils and approved by their parents.

- ❖ Friendship
- ❖ Respect
- ❖ Fairness
- ❖ Fun
- ❖ Leadership

- Ardgour will be a safe school where we can grow and learn because we feel wanted, excited about learning and we have a say in the school.
- Learners will be confident and ask lots of questions. They will manage their feelings, be fit and get on well with every kind of person. This will help them enjoy life and reach their goals.
- Parents/carers and staff will work closely together to help children learn.
- We will work well with local groups because we can learn so much from our community.
- We will all value differences in people in our community and our world.
- Everybody will succeed in their learning and will CELEBRATE achievement.
- We will respect the buildings and belongings of our school and community and take care of our changing world.
- We will keep learning and keep getting better so our learning/school is the best it can be.

School Information

Ardgour Primary School, Clovullin, Ardgour, PH33 7AB

Telephone 01855 841 347

E-Mail ardgour.primary@highland.gov.uk

Web Site

Ardgour School Facebook page [Ardgour Primary School & Nursery | Facebook](#)

School Roll 18 + 6 Early Learning Centre

Classes Early Learning Centre, P.1 - 3 P. 4 - 7

Staff

Head Teacher Mr Kent

Teachers Ms Booth and Ms Cassidy P.1- 3
Miss Brotherton P.4-7

Clerical Assistant Ms MacInnes

Pupil Support Assistants Ms MacAskill
Ms MacLeod
Miss MacGillivray
Ms MacLeod
Mrs Barr

Early Learning Centre Staff Mrs Munro
Ms Brown
Miss MacGillivray

Catering Mrs Clark

Cleaning Mrs Moffit

Parent Council **Chair** Mrs Turnbull
Secretary Mrs Bennett-Levy
Treasurer Mrs Maclean

Ardgour Primary School is a non-denominational school which serves the Parish of Ardgour and Kingairloch, stretching from Conaglen in the north-east to Kingairloch in the south-west. We are a cluster school with Lochaline Primary School.

It is currently a 2-class school with support from Pupil Support, Feis Tutors, Youth Music Tutors and volunteer helpers.

A Early Learning Centre Unit for children for three and four years of age and eligible two-year-old children operates daily during term time. It is staffed by Early Years Practitioners, managed by the Head Teacher.

ORGANISATION

The pupils are divided into two classes: P1 – P3 and P4–P7. Support is provided by pupil support assistants (P.S.A.)

The ongoing organisation and development of the whole school is outlined in the School Improvement Plan. This plan has input from the Local Education Authority, parents, pupils and staff. Details of our current school improvement plan projects can be obtained from the school.

Secondary School Ardnamurchan High School **Head Teacher** Mrs Hannah **Telephone** 01397 700 105

EARLY LEARNING CENTRE

The Early Learning Centre has its own handbook where all its procedures are more fully explained.

The school offers education for children from the age of three (and eligible two-year-old children) in the Early Learning Centre.

This is an integral part of the school, providing a structured curriculum framework and making a valuable contribution to each pupil's development whilst preparing them to start school.

A Curriculum for Excellence will further develop shared practice between the Early Learning Centre and infant class with the Early Level catering for children between 2 and 6.

ENROLMENT AND TRANSITION

Enrolment takes place each year in January or February. Details are always advertised in the local press. Children who reach the age of 5 years before 1st March of the following year are eligible for enrolment for the primary class beginning in August each year. Parents of children who reach the age of 5 during January or February are entitled to request deferred entry. [Enrol your child for school | Enrol your child for school | The Highland Council](#)

Children who live in the catchment area of a particular school are required to enrol at that school where they will be informed of their right to make a placing request to another school of their choice and the conditions pertaining to that request. The school can provide details of which streets are in our catchment area. [School catchment maps | \(highland.gov.uk\)](#) 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. [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 or parents seeking a place in the school for their children (at any stage) can arrange to visit the school by making an appointment with the Head Teacher either by post, email or by telephone.

For the child, they begin to get to know their new class teacher from February and will make weekly visits to their classroom after Easter.

Transition arrangements are well established between the school and Ardnamurchan High School and P7 Pupils are given several opportunities in their P7 year to attend the High School. High school staff and some pupils attend Ardgour for a roadshow for P6/7 pupils and parents.

THE HIGHLAND COUNCIL SCHOOL CALENDAR

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

August 2024							September 2024							October 2024							November 2024										
WK	Mo	Tu	We	Th	Fr	Sa	Su	WK	Mo	Tu	We	Th	Fr	Sa	Su	WK	Mo	Tu	We	Th	Fr	Sa	Su	WK	Mo	Tu	We	Th	Fr	Sa	Su
32					1	2	3	4																							
33	5	6	7	8	9	10	11																								
34	12	13	14	15	16	17	18																								
35	19	20	21	22	23	24	25																								
36	26	27	28	29	30	31																									

December 2024							January 2025							February 2025							March 2025										
WK	Mo	Tu	We	Th	Fr	Sa	Su	WK	Mo	Tu	We	Th	Fr	Sa	Su	WK	Mo	Tu	We	Th	Fr	Sa	Su	WK	Mo	Tu	We	Th	Fr	Sa	Su
49							1																								
50	2	3	4	5	6	7	8																								
51	9	10	11	12	13	14	15																								
52	16	17	18	19	20	21	22																								
1	23	24	25	26	27	28	29																								
2	30	31																													

April 2025							May 2025							June 2025							July 2025										
WK	Mo	Tu	We	Th	Fr	Sa	Su	WK	Mo	Tu	We	Th	Fr	Sa	Su	WK	Mo	Tu	We	Th	Fr	Sa	Su	WK	Mo	Tu	We	Th	Fr	Sa	Su
15		1	2	3	4	5	6																								
16	7	8	9	10	11	12	13																								
17	14	15	16	17	18	19	20																								
18	21	22	23	24	25	26	27																								
19	28	29	30																												

School holidays
In-service days

School days

School holidays
In-service days

School days

Additional In-Service Days may be added by The Scottish Government. You will be advised of these if they arise.

