



GLENELG PRIMARY SCHOOL



Handbook for 2025-2026

GLENELG PRIMARY SCHOOL
GLENELG
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Head Teacher: Kate MacArthur

Contents Page

1. School Information
2. Contents Page
3. Introduction by Head Teacher
4. Vision, Values and Aims
5. Staff; Area Office contact details
6. School; School Roll; School and Nursery hours
7. School Term Date
8. Enrolment and Placing Requests
9. Children's Rights
10. A Curriculum for Excellence
11. Literacy and Numeracy
12. Health and Wellbeing
13. Expressive Arts and Technologies
14. Other Technologies; Religious and Moral Education; Languages and 1+2
15. Assessment and reporting to Parents; Parents' Meetings
16. School Improvements
17. Link to latest inspection
18. Anti-bullying; Equality and Diversity
19. Homework Policy; Additional Support; Home, School and Community Links; Pupil Empowerment; After school clubs
20. Attendance at School; Emergency Contacts; Behaviour Policy
21. School Uniform; PE kit; Health Promoting School; School Meals
22. Administration of Medicine;
23. Minor injuries; Mental Health and Wellbeing
24. School Transport
25. Adverse Weather Procedures and Information in Emergencies
26. Parental Involvement and the Parent Council
27. Transition to and from Primary School; Additional Support for Learning
28. Child Safety/Child Protection Policy; Recording a concern
29. Military Families
30. Data policy
31. School Data
32. Comments and Complaints Procedure

Welcome to Glenelg Primary School. It is hoped that this handbook will provide an insight into the vision, values and aims of the school; explain the routines of the school and be useful as a reference document with elinks to further information.

This handbook is updated each year and is available to any parent or indeed prospective parent. I hope the information contained will promote partnership between home and school.

Yours sincerely,

Kate MacArthur
Head Teacher
November 2024

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. The following information has been compiled for session 2025-2026. Any changes which occur will be notified in the school newsletters which are sent out regularly during the school year.

Parents wishing an appointment with the Head Teacher or a member of staff are asked, if possible, to telephone in advance.

Glenelg Primary School Vision, Values and Aims

Our curriculum rationale sets out the most important aspects of our curriculum and highlights our approach to building the curriculum, so that everyone knows why, how and what we are trying to achieve.



Our Overall Vision: (why)
to provide experiences that nurture a sense of wonder and curiosity in learning and in life.

Our Values: (how)

Being Ready – ready for school, punctual, prepared with resources.

Being Respectful – mindful of others, kind, building up each other, rights respecting, being fair.

Being Safe – protected, risk considered, careful with each other, knowledgeable.

Aims: (what)

Using our unique context for learning: we live in a rural, coastal peninsula with interesting heritage sites and places of natural beauty. Pupils will use the unique spaces, interactions and experiences available to them.

Supporting our community: our community and school are mutually supportive, pupils benefit from the experiences of supporting and working for their wider community.

Building knowledge, understanding and skills: learning through literacy and numeracy allows development of understanding of wider concepts.

Promoting wellbeing: giving pupils skills and knowledge to look after themselves in positive ways and developing understanding of their rights.

Our Curriculum is built around the four contexts of learning:
working to build the ethos of the life of the school as a community,
learning through curricular subjects with a key focus on literacy, numeracy and health & wellbeing;
providing opportunities for personal achievement,
developing skills through interdisciplinary learning.

Our vision, values and aims personalises our approach to Getting It Right For Every Child, where we aim for children to be Safe, Healthy, Achieving, Nurtured, Active, Responsible, Respected and Included (SHANARRI), and to become Confident Individuals, Effective Contributors, Responsible Individuals and Successful Learners.
Written in collaboration with our school community Nov 2021

SCHOOL STAFF

Glenelg Primary School is clustered with Loch Duich Primary and shares the same Head Teacher.

Head Teacher	Kate MacArthur
Class Teacher (5 days/week)	Moira Lane
Clerical/Auxiliary	Fiona Cameron
Pupil Support Assistants	Rebecca Main
	Victoria Harvey
	Nicole MacRae
Early Years Practitioners	Pauline Harvey
	Caroline McMurdo
Early Years Support	Leah MacRae
Cook	Marion Broadfoot
Cleaner	Nighean Scobie

School Visiting Staff

Principal teacher	Freya Young (Loch Duich based)
Support for Learning Teacher	Donalda MacRae (consulting)
Janitor	Ryan McAlister
Piping Instruction	Niall Stewart
School Nurse	vacant
Christian Youth Worker	Timmy Currie
Parent Council Chairperson	Suzi Nutkins
Parent Council Email:	Glenelgprimarypc@gmail.com

AREA OFFICE CONTACT DETAILS

Mhairi MacDonald
Area Care and Learning Manager
Fingal Centre
Viewfield Road
Portree
IV51 9ET
Tel: 07918842021

The School:

The school is located in the centre of Glenelg village. The building opened in 1970. It includes two classrooms, a hall/ dining room and a nursery unit. The adjacent village hall is also used for activities. School meals are cooked in the premises.

The catchment area for Glenelg Primary stretches from Moyle in the north to Corran in the south.

Glenelg Primary is a cluster school with Loch Duich Primary, sharing the same Head Teacher.

School Roll:

The school provides primary education, from ages 5 – 12 years. There is one class with a roll of 11 pupils.

