



HOLM SCHOOL



Holm Primary School Family Handbook 2025-2026

To achieve it, we must believe it!

Safe, Happy, Learning, Respectful

HOLM PRIMARY SCHOOL

Stratherrick Road

Inverness

IV2 4YL

Tel: 01463 232697

e-mail: holm.primary@highland.gov.uk

web: <https://sites.google.com/invernessroyalacademy.org.uk/holmprimary>

twitter: @schoolholm @holmmaths

Facebook: Holm Primary School



Welcome to Holm School.

We hope you find this booklet useful and informative. During your child's time in the school, we will do our best to provide your child with a happy and rewarding primary education.

I look forward to your interest and support over the next few years during which time your child will be a valued member of the school community. Parents and staff are encouraged to work in partnership to develop strong links between home and school. By taking an active interest in your child's work both in school and at home and participating in the life of the school you will help your child make the best possible progress. The school considers it very important that good relationships exist between parents and staff. To help with this we have an active Parent Council. Meetings and events will be arranged from time to time and we will always value your participation and support.

This handbook provides you with information about the school but it cannot describe the happy, caring, purposeful environment that the Holm Staff have created in school.

Your child's teacher and I will always be willing to discuss any aspects of your child's education. If you require any further information, please contact the school and an appointment will be made.

Yours sincerely

RUTH MACKAY, Head Teacher

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FOREWORD

Delineated Area

Holm School's delineated area (catchment area), starts at Island Bank Road and includes the area outwards from Drummond Circus, Drummond Crescent, Holm Mills, Holm Mains, Holm Park and Ness-side. On the east side it includes Ardholf Place, Ardbreck Place, Ardness Place, and Holm Dell.

The School Buildings

Holm Primary School is situated off Stratherrick Road, overlooking Holm Mains and Holm Park. The main access is from Stratherrick Road - opposite Lochardil Woods. In addition, there is a pedestrian access using the steps up from Holm Mains at Boarstone Avenue.

The school opened in August 1974 and was extended in February 1979. It provides comfortable accommodation for up to 270 pupils. All the accommodation is on the ground floor.

There are four main buildings:

The Administration Block, which contains the Head Teacher's and Secretary's offices, the Staff Room, Hall, ASN Room, Dining Area and Kitchen.

A Block - where we have 3 classes (P1/2J, P1/2G, P2/3), Sensory Room and breakout classroom

B Block - where we have 3 classes (P3, P4/5 and P5) and breakout classroom.

C Block - where we have 2 classes (P6/7 and P7) resource room and library / music tuition etc

D Block – where we have 2 classes (P6/7) and breakout classroom.

Nursery – We have 2 nursery rooms called “The Ocean Room and The Jungle Room”



Each of the Teaching Blocks has a central "open area" adjacent to classrooms. The "open areas" are provided as classroom extensions. Each Teaching Block has toilet facilities.

Every class has at least one PC with internet access and email facilities. There are overhead projectors in each classroom to allow classwork from computers. In addition, we have a bank of fourteen PCs in the open area of C-Block and 8 laptops in Area B. The P6 & P7 pupils all have their own chrome-books. The other classes also have additional i-pads and tablets.

The school has spacious outside playing and recreational areas. The grass area provides space for athletics, football, hockey, rugby, orienteering etc. The tarmac quadrangle in the centre of the school grounds can be used for playground games and activities such as cycling. There is a basketball court at the edge of the playing field. We also have a sensory garden and the Honey Bear garden which has picnic benches in it.

We have car parking facilities for visitors and parents of Nursery children. Otherwise parents are asked to use the drop-off zones at Ardbreck Place and Drumblair Crescent from where children have safe access to the school or to use the drop-off area in the school grounds.

Please be aware that problems arise when cars are *parked* on the drop-off zone. As part of our health – promotion, we encourage children to walk or cycle to school.

There is a kitchen attached to the school and our meals are prepared and cooked freshly each day.

School Badge

The school badge reflects the Pictish history of the area. The boar's head is taken from the Boarstone - which used to stand along from the school - and the words "Holm School" are 'enclosed' in an open Pictish bangle. The Boarstone is now 'housed' in the Headquarters of Highland Council in Glenurquhart Road, Inverness.



SCHOOL CONTACT DETAILS

POSTAL ADDRESS

Stratherrick Road, Inverness IV2 4YL

TELEPHONE

(01463) 232697

ABSENCE LINE

(01463) 251920

E-MAIL

holm.primary@highland.gov.uk

WEBSITE

<https://sites.google.com/invernessroyalacademy.org.uk/holmprimary/home>

FACEBOOK

Holm Primary School

YEAR 2025 – 2026 CALENDAR DATES

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

Bella the Boar – Our Mascot



Our 3 Houses – Buzzards, Ospreys, Red Kites



STAFF INFORMATION

OUR WONDERFUL STAFF

HEAD TEACHER

Mrs Ruth Mackay

DEPUTE HEAD TEACHER

Mrs Janine Webb

Our Wonderful Clericals

Mrs Tracey Walsh and Mrs Michelle Elsey

PRINCIPAL TEACHER

Mr Sean Henstridge (P6/7)