THE SCHOOL DAY

P1-7

Teaching commences (Mon-Fri)	9.00
Morning interval	10.45
Lunch break (Mon-Thurs)	12.30
(Fri)	12.10
Teaching ends (Mon-Thurs)	3.30
(Fri)	12.30

Primary 1 children attend school for the full day from the first day of term.

SCHOOL DRESS CODE

Our school dress code gives pupils a choice of blue sweatshirt, zip hooded sweatshirt, cardigan, polo shirt or t-shirt with dark skirt, dress, shorts or trousers.

A small stock of second-hand uniforms is kept at school. Our current supplier is [Scotland Shop | Tartan Gifts & Accessories | Made in Scotland](#)

Other clothing displaying football logos or team names, are not allowed.

Gym shoes, t-shirt and shorts can be worn for Physical Education and indoor shoes should be worn in the classrooms.

Wellies are recommended for outside. The primary school has a supply of waterproofs, issued in August, for use during school time.

It is recommended that all pupils have a set of spare clothes, either in their school bag or left in a bag on their peg.

It helps if all coats and anoraks have loops on them so that they can be hung securely on the pegs.

Hi-vis vests are issued in October and returned in spring. These are to be worn to and from school.

Please make sure that all articles brought to school are clearly marked with the child's name.

VALUABLE ITEMS

Parents are asked to assist in this area by ensuring that valuable items and unnecessary expensive items of clothing are not brought to school. Parents should note that the Council does not carry insurance to cover loss of such items.

We discourage the use of mobile phones during school hours. If necessary, children can have access to a telephone in the school office and parents should contact the office if they wish a message passed to their child.

TRANSPORT

Pupils are eligible for transport if they live 2 or more miles from their local school by the shortest available route.

This distance is increased to 3 or more miles when the child is aged 8 or over.

Pupils from outlying districts are collected by bus or car.

Currently school transport is provided by Caledonian Coaches, with pick up points in Conaglen and North Corran.

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

Wearing of seat belts on school transport is compulsory.

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

SCHOOL MEALS

[School meals | School meals | The Highland Council](#)

School meals, operated by Highland Council, are cooked on the premises. We follow the 2-menu choice primary and early years menu, with a grab'n'go lunch on a Friday.

All P1-5 pupils are entitled to Free School Meals.

P6 and 7 meals cost of £2.40 per meal. Payment can be made on a daily basis, in advance each week and in the event of absences, payment is credited to the following week, or the cook will provide a bill at the end of the week for payment the following Monday.

Early Learning Centre pupils also can have school lunch (see Early Learning Centre handbook)

Parents who are in receipt of certain benefits can apply for a free school meals form [Free school meals and assistance with clothing | Free school meals and assistance with clothing | The Highland Council](#)

If a pupil needs a special diet, reasonable adjustments can be made to the school menu to accommodate them. [Special diet and nutrition | School meals | The Highland Council](#)

Guidelines for packed lunches:

- ✳ All food must be carried in a semi-rigid container with secure lid. Containers should be clearly marked with the name of the pupil.
- ✳ Glass bottles are not permitted under Health & Safety regulations.
- ✳ Vacuum flasks containing hot liquid are not permitted because of the danger of scalding.
- ✳ Packed meals must be consumed in the dining hall or outside when the weather is good.

EMERGENCY CLOSURE

Parents are informed by telephone in the event of emergency closure so that we can be sure there will be someone at home to receive each child. It is therefore important that emergency contact numbers are kept up to date.

The school will ask parents to review the information held on a regular basis.

ADVERSE WEATHER

Highland Council Website will also provide up to date closure information.

[School closures | The Highland Council](#) [The Highland Council Homepage](#)

The school Facebook page will be updated with school closure information [Ardgour Primary School & Nursery | Facebook](#)

MAJOR INCIDENT PLAN

The school has arrangements in place in the event of any major incident which might necessitate evacuation of the whole school. Parents will be informed of any such emergency and, in such an event, our assembly point will be the **Ardgour Memorial Hall**.

ATTENDANCE

If a child is absent from school for any reason, the parent/carer should phone the school and either leave a message or call after 845am to speak to a member of staff. They can also email the school ardgour.primary@highland.gov.uk. If the school has not been advised of an absence and the child has not arrived at school by 915am, then we will call the child's contact numbers.

If a child is likely to have a prolonged absence, then the school should be informed accordingly.

If a child is to be dismissed early from school for any reason e.g., a dental appointment, then the school must be informed.

Children will not be released from school to someone other than their usual pick-up responsible adults unless advised by parent/carer.

Section 30 of the 1980 Education Act lays a duty on every parent of a child of school age to ensure that their child/children attend school regularly. Attendance must be recorded twice a day, morning and afternoon.

Regulation 7 of The Education (Scotland Placing Information) (Scotland) Amendment etc Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised: e.g., approved by the authority, or unauthorised, e.g., unexplained by the parent (truancy) or excluded from school.

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. We are concerned about the number of pupils who go on holiday during term time – 10 days is a lot of work for children to catch up with. We suggest to parents that while they are on holiday, they encourage their children to keep a diary and to read as much as possible. Work that has not been taught in school will not be sent home. Before the holiday, parents should inform the school by letter of the dates.

Clearly with no explanation from the parent, the absence is unauthorised. The school attendance officer will be asked to investigate unexplained absences and the Authority has the power to write to, interview and prosecute parents or to refer pupils to the Reporter to the Children's Hearings.

ATTENDANCE REGULATIONS

Highland Council is committed to ensuring that every pupil develops to his / her potential. To help fulfil this commitment, it is important that detailed information is gathered on pupil attendance and absence patterns. The Authority wish to promote the highest possible level of school attendance and where appropriate during periods of absence ensure entitlement to educational provision as outlined in the Standards in Scotland's Schools Act 2000.

