

INVERGARRY PRIMARY SCHOOL

SCHOOL HANDBOOK

2025/26



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Head Teacher's Letter

The purpose of this brochure is to give you as much information, in an easily digestible form, about our school.

Home, school and community are powerful influences on your child and by working together we can ensure that your child is given a well-structured, varied and sound education. In this rapidly changing technological age it is important that we provide an educational experience which is relevant to their present and future needs.

If you have any questions that arise for you or your child, do not hesitate to contact me and my staff in the school, I will gladly assist you at any time.

You are most welcome to get involved in the life of the school. We have an elected Parent Council who meet regularly, and you are very welcome to join. We encourage parents to come into school and help out, and we also rely on parents to transport children for extra-curricular activities such as swimming and skiing.

Please do not hesitate to come and discuss any queries you may have, to express your opinions, or to offer your services.

Finally thank you for taking the time to read this brochure. The school staff very much look forward to a happy and successful partnership with you and your child.



Malcolm McGregor
Cluster Head Teacher
malcolm.mcgregor@highland.gov.uk



General Information

School Address

Invergarry Primary School
Invergarry
PH33 4HG

School Roll - currently 12 pupils

School Hours - 9am - 3.15pm

(P1-3 finish at 2:45pm)

Break 10:45- 11:00am

Lunch 12:00-1:00pm

Telephone 01809 501317

Nursery Roll - currently 3

Nursery Hours - 9.00am - 3.00pm

E-Mail: invergarry.primary@highland.gov.uk

Website: <https://sites.google.com/highlandschools.net/invergarryprimary>

Parent Council email: invergarry.primary@highlandpc.co.uk

Area Manager: Mhairi MacDonald 07918 842021

School Staff:

| | |
|---|--|
| Mr Malcolm McGregor - Head Teacher (Cluster with Spean Bridge Primary) malcolm.mcgregor@highland.gov.uk | |
| Mr T Perkins - PT & P5-7 Teacher (Principal) | Mrs J Gilchrist - Teacher P1-4, Additional Support for Learning Teacher |
| Mrs W MacDonald - Early Years Practitioner | |
| Mr C Farnam - Janitor (3 hrs) | Mr M Osborne - Strings tutor |
| Miss C MacPherson - Pupil Support Assistant | Mrs M Wisniewska - Pupil Support Assistant |
| Mrs L Paget - Clerical assistant | Mrs S Barreno - Pupil Support Assistant |
| Miss G Carruthers - Cleaner | Ms Isla Sutherland - Crossing Patroller |

Associated High School: Lochaber High School, Camaghael, Fort William.

Holiday Dates

Holiday dates and other school information can be found on the school website and the Highland Council website under 'Schools.'

<https://www.highland.gov.uk/info/878/schools>

Invergarry School Aims

1. To present the Curriculum for Excellence through interesting and challenging programmes of work, taking into account each pupil's needs.
2. To provide a safe and happy environment where all pupils can learn effectively.
3. To encourage all pupils to develop self-confidence, self-esteem and self-discipline, and encourage responsible attitudes.
4. To promote strong home-school links, working in close partnership with parents, for the benefit of all pupils.
5. To encourage all pupils to raise their levels of attainment, by promoting an ethos of achievement throughout the school.
6. To continue the personal and professional development of all staff, and encouraging teamwork, for the benefit of all staff and pupils.
7. To foster an appreciation of our local and much wider environment, and a feeling of responsibility for the school and the community.
8. To promote health and wellbeing in the school, and encourage pupils and staff to understand the important effect that improving their health and wellbeing will have, on raising attainment, fulfilling potential, and improving quality of life.
9. To promote equality and inclusion, and enable every pupil to benefit from education, with particular regard to pupils with disabilities and special educational needs, and those from different cultures and backgrounds.
10. To ensure that through the curriculum, the aims of the 'Curriculum for Excellence' are met.

About Invergarry Primary School

Invergarry Primary School is a busy, happy environment where we actively encourage home/school/community links. We have an active, supportive and hardworking Parent Council. Our building is situated in the heart of the Invergarry Village on the Skye road. The school caters for children from Invergarry and surrounding areas. Children from out with these areas attend the school after applying for a placing request via the Area Education Office. We work closely with the local church hall committee, Glengarry Community Woodlands, and the local community, who are invited into school regularly.

We are extremely fortunate to have recently upgraded facilities including a new classroom block. We have fantastic school grounds which include a large area of woodland which the children access freely at break times. We also benefit greatly from the school's position, being close to the river path and community woodlands.