TEACHERS

P1/2 Miss Gillian Penman

P1/2 Mrs Janine Webb and Mrs Julie Henderson

P2/3 Ms Morgan Smith

P3 Mrs Pamela McAra

P4/5 Mrs Stacey Brooks

P5 Mrs Nicola Mackenzie

P5/6 Miss Abigail Ademiatic

P6/7 Ms Hannah Allan

P7 Mrs Rhona Nicolson

CCR Teachers Mr Sean Henstridge

ASN TEAM: Lead – Ruth Mackay

ASN Teacher – Miss Ashleigh Sutherland

PSAs

Mrs Michelle Smith

Mrs Joanne Williams

Mrs Catriona Matheson

Mrs Lisa Mackay

Ms Julie Morrison

Miss Catherine McNaughton

Our Early Learning Centre

Mrs Janine Webb – Lead

Mrs Gillian Morrison – Senior EYP

Mrs Fiona Carey - EYP

Miss Meghan Smith - EYP

Mrs Rita Craig - EYP

Mrs Rebecca Hastings - EYP

Mrs Elaine Christie - EYP

Mrs Jeanette Bain - EYP

Mr Brett McPhee - EYP

Mrs Louise Young - EYP

Mrs Laura McMullen - EYP

Miss Gemma Mullen – Support Worker

Mrs Courtney Walsh – Support Worker

Our After School Club Team Miss Sheila Macleod/ Ms Julie Morrison

Music Instructors Mr Colin Melville (Chanter) Mr Martin O’Parker (Drums) - Mr Hay (Violin)

Our Janny Mr Grant Campbell

Canteen Staff

Mrs Isabel MacDonald (cook)

Assistants: Miss Ruth Lesley / Mrs Inese Belgeve / Miss Emma Spark

School Chaplain

Mr Scott McRoberts (St Columba Church)

Our Partner Agencies

Practice Lead – Mrs Anna Anderson

Educational Psychologist – Mr Alistair Mitchell

Speech and Language – Mrs Roe Forren

Children's Services Worker – Ms Sarah Stewart

SCHOOL HOURS

<u>Nursery</u>	8.00 – 17.45
<u>P.1 to P.3</u>	09.00 - 12.15 13.15 - 14.45
<u>P.4 to P.7</u>	09.00 - 12.30 13.15 - 15.00
School Intervals	
<u>Morning</u>	P.1 to P.7 - 10.30 to 10.45
<u>Lunch</u>	P.1 to P.3 - 12.15 to 13.15 P.4 to P.7 - 12.30 to 13.15



****Every day we have PSAs and members of the management team in the playground for both break and lunch duty.****

HOLM'S ETHOS

HOLM's SCHOOL VISION:

To achieve it, you must believe it!

HOLM SCHOOL VAULES:

As a school TEAM we have decided on 4 core values. These **are SAFE, HAPPY, LEARNING AND RESPECTFUL.**

HOLM SCHOOL AIMS:

Our 4 AIMS at Holm (these link to our values)

- We all feel **safe** and nurtured. We look after ourselves and the world around us. We are resilient and confident.
- We all feel **happy** and make others happy. We include others and have skills to help us be good friends. We **believe** in ourselves. We are free to be ourselves.
- We are **motivated to learn** and learning is fun. We can achieve our full potential. Our learning is creative, modern and skills based, which helps us to prepare for our futures.
- We **respect** and accept everyone. We work well with others. We have open-minds to new ideas and thinking and we are responsible for our actions.

#dowhatmakesyouaHOLMIE (the above makes us a Holmie)

#teamHolm

#noplacelikeHOLM

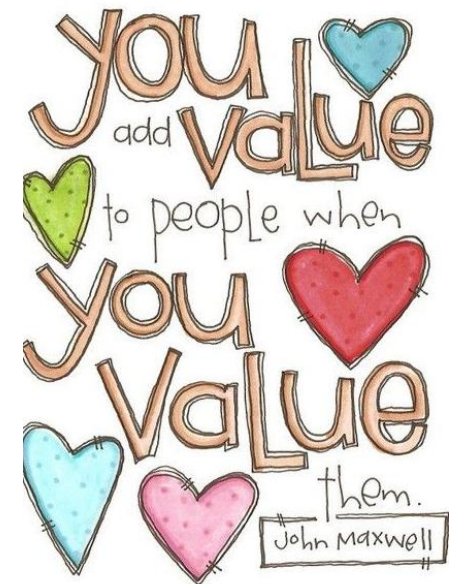
We have weekly Hot Chocolate Stars of the week. These children are chosen by their teacher for being a weekly STAR in the class.

They receive a certificate and have a Hot Chocolate with the Head Teacher on a Friday – we discuss why they are stars ☺
You will know if your child is a Hot choc Star as they will come home wearing a gold and red star badge and have a certificate.

- We have playground awards for children who show care and respect in the playground – chosen by our amazing PSAs
- The canteen staff choose 2 or 3 children a week who have shown kindness, manners and respect in the canteen
- We share wider achievements on our Holm Hall of Fame – children love this and feel proud
- Children nominate friends for a Kindness trophy each week. They put names in our kindness bags in the corridor and the child with the most votes wins a trophy
- Our 2 P7 Achievement Helpers go round the classes once a week to ask for achievements from all. These go into newsletters and are shared at assemblies. We see an achievement as ANYTHING that a child is proud of themselves for achieving., This can be small – eating all my lunch or wider like winning a kickboxing competition. To us, all achievements matter, no matter how big or small because to our children this is something **they are super proud of!** And we celebrate all children at Holm. So if they don't get a silver card... just yet.. they would have been recognised or celebrated in other ways. ☺
- SHARING achievements on facebook as soon as they happen

We are a nurturing school and place a strong emphasis on children's health and well-being. We encourage positive behaviour through restorative, solution focussed and nurturing approaches. For further information, please look at the Highland Council link below:

https://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners



Pupil Voice

Pupil voice features highly at Holm Primary. Here are some of our pupil leadership groups and ways in which we include our children in School Improvement:

JRSO – Junior Road Safety Officers

The JRSO team is led by Mrs McHardy. This team look at making our routes to school safer.