Authorised Absence

Absences in the following categories will be classified as authorised –

- Sickness
- Bereavement
- Religious Observance
- Weddings of immediate family
- Family holidays – authorised by the school*

*The majority of family holidays taken during term time will be categorised as unauthorised absence. However, it is acceptable under exceptional circumstances for schools to authorise a family holiday during term time. Such circumstances may include:

- A family holiday judged to be important to the well-being and cohesion of the family following serious or terminal illness, bereavement or other traumatic events.

Extended Leave with Parental Consent

Where most family holidays will be recorded as unauthorised absence (see below), extended leave with parental consent will not be considered the same as a family holiday. Extended leave with parental consent will be recorded separately outside the figures for attendance and absence, and include circumstances such as:

- Extended overseas educational trips not organised by the school
- Short-term parental placement abroad
- Family returning to its country of origin (to care for a relative, or for cultural reasons)
- Leave in relation to the children of travelling families

Unauthorised Absence

Absences in the following categories will be classified as unauthorised –

- Unexplained absences
- Truancy
- Most family holidays taken during term time

When your child returns to school following an absence a letter should be sent to the school and include the following information-

- Pupil's name
- Class or year group
- The date of the absence
- The reason for the absence
- Signature of parent / carer

Family Holiday not Authorised by the School

A family holiday classified under the 'authorised absence' category should not include such reasons as:

- The availability of cheap holidays
- The availability of desired accommodation
- Poor weather experienced during school holidays
- Holidays which overlap the beginning or end of term
- Parental difficulty obtaining leave (with local judgement applied in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences)

EQUALITY AND ANTI-BULLYING

Mutual understanding and respect are promoted in all aspects of school life through positive relationships between staff and pupils, parents and the wider community and in attitudes towards others of different backgrounds and beliefs. For up-to-date information please see: [Equal opportunities | Equal opportunities | The Highland Council](#)

[Ministerial Foreword - Presumption to provide education in a mainstream setting: guidance - gov.scot](#)

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

The school follows Highland Council guidance with respect to bullying. Details of the anti-bullying guidance can be found here [Policies and guidance - support for learners | Anti Bullying - Guidance for Schools](#)

Military Families

Our school welcomes and supports families, their Children and Young People from Armed Forces families: Serving, Reservists and Veterans.

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

Highland Council have proudly committed to the Armed Forces Covenant and as such support our Armed Forces community. There is a dedicated Highland Council partnership, **The Military Liaison Group (Education)**, often referred to as “The MLG” which has been formed to promote and ensure the equity and equality for your Children and Young People within an educational context.

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

A Welcome to Your Children and Young People

Children and Young People from Armed Forces families in Highland have co-produced a ‘Welcome’ specifically for your Children and Young People moving into Highland. Click these links to view: [Primary School Welcome](#) | [Secondary School Welcome](#)

Please get in touch with your child's named person or the Headteacher if you have any concerns or if you would prefer, contact the MLG (Education) lead [here](#)

POSITIVE BEHAVIOUR

Good behaviour is seen to be the joint responsibility of all staff, parents and pupils.

At Ardour Primary we aim to encourage children towards self-discipline. We tackle this through our Personal, Social and Health Education programme as well as our Citizenship programme. There are school, classroom and playground rules that are discussed with pupils at the start of each term. Pupils themselves contribute to their classroom rules and discuss the importance of 'keeping to the rules'. When children break the rules within the classroom the teacher will use a variety of sanctions – these include:

Rule 1 Show Respect

Rule 2 Stay on Task

Rule 3 Be Kind

Children must obey the instructions given by all adults in the school and playground.

SCHOOL RULES WHICH APPLY TO THE CHILD'S SAFETY AND WELLBEING

- Pupils are expected to arrive at school punctually.
- Pupils should remain within the school grounds at all times unless otherwise arranged with the Head Teacher
- Pupils should respect others and their property.
- Good behaviour and attitudes are expected from all pupils.
- Bullying in any form is unacceptable.
- Pupils are expected to look after the environment in and around the school
- Wearing of seat belts on school transport is compulsory

STAR AWARDS

The children are rewarded for good behaviour, effort, citizenship, manners, homework etc through our star award system.

The children have star passports in which they collect points. At 5, 10, 15, 20, 25, 30 and 35 reward prizes are given in class. These prizes are picked by the children during a whole-school meeting.

We also have Endeavour Shields for each class sponsored by local businesses. Which are presented at the Celebration of Success evening in June.

CITIZENSHIP

By encouraging all young people with opportunities to take on responsibilities and exercise choice, they learn about citizenship. Involving them in the school and in the key decisions that affect them, we attempt to motivate young people to be active and responsible members of their own community at both a local and global level, giving them opportunities to develop knowledge, understanding and care for the wider world. We have a Citizen of the Year award in place. Each child and staff member will vote for the pupil they feel has proved to be an outstanding citizen over the year. A Citizenship Shield is presented to one child, at the Celebration of Success evening in June.

We have registered with UNICEF's Rights Respecting School programme and aim to achieve RRS status.

PUPIL COUNCIL

Consultation with pupils about their views on their school environment and their learning is valued and expected in our school. Giving young people a "voice" as partners in the process of school improvement, leads to more effective learning organisations.

The Pupil Council is one means of ensuring that young people develop positive attitudes and an opportunity to take part in "real life" decision making within their own school setting.

ECO – SCHOOLS

We are delighted to have achieved our Eco Schools Silver Award. Our Eco Committee plan to meet more regularly now as we work towards our Green Flag. Parental involvement is greatly valued and would be delighted to have parents or members of the community involved in this group. We will continue to look at ways in which we can be more environmentally aware.

ACHIEVEMENT OPPORTUNITIES

Participation in the local and national Mod, Peninsula Sports, Rugby Festival, Triathlon, Shinty and various other festivals and events is encouraged.

