

Strontian Primary School and Nursery Handbook 2025/26



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Website

www.strontianprimaryschool.com



<https://www.facebook.com/strontianprimaryschool>

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Welcome

Thank you for your interest in Strontian Primary School. I hope that you will find our handbook informative and demonstrative of our successes and ambitions whilst offering an insight into every aspect of school life.

I am honoured and privileged to lead a community serving campus in such a historically and culturally rich area of Scotland. We are very proud of our school and pupils, and we benefit from a wide range of community partnerships and links, to enhance and support our curriculum provision. Gaelic is an important part of the local heritage, and our curriculum is underpinned with an expanding Gaelic Medium provision.

We work hard to provide high quality and challenging learning and teaching opportunities for our pupils and have high expectations of ourselves and our students. We endeavour to create a purposeful learning environment where young people are motivated and given the opportunity to develop resilience. We encourage all pupils to reach their full potential by providing an inclusive, cooperative, and safe environment to learn, develop, and achieve.

I trust that you will find this handbook valuable, and I look forward to welcoming you and your child to Strontian Primary School. Please do not hesitate to contact us should you require any further information or wish to discuss our provision further.

Mrs L Hannah

Headteacher.



Introduction

Strontian Primary School accepts children from P1 to P7 from families living in, or around, the village of Strontian, from Ardery and Glen Cripesdale to Polloch, Kilmalieu and Kingairloch.

The school has a Nursery Unit for 2–4-year-olds. This is based in a wing of Ardnamurchan High School next door to the Primary School.

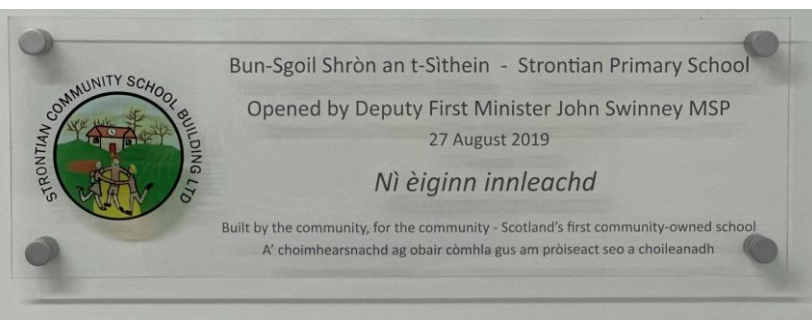
Strontian Primary has 21 pupils on the roll at present, organised into two classes. There are 8 children on the Nursery roll giving a total roll of 29 for 2024/2025.

An exciting community project was completed in 2018 which enabled the relocation of the Primary School to a purpose-built new building adjacent to Ardnamurchan High School in October 2018. Visit www.strontiancommunityschool.org.uk for full details.

Strontian Primary is a non-denominational school but as part of our Religious and Moral Education curriculum we welcome representatives from different denominations into school to talk to the children. A regular visitor is Donald McCorkindale, our local Church of Scotland minister.

The staff welcome you and your family to the school, and we hope that your child will be happy in our learning community. Please remember that you are welcome to come into the school to discuss any aspect of your child's school life.

We will keep you updated and involved in the life and work of the school through regular newsletters, clasdojo, facebook as well as invitations to participate in school activities and events including open afternoons and meetings.



Official School Opening

Our new school was formally opened by Deputy First Minister John Swinney MSP on Tuesday 27th August 2019.



Deputy First Minister John Swinney MSP

“It gives me great pleasure to open the first school in Scotland to be developed through a community ownership model. The innovative work of parents and the wider Strontian community, alongside construction companies and Highland Council, has given local young people a fit-for-purpose school they can be proud of for years to come.” (De Tha Dol, September 2019)

Community and Partnerships

Strontian Primary School, at its very heart, is a community school, designed, built and owned by members of this community whose dedication and hard work have given us this building. It is impossible to mention everyone who makes our school what it is, but our partnerships are a key contribution to school life with volunteers, local community and parents supporting in many ways.

Official partners include our school Nurse, partner agencies to support health and wellbeing, High Life Highland, Countryside Ranger, Active Schools Coordinator, Music Tutors and the Lochaber Environmental Group (LEG) with our poly tunnel project. Many of you will be approached by the children through their Classroom projects on Cultural, business (DYW) Eco-awareness/Eco-schools, etc. at various points over the years and everyone’s contribution is gratefully received!

School Facilities

The new community owned school (under the Small Communities’ Housing Trust) represents the culmination of an exciting project to provide a brand new school during financially constrained local authority circumstances. It comprises two spacious classrooms, two offices, dining and social space and a multi-purpose room. In addition there is a MUGA providing all weather sport and play space for the children. The playground has recently been further improved with the addition of an extended paved area and a new recycled bonded rubber play area.



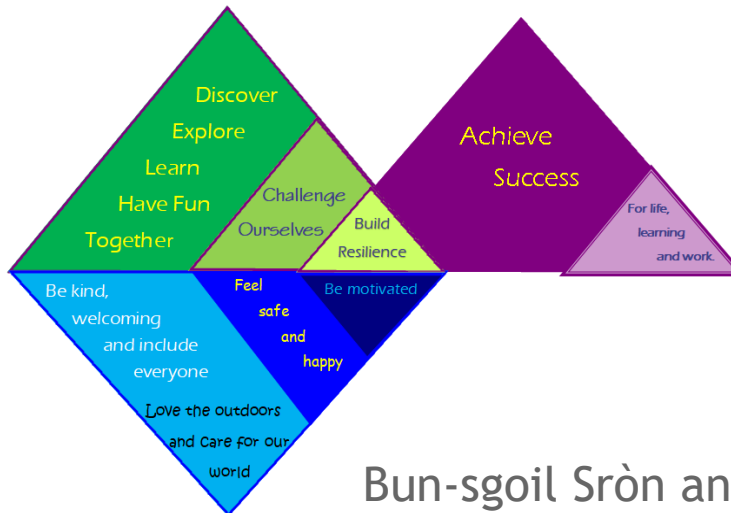


Vision, Values and Aims

Following consultation with parents, staff and pupils during 2019-2020, we have agreed the following graphic to summarise our vision, values and aims. These are currently under review.

The graphic shows the connection with Ardnamurchan High School by borrowing the same outline. Pupils however, have chosen the wording and colours to represent Strontian Primary School.

Strontian Primary School



Bun-sgoil Sròn an t-Sithein



*'Sunflowers' P1-7
Acrylics on Canvas*

Presentation



Wild Swimming Sessions P1-7



*'How Good is Our School?'
Collaborative Google Slides*



Exploring our local area



Kakatsitsi Drumming Workshop



'Walk and Talk'

Parent Council

In August 2007 the Parent Forum and a Parent Council were set up under the provisions of the Scottish (Parental Involvement) Act 2006 to maximise and improve parental involvement. The legislation



recognises the strength and value of parental involvement and aims to make it a central part of the education system.

All parents and guardians of children at the school are automatically members of the Parent Forum. Members of the Parent Council are elected by the Parent Forum from all the parents on the Forum. Parents may co-opt other members including school staff, pupils and members of the community onto the Parent Council. A copy of the Parent Council constitution is appended at the end of this booklet. We seek the views of parents regularly – at the AGM, through google forms, meetings and at open afternoons and Parents’ evenings.

We strive to promote an open environment where parents feel welcome to discuss their child’s learning at any time.

Office Bearers

Chair	Katrina McDowell	strontian.primary@highlandpc.co.uk
Secretary	Andrea Herrmann	
Treasurer	Matt Simpkinson	

School Fund

The profits from various activities are lodged in the School Fund, which is administered by the Head Teacher and Clerical Assistant. The Fund is used for subsidising school trips and swimming, for purchasing extra books and equipment and for improving school facilities beyond the level provided by Highland Council. We are always excited to hear about new ideas to involve the whole community in fundraising!

Communicating with Parents

We send out regular letters to keep you informed about the life and work of the school. Copies are sent home in the children’s school bags or via email. The latest Standards and Quality Report can be found on the [school website](#).

The education of our children is a partnership between parents, the school and local community and we are constantly seeking ways to develop that partnership.

School Dress Code

The school dress code gives children a choice of a purple sweatshirt/hoodie/cardigan featuring the new school logo designed by one of our pupils. Purple or white t-shirt/polo shirt with dark skirt/shorts/trousers. Dress code can be ordered online at <http://www.schoolwearnadeeasy.com>

Children are expected to have a pair of indoor shoes for wearing in school and for use in PE lessons. Please label your child’s property, particularly items such as gym shoes and sweatshirts.