Pupil Council:

“We have been talking about our Christmas Movie Night. We have raised about £600 we aim to save this for a whole school trip in June. **Zara P4. The pupil council consists of 1 child from every class to represent school views.**”



House Captains:

“We have been picking winners for our new houses logo (winners announced today!) and we are planning to bag pack at Tesco to raise money for school funds. **Jamie P7.**”



P7 Leaders:

“We think the jobs are helpful. It is fun having jobs to do. It is something to look forward to. We are role models to others.

Sammy and Jamie P7

P6 Playground Leaders:

“We have been learning how to lead games. It is fun!”. The P6 leaders will be responsible for teaching games in the playground to younger pupils.

Gardening group :

“We have been helping keep the playground looking nice and picking up litter.

Digital Leaders

Mr Henstridge one of our Principal Teachers leads the Digital Leaders group. These children in P5,6,7 have to apply for the role and then have to take part in an interview to take up the role. The digital leaders help to support the school with digital developments.

Rights Respecting Schools Groups

We also have a Rights Respecting Schools group. This group help us to learn about the United Nations Rights of the Child. This is led by our Depute Mrs Webb.

OUR CURRICULUM and extra-curricular activities

TEACHING AND LEARNING

All children are treated as individual people with views and opinions which are listened to respectfully by staff and pupils alike. We wish our pupils to be responsible, to think, to make decisions and to act upon them.

Your child studies a number of different subjects at school and we group these into eight curriculum areas:

- Literacy
- Mathematics
- Health and Wellbeing
- Science
- Expressive Arts
- Social Studies
- Technologies
- Religious and Moral Education

The curricular areas are organised into the experiences pupils will engage in and the learning outcomes that they will achieve.

Literacy

English language involves pupils in Listening and Talking, Reading and Writing

Throughout their education, children experience an environment which is rich in language and which sets high expectations for literacy and the use of language. Competence and confidence in literacy, including competence in grammar, spelling and the spoken word are essential for progress in all areas of the curriculum. The literacy outcomes of the Curriculum for Excellence are applicable across the whole curriculum – in all subject areas. Children experience a wide range of text – they not only need to be able to read for information, they also need to be able to work out what trust they should place on the information and to identify when and how people are aiming to persuade or influence them.



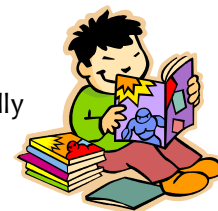
In the early stages our core scheme is The Oxford Reading Tree and then later, the children are introduced to Kingscourt Reading. However, we encourage a wide range of reading material. The children identify with the characters in the stories who encounter similar experiences to their own and they are encouraged to explore the patterns, structures and diversity of language to appreciate the importance it has in their daily life. Parents are involved in the earliest reading activities, sharing with the child the reading that is done in school, and more importantly, sharing in the child's enjoyment of books. Throughout the school children work collaboratively to discuss and reflect on the authors' style and use of language. Pupils in senior stage are following the reflective reading model which is designed to promote higher order thinking skills.

We also aim to help children locate information in written form using reference material, encyclopaedias, dictionaries, atlases and newspapers as well as the internet. We try to teach our pupils to read at different speeds, in different ways and for different purposes eg. telephone directories, timetables, recipe books and instruction cards. In this way pupils are taught to use appropriate reading strategies.

The importance of reading for pleasure cannot be over stated. Parents can help greatly by showing an interest in the books their children read, by taking them to the library and by allowing them to purchase their own books. This is equally important at the nursery stage, even before the child can read for him/herself. We aim to foster in the children a love of books and to encourage the reading habit. Pupils have opportunities to read for pleasure in class and are encouraged to take books home.

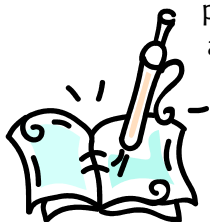
Writing

From an early age, children are encouraged to create texts initially through playing with patterns and sounds and gradually selecting the subject and format to suit the needs of their audience. In the infant stages we use Emerging Literacy approach. See below –



<https://highlandliteracy.com/emerging-literacy/>

Children, throughout the school, are taught to write in different ways for different purposes. Sometimes the writing might be for the teacher or for others in the class to read or it might be for another audience within the school. At other times children may write something for an external audience, intended to be read by someone out with the school. At all stages writing is seen as a meaningful and purposeful activity and children are given many opportunities to practise their writing skills. To improve writing and ultimately raise attainment the school continues to work on a writing initiative known as, 'Big Writing'.



French

French is taught from P1-P7. Early stages teachers in Highland have been trained to deliver French to children from primary 1. The purpose of the training is for the language to permeate the children's learning throughout the course of a school day. Teachers from Inverness Royal Academy and its associated primary schools (Holm, Lochardil, Hilton, Cauldeen, Aldourie, Farr, Stratherrick and Foyers) work closely to provide a common programme for senior pupils.

Mathematics/Numeracy

Numeracy is a fundamental life skill. Children need to be confident and competent in their numeracy skills to be able to function responsibly in everyday life and contribute effectively to society. Pupils enter school as active thinkers, having already experienced informally - handling objects, ordering, enjoying pattern. They may have some grasp of number, shape, direction and some skills in counting, measuring sorting and sharing. They are not however, conscious of mathematics as a discipline or as a discrete activity; it is embedded in their play and in everyday activities such as dressing, eating, shopping and travelling.

As they grow older, children continue to learn much of their mathematics through play and daily life. Meaningful opportunities for developing mathematical understanding across the curriculum expands and enriches learning experiences for children. The problems and enquiries with which they will engage will involve working with various kinds of information, drawing graphs and using computer software. This will involve them in using numbers, sometimes in the form of approximations, and applying number in money and measurement.