Weekly music tuition is provided by the local Fèis and the Youth Music Initiative. Parents pay music tuition fees directly to the Fèis. Currently we have fiddle and keyboard tutors.

EXCURSIONS

School trips and excursions are incorporated into the curriculum on a regular basis.

P6/7 joint residential trip with Lochaline primary is organised every two years, either city or rural. Choice is decided by the pupils.

ENTERPRISE EDUCATION

Enterprising activities are important because they help pupils:

- understand the relevance of what they are learning in the context of the 'real' world
- apply knowledge and skills they have learned from other subjects
- discover what it means to take reasonable risks – to have the confidence to 'go for it' but to be aware of the consequences
- develop money management skills
- understand what it means to meet the needs of customers or clients
- develop the skills which will help them both in and out of school
- develop awareness of the wider community and the world of work.

In Ardgour Primary we will encourage a range of enterprising activities including:

- Working together on projects such as looking after the school grounds, concerts and shows and organising events such as the Christmas Fayre.
- Making and selling goods to raise funds for charity.

- Taking on the roles of different people in a company, for example the production manager, the sales and marketing manager, the workers.
- Organising open days and showcase events for parents and friends to show what they have achieved.
- Being involved in decision making in the school – all the pupils are members of a school committee including – Enterprise, Pupil Council, Eco Schools and Junior Road Safety Officers.

AFTER SCHOOL ACTIVITIES

These activities afford the opportunity for very valuable social training apart from the obvious educational advantages.

The assistance of staff, friends and parents in extra-curricular activities is always welcome and we are fortunate in having this support. **Any parent who is able and willing to share his or her talents or interests in this way will be made most welcome.**

We currently have the following activities on offer with more to be developed

Tuesday	Shinty	All	Ardnamurchan High School	4.15-5.15
Thursday	Youth Club	8+	Ardnamurchan High School	6.30-8.00

GENERAL SCHOOL YEAR CALENDER

Every year is different, but these are some things we do most years

August		
September	School swimming lessons start. P4-7 x5 sessions, followed by P1-3 x5 sessions.	
	MacMillan Coffee Morning – charity cancer fundraiser, often held in school.	
October	Cross-country competition, team from P6/7.	
November	Children In need – usually mark this day, dress down, classroom activities.	
	Parent Appointments/Open afternoon	After school
December	Advent windows – joint school & community	
	Cinema/Panto trip	
	School Christmas Panto at Ardgour Hall	630pm
	Christmas Lunch, Santa visit	Parents at 245pm for Santa
January		
February		
March	World Book Day	
April	Swimming Gala – team for P6/7	
May	Tag Rugby Tournament – teams P4/5 and P6/7	
	Parent Appointments	After school
	Peninsula Sports Day – usually held in Strontian, Ardgour organises every 5 years, parent council usually sells refreshments to raise money for school funds	Staff present, but usually parents attend and transport children
	Interschool Sports Day, Fort William – P5-7	
	Every other year. Residential with Lochaline – P6/7	

June	Local MOD – Strontian, all children involved	Staff present. Parents usually take & responsible for children, only need to be present while child involved
	Transition days. P7-A.H.S, Early Learning Centre-P1	
	School Fun day along with Lochaline Primary School, Ardgour and/or Lochaline	
	Celebration of Success	After school
	School trip	

PUPIL SUPPORT AND PASTORAL CARE

The school is committed to providing all pupils with a progressive education, appropriate to their age, ability and aptitudes. All pupils have an equal opportunity to achieve excellence and to have their achievements valued. Our policy is informed by the Education (Additional Support for Learning) (Scotland) Act 2009 - http://www.legislation.gov.uk/asp/2009/7/pdfs/asp_20090007_en.pdf

If you have any questions about the 2009 Act

Please speak to the headteacher or contact the Enquire Helpline on 0845 123 2303 or by email on info@enquire.org.uk

Additional needs arise from difficulties in, or barriers to learning and may be of a temporary nature or ongoing. Additional needs should be defined in terms of **individual** difficulties and needs relating to the individual's participation in the process of education.

Support for children, identified through the Staged Intervention process, is provided by the Pupil Support Teacher and Support Assistants. Flexible levels of support are aimed at overcoming identified barriers to learning, whether long-term or temporary, and can be adjusted as progress is made. If found necessary, the Educational Psychologist is asked to assess the pupil's needs and give appropriate advice. Parents are consulted before any referral is made and are kept fully informed at all times.

Parents should talk to the Headteacher to discuss any concerns or for progress reports. Parents are always invited to review and progress meetings.

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- [Enquire - The Scottish advice service for additional support for learning](#) [Education Scotland information](#)

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 in primary school, please contact your child's class teacher in the first instance or the 'named person', who will usually be the head teacher.

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

Additional transition arrangements are in place to support any pupil with additional support needs moving from Early Learning Centre to School, between classes and on to High School.

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

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

http://www.highland.gov.uk/download/downloads/id/11/co-ordinated_support_plan

Further information and support to parents of children and young people with ASN -

These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

- Enquire – the Scottish advice and information service for additional support for learning [Enquire - The Scottish advice service for additional support for learning](#)
- My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs [My Rights, My Say](#)
- [Home - Scottish Independent Advocacy Alliance](#), an advocacy service to support parents and children
- [Free Expert Legal Advice | Scottish Child Law Centre](#) an organisation providing free legal advice to young people

[Additional support for learning | Additional support for learning | The Highland Council](#)

- <http://forhighlandschildren.org/>

HOMEWORK/HOME SCHOOL LINKS

The school actively promotes partnership with parents and homework is given regularly in order that parents can share in some of the children's school activities. This work should be motivating and relevant to the pupil. Homework is checked by the class teacher and should be signed by the parent and carried out to the same high standard expected at school.

Consultation evenings are held in November and towards the end of the school year, when an invitation is extended to all parents to come and discuss their child's progress with class teachers. They are at liberty to look at the work done by the pupil and discuss any worries they might have about any aspect of the child's education. We now ask that pupils come along with their parents to discuss their learning. We usually work on a 10-minute appointment system. The Head teacher is always present during these appointments.