Class organisation

At present we have 2 primary classes, P1-4 and P5-7 with numbers varying. The school has many years of experience managing this system, to ensure the needs of all the pupils are met to the very best of our ability.

There are experienced and committed staff members allocated to each class and additional expertise is provided by visiting part-time staff to assist with music and support for learning. There are also opportunities for pupils to take tuition in strings.

The school is well resourced musically, and all pupils are strongly encouraged to play their own, or the school's instruments in all musical productions.

Nursery Class

We have a nursery classroom within the school which opens from 9.00am-3.00pm, offering a flexible approach for parents. Nursery is open to pupils that are accepted according to current Scottish Government guidelines. The Care Inspectorate and HMIe inspect the nursery, and reports can be accessed on the Education Scotland website.

Enrolment

Information is published in the school, local shops and in the local press when Enrolments for nursery and P1 are taking place.

Primary 1 Enrolment Week -TBC January 2026

Nursery Enrolment Week -TBC February 2026

If you wish to enrol your child at any other time, please contact the school to arrange an appointment.

If you would like to visit the school prior to enrolment, we would be delighted to show you around and give you the opportunity to meet the staff and pupils.

Please contact the school to make arrangements.

Transitions

Most pupils head off to Lochaber High School, Fort William where the Head Teacher is Mr Scott Steele, or Kilchuimen Academy, Fort Augustus, where the Head Teacher is Mrs Walker, when they leave Invergarry at the end of P7. There are full transition programs for both schools where children are invited to events during P7, and in some cases longer transitions where children have more complex needs.

Nursery pupils at Invergarry will take part in an on-going programme of transition experiences with the primary school to build on the early level curriculum of the ELC. This secures a smooth and steady progression into Primary 1.

Placing Requests – Parental Choice

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Application must be made to Mhairi MacDonald Area Manager, Education Office, Camaghael Hostel, Camaghael, Fort William. Placing request forms can be obtained from

http://www.highland.gov.uk/info/878/schools/11/school_enrolment/2

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

If pupils live outside the school catchment area and their parents wish them to attend Invergarry Primary they can contact invergarry.primary@highland.gov.uk 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.

School Transport

If you live in the school catchment area and if your child is under 8 years of age and lives more than two miles from the school, or if your child is over 8 and lives more than 3 miles from the school, then free transport will be provided.

If you live outside the catchment area you may be able to apply for concessionary travel if there is space on the existing transport.

If your child uses school transport, please ensure that you advise the driver or school office if your child is not using the transport service for any reason. This communication is vital and is the parents' responsibility. Only those children who have been authorised to use school transport may do so for insurance purposes.

School Uniform and PE kit

The school uniform is as follows: - royal blue school sweatshirt, grey/black skirt/trousers, sky blue shirt/blouse. Uniforms may be ordered online from

Schoolwear Made Easy. Additionally, we carry a range of preloved uniforms in school.

We also ask that the children come to school suitably dressed for protection against the elements - waterproof jacket, waterproof trousers and sensible footwear. It can be useful for younger pupils to have spare clothes in school in case of accidents.

Pupils should have a pair of shoes, trainers or slippers for indoor use only.

Shorts, T-shirts and gym shoes must be worn for P.E. We often have PE outside, therefore joggy bottoms and a hoodie is encouraged.

Pupils are discouraged from wearing jewellery to school, and if worn it must be removed for PE. Football tops / logos are not permitted.

Parents should ensure that all the above items are clearly labelled with the pupil's name.

Application for Assistance with Footwear and School Clothing

If you are in receipt of Income Support or Working Families Tax Credit can apply for the above. Forms are available from the school office in strictest confidence. These are also available on The Highland Council website as follows:

https://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing

School Letters

Letters will be sent home in the eldest child's school bag. We have also been using 'Class Dojo' to keep parents informed of events and news - it is quick and easy to use and is regularly updated.

Please contact the school office and we will add you to our email mailing list.

Homework Bag

Our younger pupils are given a book bag for reading books, letters, homework, etc. Please help us by encouraging your child to take care of the 'book bag' and use it appropriately.

Pupil Absences

Good attendance is vital if pupils are to achieve their full potential. If a pupil is absent from school, a parent or guardian should phone the school on the first day of absence, on either the school message number: 0800 564 2272 (PIN is required) or the school number 01809 501317. When returning to school after an absence, the parent or guardian must give a written reason for the time absent.

Permission to leave during the school day: If a pupil needs to leave during the school day for an appointment etc, pupils need to bring with them a note from a

parent or guardian. Pupils must report to the school reception and 'sign out', if returning the same day, they must report again to the reception and sign in. Where at all possible, medical and dental appointments should be made outside school hours.