At all stages, we use the Highland Council Numeracy Diagnostic assessments to assess which stages our children are at in a range of different areas of numeracy. At all stages teachers, and the pupils themselves, are making assessments on how well they have understood the work involved. Because children do not all develop at the same rate, the teachers gear their work to meet the needs of groups of children and individuals, building on what has gone before. Staff use the Highland Numeracy Progression to ensure consistency in planning and assessment.

Parents can help in the mathematical development of their children by allowing them to use money - playing shops - allowing them to give out change, counting on to check that the correct money is given. They can allow even young children to help with cooking and baking. This will involve reading instructions, measuring out ingredients using scales, perhaps doubling or halving quantities, setting the oven to the correct temperature and timing. Children can become involved in measurement within the home if new curtains or carpets are bought. They can look at telephone bills, electricity bills, cheque books, etc. They can be encouraged to use time - looking up the newspaper to find out when the local library is open etc. They can help in the weekly shopping by considering cost as compared to quantity, etc.



Health and Wellbeing

Mental Health and Wellbeing

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with the named person. There is a website managed by Highland Council that supports a variety of information relating to mental health and emotional wellbeing that can be accessed [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 guidance teacher. Alternately, there is a completely confidential, online counselling service called Kooth for children and young people from age 10 that can be accessed [here](#). Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

Learning in health and wellbeing ensures that children develop the knowledge and understanding, skills, capacities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Good health and wellbeing is central to effective learning. The experiences and outcomes are structured into the following areas: -

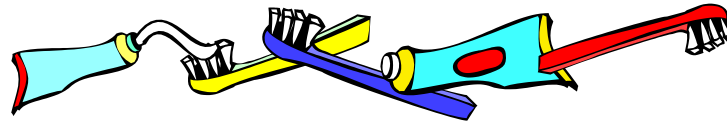
- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and Health
- Substance misuse
- Relationships, sexual health and parenthood

At Holm School we foster a safe, caring, supportive environment that enables the development of relationships based on mutual respect. From the first introduction to the school, our new P1 children will have buddies to help them settle into the life of the school. 'Playground games' children encourage others to play safely and creatively at break times. The health and wellbeing experiences and outcomes link with all other areas of the curriculum, to reinforce learning and to provide relevant, enjoyable and active experiences.

Children have access to fresh drinking water and are encouraged to bring in water containers for the classroom. Water helps us stay healthy and feel refreshed and alert.

Physical Education provides experience for the children in body and space awareness, gymnastics, apparatus work, games skills both indoors and outdoors, athletics and sporting activities. Senior pupils receive instruction in swimming at Inverness Swimming Pool.





Social Subjects and Science

Science is an important part of our heritage and we use its applications every day in our lives at work and at school. Through learning in the sciences, children develop their interest in, and understanding of, the living, material and physical world. They engage in collaborative and investigative tasks which allows them to develop important skills to become creative, inventive and enterprising adults.



The key concepts in science are:

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science

Through social studies, children develop their understanding of the world by learning about other people and their values, in different times, places and circumstances, and how their environment has been shaped. They learn about human achievements and how 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. Television and holidays abroad make the world a more accessible place to our pupils than it was in previous generations. We aim to foster in the children a desire to learn more about the world they live in and teach them the skills they need to interpret it. Much of the work is approached through themes (projects). Content includes local studies, history and geography of both Scotland and the wider world. The study of these themes includes other areas of the curriculum. Wherever possible, pupils are provided with first-hand experience working outside the classroom as well as inside it.



Environmental Studies is not just concerned with learning about the environment in its widest sense, it is first and foremost about developing an approach to learning. Such an approach involves learning by doing, learning through direct experience, and involves observation in its widest sense, investigation, enquiry and communication. We aim to develop the children's ability to think - to weigh up evidence and information, to use knowledge to solve problems and to arrive at conclusions.

Technologies

Learning in the technologies enables children to be informed, skilled, thoughtful, adaptable and enterprising citizens. Children will develop their creativity and entrepreneurial skills and be encouraged to become innovative and critical designers of the future. Within technology there are 6 areas: -

- Technological developments in society
- ICT to enhance learning
- Business
- Computing science
- Food and textiles
- Craft, design, engineering and graphics

Through enterprising activities, children experience setting up and running a business – they have produced school calendars, CD's, organised social events etc. They develop and use problem-solving strategies to construct models and throughout all their learning, children are encouraged to take appropriate action to ensure conservation of materials and resources and to consider the impact of their actions on the environment.

Being skilled in using ICT is essential if children are to be effective contributors able to communicate and interact on a global scale. Across the curriculum, skills in ICT will be developed in the context of the learning and teaching. Children have the opportunity to work with up to date technology and use i-pads for a variety of purposes. All children in P6 and P7 have their own Chromebook.

In developing ICT capability pupils are encouraged to: -

- develop confidence and skills in using ICT
- make use of ICT to create and present their own material
- use ICT to collect and analyse information and to solve problems
- employ ICT to search for information and research topics
- use ICT to communicate and collaborate with others
- employ ICT to control and programme
- develop informed attitudes about ICT in society



Expressive Arts

Learning in, through and about the expressive arts helps children recognise and appreciate their own and others' creative and artistic abilities. These are integrated where appropriate into other areas of the curriculum and class teachers liaise with visiting teachers of music, P.E. and art to provide a varied experience for the pupils. Other subjects in the curriculum can be brought to life through the inclusion of Expressive Arts.



This includes: -

- participation in performances and presentations – winter Show (see photo)
- art and design
- dance
- drama
- music

Music

Within the school curriculum, Music can enrich the lives of individual pupils. The school is very well equipped with musical instruments and the staff and visiting music teacher work closely together. During Music lessons children sing songs linked to a theme being studied. They may listen to music or compose their own pieces which can be performed in front of an audience. We have a very active choir who take part in the Inverness Music festival, and Mr Melville is our chanter instructor. This instruction is paid for by parents. When places become available parents may put their children forward to be considered. Throughout the session, children in primary 3 have the opportunity to participate in Kodaly workshops with music specialist, Mr Josey. P7 pupils also participate in drumming and guitar lessons with visiting specialists.