Any concerns arising throughout the year can be discussed with staff by prior appointment.

At the end of the year, we send home progress reports to inform parents of their child's progress. We will continue to update Class Dojo.

PARENTAL INVOLVEMENT

The school encourages parents to join and lead a variety of activities in the school. We always need more volunteers so please help if you can. The school as a whole benefits greatly from the skills, talents and hard work of our parents and we are always keen to hear your ideas on how you could be involved in your child's learning both in school and at home.

The school communicates with parents through parents' evenings, newsletters, letters home, email, Facebook, and an open-door policy where parents are always welcomed. We use parent questionnaires and surveys to gather opinions.

DROP IN

Parents are welcome to request an appointment or call to speak to the headteacher at any time.

SCHOOL IMPROVEMENT

We strive to achieve excellence for the pupils in Ardgour and to do this the school looks for a variety of ways to continually self-assess and make changes to improve the school. Each year we provide an Standards and Quality Report for parents, detailing the achievements of the school and areas for development. This includes feedback from staff, pupils and parents.

PARENTAL CONCERNS OR COMPLAINTS PROCEDURE

If you have any comments or complaints, please approach the Head Teacher in the first instance. If the Head Teacher does not resolve the issue to your satisfaction, you should contact the Area Education Office: 07918 842021

Please note that transport is not a school responsibility, and any queries should be addressed to the Transport Development Officer, Highland Council, Glen Urquhart Road, Inverness, IV3 5NX or

Public.transport@highland.gov.uk

PARENT COUNCIL

Our new Parent Council consists of the whole parent body with office bearers, a staff representative and at times co-opted members chosen to represent the local community. All parents are welcome to attend meetings, which are held at least once a term, meetings are in person at after school, and over winter online in the evening.

The work of the Parent Council is to promote and exchange information between the school, parents and the greater community. Minutes of meetings are fed back to the parent body, helping to convey the goals the school is trying to achieve.

The Parent Council's duties and functions include:

- ◆ Keeping in touch with parents' views and reporting to parents
- ◆ Encouraging links between the school and parents
- ◆ Receiving reports from the Head Teacher and the Education Authority and making representations to them
- ◆ Taking part in the appointment of senior staff to the school
- ◆ Approving the Head Teacher's plans for capitation expenditure
- ◆ Helping to set dates for occasional holidays and arranging the use of the school out with normal hours.

Contact details

Chair Kendra Turnbull
Secretary Claire Paterson clairempaterson@gmail.com

HEALTH CARE – WELFARE

The first aider attends to minor cuts and bruises. In case of more serious accidents, parents or the named emergency contact person are notified immediately, and the nurse or doctor called if necessary. If a pupil becomes ill at school, parents are informed, and arrangements are made to have the pupil taken home.

The school has an on-going programme of medical screening carried out by the district nurse and the dentist. Parents have the opportunity to be present at medical examinations if they wish.

Our Health Education programme covers a range of issues suitable for infants through to upper school e.g., keeping safe, healthy eating, road safety, drugs awareness and sex education. Parents are consulted on sensitive topics and permission sought for pupils to take part.

MENTAL HEALTH AND WELLBEING

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with the named person. School has 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. Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

ADMINISTRATION OF MEDICINE

Staff will only administer medication when an administration of medicine form has been completed, including the name of the medicine, the quantity of the medicine to be given, the time it has to be given. Medicine will be kept in a locked cupboard in the office.

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 unopen, clearly marked with the directions from the pharmacist and administered as part of an agreed medical protocol.

National Guidance on the Administration of Medicines in Schools has been issued by the Scottish Government. [Supporting children and young people with healthcare needs in schools: guidance - gov.scot](https://www.gov.scot/resources/consultation-papers/cgp201600001/supporting-children-and-young-people-with-healthcare-needs-in-schools-guidance)

ALLERGIES

Please inform the school of any allergies.

HEALTH PROMOTING SCHOOL

Ardgour Primary School gained its HPS status – level 4 at the end of 2005-2006.

Health Promoting School status ensures that the school is adopting a holistic approach to education. Pupils are encouraged not only to eat healthily but to be active through participation in sports, arts and musical activities. The pupils' achievements are acknowledged and celebrated.

CHILD PROTECTION

School staff provide support to children and young people in their daily work and have a vital role to help protect them from harm. School staff help keep children and young people safe and well by:

- Helping them learn about their personal safety
- Being a trusted adult, who children and young people may turn to for help, and who will take them seriously
- Identifying when children and young people may need help.
- Understanding the steps that must be taken when there are concerns for children's and young people's safety and well-being.

The school has a Child Protection Co-ordinator who will co-ordinate the school's response to concerns for children and young people's safety and wellbeing. If you have any concerns about the safety and wellbeing of a child or young person, including a 'gut feeling', talk about this to the school's Child Protection Co-ordinator or another member of staff.

More information about Child Protection Procedures within Highland can be obtained from the

- [Child protection | Child protection | The Highland Council](#)
- [Getting it Right for Every Child & Young Person in Highland: Interagency Practice Guidance & Child Protection Procedures 2024](#)
- **Parentline:** [Children 1st Parentline - Parenting Help, Advice & Support | Children First](#)

Protection of Children

From time-to-time incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering some form of abuse.

In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service staff must report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation.

All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff.

THE SCHOOL AND THE COMMUNITY

The school is an important feature of the local community and we have endeavoured to foster good relationships amongst its members.

Children, as part of their work, will be involved in exploring their environment and we are always keen for people in the community to offer their expertise to enrich this work. Members of the community, whether parents or not, are welcome to visit the school to view the work that is going on.

People from the community and parents are invited to share in school events.

We also work closely with our local Minister, and he is a regular visitor to our school. Parents have the right to ask for their child to be withdrawn from Religious Observance and special arrangements will be made.