If pupils fall ill during the day, parents are contacted to collect their child, therefore it is essential that we have up to date daytime contact numbers and emergency contact numbers for all pupils.

Schools are required to keep an attendance register by law. We have a responsibility for the care and welfare of all pupils during the school day therefore need to know the whereabouts of absent pupils.

When parents are considering whether to remove their children from school for a family holiday, they should be aware that such a decision:

- Will result in a significant loss in classroom experience.
- Will result in a pressure to 'catch up' on missed work by pupils.
- Could result in pupils missing assessments with consequential impact on pupils and teachers.
- Could result in the loss of curricular activities.
- Will affect school attendance records and efforts to raise standards of attendance.
- Under the guidance issued at a national level, most family holidays will be coded as unauthorised absence, only in exceptional cases will the absence be recorded as authorised.

In conclusion, we would ask parents to be aware of these considerations when making decisions on planning holidays during term time. We have enclosed a link to the school term dates on the Highland Council website to aid parents in planning any holidays they may be considering

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

If parents decide to make holiday arrangements during school term, this should be confirmed in writing to the Head Teacher, Malcolm McGregor

Phone Lines

There is only one phone line into the school (01809 501317).

The office is manned from 8am to 9am by staff and Monday and Thursday, 9am to 5pm by the clerical assistant; however, you will appreciate that there are times, out of our control, when we are unable to answer a call.

In the event that you cannot get through to the school office on the landline please leave a voicemail message or send a message via Class Dojo.



Schools Information Service

Parents can obtain information on the Highland Council school closures webpage: [School closures | The Highland Council](#)

School closures will be announced on Class Dojo by 7.30am where possible.

Information on school closure due to adverse weather will also be published on Nevis Radio.

School Meals

You may be able to apply for free school meals and assistance with clothing from the authority. Currently, Invergarry Primary School offers school meals and provides a 'Grab and Go' packed lunch on a Friday.

Scottish Government legislation provides universal free school meals for all children from Nursery up to the end of Primary Five. Universal Free School meals have not yet been rolled out to Primary Six and Seven. Any meals taken by primary 6 and 7 pupils not entitled to income based free school meals are required to be paid for. The cost of a primary school meal is £2.40 per meal.

Parents or carers will be able to pay by cash or cheque to the school. Cheques should be made payable to The Highland Council. Please make sure all money is in an envelope clearly marked with your child's Name, Class and the value of cash/cheque in the envelope. Pre-payment envelopes can be available for use by

parents - please ask your school for a supply of these. Unfortunately, online payments are currently not an option in your child's school.

As a Health Promoting School we strongly encourage and promote healthy packed lunches, school lunches and healthy snacks. We are also a **Nut Free School** and ask that no foods containing nuts are sent in.

Parking

The car park within the school grounds is for staff only. Parents are encouraged to park in the post office lay-by and walk their children to the school entrance from there. The entrance to the school and bus stop/layby should be kept clear at all times on the grounds of health and safety.

Electronic Toys/Mobile Phones etc

We request that children do not bring these into school as they can be a distraction and may also get damaged or lost. If a child must have their mobile phone with them in school, the school should be informed of the reason. The phone should be handed in to the school office first thing in the morning and collected at the end of the school day.

Parents/Guardians/Carers as Partners

We welcome and need parent helpers. If you can offer any skills, time or energy we can use you! Being a parent helper gives you the chance to see us at work, and to build an active partnership with the school which will benefit your child and others. Parent helpers are involved in ICT, cooking and baking, craft activities, playing games, the school garden etc. We have guidelines if you wish to help so please contact the school office.

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
- Progress checks
- Target Setting
- Course choice/ Options evenings

- Information on the school website

The support of parents in their children's education is key to the success of young people. Taking time with them, discussing work, practising language, helping them manage their homework and encouraging responsibility are important ways of supporting children's learning.

The school always seeks 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.

Useful information for parents and how to get involved in your child's education, how to support the school, information on curriculum developments can all be found at Parentzone: <https://education.gov.scot/parentzone/>

School Assemblies

We have a whole school assembly every week. We have visits from many different religious groups, charities and community groups each term. We also use assembly time to showcase pupil activities and performances, present our weekly pupil awards, and celebrate other pupil achievement in and out of school. Parents have the right to withdraw their child from religious instruction and observance if they wish and special arrangements will be made for these pupils.



We also have special assemblies, for example to celebrate Harvest, and also to promote the many charities we support.

Pupil Council

Pupils have the opportunity to run for election to the pupil council each year. The elected members represent their peers and take part in termly meetings with teachers to discuss any matters that are important to pupils.