The nursery provides for Early Years between 3 and 5 years. There are four children in the nursery.

The Nursery Day:

Monday to Friday: 9.15 – 15.15

The School Day: 9.15 – 15.15

Morning Break: 10.45 - 11.00

Lunch Break: 12.30 - 13.15

School and Nursery Calendar:

School term dates and those of next school session can be found on the Highland Council Website under “school term dates” or by this link

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

Enrolment:

Parents seeking to enrol a child/children in nursery should access the following link:

[What is ELC all about and is it for us? | Enrol your child for early learning and childcare | The Highland Council](#)

Parents seeking to enrol a child/children in school should access the following link:

[Enrol your child for school | Enrol your child for school | The Highland Council](#)

Before starting Glenelg nursery or school, children are invited to taster sessions prior to the starting date.

Placing Requests – Parental Choice

Placing request forms can be obtained from:

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

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

If pupils live outwith the school catchment area and their parents wish them to attend Glenelg Primary they can contact the head teacher to arrange a visit.

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

Children's Rights

UNICEF and the United Nations Convention on the Rights of the Child (UNCRC):
Glenelg school and nursery is proud to be accredited with the Rights Respecting School Silver Award in June 2021 and is currently working towards Gold. Click on the link for more information about Rights Respecting Schools: <https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/what-is-a-rights-respecting-school/>

A Curriculum for Excellence:

The aim of Curriculum for Excellence is to help prepare all young people in Scotland to take their place in a modern society and economy. The curriculum provides a framework for all young people in Scotland to gain the knowledge and skills for learning, skills for life and skills for work that they need.

This means:

- > a coherent and inclusive curriculum from 3 to 18 wherever learning is taking place, whether in schools, colleges or other settings
- > a focus on outcomes
- > a broad general education
- > more opportunities to develop skills for learning, skills for life and skills for work for all young people at every stage
- > a focus on literacy, numeracy and health and wellbeing at every stage
- > appropriate pace and challenge for every child
- > ensuring connections between all aspects of learning and support for learning

successful learners

with:

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

and able to:

- use literacy, communication and numeracy skills
- use technology for learning
- think creatively and independently
- learn independently and as part of a group
- make reasoned evaluations
- link and apply different kinds of learning in new situations.

confident individuals

with:

- self-respect
- a sense of physical, mental and emotional well-being
- secure values and beliefs
- ambition

and able to:

- relate to others and manage themselves
- pursue a healthy and active lifestyle
- be self-aware
- develop and communicate their own beliefs and view of the world
- live as independently as they can
- assess risk and make informed decisions
- achieve success in different areas of activity.

To enable all young people to become:

responsible citizens

with:

- respect for others
- commitment to participate responsibly in political, economic, social and cultural life

and able to:

- develop knowledge and understanding of the world and Scotland's place in it
- understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed, ethical views of complex issues.

effective contributors

with:

- an enterprising attitude
- resilience
- self-reliance

and able to:

- communicate in different ways and in different settings
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking in new contexts
- create and develop
- solve problems

Literacy:

Literacy plays a key role in all aspects of learning and children are encouraged to develop their literacy skills in all areas of the curriculum through the enjoyment and exploration of texts whether in written or oral format.

There are three organisers:

- Listening and Talking
- Reading
- Writing

For Literacy & English, we use a wide variety of resources principally from the Highland Literacy (which can be found online) as well as Wrap Around Spelling, Talk for Writing.

In Primary 1, the phonological awareness and the fine motor skills are assessed so to have clear targets for development in order to foster and affirm solid foundations in language. A love and interest for language is encouraged and the fascination of sounds, letters, words and the way it all works together, is followed up by an understanding of the way words are made up with roots, prefixes and suffixes and even some etymology should it prick their interest as early as Primary 3.

Children sharpen their writing skills by writing all types of pieces ranging from letters and poems, to instructions, accounts and fictional prose. Each piece of writing will have clear success criterion or criteria discussed as a group or class, and either group or individual targets which the children know they need to focus on.

Children are encouraged to take pride of their writing and to present their work neatly, which enable us, teachers and parents to quickly identify areas they find challenging as presentation tends to be less neat at such times.

Mathematics:

Mathematics is a creative subject and develops ways of thinking flexibly to solve practical challenges. Counting strategies and knowledge of number facts are developed throughout all years, so as to free working memory in order to solve problems.

Just as with Literacy, Mathematics is set into three organisers:

- Number, Money and Measure
- Shape, Position and Movement
- Information Handling

To ensure coverage of the curriculum, we follow the Highland Numeracy Progression and use a wide range of resources such as:

- Leckie & Leckie Maths
- Interactive online resources – Sumdog, and other.
- Nrich Maths for problem solving
- Cuisenaire rods, abacuses, ten frames, etc
- YouCubed activities
- New Zealand Maths activities

Health and wellbeing:

Good health and wellbeing is necessary for effective learning and steady development. Health and Wellbeing has 8 indicators with powerful messages:



Your children will likely refer to this as SHANARRI and might mention the presentation they have undertaken in whole school assemblies to share their class representation of an aspect of the indicators – each class covering a different one.

The curriculum is set into eight organisers also which are:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationship, sexual health and parenthood

Parents will be informed when sensitive areas of learning are to be covered and are encouraged to contact the school should they wish further information.