SCHOOL FUND

Fund raising is an ongoing activity here as it is in most schools. Through the Parent Council, Ardgour parents have successfully raised funds by running regular events including a summer fete, Christmas fayre, book club and various other fun events. These funds will be used to buy classroom and playground resources, pay for some outings and other school activities. The staff are always pleased to hear about new ideas to involve the whole community in fund raising activities which benefit both the pupils and the school fund.

ASSESSMENT AND RECORDING

Teachers are constantly monitoring children's progress as they go about their day-to-day work. After staff have planned and taught work, they will assess it. This assessment will take a variety of forms and has two main objectives: has this work been taught well to all pupils and have the children listened and understood what was taught? Staff continually assess their own work, and we encourage children to do the same. "Is this the best I can do?" is a question we should always ask ourselves and encourage pupils to ask of themselves. Staff track and record individual pupil progress across the year and use a variety of assessment strategies to evidence progress and plan next steps and targets.

Parents are invited on two occasions to the school to discuss with the class teacher their child's progress. In June a full written report is issued, detailing each child's progress over the session. Pupils are also involved in producing their annual report and profile and share their learning with their parents during these meetings. Parents should not always wait for these meetings or for a report to find out about their child's progress. If you have any concerns, please telephone for an appointment.

Teachers are also using Formative Assessment in helping them determine 'next steps'. Teachers are sharing with pupils at the start of lessons what they are expected to learn by the end of the lesson. The teacher also discusses with pupils how they will know if they have succeeded. It is against these identified criteria the work will be marked and commented on. Pupils are also being encouraged to self and peer- assess work. This assessment is also conducted against identified criteria. Children set their own learning targets and reflect on their learning in their Learning Journeys and e-portfolios. By encouraging this strategy, we are teaching pupils to take greater responsibility for their own learning.

THE CURRICULUM

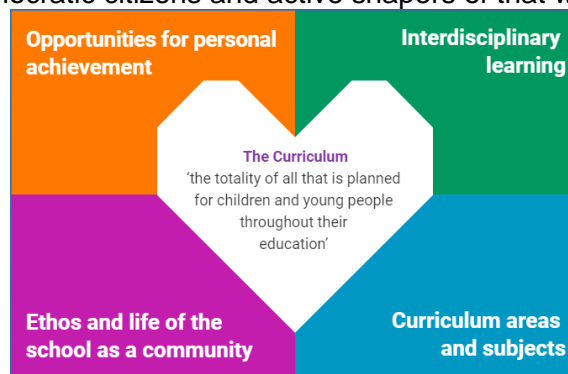
A Curriculum for Excellence (CfE)

The Scottish Government in consultation with teachers, parents and pupils have undertaken a review of the existing curriculum and have introduced a **Curriculum for Excellence** which will ensure continuity and progression of education for all young people aged 3 to 18.

Curriculum for Excellence – helps our children and young people gain the knowledge, skills and attributes needed for life in the 21st century. It places learners at the heart of education. At its centre are four fundamental capacities. **Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.**

These capacities reflect and recognize the lifelong nature of education and learning. They:

- recognize the need for all children and young people to know themselves as individuals and to develop their relationships with others, in families and in communities
- recognize the knowledge, skills and attributes that children and young people need to acquire to thrive in our interconnected, digital and rapidly changing world
- enable children and young people to be democratic citizens and active shapers of that world



Our aim is to ensure that our young people are better prepared to face the challenges ahead in a rapidly changing world.

Pupils are involved in planning their learning and choosing next steps. This information is shared with parents. Teachers will also send home an overview of each term's learning for pupils to share with their parents.

<p style="text-align: center;">Values</p> <p>Wisdom, justice, compassion, integrity</p> <p>The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.</p>	<p style="text-align: center;">The curriculum: 'the totality of all that is planned for children and young people throughout their education'</p> <ul style="list-style-type: none"> • Ethos and life of the school as a community • Curriculum areas and subjects • Interdisciplinary learning • Opportunities for personal achievement 	<p style="text-align: center;">Learning and teaching</p> <ul style="list-style-type: none"> • Engaging and active • Setting challenging goals • Shared expectations and standards • Timely, accurate feedback • Learning intentions, success criteria, personal learning planning • Collaborative • Reflecting the ways different learners progress
<p style="text-align: center;">Experiences and outcomes set out expectations for learning and development in:</p> <ul style="list-style-type: none"> • Expressive arts • Languages and literacy • Health and wellbeing • Mathematics and numeracy • Religious and moral education • Sciences • Social studies • Technologies <p>Curriculum levels describe progression and development.</p>		<p style="text-align: center;">All children and young people are entitled to experience</p> <ul style="list-style-type: none"> • a coherent curriculum from 3 to 18 • a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment • a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities • opportunities for developing skills for learning, skills for life and skills for work • opportunities to achieve to the highest levels they can through appropriate personal support and challenge • Opportunities to move into positive and sustained destinations beyond school
<p style="text-align: center;">Personal Support</p> <ul style="list-style-type: none"> • review of learning and planning of next steps • gaining access to learning activities which will meet their needs • planning for opportunities for personal achievement • preparing for changes and choices and support through changes and choices • pre-school centres and schools working with partners 	<p style="text-align: center;">Principles of curriculum design:</p> <ul style="list-style-type: none"> • Challenge and enjoyment • Breadth • Progression • Depth • Personalisation and choice • Coherence • Relevance 	<p style="text-align: center;">Arrangements for</p> <ul style="list-style-type: none"> • Assessment • Qualifications • Self-evaluation and accountability • Professional development <p style="text-align: center;">support the purposes of learning</p>

Effective Learning and Teaching

Teachers use a wide variety of teaching methods including direct-teaching, discussion, investigation and creativity. Pupils work individually, in pairs, trios and in groups. The school's approach to learning and teaching is based on the 'Assessment is for Learning' model:

- Sharing learning intentions and success criteria with pupils
- Effective questioning
- Providing quality feedback to pupils with improvement points
- Involving pupils in identifying how they can progress to the next step
- Encouraging self and peer assessment

We strive to ensure effective learning and teaching by promoting an active learning approach.