School Garden

As a school we strongly promote environmental values. We have a productive school garden, and each class has regular gardening sessions. Produce from the garden is used for cookery sessions for the pupils and also in the school canteen. The school garden and grounds are also used as an outdoor classroom making use of our Tipi in the spring and summer terms.

Extra-curricular Activities

We have a broad curriculum of extra activities here at Invergarry. We have numerous trips out with the school every year as well as some residential ones for P6 and 7. We also run playground leaders at lunch, where P7 lead games for the children twice a week. The parent council runs a block of summer activities for all pupils after school in the Summer and we have many visitors throughout the year supporting various parts of the curriculum that we may be focussing on, relating largely to health and wellbeing as well as STEM. Most of these activities extend and utilise our position geographically and support our ethos of outdoor learning through supporting children's independence, leadership and autonomy.

Residential Trips

The Primary 6 & 7 children have the opportunity to attend a residential trip in June, either a city trip or an outdoor education trip every other year. This helps to develop independence, team work and social skills prior to moving from primary to secondary school.



Health

The school nurse visits the school periodically for health talks with the older pupils, to check hearing and sight with new pupils, and general medical checks with P1 & P7. You will be informed and invited to attend if your child is required to have a full medical in either P1 or P7. Please feel free to contact the school if you

wish to speak with the school nurse at any time. The school dental unit also visits the school for dental checks with the P1 & P7 pupils.

The school will also contact parents about sensitive aspects of learning e.g. relationships, sexual health, parenthood and drugs awareness.

The school also has strong links with other agencies such as speech and language therapists, occupational therapists, and educational psychologists.

We have procedures for administering medicines in school. If your child has to take medication during school time it must be clearly labelled with the child's name and administration information and handed to the class teacher.

Head Lice

Head Lice are a common problem in school aged children. They can't be prevented, but regular checking ensures early detection and treatment if necessary. Parents and carers should check their children's head once a week during hair washing. You need your usual shampoo, conditioner, and detection comb - ask your local pharmacist to recommend a suitable one. Remember that you are looking for living moving lice - the only evidence that your child is infected. If you find a living louse, ask your local pharmacist, school nurse, health visitor or GP for advice regarding treatment. Please contact the school to enable us to inform parents. This will be done confidentially, and personal details will not be disclosed.

For further information see:

[Head lice and nits | NHS inform](#)

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.

We follow the guidelines in 'For Highlands Children 3' which is an Integrated Children's Services Plan for children.

This structure provides a sound basis for the development and implementation of 'Getting it Right for Every Child' (GIRFEC).

Information on these documents can be found on www.forhighlandchildren.org.

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

All agencies involved in Child Protection regard the welfare of children as paramount and this is our priority.

Positive Behaviour Policy

Responsibility for promoting positive behaviour lies with all members of the Invergarry Community including pupils, staff, parents and the wider community. Pupils, staff and parents are expected to always model excellent behaviour and a positive attitude. A good standard of behaviour is expected. Action taken when behaviour is unacceptable will depend on circumstances, but serious indiscipline means contact with parents for discussion.

Bullying - A Positive Response

It is important that all children know that both home and school care about bullying, that the children know that they can speak out freely and confidentially if they are being bullied, and that an effective course of preventative action will be taken. The main message for everyone is that prevention is better than cure. Positive steps taken at the onset of witnessed or reported bullying will help to combat the problem. We look forward to a positive partnership with all our parents to resolve any situation which may occur.

In educating your child we try to create within our school a positive environment, which is relaxed but purposeful, and where the pupils work conscientiously and cooperatively with everybody, whether staff, parent, helper or fellow pupil. We encourage mutual trust, respect and confidence. We treat each other with respect and courtesy and do what we can to be sympathetic and take into account individual needs such as learning difficulties, social problems or cultural aspects. In fostering these attitudes we hope to help all children to work to achieve their potential.

Behaviour which is contrary to our code of conduct is not only upsetting, it is extremely disruptive and time-consuming. It affects not only the undisciplined child, but also the whole school. It wastes precious teaching time. Any behaviour which does not fit our code of conduct is unacceptable and various strategies will be adopted to help any child who cannot participate effectively in our school life, whether in the playground or in the classroom.

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

Procedures for dealing with behavioural difficulties

If a child is experiencing behavioural difficulties then, initially, they will be dealt with within school in close consultation with parents.

If they are still experiencing difficulties, then advice and help will be sought with appropriate outside agencies.