Expressive Arts:

Through the Arts, children discover, cultivate and refine new means of expression, become more discerning as to the aesthetics of the surrounding world.

The four organisers are:

- Art and Design
- Dance
- Drama
- Music

Our school cluster is very fortunate to have talented and dedicated artists, who visit the school, and volunteer to undertake wonderful art projects.

Dance is often taught through preparation for Ceilidh dances throughout the year and linked

to Physical Education classes. Expressive and creative dance opportunities arise throughout the wider curriculum.

Children love to role play from a very young age however moving further up the school doesn't mean they stop doing it as they often have the opportunity to turn a chapter of their book into a scene and become the characters, therefore putting into practice the intonation and pace they have been practising during their reading sessions.

Feis tutors deliver traditional music and singing tuition, but the younger children also learn the makings of music through the Kodaly method. Children will have the opportunity of perform in front of a wider audience during assemblies and/or concerts and compete in the annual local Mod.

Technologies:

Digital Learning

Pupils have access to one Chromebook each.

All children have been allocated their own Associated School Group Google Account which allows them to access their work both at school and at home. This Account will follow them throughout Primary and Secondary School.

Prior to accessing Chromebooks, children learn about the Google Suite for Education but also how to keep their information secure, how to be safe online and how to use the Internet responsibly.

Other technologies, Science and Social Studies:

Sciences, Social Studies and Technologies can be taught either as distinct subjects but are often introduced to children as Inter Disciplinary Learning (IDL) projects. With IDL, pupils learn knowledge and skills from different disciplines and apply them within relevant contexts thus deepening their understanding in relevant contexts and helping them to make real connections across subjects.

Children in the upper stages, compete in Young Engineer competitions undertaking STEM challenges as an after school activity.

Religious and Moral Education:

Religious and Moral Education is approached through a series of topics. These cover beliefs, values, religious practices and traditions of Christianity and other world religions. Moral Education is included within these topics and considers the common values of fairness, respect for others, honesty etc. Pupils are encouraged to form their own opinions but also to be tolerant and show respect for the opinions of others.

Religious Observance assemblies are held monthly.

Parents who wish to withdraw their children from the latter can do so by informing the school so that alternative arrangements can be made.

Languages and 1+2:

Children in Scotland learn two languages in addition to their mother tongue hence the 1 (mother tongue) + 2 (additional languages). Plockton High School Associated Schools Group has opted to learn Gaelic and French.

Gaelic is taught to all pupils. Gaelic is the native language in the Skye and Lochalsh area as is evident in place names etc. We endeavour to ensure the children understand the relevance of Gaelic in the modern world. Emphasis on traditions and culture is evident through drama, dance and music. We do encourage an understanding of the traditions and culture, which form the basis of the language. The class also enjoy blocks of Gaelic singing through the Youth Music Initiative and perform at the local Mod.

French is introduced in Primary 5 and continue in Primary 6 and 7. French is promoted by the Highland programme along with resources from the Primary Languages Platform through the CfE Principles and Practice in Modern Languages.

Opportunities are given to develop confidence and skills and strategies which will hold them in good stead for future language needs. These opportunities contribute to learning about ways of life in other countries and provide a meaningful and rewarding experience.

More information can be found here: [Curriculum for Excellence | Education Scotland](#)

Assessment and reporting to Parents

Learning Snapshots are records of work, shared with parents once they have been completed by both pupils and staff. They are a summary of learning which has taken place in the previous few weeks and replace the traditional annual 'report card.' At least six snapshots are sent home each year. The outcomes are evaluated as Green – Got it! – Amber – Getting there! – or Red – Not quite there yet but working on it! A record of all these Learning Snapshots are kept in the children's Learning Journey folder.

Most lessons begin with an outline of 'learning intentions' being explained to children so that they can understand the context of what is to be learned in the lesson. The children and teacher will work out how to show success in the lesson with 'success criteria.' At the end of a lesson the children can, for themselves or with peers, measure the work undertaken against the said success criteria and therefore undertake self and peer evaluations. Assessing peers' work against criteria helps children develop a clearer understanding of how to systematically overcome and master the targets; in doing so, they strengthen their own learning.

Children also undertake assessments online such as the SNSA (Scottish National Standardised Assessments) or the SOFA (Scottish Online Formative Assessments), both giving further information as to the progression, strengths and areas for development of each child therefore providing, along with the less formal ongoing evaluations, a full picture of each learning journey.

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

Parents' Meetings

Parents are encouraged to attend Parents' Evenings, which take place in term 2, 3 and 4, as they are a wonderful opportunity to share and discuss the progression of children before identifying next steps.

Please do not hesitate to contact the school should you have any concerns regarding your child's wellbeing or progression.

You will find more information about the **school's curriculum, skills for life and the four capacities** on <https://education.gov.scot/parentzone/>

Summary of Standards and Quality Report

Each year we create a School Improvement Plan (SIP) for staff and pupils to work towards. At the end of the year, we write a Standards and Quality report (SnQ) to state our evaluations of how our improvements were achieved. From that evaluation and by taking in the views of all partners, we can then decide what the next year's improvement plan should contain. Hence this is an ongoing process, year on year. At times there are national or council wide aims which also direct our plan.

We seek the views of the following people when approaching our Standards and Quality report writing and when seeking to formulate our School Improvement Plan for the following year.