Promoting Positive Relationships

Strontian Primary promotes a positive and caring ethos. We praise good behaviour and, every year, as a whole school, we review our rules. Class Dojo is used throughout the school to praise and celebrate hard work, good behaviour and wider achievement.

In 2019 as a school we reviewed our positive relationships policy. In summary, we agreed to...



We aim to encourage children to strive to be the best 'them' that they can be. There are many ways we encourage and support them in this including Health and Wellbeing programme, Character Education, through conversations and play, at the end of the year all children reflect on how they have grown and which characteristics they feel they are proud of and have worked on and also which they feel need more work in the coming year. These 'Me As A Learner' reflections go home with reports at the end of the year, and are also displayed in school as a reminder.

In assemblies, and throughout the week, children are given VIP cards and stars all contribute to marbles for the jar. P7's and adults award stars for many different reasons.



Celebrating Success

At our annual end of year Celebration of Success we have 5 awards -

Alexander Cup for Citizen of the Year - this decision is a pupil and staff vote

Endeavour Award P1-4

Endeavour Award P5-7

Kinloch Sunart Cup - Progression in Literacy

Drimnatorran Cup - Progression in Numeracy



Committees

Pupil Council

The Pupil Council is a way of giving pupils a say in the way our school is run and enables them to make changes for the better in our school.

We hope that by being part of our Pupil Council children will...

- ★ develop problem solving, communication, leadership and enterprise skills.
- ★ become more interested and involved in what's happening in the school.
- ★ feel safe, included, trusted, important, proud, helpful, responsible and respected.

Pupil Council are involved in school life in a variety of ways including self evaluation, involved in discussions and decision making where appropriate, motivating and feeding back to the whole school, meeting and planning e.g. assemblies, events, Christmas cards for the wider community, fundraising, discussing and planning residential etc.



Community Christmas Cards



Our Current Pupil Council



Discussing plans for a new shelter

An important role of our Pupil Council is self evaluation. We are using the documents 'How Good is OUR School? (Part 1 and 2)'. Please click the links below to read the complete documents...

[How Good is OUR School? Part 1](#)

[How Good is OUR School? Part 2](#)

This framework has been developed by Education Scotland for children and young people because it is important that they have a say in how well our school is doing and how it can be improved. We know that children and young people can help to improve their schools when they have a say and it is important that they are involved in this in our school. Self-evaluation is how schools decide what is going well and what could be better. It helps schools to identify the actions they need to take to keep improving. Here in Strontian Primary School our children's contribution to this is very important.

The 5 themes are -

- Our Relationships
- Our Learning and Teaching
- Our School and Community
- Our Health and Wellbeing
- Our Successes and Achievements





Rights and Responsibilities Committee

Our Rights and Responsibilities Committee is new and are currently working towards our Silver Rights Respecting Schools Award.

'The UK Committee for UNICEF ([UNICEF UK](#)) works with schools in the UK to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive. Their Rights Respecting Schools Award embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens.'

Using the UN Convention on the Rights of the Child (UNCRC) as our guide, UNICEF is working with more UK schools than almost any other organisation. Over 1.6 million children in the UK go to a Rights Respecting School and nearly 5,000 schools up and down the country are working through the Award. Schools work with us on a journey to become fully Rights Respecting.'

You can watch an introductory video [here](#).



Click [here](#) to read the full Convention

Click [here](#) to read a summary



The Award recognises a school's achievement in putting the United Nations Convention on the Rights of the Child into practice within the school and beyond.

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](#).





Becoming a Rights Respecting School is about more than achieving specific criteria. It is about embedding a child rights approach into all aspects of school life. There are two conditions that we believe underpin RRSA success:

- ★ Having the commitment needed to become a Rights Respecting School
- ★ The resources in place to support this commitment

Eco Committee

We are all passionate about doing what we can to help our planet so we decided this year that the whole school, pupils and staff, would be in the Eco-Committee.

We have weekly Eco Teams as well as all doing our best daily to be responsible, thinking about changes we can make to be more sustainable.

Local. Global.



Reconnect.



Aware. Care. Change.

**EXPLORE.
DISCOVER.
WONDER.**



Dream. Plan. Do.



Breathe.

Please follow us on [facebook](#) and [twitter](#) to see updates or have a look at our [Eco-Teams blog](#)
We have recently achieved our Eco-Schools Green Flag!



Eco-Schools supports schools in their work with Learning for Sustainability and Curriculum for Excellence and helps ensure our children and young people are equipped with skills that they need for the future. We have fun while learning about our environment and why it is important for our health, our business and our wildlife.

Find out more about Eco-Schools Scotland at www.keepsotlandbeautiful.org/ecoschools

The Sustainable Development Goals are a set of global priorities for ensuring that economic, environmental, social and cultural wellbeing is achieved for everyone around the world. They are



ambitious goals for governments across the world to achieve, but there is a lot we can do at school and at home to support them.



The goals aim to end poverty, protect the planet and try to make sure that everyone around the world is living comfortably. All very important and worthwhile goals to work towards! Each goal has specific targets for governments to achieve over the next 14 years. In Strontian Primary School we can help to support the meeting of these targets. Please click [here](#) to find out more.

Reading Team

Reading Schools is an accreditation programme for schools that are committed to building a culture of reading for their learners and communities. Research proves that reading for pleasure has positive impacts on learners' attainment across the curriculum, supporting wellbeing, critical thinking, creativity, empathy and resilience.

We are extremely proud to say that we are the first school in Highland to gain **Gold Accreditation**.



Reading Schools offers:

- ★ an accreditation for your school, with the option of advancing to silver and gold status
- ★ a framework for improvement mapped to How Good Is Our School? 4
- ★ professional development opportunities for staff
- ★ a way to champion pupil voice
- ★ opportunities for collaboration within and between schools
- ★ pathways to engaging families and the wider community
- ★ resources, training and support from Scottish Book Trust



For more information about Reading Schools click [here](#).

Digital Leaders

We have a team of Digital Leaders in school and as a school we are working towards gaining our Digital Schools award.



Digital Leaders learning how to use a green screen



Digital Leaders running a session in the library



Setting up OSMO, Anki overdrive and Sphero

The Digital Schools Award Scotland is a national award to promote, recognise and encourage a whole school approach to the use of digital technology in nursery, primary, special education and secondary schools.

Schools that successfully complete this programme will receive a nationally recognised Digital Schools Award accredited by Education Scotland.

Here are some examples of the way we use Digital Technology in Strontian Primary School...



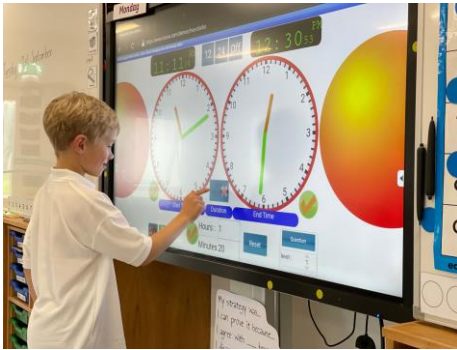
Newton Room Visit P5-7
[Link here](#)



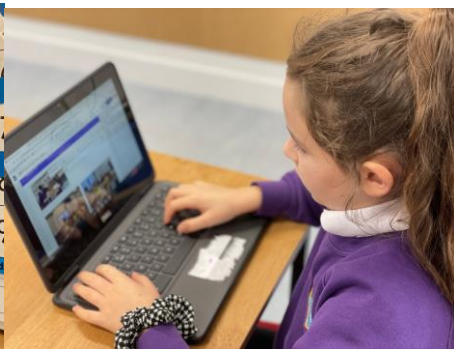
Programming Robots



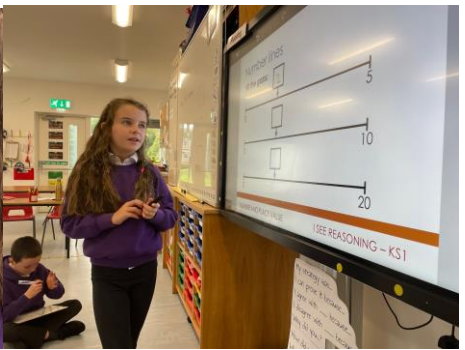
Online Assembly with Rev Donald



Visnos Two Clocks used daily
[Link here](#)