The school procedure is as follows:

1. Minor incidents are dealt with by classroom teachers or auxiliary staff and parents may be informed.
2. More serious incidents or repeated incidents are dealt with by the class teachers Principal Teacher or Head Teacher, are noted in the incident log folder, and parents are informed. A home/school diary may be set up.
3. If poor behaviour continues, a behaviour programme is set up in consultation with the parents.
4. Advice from outside agencies e.g. Psychological Service, Community Paediatrics is then sought if all above interventions are unsuccessful.
5. On very rare occasions it is necessary to exclude children from school, but only to allow a fresh start and a chance to consult with parents moving forward.

General Guidance

The school prides itself in having a very positive ethos where the pupils are caring, confident and responsible individuals. School rules are common sense ones that allow us to live in harmony with one another.

- Pupils are required to conduct themselves in an orderly and safe manner, in and around the school.
- Pupils may not leave the school grounds during the normal school hours without first having obtained permission.
- Proper care must be taken of all school property and equipment.
- Money or valuables should be kept in the classroom or handed in to the school office.
- The wearing of makeup, nail varnish and jewellery is discouraged. For safety reasons, pupils with pierced ears should wear only studs, and watches/rings should be removed prior to a PE lesson.
- Football tops and items with football logos are not permitted in school.



Parent Council

A Parent Council is a group of parents selected to represent all parents of children at the school. Each parent/carer of children in the school is automatically a member of the Parent Forum. Representatives from the Forum then volunteer to serve on the Parent Council supporting the school and actively encouraging all parents to work in partnership with the school to enhance the pupils' learning and educational experiences.

Our present Parent Council members are:

Julia Drew - Chair

Ashley Paterson - Treasurer

Milena Wisniewska - Co-Treasurer

Femke Ferguson - Secretary

We always welcome new members and if you are interested or have views you wish to express about educational issues, please contact the parent council by email: invergarry.primary@highlandpc.co.uk

Parent Fundraising Group

The school also has an active Parent Group who raise funds for the school and organise and help at school events. New members are always welcome, just come along to the next meeting.

Curriculum and Assessment

How is learning organised?

The Curriculum

The curriculum is arranged in progression 'straight through' - from nursery to 18. There are six curricular **levels**:

| Level | Stage |
|------------------|-----------------------------|
| Early | The pre-school years and P1 |
| First | To the end of P4 |
| Second | To the end of P7 |
| Third and Fourth | S1 to S3 |
| Senior Phase | S4 to S6 |

There are eight **curricular areas**:

Sciences, Languages (including English and Gaelic), Mathematics, Expressive Arts, Social Studies, Technologies, Health and Wellbeing, Religious and Moral Education. For each curricular area, within each curricular level, there are **Experiences and Outcomes**. These describe young people's learning from a pupil perspective and take the form of 'I can . . .' or 'I am able to . . .' statements.

Learning and assessment takes place in school and out in the community.

Examples of Experience and Outcome from Sciences:

Early Level (Pre-school to P1): 'I have helped to grow plants and can name their basic parts. I can talk about how they grow and what I need to do to look after them.'

Fourth Level (S1 to S3): 'Through investigating the nitrogen cycle and evaluating results from practical experiments, I can suggest a design for fertiliser, taking account of its environmental impact.'

The Curriculum

The knowledge, skills and attitudes we are teaching.

This school uses The Curriculum for Excellence experiences and outcomes as outlined by Highland Council Guidance, to provide an appropriate curriculum for each and every child in the school.



The Curriculum for Excellence is a cross-curricular approach to teaching through the following curricular areas:

Mathematics and Numeracy
 Languages and Literacy
 Health and Wellbeing
 Religious and Moral Education
 Expressive Arts
 Sciences
 Social Studies

Mathematics and Numeracy

The mathematics curriculum can be defined in the following 14 areas:

- Estimation & Rounding

- Number & Number Processes
- Multiples, Factors & Primes
- Fractions, Decimals and Percentages
- Money
- Time
- Measure
- Mathematics - Its Impact on the World, Past, Present and Future
- Patterns & Relationships
- Expressions & Equations,
- Properties of 2D Shapes & 3D Objects
- Angles, Symmetry & Transformation,
- Data & Analysis,
- Ideas of Chance & Uncertainty

Mathematical activities in this school are to develop knowledge, understanding and skills in these areas. Mathematics is closely structured with each new idea building on preceding ones. The school uses Tee-Jay Maths and Heinemann Active Maths. Both are activity-based schemes which encourage the children to see that mathematics is a vital part of the world in which they live. It helps the children keep abreast of the changes in our technologically centred world. Computers and calculators are introduced at an early stage in teaching

mathematics. They are tools for learning, but they do not replace understanding.

Languages and Literacy

The Languages curriculum consists of Literacy and English, and Modern Languages (French). The four broad areas of Literacy are Listening, Talking, Reading and Writing.