- Staff
- Parents of children in the school and nursery
- Pupils
- Partners that work with and support the school
- Other schools with which we link.

Our evaluations often take place at weekly assembly time when our school community can share views together.

Review of progress for last session

Project 1: Purpose: Improving inputs towards better writing.

From the premise of knowing that effective reading develops the capacity to write well, we aimed to develop our reading opportunities for pupils and also embed some of the other inputs to better writing that we started last session. Both transcription and executive functional skills will continue to be a focus within our school cluster. We will continue to use Highland Literacy guidance as a professional resource. Our aim continues for pupils to be enthusiastic and capable in writing.

Progress:

Professional learning:

All practitioners have further developed knowledge of learning and teaching, in terms of literacy, using Highland Literacy training. Teaching staff undertook Talk 4Reading training and Talk for non-fiction training; Writing in a multi-composite class. Techniques 'The Secret of Literacy' book was used by teaching staff.

Collaboration:

Application for Reading Schools' accreditation shows increased, choice, positive attitude shift towards reading. Scottish Book Trust training for staff and resources for pupils have been used this year.

Data and evidence:

There has been an increase in pupil engagement in both reading and writing and assessments show standards have improved. Surveys show an increased interest in reading from formerly reticent readers. All pupils' reading age is at or above their actual age.

Shared understanding:

There is a shared understanding of pupils' specific needs and ways to support them individually. Staff have undertaken moderation activities to ensure a shared understanding of standards within the Plockton High School Associated School Group(ASG).

Pupil Participation

Pupils have chosen topics of interest to study and developed understanding using fiction, non-fiction and digital resources. Pupils have benefited from increased ownership of their learning and developed leadership of their own learning. Community partners have enhanced the curriculum, further developing pupil understanding of UNCRC Article 29. Pupils have undertaken short burst shared writing, 'thinking aloud' to model sentence construction, editing and improvement.

Impact:

- ✓ Children benefit from the clear and systematic teaching of writing skills across all genres.
- ✓ Children have become keener readers and have an appetite to read more challenging books, as a result of the initiatives followed for Reading Schools Award. Childre have also benefited from using Scottish Book Trust books to further understand UNCRC articles from use of picture books.
- ✓ Good progress has been made in reading across the school with some examples of very good progress, particularly where Pupil Equity funding has been used to support some pupils.
- ✓ Staff report they have benefitted and gained confidence from moderation activities with other ASG schools. This in turn allows children to understand their own attainment levels.
- ✓ All parents of the school have shared in assemblies and Parent Council meetings where school improvement agenda is discussed.
- ✓ Children are more aware of the aspects which lead to better writing.
- ✓ Children are able to identify aspects of writing in which they need to improve.
- ✓ Reading audits have shown that pupils are improving and all grade their enjoyment of reading positively, with all children using the visiting mobile library.

Planning prompts, success criteria and templates have been used to assist development of executive function.
 Pupils have developed their physical spaces used for reading.
 PEF PSA reading time has been enthusiastically engaged with by pupils throughout the year.
 Nursery children read every day and enjoy being read to. They use the mobile library. They extend their learning by using picture books to increase knowledge about their world.

- ✓ Parents' views have been helpful in showing the needs for development in reading and their views, gained via surveys, have strengthened the validity of our judgements.
- ✓ Reading and writing skills has been a focus across the curriculum thus giving children real life reasons for using literacy skills.
- ✓ Good progress was made in this improvement area.

Next steps:

- **Develop skills in persuasive writing through debate.**
- **Continue to encourage reading for pleasure.**

Project 2: Purpose: Moderation of writing within the Plockton catchment ASG.

Moderation activities aim for staff to understand standardised expectations of children's work, using Benchmarks which have been produced by Education Scotland. By sharing samples of children's work, within the ASG, teaching staff have been increasing confidence and ability to make correct judgements in the standard of children's work; to recognise strengths in children's performances and agree next steps in learning.

Progress:

Professional learning; Collaboration; Shared Understanding

All teachers engaged in regular moderation activities with colleagues in school and across Plockton ASG. Recent moderation has been focused on writing and led by 2 QAMSOs.

Cluster staff used Glasgow West Partnership examples in moderation as a model and then co-designed a High Quality Assessment task.

Teachers are keen to learn from others to ensure they continue to refine and improve their moderation practice.

Impact:

- ✓ As a result of all moderation activity to date, teachers have a clearer understanding of national Benchmarks in writing.
- ✓ In addition, children benefit from teachers' increased confidence in making more accurate professional judgements on children's progress within a level.
- ✓ Within our school and ASG, progress was made in this area.

Next steps:

- **ASG to continue with Focus on Moderation of Writing**
- **ASG to develop moderation of High Quality Assessments**

Project 3: Purpose: Rights Respecting Schools award

We wanted to promote children's rights within our school cluster. The children know about their rights, having achieved Silver award in 2021. We want to further enable the children to take initiatives forward for the good of children in other contexts; to deepen their understanding of rights in their own context and to understand children's rights as part of human rights.

Progress:

Professional Learning:

Impact:

Staff have undertaken training for Children's Rights from both Unicef and the Scottish Book Trust.

New staff in the cluster have been introduced to RRSA activities and aims from both children and teaching staff.

Collaboration:

Pupils from both schools have shared their learning about children's rights.