Art and Design

Work is always included in any area of study and children are taught various techniques using a wide variety of materials. Activities range from drawing, painting, modelling and printing to collage, pen and ink work, marbling and fabric dyeing. Through Art and Design, pupils develop their capacity to invent, create and interpret images and objects.



Drama

Drama is a very good means of bringing studies to life. Pupils can identify themselves with people, real or imagined, by acting out situations within their experience or their imaginative range. By expressing in movement and speech the feelings of themselves and others, the children can enlarge their experience and learn in ways natural to them. Imagination is stimulated and powers of discrimination, observation and awareness are increased. The Strathclyde Drama Guidelines and commercially produced drama tapes are used to extend the range of contexts presented. Outreach workers from Eden Court theatre deliver workshops on the development of emotional literacy, biodiversity and characterisation in literacy, at various stages in the school.

Dance

Children are regularly involved in creating and performing. Children use their imagination and skills to create and choreograph dance sequences and learn different features from a range of styles and cultures. They may do creative movement to music, learn national dances or compose their own dances. Children have many opportunities to perform to an audience throughout the year using the full range of expressive arts subjects. We also have a dance called dance mania run by the amazing Miss Penman.

Religious and Moral Education

Religious and Moral education enables children to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. In Religious Education pupils consider the essential elements of religion in a study of Christianity and other world faiths. Through Religious Education we aim to encourage an acceptance of the beliefs of others with tolerance. Children develop their understanding of diversity in our society and their roles in it. Children will have the opportunity to explore more deeply aspects of RME through the Year of the Story.

SCHOOL ASSEMBLIES:

School Assemblies are held every Friday morning in the hall. At these assemblies we celebrate achievements of the week both in and out of school. Our assemblies take a variety of forms, such as an assembly:-

- led by the Head Teacher to discuss various issues for infants/seniors/whole school
- led by our school Chaplain, from Ness Bank Church;
- discussing a festival from Christianity or another world religion;
- addressed by outside agencies such as a charity worker, policeman, etc;
- recognising achievement and celebrating success
- assemblies led by classes



Extra-Curricular and After school activities – Clubs we offer:

Netball
OJ Sports
Scottish Dancing
Rugby
Ball sports
Choir
Scripture Union

ASSESSMENT AND REPORTING



ASSESSMENT:

As a school, we seek to provide information to pupils, parents and staff to assist in the effectiveness of learning and teaching process and in raising attainment. Teachers will use the assessment process as an evaluative, diagnostic and formative tool to provide evidence of pupil attainment and progress and to inform learning and teaching approaches and pupil targets.

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

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

Pupils will reflect on their progress, achievement and best work in their profiles.

Progress

The statements of the experiences and outcomes in Curriculum for Excellence describe national expectations of learning and progression from the early to the fourth curriculum level, during the period from the early years to the end of S3.

Pupils, teachers and parents complete PROFILES which is an evaluative record of a child's academic progress and achievements from Nursery to P7. Parents wishing to enquire about a pupil's progress are invited to get in touch with the Head Teacher Ruth Mackay – ruth.mackay2@highland.gov.uk For more information see below:

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

Parent / Teacher Meetings

Twice yearly, in November and in March, parents are given the opportunity to meet staff individually. Staff are happy to discuss children's progress at any time during the year but appointments should be made at the office to ensure staff are available.

Continuous Profiling

All children from Nursery to P7 have a learner's profile. These profiles includes:

All about me information

Skills for learning, life and work

Achievements at school and wider

Learning statements

Learning Conversations

Key assessment Tasks

Proud Pieces

Long Term Goals

Transitions

We ensure that transition and progress between classes is smooth and supports each child. We work in partnership with the IRA to ensure that all children have a positive transition to Secondary School.

The school will ensure that all pupils leaving school has a positive destination. Parents should spend time with their child looking at the world of work website: <http://www.myworldofwork.co.uk/> Information about local opportunities is listed on the hi-hope.org website to support 16+ planning. www.hi-hope.org



SCHOOL IMPROVEMENT

ACHIEVING GOLD RRS



Last year we were re-accredited with our SILVER RRS award. The next 2 years we are going for GOLD. This year we aim to:

- Promote rights across the school for everyone, so we all know what they mean
- Build a culture of rights respecting from ELCC to P7 with a focus on wellbeing, leadership and engagement
- Set up a new RRS steering group with pupils
- Create a GOLD action plan which will be shared with all pupils, staff, families and the community
- Links rights to our new positive behaviour policy
- Use the language of rights when we are supporting children with choices in school and restoring relationships
- Celebrate 2 global citizenships events as a whole school ELCC to P7
- Promote rights at assemblies, in planning, newsletters and BLOG posts.
- Lead a family RRS sessions for our families

CURRICULUM RATIONALE

This year we will be developing a curriculum rationale for Holm. Over the past few years we have developed lots of strong practice and we now want to make these consistent and embed these in our rationale.