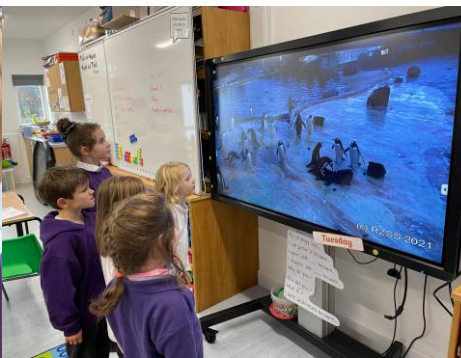
Updating our own Digital Profiles



Numbertalks - I see reasoning
[Link here](#)



Research using Chromebooks



Live Webcam Links



Getting Active with Children in Need



Globe
[Link here](#)



Observing Nature
[Live Webcam](#)



Creating and using our own Green Screen
Don't Be Afraid (Nativity 2021) Watch [here](#)



Digital Leaders leading a workshop
Including Anki Overdrive



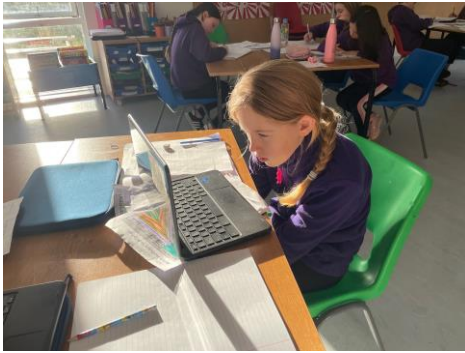
Your video
The Shieling Project Residential 2022

[Watch here](#)
Sharing experiences and learning with parents



Your video
Three Wise Monkeys Trip 2022

[Watch here](#)



Using chromebooks in Literacy for research, writing, inspiration



Pupil Led Skills Club Stop Motion Animation



Using Turing Tumble to create Marble powered computers

Staff

Headteacher

Principal Teacher/P1 -4

P5 -7 Teacher

CCR and Management Cover

Clerical Assistant/PSA

PSA

Team Leader

Team Leader

Mrs Laura Hannah

Mrs Rachel Patterson

Mrs Helen MacGillivray

Mrs Beth Revill

Mrs Simone Preston

Mrs Laura Sutherland and Mrs Samantha Childs

Mrs Emma Lamont

Katrina Skeath

Nursery Staff

Early Years Practitioner

Early Years Practitioner

Early Years Support Worker

Laura Wilson

Mairi Beaton

Samantha Childs

Catering Staff

Cleaning Staff

Janitor

Dorothy McIntyre

Sally Patterson

Ewen Morrison

Music Tutors

Guitar

Strings

Wind

Piano

Murdo Cameron

Claire Harrison

Karen Thomson

TBC



School Roll 24/25

Nursery 5

P1-4 12

P5-7 11

Our current P1's





The School Day

	Mon-Thurs	Friday
Start	9:00	9:00
Morning Break	10:40-11	10:40-11
Lunch	12:30-1:15	
Hometime	3:30	12:30

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

Children completing their education at Strontian Primary School transfer to:
 Ardnamurchan High School, Strontian, PH36 4JA
 Head Teacher: Mrs Laura Hannah Telephone: 01397 700105

Highland Council School Calendar

All School Calendars can be found [here](#).

Highland School calendar 2025/26

Please note - Dates may be subject to change

August 2025								September 2025								October 2025								November 2025							
Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su
32					1	2	3	37	1	2	3	4	5	6	7	41			1	2	3	4	5	45						1	2
33	4	5	6	7	8	9	10	38	8	9	10	11	12	13	14	42	6	7	8	9	10	11	12	46	3	4	5	6	7	8	9
34	11	12	13	14	15	16	17	39	15	16	17	18	19	20	21	43	13	14	15	16	17	18	19	47	10	11	12	13	14	15	16
35	18	19	20	21	22	23	24	40	22	23	24	25	26	27	28	44	20	21	22	23	24	25	26	48	17	18	19	20	21	22	23
36	25	26	27	28	29	30	31	41	29	30						45	27	28	29	30	31			49	24	25	26	27	28	29	30
December 2025								January 2026								February 2026								March 2026							
Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su
								2				1	2	3	4	6							1	10							1
50	1	2	3	4	5	6	7	3	5	6	7	8	9	10	11	7	2	3	4	5	6	7	8	11	2	3	4	5	6	7	8
51	8	9	10	11	12	13	14	4	12	13	14	15	16	17	18	8	9	10	11	12	13	14	15	12	9	10	11	12	13	14	15
52	15	16	17	18	19	20	21	5	19	20	21	22	23	24	25	9	16	17	18	19	20	21	22	13	16	17	18	19	20	21	22
1	22	23	24	25	26	27	28	6	26	27	28	29	30	31		10	23	24	25	26	27	28		14	23	24	25	26	27	28	29
2	29	30	31																					15	30	31					
April 2026								May 2026								June 2026								July 2026							
Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su
15			1	2	3	4	5	19					1	2	3									28			1	2	3	4	5
16	6	7	8	9	10	11	12	20	4	5	6	7	8	9	10	24	1	2	3	4	5	6	7	29	6	7	8	9	10	11	12
17	13	14	15	16	17	18	19	21	11	12	13	14	15	16	17	25	8	9	10	11	12	13	14	30	13	14	15	16	17	18	19
18	20	21	22	23	24	25	26	22	18	19	20	21	22	23	24	26	15	16	17	18	19	20	21	31	20	21	22	23	24	25	26
19	27	28	29	30				23	25	26	27	28	29	30	31	27	22	23	24	25	26	27	28	32	27	28	29	30	31		
																28	29	30													

School holidays
In-service days

School days

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



Wild Swimming with Laura [@swimhighlands](#)

Watching the Donella Crawford Cup [@AHS](#)

Enrolment

Enrolment for new Primary 1 pupils is usually in January. Early learning and childcare enrolment normally takes place at the beginning of February. Enrolment is online at the link [here](#).

Families moving into the area with school age children are advised to contact the school for enrolment. If you wish to visit the school prior to enrolment, please telephone the school to make an appointment. Each school serves its own particular catchment area. Pupils whose homes are located in that area will receive 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.

Placing request forms can be obtained at the link [here](#).

Transportation to and from school, for placing request pupils, is a parental responsibility unless they live within the Gaelic Medium catchment area.

Transition

Before starting School in August 2025, the new Primary 1 pupils will be invited to School for some transition sessions. We have strong links with the Nursery and the children spend time at the Primary School throughout the year. Mrs Patterson, the P1-4 teacher, is also the Early Years manager so the children who have been in Nursery already know their new teacher before moving to P1.

We have 'Bump Up Days' during the Summer Term where the new P1's spend time in their new class, P4's go to the Upper class and P7's spend the day in the High School. These days are always popular with the children. Parents will be informed of these arrangements.

Transition to Ardnamurchan High School is well established and there are several opportunities for P7 children to attend in their final year of Primary school. After school clubs, including shinty training from Nursery to adult, give valuable opportunities for children to meet with peers from other ASG (Associated Schools group) schools.



Ardnamurchan High School - located next door to Strontian Primary School

ASG (Associated Schools Group)

Our associated schools are... [Ardnamurchan High School](#) Head Teacher: Mr Christopher Millar-Craig
[Acharacle Primary School](#), [Kilchoan Primary School](#) Head Teacher: Mrs Lyndsay Bradley
[Ardgour Primary School](#), and [Lochaline Primary School](#) Head Teacher: Mr Andrew Kent
Please click on the links to see each school's website.

Attendance and Reporting Absence

If a pupil is absent from school for any reason, a parent or carer should phone the school or email the school on the first day of absence – the email address to use is strontian.primary@highland.gov.uk school number is 01967 402363.

If a pupil needs to leave during the school day for an appointment etc., he or she should bring a note giving details or the parent should phone/email the school to inform us of the absence. Where possible, medical and dental appointments should be made out with school hours.

If pupils fall ill during the day, parents will be contacted. Therefore, it is essential that we have up to date day time contact numbers and emergency contact numbers for all pupils.

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

Where a child is absent for more than three days and the school has not been informed of the reason, we are required to phone home using the numbers provided in the emergency contact list. If a child has not attended school for a substantial period of time, we are directed by Highland Council guidelines to find out what has happened to the child by making further enquiries.