Both schools in the cluster have applied for assessment for the Gold RRSA award.

Shared Learning:

As children have shared their learning about rights at assemblies, parents and community members have been made more aware of children's rights and the various ways these rights are upheld.

Pupil Participation:

Children have undertaken to raise funds for other children to uphold their rights. They donated money to Aberlour Trust. They donated Christmas shoeboxes to Blythswood charities. They donated school-grown vegetables to local charities.

They have understood their curriculum in terms of their rights.

They have used picture books to further understand children's rights and promoted this sort of activity via a magazine to others within Highland Council.

Nursery children are growing an awareness of some aspects of their rights, with nursery staff linking the UNCRC articles to aspects of their activities in the nursery, via a floorbook.

Nursery children are encouraged to give their opinion about things that affect them and for their opinions to be validated and acted on.

- ✓ Children become more aware from staff being more aware of the outcomes for Gold assessment within UNICEF.
- ✓
- ✓ Children were able to learn from picture books about children's rights in an impersonal way.
- ✓ Children have had a consistency of approach toward rights due to all staff, including new staff, being aware of the importance of rights in our school context.

- ✓ All children are able to knowledgeably speak about their rights.

- ✓ Families are aware of the need to upkeep children's rights.
- ✓ Children feel a degree of ownership of their own rights, as rights holders; an expectation that staff are duty bearers of rights. They are beginning to understand the concept dignity.

- ✓ Children have become more aware, as a result of staff

Next steps:

- Continue to embed the rights of the child, especially encouraging the children to be empowered to act for the good of other children; to have an expectation of their own rights to be upheld; to exemplify considerate behaviour in school towards others.
- During discussion, pupils to be able to build on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others' opinions or ideas.
- Continue to share the positive outcomes from UNCRC with other schools.

Progress and impact of Pupil Equity Fund

The Pupil Equity Fund has been targeted towards children who face barriers to learning but all pupils have benefitted from activities which have been done in small groups. The Pupil Equity Fund was used mostly to employ Pupil Support Assistants who have targeted reducing learning gaps with some pupils, especially in small group reading but also in developing woodwork skills. Pupils continued to benefit from last years' resources which were purchased with PEF funding. All pupils facing barriers to learning have made very good progress in overcoming their learning gaps.

Wider achievements

All pupils developed their technology skills both in woodwork and coding capabilities.

Most children took part in a camping activity with the cluster school.

Pupils harvested their school-grown vegetables and fruit and donated profits to good causes.

Art activities, using the outdoors, with local professional artists enhanced pupil experience of the Arts.

All pupils benefitted from music lessons with professional musicians.

Pupils contributed to a local plan for improvements in the community, understanding that they have to

give their opinion about matters that affect them and for their views to be taken seriously. The wide variety of partners working with the school has offered a dynamic and meaningful curriculum for pupils. The older pupils were runners-up in a Highland wide 'Climate Smarter' challenge, competing against both primary and secondary schools. Leadership opportunities have been developed between the school and nursery pupils.

Comments from learners, families, stakeholders and staff

A majority of parents have contributed their views to this report and write that they are more than happy with the provision of the curriculum in Glenelg. A recent survey showed that some parents would like to take part in activities to learn with their child and to better understand how their child is assessed in their learning. Views from partners who provide learning activities to pupils report that the children are polite, keen to learn, industrious and resilient. Staff are in agreement that pupils are succeeding well in their learning and exemplifying the vision, values and aims of the school. Pupils report that they have enjoyed their learning this year. They particularly enjoyed learning about wood working, cooking, reading for pleasure, art, learning about democracy, coding. Next year, they would like to continue much of what they have done this year but in addition, do more STEM related learning. They would like to continue working with the cluster school to strengthen social relationships.

Key priorities for improvement planning

Continue our journey to attaining GOLD in the Rights Respecting Schools Award. This is a programme that we have had on our school improvement plan for several years but continues to be embedded year on year.

Continue to develop methods to help improving the quality of children's writing.
Continue to program moderation activities towards improved teacher confidence and quality assurance of standards of writing.
Continue to develop opportunities for pupils to lead their own learning.

School Improvement for 2024-2025:

Project 1: Improving confidence and ability in Numeracy

This improvement project is principally upskilling teaching staff by doing professional learning, from both YouCubed courses and the twilights with the Highland Numeracy officer.

The children think that their numeracy skills could improve. They are keen to improve their recall speed of number facts within the next year. When asked 'What could we do each day that would make an improvement in number skills in a year's time?', they say that they need to practise more regularly both in school and at home.

Essentially though, to increase the children's confidence in approach to numeracy would be a long-term benefit, transferring to other subjects and their learning in general.

Some good practice exists within the cluster regarding the teaching of Numeracy; resources using Primary Maths for Scotland have been used now for over a year; we also want to upskill staff with further CPD opportunities, to develop our understanding of teaching approaches which connect with how children learn, including the nursery.

It is intended to moderate Numeracy within our Plockton High ASG, in session 2025-2026 thus it would be a good project to start now with some change in practice this year.

Project 2: Continuation of last year's project: Moderation of writing within the Plockton catchment ASG

Full details of both these reports are freely available from the school office.

School Inspection Findings can be found: <https://education.gov.scot/inspection-reports/highland>

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

Anti-bullying Strategy:

We believe that bullying in any form is unacceptable.