Language activities in this school have the following purposes:

Listening -

- to obtain information and respond appropriately;
- to establish relationships and interact with others;
- to appreciate the feelings of others;
- to reflex upon ideas, experiences and opinions;
- to gain imaginative and aesthetic pleasure.

Talking -

- to convey information;
- to establish relationships and interact with others;
- to express feelings;
- to present, share, clarify and reflect on ideas, experiences and opinions;
- to give imaginative and aesthetic pleasure.

Reading -

- to obtain information and respond appropriately;
- to appreciate the feelings of others;
- to reflect upon ideas, experiences and opinions;
- to gain imaginative and aesthetic pleasure.

Writing -

- to convey information;
- to express feelings;
- to order, clarify, record and reflect on ideas, experiences and opinions;
- to give imaginative and aesthetic pleasure.

As language is the principal medium of learning and instrument of thought, and since it is basic and essential to all other areas of the curriculum, we concentrate on teaching and developing these skills. During their years at Invergarry Primary School, these skills are taught and developed in a variety of stimulating ways. The children are given frequent opportunities for oral expression through the use of poetry, drama, debating, informal discussion and storytelling. Most of our language work, both oral and written stems from

project work. Much effort is aimed at helping the pupil to produce good writing in a variety of forms - diary, note taking, reporting, letter writing, storytelling etc.

Health and Wellbeing

The Health and Wellbeing curriculum covers the following areas:

- Mental, Emotional, Social and Physical Wellbeing
- Planning for Choices and Changes
- Physical Education
- Food and Health
- Substance Misuse
- Relationships, Sexual Health and Parenthood

We have a GP room (General Purpose room) with access to some range of PE equipment including small apparatus, and we also have a large tarmac outdoor area. Each class has two sessions of physical education per week and often more. The children take part in team games (i.e. volleyball, basketball, football, rounders), dance (modern and social), athletics, gymnastics, swimming and skiing.

Religious Education and Moral Education

Invergarry Primary School is a non-denominational school. All of the children meet for a weekly assembly, with the head teacher and sometimes other religious organisations. Each class, including nursery, leads the assembly at various times throughout the year.

The Religious and Moral Education curriculum can be defined in three broad areas:

- Christianity
- Other World Religions
- Development of Beliefs and Values

The aims of Religious and Moral Education are to help pupils to:

- * Develop a knowledge and understanding of Christianity and other world religions and to recognise religion as an important expression of human experience;
- * Appropriate moral values such as honesty, liberty, justice, fairness and concern for others;
- * Investigate and understand the questions and answers that religions can offer about the nature and meaning of life;
- * Develop their own beliefs, attitudes, moral values and practises through a process of personal search, discovery and critical evaluation.

Parents who do not wish their children to attend RE lessons should contact the Head Teacher to arrange for exclusion.

Expressive Arts

The Expressive Arts curriculum covers the following areas: -

Art and Design:

The school has a broad Art Programme, which follows a carefully structured approach to learning the key skills of art and design. The programme introduces these skills at a fundamental level in P1, and builds on this knowledge through to P7, focussing on still life as a basis for further investigations.

Participation in Performances and Presentations through Drama, Dance and Music:

Pupils in P4-7 are fortunate to have access to a specialist music teacher for an hour each week. Apart from the theory of music, the children are taught to use a wide range of tuned percussion instruments. Depending on the availability of instruments children also get the opportunity from P4 onwards to learn to play a musical instrument. Instructors in strings, woodwind and brass visit the school on a weekly basis.

The pupils are strongly encouraged to take part in school productions, talent shows and music festivals.

Sciences

The Sciences programme is also mainly taught through class topics and covers the following areas:

- Planet Earth
- Forces, Electricity and Waves
- Biological Systems
- Materials
- Topical Science

Social Studies

The Social Studies programme is mainly taught through a class topic and covers the following areas:

- People, Past Events and Societies

- People, Place and Environment
- People in Society, Economy and Business

Technologies

The Technologies programme covers the following areas:

- Technological Developments in Society
- ICT to Enhance Learning
- Computing Science
- Food and Textiles
- Craft and Design

The school uses the Badger ICT programme throughout the school, and this well-structured approach ensures the pupils have a sound understanding of ICT skills by the time they leave P7. ICT also permeates the curriculum in all areas.

The school also uses the Highland Council Programme of Technology.