For further information...

[*Included, Engaged and Involved- Part 1: A Positive Approach to the Promotion and Management of Attendance in Scottish School*](#)

For the 'Highland Attendance Policy and Children Missing from Education, May 202' click [here](#).

Transport

If you live more than two miles from the school, you may be entitled to free transport. For more information and to apply online click [here](#).

Please note that transport is not a school responsibility, and any queries should be addressed to the Local Transport Office.



Tel: 01397 781099/781098

If the morning or after school arrangements change it is the parent/carer responsibility to inform their transport provider and also let the school know either by phone or email to strontian.primary@highland.gov.uk.

For the Highland Council School transport policy please click [here](#).

School and Council Policies

All new and updated policies are available on the school website www.strontianprimarieschool.org.uk

All Council policies are available [here](#).

School Meals

A school meal is served in the communal area at 12.30pm Monday to Thursday. The food is cooked in the kitchens of Ardnamurchan High School and transported in insulated containers to Strontian Primary.

P1-5 pupils are entitled to Free School Meals.

Free school meals are available to pupils whose parents/carers are in receipt of Income Support. Application Forms are available [here](#).

To pay online for school meals click [here](#).

To view current menus please click [here](#). Please note we use the 'Primary 3 choice grab and go menu.'

Special Diet Request

If a pupil needs a special diet, reasonable adjustments can be made to the school menu to accommodate them. To apply click [here](#).





Dining Space



Thanks to our Parent Council for paying for everyone to have a free Christmas Lunch!

Our dining space is a friendly, relaxed space. Children can sit with their friends and have a catch up while they eat.

Packed Lunch Arrangements

Aims:

- To ensure a whole-school approach to healthy eating in school and to make a positive contribution to children's health.
- To encourage pupils and parents to prepare and bring healthy and nutritious packed lunches to school.
- To meet the recommendations of 'Hungry for Success' and 'Health Promoting Schools.'
- To ensure pupils and parents receive consistent messages from the school in relation to healthy eating.
- To contribute positively to children's behaviour and learning in the classroom.

What a packed lunch should contain:

We have used guidance available within 'A Healthy Packed Lunch' and 'Hungry for Success: A whole school approach to school meals in Scotland'.

Free, fresh drinking water is available for all pupils, at all times.

Special diets and allergies:

- Some children require a special diet for medical reasons or suffer from a food allergy. For this reason, children are discouraged from sharing or swapping food with fellow pupils. See link [here](#).

What does a healthy lunchbox include?

Use the 'Have you included?' checklist below to make sure that your child has a good balance of food and drinks to cover all the essential nutrients and energy he or she needs at lunchtime. Children often get bored of eating the same foods so keep the lunch interesting by not having the same thing every day. A lunch that is bright, colourful and interesting is appealing to eat. Include brightly coloured fruits and vegetables and a range of textures and shapes of foods. Always include a drink. Children can become dehydrated quickly and this can affect their concentration levels as well as their health.



Have you included...?

- The basics - a good portion of starchy foods to boost energy levels. Try different types of breads and rolls e.g. pitta, wraps, granary bread, bagels, baguettes, or crackers. Alternatively, use rice or pasta to make a simple salad.
- Plenty of fruit and vegetables - try to include at least two portions. Cut carrots, peppers, celery or cucumber sticks, add cherry tomatoes or pop in a salad. Dried fruit such as raisins and dried apricots are great too. Add an extra piece of fruit as a 'play piece' for morning break. Don't forget a piece of kitchen roll for messy fruits.
- A tasty filling for sandwiches - Why not try the following: cold meats such as ham, turkey or chicken, canned fish like salmon or tuna, hummus, eggs, cheese or cheese spread.
- Remember to add colourful salad items such as red peppers, cucumber, tomatoes and lettuce.
- A source of dairy foods - add a pot of yoghurt or fromage frais, a carton of semi-skimmed milk or some cheese. Children like individually wrapped portions of cheese or cut a matchbox size chunk of their favourite into cubes or sticks. Reduced fat varieties are preferable e.g. Edam, mozzarella, cottage or reduced fat cheddar.
- Pop in a drink - good choices are plain water (still or sparkling), semi-skimmed milk or pure fruit juice. Plain milk and plain water are the only safe drinks for teeth. Pure fruit juice is a good choice for mealtimes. Fresh drinking water is available at all times for pupils.

Other ideas

- vegetable soup in an unbreakable flask is great for the winter.
- Leftover roast chicken is great with a simple pasta salad and cherry tomatoes.
- use vegetables and fruits in season to keep costs down.
- add more grated carrot and a few raisins to coleslaw.

Adding a treat to the lunchbox?

Try a fruit scone, piece of banana loaf, or a packet of reduced fat crisps. Some treats are no longer permitted in schools. It would support your school if lunchbox treats complied with current Government legislation.

Standards for snacks and drinks in schools

Permitted

- Fruit and vegetables.
- Cereal-based snacks e.g. bread sticks, crackers, and breakfast cereal.
- Yoghurts (plain or fruit are preferable).
- Crisps and savoury snacks that are lower in fat and salt e.g. light crisps.
- Healthier varieties of home baking e.g. pancakes, scones, fruit loaf, and banana bread.
- Plain water (still or sparkling).
- Milk and flavoured milk (semi-skimmed is preferable). Flavoured milk and yoghurt drinks should be lower in sugar.
- Pure, unsweetened fruit juices or water and pure fruit juice combinations.

No longer permitted

- Confectionery, including chewing gum, cereal bars, sweets, chocolate bars, or cakes and biscuits containing or covered in chocolate.
- Both sugary soft drinks and sugar-free soft drinks e.g. fizzy juice (full sugar or diet versions) and fruit flavoured drinks.



Further information

Food Standards Agency Scotland <https://www.foodstandards.gov.scot/education-resources>

British Nutrition Foundation <http://www.nutrition.org.uk>

British Nutrition Foundation - Food a Fact of Life <http://www.foodafactoflife.org.uk>

NHS Health Scotland <http://www.healthscotland.com>

The Scottish Health Promoting Schools Unit <http://www.healthpromotingschools.co.uk>

Hungry for Success <https://www.highfive.scot.nhs.uk/wp-content/uploads/2016/09/Guidance-for-Healthy-Packed-Lunches.pdf>

Adverse Weather Conditions

The school rarely has to close early, but occasionally it is necessary to do so due to worsening weather conditions.

The following procedure will be adopted:

- Where possible, parents will be advised by telephone before the pupils are dismissed.
- Where there is no reply, the Emergency Contact Number for the pupil will be tried.
- Failing this, the children will be kept at School or sent home to their Emergency Contact.

Adverse Weather – School Closures

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

This is in addition to schools' own arrangements in place for informing parents of school closures. – **change to process for informing parents of school closures following the withdrawal of the school closure dial-in phone service.**

The Highland Council website, twitter and facebook accounts also provide up to date closure information.



Click the image for the Highland Council Facebook Page



Click the image for the Highland Council Twitter feed

Emergency Plan

We have an Emergency Plan in order to respond to emergencies at or within the school premises. Emergencies involving school transport or during school excursions. We hold fire drills each term so that staff and pupils are familiar with the evacuation procedures and nearest fire exits.



In the event of an emergency evacuation in which pupils will not be able to re-enter the school building, pupils will be escorted to Ardnamurchan High School and dispersed from there following Highland Council's School Emergency Response Plan.

It is important that emergency contact numbers are kept up to date. Please email the school to advise of any changes strontian.primary@highland.gov.uk

Road Safety

Children cycling to school are encouraged to wear safety helmets and reflective safety vests. There is a bike shed at the entrance to the school. Pupils in P5-7 have the opportunity to complete Bikeability training. For more information click [here](#).

Major Incident Plan

The school has a major incident plan in place and staff receive training. In the event of a major incident, which might necessitate the evacuation of the whole school. Parents will be informed of any such emergency and our assembly point will be Strontian Village Hall.

Child Protection

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

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

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

Copies of Child Protection Policy Guidelines are available from the school office or online at:

https://www.highland.gov.uk/downloads/file/162/child_protection_policy

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

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

More information can be found at: [Highland Child Protection and GIRFEC Guidance 2024 - FINAL - Highland Child Protection Committee](#)

Military Families

Our school welcomes and supports families, their children and young people from Forces families: serving, veterans 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. The MLG (Education) lead can be contacted [here](#).