Very useful information can be accessed at 'Respect Me – Scotland's Anti-Bullying Service'

<https://respectme.org.uk/bullying/>

What is Bullying? Bullying takes place in the context of relationships. It is behaviour that can make people feel hurt, threatened, frightened and left out and it can happen face to face and online.

Prejudice-based bullying: Bullying behaviour may be a result of prejudice that relates to perceived or actual differences.

Anyone can be a victim. If bullying happens, it should be reported to a staff member. If it relates to events outside school, parents should be informed.

When bullying does occur, it will be investigated, discussed and hopefully resolved restoratively. If incidents persist, active parental involvement will be strongly encouraged. It is vital that we work together.

Highland Council's anti-bullying policy can be found:

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

Equality and diversity:

In Glenelg we actively teach, practise and embrace differences; we ensure everyone has the necessary tools to access the curriculum, that all have a voice and can make themselves understood.

Summary of our duty in Equality and Diversity

Eliminate unlawful discrimination; advance equality of opportunity; promote good relations. Activities should not discriminate against any 'protected characteristics' as follow:

Age

Disability

Race, Religion or Belief

Gender

Sexual orientation

Gender reassignment

Pregnancy

Maternity.

For up-to-date information please see:

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

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

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

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

Homework:

Homework is usually handed out regularly. It should be a relaxed experience where children share their learning and are further supported in their development by their parents/guardians/older siblings.

Homework will comprise of daily reading and basic maths knowledge practice which we encourage you to support at home as acquiring automaticity will enable your child to quicken and widen their learning.

If there is a reason that homework cannot be completed then please communicate with the class teacher to let them know.

Additional Support :

If you have any concerns about your child, please do contact the class teacher or the head teacher to discuss any issues.

You will find information on the Highland Practice Model on the following link:

<http://www.forhighlandchildren.org/5-practiceguidance/>

And further points on the CHIP + (Children in the Highlands Information Point) here:

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

Home, School and Community Link:

We welcome parental and community help in our school life and are fortunate to have volunteers sharing their time and skills for the benefit of the pupils.

For those who regularly participate in schools, a PVG certificate is necessary and easily obtainable by contacting the head teacher in the first instance.

We in turn regularly support our community ventures and enjoy the mutual benefits.

Pupil Empowerment:

Increasingly we are giving pupils the opportunity to lead in their learning and in giving their views about their school. Currently, each pupil has various ways in which they lead and we discuss as a class how to improve our school. We actively ask pupils to evaluate lessons and in what way they suggest better ways of learning.

After-school clubs:

We normally have bike club for older pupils, once they achieve their Bike Ability level 2 award, in the summer months. Otherwise our activities are held within the school day e.g. shinty and art.

The Facebook page of 'Lochalsh Active Schools' will keep you informed of all other after-school clubs run by High-Life-Highland Active Schools.

Attendance at School:

Registration takes place every morning. It is essential for parents/guardians to contact the school by 9:30. Should a child be absent or late - without prior notice – the school will endeavour to find out the reason for this absence and follow the Three Day Rule for Unexplained Absences.

The Three Day Rule for Unexplained Absences:

Day 1: the school will make a concerted effort to find out the reason for an unexplained absence.

Day 2: the school will continue to obtain a reason for the unexplained absence by contacting a carer or family member.

Day 3: should no contact be established, the police shall be notified of a child's absence; the police will treat this as a missing person alert.

Encouraging Attendance:

In order to ensure continuity and progression, programmes are carefully planned or followed. While the learning is cyclical in order to build on prior knowledge and understanding, and therefore revisited, any absence of any length will result in children missing out on practising strategies, honing skills and increasing readiness for new learning.

Emergency Contacts:

Parents are asked to supply the Head Teacher with a telephone number where they can be reached in an emergency during the school day, should the need arise. Parents should also supply the school with an alternative number. Parents who are not normally at home during school hours, are asked to supply another address that their child can go to should the school be required to close early. If parents cannot be contacted and there is no-one available at the emergency contact number, pupils will have to remain in school until collected by a parent.

It is essential that parents ensure that the school is advised of any change of telephone number etc. in order that information for emergency contacts may be updated as necessary.

Behaviour:

We have three school values in Glenelg: **Be Ready, Be Respectful, Be Safe**

We encourage and expect children to exemplify these values; if there are regular difficulties in some aspect of behaviour then parents are informed so that parents and staff can have a coordinated approach towards resolution. Our stance is that 'all behaviour is communication' and that sometimes extra time and extra care is needed to resolve a difficulty.

Our school uses The Highland Council's Positive Relationships Framework and Guidance

https://www.highland.gov.uk/downloads/file/20086/ppr_framework_and_guidance

School uniform:

A uniform fosters a feeling of belonging which is essential to our school's ethos.

While we encourage sweatshirts and polo shirts bearing the school badge we recognize the extra cost involved and will therefore leave this at the parents' discretion.

Sweatshirts and polo shirts with the school crest can be purchased from Schoolwear Made Easy at any time.

<https://www.schoolwearmadeeasy.com/>

We do however ask that children respect the following:

- White polo shirt
- Racing green sweatshirt
- Grey or black school trousers/shorts/skirt
- Indoor shoes which can be used for PE (please note that children without indoor shoes will be prevented from playing on the grassy areas of the playground)

PE kit:

Children will do some form of physical education for two hours every week and therefore require to keep a PE kit in school. We encourage pupils to take their PE kit home at the end of every week so that it can be washed.