This year we aim to:

- Create a Holmie Curriculum Rationale by June 2025 – pupil/staff and family voice
- Finalise our "Holmie Lesson Ingredients" for a very good lesson
- Froebel approach to play will be further developed in ELCC and in the P1/2 classes (possibly P23)
- Science will be taught in all classes and developed in the ELCC
- The Highland Health and well-being tool will be developed this year to track pupil's health and wellbeing needs and to plan next steps



Safe, happy, learning
Respectful

HOLM SCHOOL
IMPROVEMENT PLAN 24-25



Safe, happy, learning
Respectful

ASSESSMENT

Over the past few years we have developed a robust assessment calendar which all teacher's use. We have found that there is a dip in attainment for basic facts/place value and addition and subtraction within these assessments, so this year we will focus on raising attainment in these 3 areas. We aim to:

- Develop the use of whole class strategy assessments for numeracy
- Create a plan of action with teachers on what we need to do to raise attainment in these key areas – looking at data
- Track attainment in these key areas – Depute Head
- Create learning ladders – ie. "By the end of P4 a child should be able to do this and this".
- Ensure place value/basic facts and addition and subtraction is planned for and data from assessment is used to inform teaching and learning
- Improve teacher knowledge and confidence in using assessment in these areas of numeracy



DEVELOPING PEDAGOGY

This year we are working with our ASG primaries to develop pedagogy and features of what makes very good learning and teaching. We aim to:

- Share great practice across our schools with teachers leading this
- Develop teacher confidence in different areas of teaching and learning
- Collaborate across schools more
- Improve our teaching and learning together and feedback ideas and next steps



Happy

learn
more

THIS IS A
SAFE
SPACE



SUPPORT FOR PUPILS (ASN)

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. In a secondary school, the named person will usually be the Principal Teacher Guidance/Pupil Support.

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

There are also Information sheets available at: <https://www.thrivingfamilies.org.uk/> click on Education.

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

<https://hcpc.scot/wp-content/uploads/2024/09/Highland-Child-Protection-and-GIRFEC-Guidance-2024-FINAL.pdf>

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

We work with a number of partner agencies to ensure all our children are fully supported:

- Educational Psychologists
- Speech and Language Therapists
- Children's Services Worker
- Social Work
- School Nurses
- Occupational Therapists
- IRA Guidance Staff

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

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

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

Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you don't feel is being addressed, or will want to talk to someone out-with the school. Should you have any concerns that your child's additional needs are not being met, you should contact your child's named person in the first instance and/or the 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:

http://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners

Here are some more helpful websites for families:

- (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

Progress

Parents wishing to enquire about a pupil's progress or have concerns about their progress are invited to get in touch with the Head Teacher – 01463 232697.

SCHOOL POLICIES AND PRACTICAL INFORMATION:

[Here is a link to the Highland Council Policies we use at Holm –](#)

https://www.highland.gov.uk/info/893/schools_-_general_information/29/school_policies_procedures_and_guidelines

School Uniform

School Colours

The school colours are red and grey these are reflected in the school uniform and school team strips.

Uniform

The school encourages pupils to wear school uniform. We believe that it is very smart, economical and practical. It is as follows:

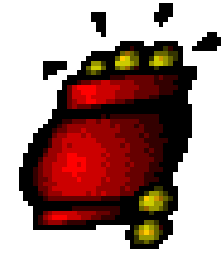
Girls: Grey/Black Pinafore or Skirt or Trousers
Red or White Polo Shirt
Red Cardigan or Pullover / School Sweatshirt

Boys: Grey/Black Trousers
Red or White Polo Shirt
Red Pullover / School Sweatshirt

School uniform is available from The Highland School Wear Shop – should you wish to try on samples with hold a selection at the school office.

Names on Clothing

All items of clothing must be clearly marked with the child's name otherwise tracing of lost articles of clothing or footwear can be nigh on impossible. This is particularly important in the case of sweatshirts. It would also help, in the case of wellington boots, if the pupil was to be provided with a clothes peg to keep both boots together.



Money and Valuables

Pupils should not normally carry large sums of money or valuables on their person during school hours. If, on odd occasions they do, the money or other valuables should be handed to the class teacher for safe-keeping during the day.

School Meals/Snacks

All pupils in primary 1-3 are entitled to a free school meal. School Lunches are cooked daily on the premises. Pupils taking school lunch for the whole week, should bring the total money to school each Monday morning, cheques are made payable to 'Highland Council,' please put your address on the back. Pupils not taking school lunch for the whole week should pay on a Monday morning and detail the required meals for the week. At the time of publication, the cost is £2.30 per meal. Menus are available from the school office and can also be accessed on the school website.

Packed Lunches

Highland Council has recommendations regarding the types of containers in which packed lunches are to be carried. These recommendations were designed for the safety and protection of pupils in school. It is hoped that parents will find it convenient to support these recommendations:

- All food must be carried in a semi-rigid container with a secure lid e.g. Tupperware, ice-cream containers or similar. Containers should be clearly marked with the name of the pupil.
- Glass bottles or containers are **not** permitted under the Health & Safety Regulations.
- Aerated drinks in cans or bottles are not permissible
- Water beakers will be available in all dining areas.
- Flasks with hot food are **not** permissible in canteen for health and safety reasons

Free School Meals

From January 2015 all pupils in primary 1-5 are entitled to a free school meal. Free School Meals can also be claimed if you are receiving any one of the following:

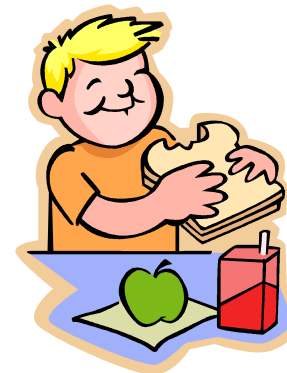
- Income Support
- Income-based Job Seekers Allowance
- Any income related element of Employment and Support Allowance
- Child Tax Credit, but **not** in receipt of Working Tax Credit **and** an income below £16,105 (as assessed by the Inland Revenue)
- Child Tax Credit **and** Working Tax Credit, **and** income below £6,420 (as assessed by HMRC)

- If you are 16 – 18 yrs old and receive any of these benefits in your own right, then you can claim for yourself
- If you are an asylum seeker receiving support under part VI of the Immigration & Asylum Act 1999.