Multicultural and Anti-Racist Education

The school:

- is opposed to all forms of prejudice and discrimination;
- provides equality of opportunity through its ethos and working practices;
- promotes understanding and respect for other people's cultural identity and beliefs;
- aligns itself with the Education Service's "Anti-racist and Multicultural Guidelines for Primary and Nursery Schools"

The school ensures that these values are continually reinforced with the pupils through our assemblies, and as part of the curriculum.

In addition, through our health and wellbeing curriculum, children may be taught and have discussions around relationships, sexual health, parenthood, drugs awareness and religious observance. Parents will be informed of these areas when they are taught and in some cases, parents may wish their child not to participate.



Assessment

Assessment of a child's work and progress is monitored continuously by the class teacher in their daily observations of the class using a variety of methods.

Various methods of assessment are used on an ongoing basis. These include both formal and informal observations, pupil self-assessment, peer assessment and structured standardised assessments.

A key feature of assessment is formative assessment. Formative assessment is the teacher and child working together to support learning. It is about teachers giving effective feedback to pupils and the active involvement of children in their learning.

Pupils are also involved in self and peer assessment which is used in order that they can identify their own areas for development or next steps. This would be done by the class teacher working with them and sharing learning targets.

Assessment information is used to:

- monitor progress
- to give information to teachers about skills, knowledge and understanding
- to identify difficulties
- recognise strengths in order to plan learning experiences which take into account the child's needs
- inform next steps used to report to parents

At the end of P1, P4 and P7, pupils are required to undertake Scottish National Standardised Assessments. Further information can be found here:

<https://standardisedassessment.gov.scot/parents-and-carers/>

What evidence of progress will we see as parents and carers?

Much assessment involves the learner and teacher in discussing what is the best evidence of progress at a particular point. It is important that the learner is engaged in gathering this evidence. This helps to develop a sense of ownership and responsibility.

Work is gathered, recorded and saved on individual Pupil Learning Profiles.

These profiles will include:

- written work - reports, stories, letters, instructions . . .
- presentations - power-point, notes . . .
- photographs and videos
- drawings, diagrams, sketches, plans . . .
- information on progress across curricular areas
- information on progress in literacy, numeracy and health and wellbeing
- a learner's statement outlining best achievements in and out of school
- a record of awards and qualifications.

Learner's Statement Evaluation

'I felt very proud when I put examples of my work in my Portfolio and described my best achievements in my Learner's Statement. It was the first time I had mentioned my martial arts awards in school. My dad was also proud.' P7 pupil

How is progress reported to parents and carers?

The Profile and Report will be sent home for you to read and discuss with your child periodically throughout the year. The profile will additionally be available for parents to see on 4 occasions during the school year, so that key assessment tasks can be seen.

At the end of the session a broad summative report will be sent home for each child, the report contains a summary of 'Personal Progress Statements'. This is unique to Highland. The teacher makes a judgement about whether your child is working to potential in Reading, Writing and Mathematics. This appears as one of the following statements:

| | | | |
|---|---|---|---|
| <i>Making good progress through consistent application to learning activities</i> | <i>Making appropriate progress through consistent application to most learning activities</i> | <i>Some progress being made but this is hampered by inconsistent application to learning activities</i> | <i>Not making appropriate progress due to inconsistent application to learning activities</i> |
|---|---|---|---|

The teacher also makes a judgement about how your child is doing compared to expectations for his/her age group (as outlined on page 1).

This appears as one of the following statements:

is consistently performing at the expected standard for his / her Primary Stage.

is sometimes performing at the expected standard for his / her Primary Stage.

is consistently performing beyond the expected standard for his / her Primary Stage.

is not yet performing at the expected standard for his / her Primary Stage.

The teacher adds his or her own comments to explain these statements further.

The Profile and Report is not the only way schools will report progress. They will also do this throughout the session by:

- sending the key assessment tasks home to be discussed
- sending the learner's Profiles home to be discussed.

This includes interim reports - short snapshots of progress and achievement for literacy, numeracy and health and wellbeing.

- teacher presentation and discussion at parents' evenings and informal meetings.

Parents are formally contacted twice a year about their child's progress. There are parents evenings in November and June and an appointment system is used. As outlined above your child's Profile and Report will be sent home prior to the June meeting.

We strongly encourage parents to contact the class teacher for an appointment at any other time if they have concerns about their child's education or well-being, or to clarify any other issue. We greatly value our strong partnership with parents.

Additional Support Needs

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

[CHIP+ information sheets | Co-ordinated support plan](#)

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

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

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

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

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

Further information and support is available to parents and carers of children with ASN:

(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



Homework

Rationale for Homework

Research has shown that the completion of homework has a very positive and significant effect on children's achievement and embeds positive learning habits to support lifelong learning.