Visit the Highland Council Armed Forces Website for lots of helpful information and support [here](#).

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](#)



Eco Teams learning about seeds



Team building in the MUGA

Healthcare/Welfare

The School has an on-going programme of medical screening carried out by the school district nurse and the dental team, with the permission of parents. If a parent/carer wishes to be present when the nurse comes this can be arranged.

Flu vaccinations are also offered once a year.

If there is any medical problem which might affect a pupil, parents are asked to inform the School so we can update our records.

First Aid and Emergencies

The school has regular fire drills and the alarms are tested every week. There is a no smoking policy throughout the building and grounds. The front door has a security system.

The parents/carers or your emergency contact, are always contacted when a child becomes ill or is injured in school and requires more than immediate First Aid e.g. minor cuts and bruises. It is essential that the school has an Emergency Contact for every pupil in case parents/carers 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 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.

Insurance Cover

Highland Council provides cover for pupils for accidental injury while taking part in School organised out-of-school activities. There is no insurance to cover accidental injury in School (unless negligence can be proved), nor of theft or loss of personal property, including money.



Anti-bullying policy

Our policy is aimed at preventing bullying at its inception by promoting an open and positive environment. Any parent who suspects their child is being bullied is urged to contact the School.

More information can be found [here](#).



At Strontian Primary School we are a team and look out for each other.

We try to always celebrate each other's strengths and achievements and support each other when needed.

Our daily emotional check-in board lets us all know who needs some extra care each day.. We aim to always be kind.

Parental Concerns & Complaints Procedure

We hope your child will enjoy their experiences at Strontian Primary. We welcome comments or suggestions that could help us to improve our service. The welfare of pupils is our prime concern, and we are always happy to meet with you to discuss any issues that you have.

If you have a concern about your child or an incident in school, then please follow the procedure outlined below:

Speak to your child's class teacher or head teacher in the first instance, either at the beginning or end of the day or by telephone. If you prefer, an appointment can be made to speak to the class or head teacher in private. The school will always endeavour to resolve issues by listening to parents and children and seeking solutions in partnership.

If the situation is not resolved parents can contact the Area Education Manager, at Area Care & Learning Office, Fingal Centre, Viewfield Road, Portree, Isle of Skye, IV51 9ES (Tel: 07918 842021), who will decide what the next steps should be. Parents will be kept fully informed at each stage and will be invited to attend any meetings being held.

Please note that transport is not a school responsibility, and any queries should be addressed to the Local Transport Officer, Transport Office Tel: 01397 709000

Parentline is a national, confidential helpline providing advice and support to anyone caring for or concerned about a child. Please follow this hyperlink: Parentline call 08000 28 22 33 or email parentlinescotland@children1st.org.uk if you wish to contact Parentline or find out more about this service.



Sunflower Sketches experimenting with different grades of pencils

The Curriculum for Excellence

The Curriculum for Excellence (CfE) is the Scottish curriculum for children and young people from 3 to 18 years. All Nursery, Primary and Secondary schools have been given CfE guidelines that detail national expectations of learning and progression from the early to fourth curriculum level, i.e. from Nursery to the end of S3. The CfE aims to enable children to become **successful learners; confident individuals, responsible citizens and effective contributors**. Schools need to incorporate enterprising learning and teaching in all curricular areas with children developing thinking skills and taking responsibility for their own learning as much as possible.



CfE is about teaching children a wide range of skills in order to prepare them for a fast-changing world. Learners need to be able to collaborate, investigate and analyse. We encourage and motivate our learners by bringing learning to life through working in groups, across ages, outside the classroom, incorporating different areas of the curriculum in one topic, and working with other schools and groups. The whole thrust of CfE is to focus on learners' needs, including offering personalisation and choice. We ensure learning is active, i.e. children learn by doing and finding out, rather than being fed information. Learners are encouraged to think, question, research and work

together.

We implement Highland Council's Learning and Teaching Policy. The core components of this are that children need to know what they are going to learn, how they are going to learn and how they will know they have succeeded. Assessment is continuous and includes teachers and peer and self-assessment by the pupils. Feedback is constructive with time taken for discussion and to set realistic targets for pupils' next steps. There are eight curriculum areas: **Health and Wellbeing, Languages, Mathematics, Science, Social Studies, Expressive Arts, Technologies, and Religious and Moral Education**.

The [Curriculum for Excellence](#) has four underlying values: wisdom, justice, compassion and integrity.

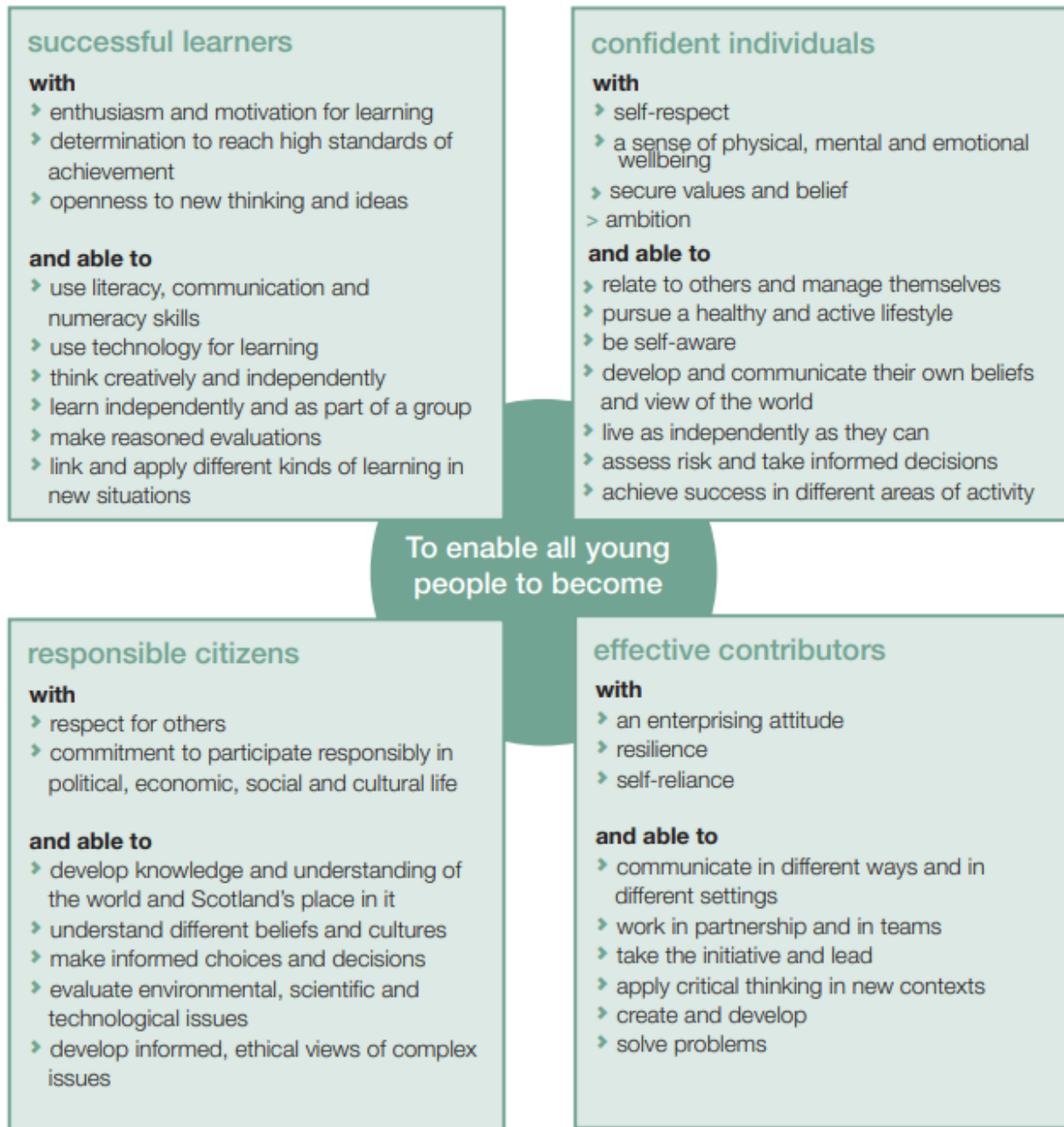


When planning the curriculum activities and experiences teachers are expected to consider seven principles of curriculum design: challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance.