What is Active Learning?

We define active learning as:

'Children learning by doing, thinking and exploring, through quality interaction, intervention and relationships, founded on their interests and abilities across a variety of contexts.' Teachers endeavour to carefully plan well-paced learning and teaching activities including:

- planned active learning with opportunities to observe, explore, investigate, experiment and play
- the use of relevant, real life and enjoyable contexts which build upon children and young people's own experiences
- building on the principles of Assessment is for Learning
- collaborative and independent thinking and learning
- making links across the curriculum
- increased opportunities for discussion, communication and explanation of thinking
- the appropriate and effective use of information and communication technology
- problem-solving activities
- opportunities to develop creative thinking
- interdisciplinary learning experiences
- learning outdoors, field trips, visits and external contributors
- partnerships with professionals and other creative adults
- exploring less familiar contexts
- harnessing the motivational benefits of following children and young people's interests through responsive planning

CURRICULUM AREAS

Expressive Arts

The expressive arts include experiences and outcomes in the contexts of art and design, drama, dance and music. Through the expressive arts, children and young people can have rich opportunities to be creative and imaginative and to experience inspiration and enjoyment. They can come to understand the important roles of the arts in describing and changing society. The arts have a growing significance in the life and prosperity of Scotland. Through their experience of the expressive arts, children and young people can appreciate the contributions of the arts in the lives of individuals and communities. Learning through the expressive arts enables children and young people to:

- express themselves in different ways and be creative
- experience enjoyment (and contribute to other people's enjoyment) through creative and expressive performance and presentation
- develop important skills specific to expressive arts and also transferable skills
- develop an appreciation of aesthetic and cultural values, identities and ideas
- and, for some, prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.

Health and wellbeing

Health and wellbeing includes experiences and outcomes for personal and social development, understanding of health, physical education and physical activity, and elements of home economics. Pupils learn how the SHANARRI principles apply to their lives (Safe, Healthy, Active, Nurtured, Achieving, Responsible, Respected, Included). It also includes approaches and activities such as physical activity and nutrition, planned to promote the health and wellbeing of learners and the wider community. Children and young people need to experience what it feels like to develop, enjoy and live a healthy lifestyle. They also need to learn ways of dealing with the many new and challenging situations they will experience throughout their lives. A healthy lifestyle supports physical, social and emotional wellbeing, and underpins successful learning.

Concerns about the health, diet and activity levels of Scotland's children and young people, social inclusion, and inequalities in health emphasise the importance of a focus on health and wellbeing throughout education, starting in the early years.

Learning through health and wellbeing enables children and young people to:

- experience positive aspects of healthy living and activity for themselves
- develop the knowledge and understanding, skills, abilities and attitudes necessary for their physical, emotional

and social wellbeing now and in their future lives

- make informed decisions in order to improve their physical, emotional and social wellbeing
- apply their physical, emotional and social skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- for some, open up opportunities to perform at high levels in sport or pursue careers in health or leisure industries.

Languages and Literacy

There are two aspects of the languages area of the curriculum. The first covers experiences and outcomes in the language a young person needs in order to engage fully in society and in learning or, for young people who need additional support, the means of communication which enables them to communicate most effectively. The second covers experiences and outcomes in additional languages.

Language is at the core of thinking. We reflect, communicate and develop our ideas through language. Literacy offers an essential passport to learning, helping young people to achieve to the full and be ready for active involvement in society and work. Literature opens up new horizons, and a love of reading can be an important starting point for lifelong learning. As we communicate increasingly through digital technologies, we need to be able to interpret and convey information in new ways and to apply discernment.

Pupils in Ardgour develop their skills in French and Gaelic.

Learning through the languages area of the curriculum enables children and young people to:

- develop their ability to communicate their thoughts and feelings and respond to those of other people
- develop the high level of skills in listening, talking, reading and writing which are essential for learning, work and life
- use different media effectively for learning and communication
- develop a secure understanding of how language works, and use language well to communicate ideas and information in English and other languages
- exercise their intellectual curiosity by questioning and developing their understanding, and use creative and critical thinking to synthesise ideas and arguments
- enhance their enjoyment and their understanding of their own and other cultures through literature and other forms of language
- develop competence in different languages so that they can understand and communicate including, for some, in work settings.

Mathematics and Numeracy

Mathematics includes specific aspects of numeracy which will be developed both in mathematics and through activities in other areas of the curriculum. Putting mathematical knowledge and understanding to constructive use has been one of the decisive factors in shaping societies. Engineering, science, technology and business rely upon mathematics and continue to find new applications for mathematics. Cultural development and artistic endeavour are influenced by mathematics. Each of us uses mathematical skills and concepts in everyday life. To face the challenges of the 21st century, each young person needs to have confidence in using mathematical skills, and Scotland needs both specialist mathematicians and a highly numerate population.

Learning through mathematics enables children and young people to:

- develop essential numeracy skills, including arithmetical skills, which allow them to participate fully in society
- develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work
- have an understanding of the application of mathematics, its impact on our society past and present, and its potential for the future
- establish firm foundations for further specialist learning, including for those who will be the mathematicians of the future.

Religious and moral education

Religious and moral education includes learning about Christianity and other world religions and supports the development of beliefs and values. It also includes aspects of philosophical enquiry. Scotland is now a nation which reflects a wide range of beliefs, values and traditions. Religious and moral education enables children and young people to explore the world's major religions and approaches to living which are independent of religious belief, and to be challenged by these different beliefs and values. It supports children and young people in developing responsible attitudes to other people, their values and their capacity for moral judgement. The study of Christianity, which has shaped the history and traditions of Scotland and continues to exert an influence on national life, is an essential feature of religious and moral education for all children and young people.