Application forms are available from the school office, completed forms should then be sent to the **Education Culture & Sport, Catering Services, Ruthven House, Drummond Road, Inverness IV2 4NZ**. Maximum confidentiality is exercised in dealing with applications.

Morning Interval - These are available in the canteen from 10.30am - 10.45am. The current prices are:
It may be necessary to raise these prices during the course of a session. Parents will be informed if this is the case.

◆ Slice of toast	15p	
◆ half bagel toasted and butter	20p	
◆ crackers/oat cakes (2 biscuits) and cheese	20p (Friday)	
◆ half piece of fruit	20p	
◆ full piece of fruit	35p	
◆ cup of milk (150 mls)	20p	cup of water - free



Complaints Procedures

From time to time there may be issues which cause concern for parents. If this is the case an arrangement should be made to discuss these matters with the class teacher. Teaching staff have collegiate planning meetings and other commitments after school consequently all appointments should be made in advance through the school office. If the class teacher is unable to resolve the situation it may be necessary to meet with the Head Teacher. Holm school has a complaints policy which is available upon request.

Placing Requests

If you live outside the catchment area and would like your child to attend Holm School, you must request a place. The link to do this is below:

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

Parents/Carers who are granted a place are responsible for any transport costs.

Please note that there is no automatic progression from Nursery to the Primary stages if you live out with the catchment area, similarly there is no automatic progression from Primary School to the Inverness Royal Academy. Placing requests are required to be submitted at each stage. Placing requests forms are available on the Council website and can be completed and emailed directly to the area office.

Secondary Education

Transfer to Secondary Education

Pupils will normally transfer to Inverness Royal Academy. Enquiries should be directed to -

Mr Gordon Piper
Head Teacher,
Inverness Royal Academy,
Inverness.
Tel: 01463 222884

A close liaison exists between Inverness Royal Academy and its associated primary schools and regular meetings take place to discuss matters concerning us all. Throughout the year, Academy staff and Primary Head Teachers work closely together to ensure continuity of education and to provide adequate information about our pupils in Primary 7 at the transfer stage.

This year in December a group of former Primary 7 pupils from Holm returned to the school as ambassadors from the IRA. They shared their thoughts and feelings about their experience of transition. The current primary 7 pupils found this visit most helpful.

In the Spring and Summer terms, English, Mathematics and Support Staff from the Academy visit the school for discussion, observation and assessment which will highlight pupils likely to have support needs in the secondary school. Parents of P7 children meet with Mr Engstrand or his representative in Holm School usually in January and later in the Academy, in the summer term.


In June there is a three day visit to the Academy by the P7 pupils.

The children enjoy this visit and feel more confident about the next stage of their school career when the visit is completed. In addition, P7 Parents are invited to a Parents' Evening at the Academy on the same date, to give them an opportunity to see the buildings and have any questions answered.

Various other activities are held in conjunction with the Inverness Royal Academy during the year, especially in Term 4. This enables children from all the associated primary schools to meet together and to establish links before starting their secondary education



Parents, Carers and Families as Partners:



Weekly Updates – Weeks 16th December 2019 and 6th January 2020
www.holmprimary.co.uk Twitter - @schoolholm @holmstaff

Welcome to our weekly newsletter

Friday 13 th December	P1 Party @ 9.30 and P5 Party @ 1.45
Monday 16 th December	P2 Party @ 9.30 and P4 party @ 1.45
Tuesday 17 th December	P3 Party @ 9.30 and P6 party @ 1.45 P7 go to Charleston for Cellidh – Children can get dressed up in Xmas gear if they want. Xmas Jumpers/kilts/dresses welcome ☺
Wednesday 18 th December	Nursery Show @ 9.30 in the Hall – parents welcome along
Thursday 19 th December	Christmas Lunch today – please complete the form sent home today and return to let us know if your child is having Xmas lunch or not.
Friday 20 th December	Minister Assembly at 11am with Fiona Smith. The choir are also performing and we will sing some Christmas songs. Parents please come along and have a sing-song. In the hall.
Monday 6 th January	P7 Party @ 1.45 Eggs Ross for P5 and P5/6
Wednesday 8 th January	Dance Crew for P1-3 led by our P7 girls, 3pm to 4pm. We still need some more parent helpers for this. Please return slip if you want your child to attend the Dance Crew.
Monday 13 th January 2020	Robotics club will start for P3-5 pupils from 4.30 – 5.30 with Inverness Society Club coaches. A poster will be emailed next week. If you wish your child to attend then please complete the slip on the poster and return asap – the places will be on a first come, first served basis. If you can also help or would be interested in becoming a leader , then please let me know.

WORKING IN PARTNERSHIP

You know your child best and at Holm School we look forward to working together closely as partners in your child's education. In the first instance, parents should telephone the school to clarify any information or to discuss any issues which may arise. Parents or members of the community who have a special skill or interest which might support curricular activities or be the basis for possible extra-curricular activities are invited to contact the Head Teacher with a view to further discussion.



We have a variety of ways of communicating with parents:

Newsletters

Newsletters are issued via email every week to inform parents of school activities and of

forthcoming dates and events.

Every month there is a much longer newsletter issued.

Blog

The Blog, which can be found on the school's website, showcases the work of each class in the school and nursery. This updates parents and the community on the initiatives being carried out during the term and the responses of the children to this work.

Twitter & Facebook

Parents are also kept up to date on events, achievements and "goings on" through Twitter. @schoolholm Facebook - Holm Primary School

Termly Overview

At present the termly plan for each class is sent home at the beginning of each term. This informs parents of what will be happening in class during the term. Parents will be informed of opportunities which arise after the plans have been sent home.