The Purpose of the Curriculum

The child or young person is at the centre of learning provision. The purpose of the curriculum is to enable the child or young person to develop the 'four capacities'. The headings of the four capacities serve well as a memorable statement of purpose for the curriculum, but the indicative descriptions underneath the headings are probably even more important in terms of understanding the attributes and capabilities which contribute to the capacities



The experiences and outcomes in the range of curriculum areas build in relevant attributes and capabilities which support the development of the four capacities. This means that, taken together in appropriate combinations across curriculum areas, experiences and outcomes will contribute to the attributes and capabilities leading to the four capacities. The expanded statements of the four capacities can also form a very useful focus for planning choices and next steps in learning.

For more information click [here](#).

Curriculum Overview



A curriculum framework to meet the needs of all learners 3 – 18
A schematic guide for curriculum planners

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

For more information click [here](#)

The table below indicates the Curriculum for Excellence achievement framework.

Level	Stage
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third	S1 to S3, but earlier for some.
Fourth	level broadly equates to SCQF level 4.
Senior phase	S4 to S6, and college or other means of study.

For further information regarding assessment and achievement, please click [here](#).

For all Curriculum Area Benchmarks click [here](#)



Health and Wellbeing

Health and wellbeing teach your child about:

- mental, emotional, social and physical wellbeing
- planning for choices and changes
- physical education, activity and sport
- food and health
- substance misuse and relationships
- sexual health and relationships.

The purpose of health and wellbeing is to help every child and young person to feel cared for and valued as an individual. Learning about health and wellbeing will help them cope with uncertainties in life, have confidence to try new and different things and make the most of opportunities that come along.



*Fresh air and space
Wild Swimming*



*Rugby Coaching Sessions
Lochaber Rugby Club*



*Inter Schools Cross Country
at Nevis Range*



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

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.



Pupils receive the government target of two hours of physical activity for every pupil each week. PE lessons are weekly. P5-7 pupils undertake Young Leader Training with our Active Schools Coordinator, this enables them to organise and lead playground games and fun activity sessions. We try to make the most of where we live and enjoy wild swimming sessions in the Loch and skiing at [Nevis Range](#). We also take part in many Inter school events including the annual Tag Rugby Tournament, cross country, Athletics and Swimming, Triathlon, shinty tournaments and our ASG Sports Day.

In accordance with the [RSHP](#) (Relationships, Sexual Health & Parenthood) framework, pupils will also follow a structured programme about healthy lifestyles and relationships, which will be provided in a



planned and age-appropriate manner. We will always seek parental permission and offer parents the opportunity to discuss or view materials when it comes to sensitive aspects of learning, such as relationships, sexual health, parenthood, and drugs awareness.

Literacy and Languages

Literacy is the set of skills which allow us to participate fully in society and in learning. Literacy is fundamental to all areas of learning as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence.



The reading scheme we use is *Phonicbooks*
Click [here](#) for more information



We use a whole school *SPaG* progression
Click [here](#) for more information

The CfE Literacy and English framework promotes the development of critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal and team-working skills which are so important in life and in the world of work. The CfE provides broad descriptions of the range of learning opportunities which will contribute to the development of literacy, including critical literacy, creativity, and knowledge and appreciation of literature and culture.



We subscribe to
[First News](#)



Checking and editing using
Writing hands



Weekly library sessions
[@Ardnamurchan Community](#)

[Library](#)

Pupils learn to talk, listen, read and write in collaborative groups with an emphasis on active and cooperative learning. Strands of learning include phonics and decoding, spelling and handwriting, grammar and punctuation, creating and presenting.



Comprehension Strategies



Outdoor learning



Listening and Talking

1+2 Gaelic and Modern Languages

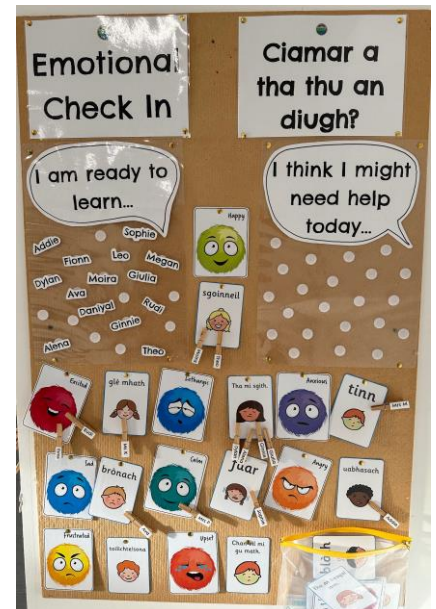
The Scottish Government set out in 2011 to introduce a norm for language learning in schools, based on the European Union 1+2 model – to create the conditions in which every child will learn two languages in addition to their own mother tongue.

The 1+2 approach is aimed at ensuring that every child has the opportunity to learn a modern language (known as L2) from P1 until the end of the broad general education (BGE) in S3 and then has the opportunity to progress to a national qualification. Additionally, each child is entitled to learn a second modern language (known as L3) from P5 to P7 and have an experience of it within the BGE. This policy should be fully implemented across the local authority by 2021.

As with other areas of the curriculum, positive language learning experiences contribute to young people's development as successful learners, confident individuals, effective contributors and responsible citizens. In Highland we hope to foster a confidence in languages that encourages our young people to at least try out other languages, and not to assume that everybody speaks English.

In Highland all pupils are now learning another language (L2) from P1 and are beginning to learn a third language (L3) from P5.

Gaelic resources are provided by the GoGaelic! 1+2 programme, based at Storlann, and this is supported by progressive planning sheets and includes age-appropriate learning activities. These planning sheets and activities support the pupils' learning from early through to second level for L2 and L3 schools. Core language vocabulary lists have also been added into the online language learning resource, Quizlets. This web-based and app-based resource can be accessed by teachers and pupils to help improve pronunciation and to reinforce vocabulary learnt.





For 1+2 Language Activities to try out at home click [here](#).

Numeracy and Mathematics

Numeracy and mathematical skills are embedded in the Experiences and Outcomes and cannot be taught in isolation. These skills can be developed through careful planning of learning activities, questions and a range of assessments. These should encourage learners to think about the concepts, going beyond the recall of knowledge and encouraging them to explain their thinking. As learners progress through Curriculum for Excellence levels, they should demonstrate increasing sophistication and independence in their ability to demonstrate, link, transfer and apply the following skills in a range of increasingly more challenging contexts:

- interpret questions.
- select and communicate processes and solutions.
- justify choice of strategy used.
- link mathematical concepts.
- use mathematical vocabulary and notation.
- use mental agility.
- reason algebraically; and
- determine the reasonableness of a solution.



Real Life Skills



Using different strategies and explaining our thinking



Practice Books [Primary Maths for Scotland](#)



Taking Maths Outdoors



Digital Learning
[Sumdog](#)



Whole School System
[Daily Fluent 5](#)



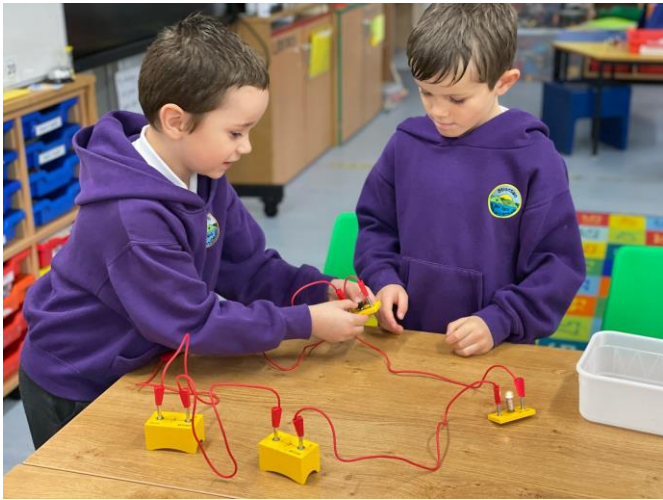
Active Learning

<p>The National Numeracy Progression Framework is designed to cover...</p>	<p>The National Mathematics Progression Framework is designed to cover...</p>
<ul style="list-style-type: none"> ● Estimating and rounding ● Number and number processes ● Fractions, decimal fractions and percentages ● Money ● Time ● Measurement ● Data and analysis ● Ideas of chance and uncertainty. 	<ul style="list-style-type: none"> ● Expressions and equations. ● Angle, symmetry and transformation. ● Multiples, factors and primes ● Patterns and relationships ● Powers and roots ● Properties of 2D shapes and 3D objects ● Mathematics – its impact on the world, past, present and future ● Information handling

Sciences

Learning in the sciences will enable your child to:

- develop curiosity and understanding of the environment and their place in the living, material and physical world
- demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- develop skills for learning, life and work
- develop the skills of scientific inquiry and investigation using practical techniques
- develop skills in the accurate use of scientific language, formulae and equations
- apply safety measures and take necessary actions to control risk and hazards
- recognise the impact science makes on their life, the lives of others, on the environment and in society
- recognise the role of creativity and inventiveness in the development of science
- develop an understanding of the Earth's resources and the need for responsible use of them
- express opinions and make decisions on social, moral, ethical, economic and environmental issues, based upon sound understanding
- develop as a scientifically-literate citizen with a lifelong interest in science
- establish the foundation for more advanced learning and future careers in science and technology.