Learning through religious and moral education enables children and young people to:

- develop a knowledge and understanding of Christianity and other world religions and recognise religion as an important expression of human experience
- explore moral values such as wisdom, justice, compassion and integrity
- investigate and understand the responses which religions can offer to questions about the nature and meaning

of life

- develop the skills of reflection, discernment, critical thinking, and deciding how to act when making moral decisions
- develop their beliefs, attitudes, moral values and practices through personal search, discovery and critical evaluation, and make a positive difference to the world by putting their beliefs and values into action.

Religious Instruction and Observance

Ardgour Primary School is committed to fostering an inclusive environment that respects the diverse beliefs and values of our community. Religious instruction and observance are provided in line with the Highland Council's guidance, promoting understanding and respect for various faiths and worldviews. Parents who wish to exercise their right to withdraw their child from religious instruction or observance should contact the Head Teacher. Alternative arrangements will be made to ensure that pupils continue to receive meaningful and inclusive learning experiences during these times.

Sciences

Science includes experiences and outcomes in biological, chemical, physical and environmental contexts. The most important goal for science education is to stimulate, nurture and sustain the curiosity, wonder and questioning of children and young people. Young children have a natural sense of wonder and curiosity and are active and eager learners endeavouring to make sense of the world. They develop ideas through play, investigation, first-hand experience and discussion. As they grow older children ask searching questions based on their everyday observations and experiences of living things, the environment and the materials, objects and devices they interact with. Children and young people are fascinated by new discoveries and technologies and become increasingly aware of, and passionate about, the impact of science on their own health and wellbeing, the health of society and of the environment.

Learning through the sciences enables children and young people to:

- investigate their environment by observing, exploring, investigating and recording
- demonstrate a secure understanding of the big ideas and concepts of science
- make sense of evidence collected and presented in a scientific manner
- recognise the impact science makes on their lives, on the lives of others, on the environment and on culture
- express opinions and make decisions on social, moral, ethical, economic and environmental issues informed by their knowledge and understanding of science
- and, for some, establish the foundation for more advanced learning and future careers in the sciences and technologies.

Social Studies

Social studies includes experiences and outcomes in historical, geographical, social, political, economic and business contexts. It is important for children and young people to understand the place where they live and the heritage of their family and community. Through social studies, children and young people develop their understanding of the world by learning about their own people and what has shaped them, other people and their values, in different times, places and circumstances, and how their environment has been shaped. They learn about human achievements and to make sense of changes in society, conflicts and environmental issues. With greater understanding comes the opportunity to influence events by exercising informed and responsible citizenship.

Learning through social studies enables children and young people to:

- broaden their understanding of the world by learning about human activities and achievements in the past and present, political, social and environmental issues, and the values underpinning their own society and other societies
- develop the capacity for critical thinking, through accessing, analysing and using information

- form their own beliefs and view of the world and develop their understanding of
- different values, beliefs and cultures
- establish firm foundations for lifelong learning and, for some, for further specialised study and careers.

Technologies

This curriculum area includes creative, practical and work-related experiences and outcomes in craft, design, engineering, graphics, food, textile, and information technologies. To participate fully in modern life, children and young people need to be skilled and knowledgeable users of technologies and be ready to embrace further developments in the future. The technologies consider how knowledge can be applied for practical purposes. They provide exciting opportunities to develop children and young people's creativity and the enterprising attitudes which Scotland needs, not least to compete in a global economy. Technologies are developing at an unprecedented rate. Such dramatic change brings risks as well as benefits, and children and young people need to be able to assess the impact of technologies so that they can take action in an informed way.

Learning through technologies enables children and young people to:

- develop an understanding of technologies and their impact on society – in the past, present and future
- apply knowledge, understanding and practical skills to design and create products, processes and solutions that meet needs in play, work and daily life
- gain the confidence and skills to embrace and use technologies now and in the future
- evaluate technological processes and products critically and constructively, taking account of cultural, ethical, environmental and economic factors
- experience work-related learning and, for some, establish the foundation for more advanced learning and careers in the technologies.

Informing Parents About Sensitive Aspects of Learning

At Ardgour 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.

Transferring Educational Data about Pupils

Education authorities and the Scottish Executive Education Department (SEED) collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus, SEED has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Government itself.

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

What pupil data is collected and transferred?

Data on each pupil is collected by schools, local authorities and SEED. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to SEED. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Dates of birth are passed on as 'month and year' only, again to ensure that individuals are never identified. Data is held securely and no information on individual pupils can or would be published by SEED.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

Why do we need your data?

In order to make the best decisions about how to improve our education service, SEED, education authorities and other partners such as the SQA and Careers 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

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.

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net).

SEED works with a range of partners including HM Inspectorate of Education and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of SEED, which 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 colleagues within and out with SEED.

Information on why we collect data about pupils and who we share this data with can be found in Highland Council's Privacy Notice which is available here: [Privacy notices - Enrol your child in school or Early Learning and Childcare setting | The Highland Council](#)

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.

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 Head Teacher.

Further information can be found at Parentline:

[Children 1st Parentline - Parenting Help, Advice & Support | Children First](#)

SCHOOL AND COUNCIL POLICIES

Hard copies of policies are available.

Link to Education Scotland - [Scottish Schools Online | LTSCOTLAND.ORG.UK](#)

Helpful addresses and websites

Highland Council [The Highland Council Homepage](#)

School Closure Website [School closures | The Highland Council](#)

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

School Lunch Menus [School menus](#) |

Highland Learning Community [Highland Virtual Learning Community | News and advice about ICT and educational developments for teachers in the Highlands.](#)

Parentline [Children 1st Parentline - Parenting Help, Advice & Support | Children First](#)

Managing head lice [Advice for families | Parenting across Scotland](#)

Ardgour School Facebook page [Ardgour Primary School & Nursery | Facebook](#)

Education Culture and Sport

Area Office

Camaghael Hostel

Camaghael

Fort William

PH33 7ND

01349 781