We will endeavour to find a spare pair of shorts and send you a PE kit reminder, should your child forget their PE kit.

The PE kit should include:

- A plain pair of shorts or leggings
- A plain tee-shirt
- A pair of trainers – please refer to the note on indoor shoes

All clothing should be labelled with the pupil's name and P.E. clothing should be brought to school in a separate bag. Pupils should not come to school dressed in gym clothes or to leave them on after their P.E. lesson.

Children whose parents are in receipt of Income Support/ Income Based Job Seeker's Allowance or Child Tax Credit (but not Working Tax Credit) may be entitled to help with school uniform. Further information and application forms can be obtained from the Head Teacher.

Health Promoting School

As a Health Promoting school we also encourage pupils, staff and parents to think about healthier lifestyles. Healthy living is a regular topic in class.

We value all the activities that make up a healthy and happy community.

School Meals

School Meals cost £2.40 for P6/7 pupils and no cost for P1-5. Your child/children will be given a copy of the menus which change twice a year (Spring/Summer and Autumn/Winter). Should you wish another copy, please ask the office. If a pupil has special dietary needs, please inform the school.

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

Free meals and clothing:

Free meals and clothing grants can be claimed in certain circumstances, for information and application form please see: http://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing

Medical and Health Care:

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/>

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

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

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

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

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

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

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

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

Minor injuries

School will only deal with minor cuts and bruises; these will be cleaned and a plaster applied. If your child is injured, falls or becomes unwell during the school day you or the emergency contact you have provided, will always be contacted and you may be advised to collect your child from school.

Removal of ticks: It is understood that in some schools, particularly in more rural areas, staff do remove ticks from children and would rather continue to do so than not intervene. The Service has no objection to staff carrying out this task as long as they feel comfortable and competent doing so, and as long as parental permission slips have been obtained for the purpose. Parents should also be advised of any occasions when staff have removed ticks from children.

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

School Transport

Transport is provided for children in our catchment area who live over 3 miles from school, and for those under 8 years who live over 2 miles from school.

At present Mrs. Alice MacRae has the contract for Glenelg Primary School. The law currently specifies one child, one seat but where there is room on transport any extra places may be allocated to children living less than the specified distance if parents request this service. Children may not travel on the conveyance unless they are on the official list. The contractors have been instructed by the Education Department to refuse requests for any informal arrangements. Children from out with our catchment area have no entitlement to transport. Children must wear seatbelts and behave sensibly at all times.

Transport application forms may be obtained from the Head Teacher or Area Education Office in Fort William.

The good behaviour of pupils travelling on school buses is paramount to safety. Pupils, who misbehave and so endanger the lives of other pupils, may be denied school transport.

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

Adverse Weather/Early Closures

You can access the highland school closure website [School closures | The Highland Council](#)

In addition, the school will endeavour to email all parents should there be any occasion that the school is to be closed. In addition to this, social media will be used to convey the same message. (Please note that some staff do not have good signal at home or in the Glenelg area but best efforts will be made to inform all.)

TRAVELLING TO SCHOOL DURING ADVERSE WEATHER

It is the responsibility of parents or carers to decide if a pupil should attempt to travel to school, by transport or on foot, in adverse weather conditions. The Council encourages full attendance at school, but in severe weather conditions the safety of pupils is much more important. Parents and pupils are often concerned that important examinations may be missed, but this should not over-ride good judgement. Schools normally make alternative arrangements for missed examinations.

The school updates its procedures for adverse weather closure annually, therefore

- **parents** should advise schools of an alternative address, as close as possible to the school, which may be used by their children in emergencies
- **the school** will advise parents of normal local arrangements for school transport and any special arrangements in the event of adverse weather
- **the school** will establish a system of communication with parents and local transport operators and ensure that parents are fully informed of any revised arrangements

When weather conditions are poor

Local radio stations issue news and weather bulletins on traffic conditions and school closures. Transmissions may not cover all households and may be subject to re-scheduling but should be helpful. Parents are advised to remain “tuned in” to ongoing road weather, or school information updates.

BBC Radio Highland | Nevis Radio | Lochbroom FM | Moray Firth Radio
(<https://hellorayo.co.uk/mfr/>) | Radio Wester Ross

Please do not telephone local Radio for advice but listen to appropriate broadcasts.

For pupils using school transport

- Parents should note that the final decision on whether it is safe to operate rests with the driver of the school transport vehicle. Therefore there may be occasions on which a school is open but some routes, or parts of routes, are unable to operate.
- Parents should advise their children on how long they should wait at the pick-up point for their transport. This will depend on the prevailing weather conditions and the availability of shelter at the pick-up point. During adverse weather conditions no pupil is expected to wait longer than twenty minutes past the normal “pick-up” time.
- Morning journeys may be delayed by an hour if road conditions are unsafe at the normal journey time but have improved within the hour. Before pupils return to a pick-up point

parents should check for updated messages from their school. Please note that for some routes the transport operator may contact the parent directly.