In the sciences, the headings used to group the experiences and outcomes are:

- Planet Earth
- Forces
- Electricity and waves
- Biological systems
- Materials
- Topical science



In addition, there are key skills embedded within the curriculum and developed progressively from Early Level to Fourth Level under the headings:

- Inquiry and investigative skills
- Scientific analytical thinking skills
- Skills and attributes of scientifically literate citizens

Social Studies

In social studies, your child will develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. They will develop their understanding of their environment and of how it has been formed.

As your child matures, their experiences will be broadened using Scottish, British, European and wider contexts for learning. There will be a focus on the historical, social, geographic, economic and political changes that have shaped Scotland.

Your child will learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues.

Social studies make a significant contribution to education for citizenship, education for sustainability and enterprise education as well as having a crucial role in helping children and young people to understand their own country, the history and heritage of Scotland and the challenges it faces.



Cruachan - Information [here](#)



Expressive Arts

The expressive arts include art and design, dance, drama and music.



Through learning in expressive arts your child will:

- enjoy the energy and excitement of performing and presenting for different audiences and of being part of an audience for others
- have opportunities to be creative and imaginative, to experience inspiration and enjoyment and to develop skills in art and design, dance, drama and music



- recognise and represent feelings and emotions, both their own and those of others.



Technologies

Learning in technologies will allow your child to develop skills, knowledge, understanding and attributes through creative, practical and work-related activities across a range of areas. They will be able to use these skills in business, computing science, digital literacy, food, textiles, craft, design, engineering, and graphics.

Within technologies your child will develop and demonstrate:

- knowledge and understanding of the big ideas and concepts of the technologies
- curiosity, exploration and problem-solving skills
- planning and organisational skills in a range of contexts
- creativity and innovation
- skills in using tools, equipment, software, graphic media and materials
- skills in collaborating, leading and interacting with others
- critical thinking through exploration and discovery within a range of learning contexts
- discussion and debate
- searching and retrieving information to inform thinking



- making connections between specialist skills developed within learning and skills for the world of work
- evaluating products, systems and services
- presentation and communication skills
- an awareness of sustainability



Following Instructions



Problem Solving



Digital Learning



Construction



Designing and Engineering

Religious and Moral Education

Religious and moral education will allow your child to explore the world's major religions and other belief groups.

Your child will think about the challenges presented by these beliefs and values, and their place in the world. They will explore how religious and other belief groups' beliefs and values are expressed through traditions in religion, society and cultures. Your child will think about their own beliefs and values. It will support them to develop moral decision-making skills.

Your child will develop a better understanding of themselves, others and the wider world. Your child will develop their awareness that beliefs, values, practices and traditions are important to families, communities and society - locally and globally. They will develop a richer understanding of the world in which they live.

In religious and moral education children will develop important life skills such as investigation, analysis and evaluation. They will develop their thinking skills as well as skills of reflection. This will help them to develop a fuller understanding of others, the world in which they live and their potential contribution to it.



Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance.

School Environment

- A cared for, safe, and well-designed physical environment promotes a sense of belonging
- A collaborative, supportive, and aspirational learning environment strikes a balance between academic progress and character development
- A positive spiritual, moral, social, and cultural environment encourages staff and pupils to root their character development in their personal beliefs and world views



Strategies used for teaching character education in and out of the classroom

- *Discussion-based learning engages pupils with moral and ethical issues through teacher guided and pupil-led interactions*
- *Independent learning encourages pupils to think critically and take responsibility for their own character development*
- *Reflective learning guides pupils to consider their character through critical reflection*
- *Cooperative learning involves pupils working together, encouraging teamwork and communication*
- *Enquiry-based learning encourages curiosity, challenging pupils to ask and answer open ended questions*
- *Experiential learning offers pupils opportunities to be active learners through a range of virtue-forming experiences*
- *Virtue literacy develops virtue perception, virtue knowledge and understanding, and virtue reasoning*



Developing the Young Workforce ([DYW](#))

DYW builds on the foundations already in place through the Curriculum for Excellence and is relevant in the Broad General Education (BGE) from early years, through the senior phase and beyond. It contributes to the development of the four capacities, makes full use of the four contexts of the curriculum, and addresses each of the entitlements.

No matter where young people live, they can meet employers and experience the real world of work both in the classroom and outside it.



We often have visits from a variety of people working in our local community.

DYW will support young people to...

- Understand the world of work
- Feel prepared to make choices for their next steps
- Discover how their interests, strengths and skills relate to specific job roles
- Understand how their subjects relate to jobs and careers
- Build networks, skills, confidence, knowledge and ideas for choices and next steps



RNLI trip P1-7



[Mallaig Lifeboat Station](#)



Inspiring the next generation

Extra-curricular Activities

Young Leaders from the high school provide after school clubs. Children can participate in a wide variety of after school activities including shinty, dance platform, drama, Highland dancing, football and Youth Club. These are held in school or at Ardnamurchan High School, which has excellent facilities.

Children have many opportunities to learn new skills. All children have access to free swimming lessons. We have skiing lessons in the Spring term at [Nevis Range](#). There is an annual residential for P5-7. All pupils take part in the Ardnamurchan ASG School Sports Day and older pupils go to cross country events, triathlons and the Summer Sports day in Fort William.



The school has a good reputation for music. We have visiting music tutors and currently have children who learn Guitar, Violin, Saxophone, Flute, Clarinet, Drums and Piano. Pupils can choose to take part in the Ardnamurchan Mod for group and solo performances.



Taking a breath and enjoying the peace!

Trips and Residential

Day trips and residential trips are a key part of a child's learning. The diverse and high quality school trips on offer mean teachers can create experiences that enhance pupils' classroom learning, adding opportunities pupils may not otherwise have. We work hard to ensure we are offering pupils interesting and meaningful adventures, educational school trips and outdoor learning opportunities.

See below for examples of recent trips and residential...



*Cruachan Power Station Trip
(P5-7)*



*Local walk to watch and cheer
for Six Day Trials 2022*



Wild Swimming P1-7



Swimming Lessons in Fort William



RNLI Mallaig Station P1-7



Watching school teams



Local walks



Visits to local/ASG schools



Annual Tag Rugby Tournament



Ard Primary Shinty



Beach Walks

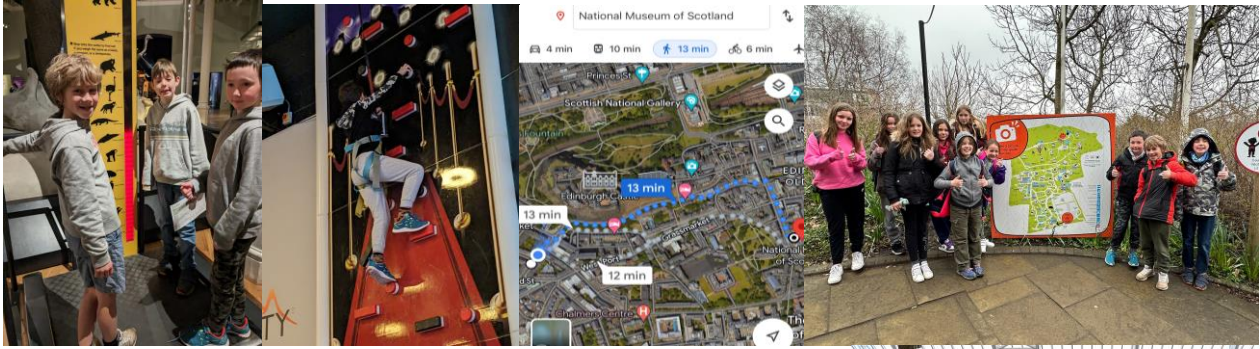


Exploring our local area

The Edinburgh Residential

In 2023 P5-7 went to Edinburgh on a self-catering residential in the heart of the city. We took the AHS minibus and parked up and walked everywhere. We all planned our menu and the P7's went shopping for food. We had an amazing time, including a visit to [Edinburgh Zoo](#), [Edinburgh Castle](#), [The National Museum of Scotland](#), [Gravity Trampoline Park and Climbing experience](#) and a trip to [The Playhouse Theatre](#) to see the Musical Charlie and the Chocolate Factory.