Homework

The school's current policy is to provide homework which can be done in a relatively short time, and which is geared to the needs of individual pupils. The main focus would normally be mathematics, spelling and reading. Homework is generally issued each day to younger children, but in senior classes, homework is given on a Monday to be completed and returned by the Thursday.

Parent helpers in school

Parent helpers provide invaluable time to assist with school outings or to help with school activities. If you are interested in giving up some of your time to help within the school watch out for appeals for helpers in our newsletters, or contact the school.

School Events

Throughout the year events are held to which parents are invited – e.g. book fairs, Christmas Entertainment, End of Year Assembly, Class Assemblies, Christmas Fair, Discos etc. We are always pleased to welcome parents to these events.

COMMUNITY INVOLVEMENT:

Our children contributed by bringing filled shoeboxes to school for the Blythwood Shoebox Appeal. They also assisted with the packing of boxes at Culduthel Christian Centre before the boxes were transported on their journey to Eastern Europe. We organise a Community Quiz where we had lots of members of our community come along too and this year we also organised a community Winter Show.

PARENT COUNCIL

All parents are members of the Holm School Parent Forum. We also have a very active and supportive Parent Council which meets regularly. The role of the Parent Council is to:-

- Support the school in its work with pupils
- Represent the views of all parents
- Encourage links between the school, parents, pupils, pre-school groups and the wider community
- Report back to the Parent Forum

Within the Parent Council we have a sub-group for the purpose of fundraising. This group organises a variety of activities throughout the year for both parents and children. They are also instrumental in providing additional resources and developing areas within the school.



CARE & WELFARE



Child Protection

From time to time pupils may disclose information to staff within the school setting which cause concern. Such disclosures could indicate that a pupil is suffering some form of abuse. In terms of Highland Council Child Protection Guidelines, Education Service staff must report such disclosures immediately and without parental consent to Social Work Services. This in turn 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.

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

https://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection/3

Equality and Inclusion

For up-to-date information please see:

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

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.

Equal Opportunities

Holm School is an equal opportunities school. We value all people equally and celebrate the differences between them as enrichment to the school. The school is working towards an inclusive approach to education.



Accident/Illness at School

If a child has an accident or becomes very ill at school, it may be necessary to take him/her to a doctor or to hospital. Every effort will be made to contact the parent so that he/she may be present. If both parents are out at work it is essential to have a works telephone number and the name of the family doctor.

If the child is feeling unwell we will normally try to contact the parent in order to send him/her home. It would be appreciated if parents informed the school regularly of any change in works telephone number, family doctor etc. **Please note that in the event of an episode of sickness or diarrhoea, in line with NHS guidelines, children should remain at home for forty-eight hours.**

For our records, we also ask for a contact number of a friend or relative to use in an emergency or when children are feeling unwell and parents cannot be contacted.

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.



Mobile Phones

As a rule, children should not bring mobile phones to school. If there is an exceptional reason why a child should bring a phone to school permission should be sought in writing from the head teacher. If permission is granted, the phone will then be safely kept at Reception until the end of the day.

Absence from School

On your child's first day of absence, parents should telephone the school office before 9.30am and inform the secretary of the reason for the absence. If parents do not contact the school by 9.30am, the secretary will endeavour to contact home. If your child is likely to be absent for a prolonged period, (say one week or more), then it is helpful to let the class teacher know. Parents should avoid withdrawing their children from school for family holidays during term time. Parents should plan family holidays during the 12 weeks annual holiday allocation. Any absence from school will affect your child's progress.

Permission to Withdraw Pupils

The Head-Teacher / Class teacher must be informed in advance, in writing, of any need to withdraw a child from school during school hours.

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.

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

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>.

Data about pupil preferred routes, preferred occupations and anticipated school leaving date is also collected from S3/S4 to support planning for leaving school. This information is shared with Skills Development Scotland. Further information about 16+ Data can be found here:

[16plus Planning | Hi-hope](#)

Data policy

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

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

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

Information on why we collect data about pupils and who we share this data with can be found in Highland Council's Privacy Notice which is available here: https://www.highland.gov.uk/directory_record/1095920/enrol_your_child_at_a_school

Why do we need your data?

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

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

Your data protection rights

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

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

Concerns

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

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

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

ADVERSE WEATHER CONDITIONS AND SCHOOL CLOSURES:

A note regarding what action to take during bad weather is distributed to all children in November.

Please Note:

- The decision as to whether a pupil should attempt to travel to school in adverse weather conditions, whether by transport or on foot, lies with the parents. While recognising that education should be interrupted as little as possible, the Education Authority accepts that in severe weather conditions the safety of the pupils is paramount.
- During adverse weather conditions, the school would always try to maintain a normal service. If there was an occasion when the school was unable to open, due to overnight power failure and/or heating problems and bad road conditions, notice would be given in the morning on local radio and through the HOLM PRIMARY SCHOOL TELEPHONE MESSAGING SERVICE and HIGHLAND COUNCIL WEBSITE.

Moray Firth Radio:



Normal hourly news bulletins will carry local information on weather, roads and conditions affecting schools. In severe conditions normal programmes will be interrupted to carry emergency bulletins. Radio stations request that since telephone lines are busy at such times, parents should **not** telephone in for advice but listen to appropriate broadcasts or telephone the school messaging service.

Highland Council Website:

The previous dial-in phone service to inform parents of school closures has been withdrawn by Vodaphone. Instead parents can now obtain information on the Highland Council school closures webpage

<http://www.highland.gov.uk/schoolclosures>

This is in addition to schools' own arrangements in place for informing parents of school closures.

*** 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.