- Drivers are advised not to drop off children where there is a risk that they may not safely reach home or other place of shelter. This may involve children being taken to an alternative place of safety, agreed in consultation with the school.
- Where parents are concerned about weather conditions at “drop-off” points, they should contact the school as early as possible

Please note: when weather conditions are poor, parents should ensure that children are met at the “drop-off” point, especially where public service transport is used.

Emergency Planning

Each school is required to prepare a plan of the action to be taken if a school building has to be evacuated in the event of a major emergency. The emergency plan requires taking account of all fire drill procedures and security provisions.

Plans in the event of a major emergency are available in school.

Parental Involvement

We believe that much of the strength of the school lies in the positive relationships between staff, pupils and their parents. These relationships must be nurtured by a healthy exchange of information between teachers and pupils, between home and school. We always welcome parental interest in the welfare of our pupils. Whatever the nature of the issue, you can be assured of our help. The school works very hard to keep parents informed regarding their child's progress and any key decisions being made about their education. This includes:

- Parents' evenings (usually November and May)
- Parents invited into school to share children's work (usually February)
- Assemblies – parents are welcome to join in regular assemblies
- Progress checks (Snapshots of children's work – sent home for parents)
- Progress report (sent home before May parents' evening)
- Newsletters
- Parents are welcome to ask about their children's progress at any time

The support of parents in their children's education is key to the success of young people. Taking time with them, discussing work, practising language, helping them manage their homework and encouraging responsibility are important ways of supporting children's learning. The school always seek to involve parents in any key decisions about their child's education and keep parents informed about progress.

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

Parent Forum and the Parent Council

All parents with a child in Glenelg primary school or nursery are members of the Parent Forum and can have their views shared through the Parent Council.

The Parent Council is a group of parents selected to represent all parents of children at the school. Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting the Parent Council Chair on glenelgprimarypc@gmail.com.

As a member of the parent forum, you have an important role to play. You'll find Useful information for parents and how to get involved in your child's education, how to support the school, information on curriculum developments in the Highland Council: [Parent Forum Presentation](#) and at Parentzone: <https://education.gov.scot/parentzone/>

Transition To and From Primary School

Nursery pupils who are enrolled to attend Glenelg Primary will have daily opportunities to integrate with the school prior to the start of P1. Teaching staff collaborate with Early Years Practitioners to best plan a smooth transition programme. Developmental Overviews and Learning Journals are passed on to the class teacher and continue to be used in P1. There are also information meetings, early on in Term 1, for parents of P1 children.

P7 pupils from Glenelg Primary will normally transfer to Plockton High School. All P7 pupils receive a Plockton High School Prospectus in February which provides lots of information.

During the third term, a support teacher from the High School will visit the school and meet the children who are due to transfer. At this time, pupils will be given a list of their subjects, class group and other information about the school. In the fourth term, P7 pupils will spend a week at Plockton, following a timetable and helping to allay any fears and misgivings. The P7 pupils will travel on the Plockton High School bus during the designated week and no charge is made. Primary staff will meet with High School staff to pass on information about pupils, especially those with particular needs, so that any necessary arrangements can be in place at the start of term. There are also extended transition experiences organised for pupils on a needs-based basis. Several cultural and sporting events are held throughout the year at Plockton High School which include P7's from all the feeder schools. This allows pupils a chance to get to know their future classmates.

Plockton High School

Rector: Ms Jo Scott-Moncrieffe Tel No: 01599 530800

Additional Support for Learning

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

http://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners

http://www.highland.gov.uk/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 the Head Teacher. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

[Support for Learners Website](#)

There is also information from organisations specified by Scottish Ministers which provide advice, 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:

(a) Enquire – the Scottish advice and information service for additional support for learning
<http://enquire.org.uk/>

(b) My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs <http://enquire.org.uk/myrightsmysay/>

(c) [Scottish Independent Advocacy Alliance](#), an advocacy service to support parents and children

(d) [Scottish Child Law Centre](#), an organisation providing free legal advice to young people

Child Safety and Child Protection:

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.

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available online at
http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection

Recording a concern:

Parents or members of the community who have a concern about a child/children should contact the Head Teacher who as the 'Named Person' will take the necessary steps. Parents or members of the community can also reach to Parentline helpline for further information and advice:

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

Military Families

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

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

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

Visit the Highland Council Armed Forces Website for lots of helpful information and support [https://www.highland.gov.uk/info/886/schools -
additional support needs/833/armed forces - support for families and schools](https://www.highland.gov.uk/info/886/schools-_additional_support_needs/833/armed_forces_-_support_for_families_and_schools)

Please get in touch with your child's named person or the Head Teacher if you have any concerns.

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

Your data protection rights:

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 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.

School Data

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.

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>.

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

Why do we need your data?

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

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand 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

Concerns

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

Comments and Complaints Procedure

We hope you will enjoy your child's time at Glenelg Primary School and we welcome comments and suggestions which will improve our service. It is hoped that parents will have little or no reason to complain about either the standard of the education offered or the manner in which it is taught.

On occasions parents may feel that they would like to discuss some matter regarding their child's education more thoroughly with either the class teacher or the Head Teacher. Parents are always welcome to make an appointment – please contact the School Office in order that a suitable time may be found for both parties.

In the unlikely case of a failure to solve a problem, parents have the right to pursue the matter by contacting the Area Care and Learning Manager at The Area Education Office, Fingal Centre, Viewfield Rd, Portree, Isle of Skye IV51 9ET.