Purposes:

- It allows consolidation of work done in school
- It allows for children to prepare for the work to come
- It develops research skills such as using libraries and other resources which may not be available in the classroom
- It provides opportunities for individualised work
- It provides structured opportunities for parental involvement and support
- It provides information for parents about the on-going work of the class
- It encourages the children to develop a sense of ownership and responsibility for learning
- It develops good habits of independence and self-discipline in learning
- It trains pupils in planning and organising their time

Homework - general information

Class teachers will always explain carefully to their pupils and parents their personal procedures for homework. The homework diaries will be used to clarify the homework arrangements for their class.

In the nursery the parents are given opportunities to be involved in their child's learning by bringing in articles related to projects, and through suggested activities communicated to parents by the nursery staff.

If pupils or parents have any issues with homework, instructions given or expectations, then please contact the class teacher immediately so that the problems can be discussed and sorted out quickly.

Role of parents

Parents have an active role in supporting children with their homework. If any parent has any queries about any aspect of homework, they should not hesitate to discuss this with their child's class teacher as soon as it arises.

Checklist for parents

- Check what homework has to be done and when it is to be handed in.
- Supervise the homework, discuss it with your child and encourage them to do the best they can.
- Please sign their homework.
- Help your child to organise his/her homework into a little a night rather than everything the night before it is to be handed in.

Suggestions on how parents can help their children at home is discussed at parent's evenings and may be included in the written pupil report issued to parents in the summer term.

Monitoring and Review

A copy of the Homework policy is available from the school on request. Homework is reviewed within the cycle of school development and planning and a homework questionnaire is sent out to parents periodically.

School Policies

A list of school and authority policies are below

The Highland Council website [Authority Policies](#)

The school website

<https://sites.google.com/highlandschools.net/invergarryprimary?pli=1>

The arrangements for school meals, eligibility criteria for free school meals, how to apply. https://www.highland.gov.uk/info/878/schools/9/school_meals.

Parentline

Every family needs a helping hand sometimes. From moments of crisis to everyday challenges, Parentline can help. Explore our site for support and advice: <https://www.children1st.org.uk/help-for-families/parentline-scotland/>.

Self-Evaluation

We are always anxious to maintain and improve our school. If you have any suggestions for improvement, please contact the Head Teacher. The school also evaluates its performance throughout the year as part of our school improvement planning. Parent's views are also welcomed in our annual parental questionnaire.

All Highland schools have to produce a School Improvement Plan showing the areas under review within the school and the planned school developments. These developments may be ones highlighted by the Scottish Government, the Highland Education Authority or school priorities.

Details of these school developments are outlined in the Standards and Quality Report to Parents which is available in September/October. A copy is also on

the school website. Regular updates on the progress of the developments are included in the termly newsletters.

Further information regarding the school's performance, including inspection reports, can be found on the Education Scotland website.

School Improvement

We are currently working on improving literacy at all levels in Invergarry Primary school. Details can be found on our school improvement plan, which is available on our school website, see link below.

School improvement is reported on in our Standards and Quality and Plans, which are available on our school website:

<https://sites.google.com/highlandschools.net/invergarryprimary/about?authuser=0>

Current inspection reports are available here:

<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/details?id=3052>

The school's performance at local and National level can be found here:

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

Complaints and Requests for Service

If a parent has any concerns they should contact their child's Named Person in the first instance, (this will usually be the Headteacher in a primary school and Guidance Teacher in a secondary school) or the Senior Management Team for more serious issues.

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

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.



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

Appendix

Health Promoting School

As a Health Promoting school, we also encourage pupils, staff and parents to think about healthier lifestyles. We have a School Travel Plan which promotes safe and healthy routes to school. Staff take part in health promotion activities. We value all the activities that make up a healthy and happy community.

School Meals cost £2.40 for pupils and just keep getting better, with better quality food, healthier meals, larger portion sizes and more and better choices. If a pupil has special dietary needs, please inform the school. Free meals can be claimed in certain circumstances, for information and application form please see

http://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing

Lunchtime Choices

Parents are responsible for pupils who decide to leave school grounds at lunch time.

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 unopened, 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.

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. 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.

Employment of Children

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

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

Access to Pupil Records

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

Data Protection Legislation

Information on pupils, parents 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 policy

Information about pupils' education is collected through 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 the 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, the Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by the 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 the Scottish Government.

The individual data collected by the 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, the 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>

The 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 the 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 this 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 outside the 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.

Equality and Inclusion

For up-to-date information please see:

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

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

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

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

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

Protection of Children

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

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

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

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available from the Headteacher or online at

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

Military Families

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

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

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

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

A Welcome to Your Children and Young People

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

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