Please click [here](#) to see a short film of our trip.



The Shieling Residential

In 2022 P5-7 went to The Shieling Project and had an incredible time. Click [here](#) for more information.

The Shieling Project is an off-grid learning centre in the Highlands of Scotland, near Beaulie. The project is all about outdoor living. We learned about 'The Shieling' and its history, whittled walking sticks, made pizzas, made fire, explored, played, moved cattle, made Spaghetti Bolognese from the meat they raised there, harvested some crops and became more independent, amongst other things! The tradition of the shieling where folk lived outdoors all summer herding the cattle, gave us a window into the past, and helped us look forward to a sustainable future.

There are so many parts to the Shieling Project but at their core is a belief that a more sustainable future is possible. They provide learning experiences that are hands-on, that connect generations, that encourage resilience and strengthen community.



Click [here](#) for our film about the experience.



Three Wise Monkeys Trip

In 2022 our P1-4 class went to the Three Wise Monkeys Climbing centre in Fort William. We had an amazing time as you can see in the photos below. We challenged ourselves, supported each other, learned new skills, listened carefully and had a lot of fun.

Click [here](#) to watch our film about the experience.

For more information click [here](#).



Assessment and Reporting

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.

Teachers monitor and track children's progress on a regular basis.

Teachers continually assess pupil performance and progress in the classroom through observation of the children and their day-to-day work, to check on their progress and plan efficiently. Standardised assessments in reading, spelling and maths are also used if necessary.



Pupils should view the assessment process as a motivating and relevant 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. Pupils will reflect on their progress, achievement and best work allowing them to take ownership of their learning.

In line with Council policy, the school is moving to a model where Parents will receive more ongoing feedback on their child's progress through ongoing discussions and pupils sharing their work at open afternoons. In these sessions, parents are invited to school to sit with their child and look through their schoolwork and talk to their child about their learning. Parents are also given a Summary of Personal Progress for their child.

Parents wishing to enquire about a pupil's progress are always welcome to make an appointment to speak to their child's class teacher.

Additional support needs are identified and addressed through the Highland Council's staged approach.



Individual Reporting Opportunities

- Parent meeting/interviews, which involve learners where appropriate
- A Learner's Profile, using the Highland Profiling Process through our Digital Profiles
- Termly opportunities, including open afternoons, for pupils to share their profiles with their families (Now ongoing)
- End of year report and Me as A Learner



Digital Profiles

Include the following...

Who am I in my learning?

- * All about me - including personal information about the learner's interests
- * Skills for learning, life and work - including a learner's strengths and developments in skills across learning
- * Personal achievement - recognising the skills development and making the links between opportunities within and outwith the school curriculum (wider achievement)
- * Learner's Statement - learners producing a summative reflection of their learning over a period of time

Where am I in my learning?

- * Target setting with learners - reflecting on...
 - What do I want learners to know?
 - What do I want learners to be able to do?
 - How will learners know they've got there?
 - How will learners get there?
- * Evaluating learning
- * High quality feedback - including identified next steps
- * Evidence of achievement - including 'key assessment tasks' and pupil ownership

Where do I want to get to?

- * Aspirations - a learner's long-term goals and the progress they are making to achieve these targets within and out with the school curriculum

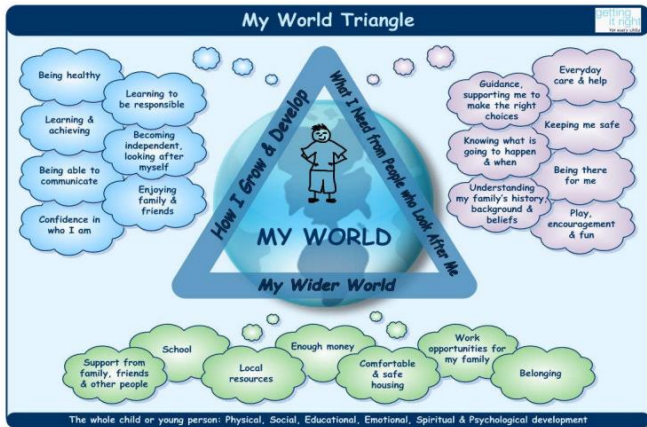


We also give regular updates on [Class Dojo](#) about the school day and the activities pupils have been engaged with.



Early Intervention and Prevention

Inviting parents to come and discuss any concerns with the class teacher, Principal Teacher or Head Teacher.



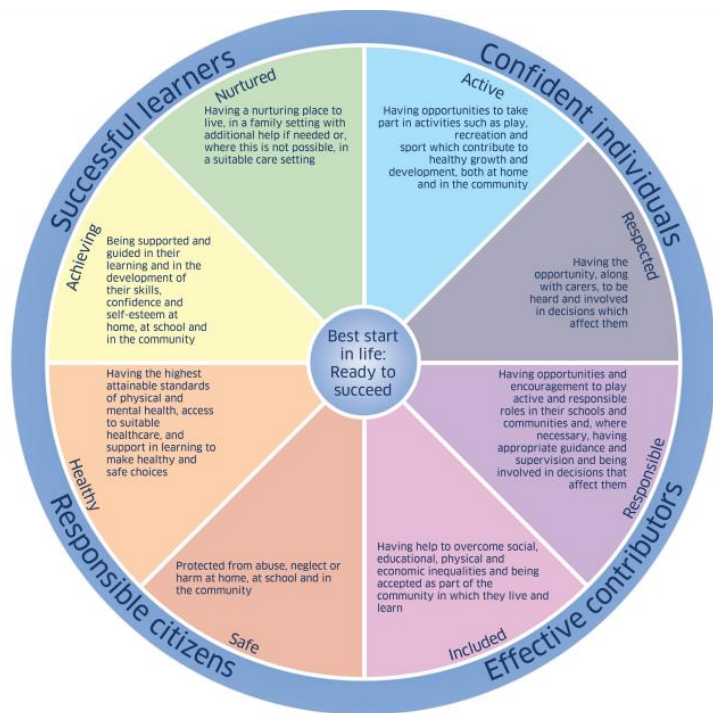
We are responsive to family circumstances and support pupils accordingly.

As a 2-18 campus, we maintain close links with High school for support for early transitions as well as having a wider 2-18 Transitions focus across the ASG (Associated Schools Group).

As part of 'Getting it Right for Every Child' ([GIRFEC](#)) we have strong links with partner support agencies that can work with children and parents as appropriate.

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](#).

Additional Support Needs



'Additional Support Needs' applies to children who, for whatever reason, require additional support, long or short term, in order to make the most of their education. The Highland Council Additional Support Needs Team provides strategic development and planning for children and young people with additional support needs and also their families and those professionals and agencies who work with them. Please find below information and links for Parents, Carers, Children, Young People and Professionals regarding Additional Support Needs.

For more information please click [here](#).

The 2009 Additional Support for Learning Act came into force in November 2010. Please click [here](#) for more information.

Enquire is the Scottish advice service for additional support for learning. Operated by Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning through:

<https://enquire.org.uk/> (for parents/carers and practitioners)

https://siao.org.uk (Scottish Independent Advocacy Alliance)

https://sclc.org.uk (Scottish Child Law Centre)

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



Enquire also provides a range of clear and easy-to-read guides and factsheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'.

Thriving Families offers Highland specific advice, information and support on Additional Support for Learning. For more information click [here](#).



Strontian Primary School has the experience and expertise to cater for a range of additional support needs. We have access to specialist services after a process of school-based assessment following the Additional Support Needs Staged approach.

These services include the Speech & Language Therapist, Physiotherapist, Community Disabilities Nurse, the Social and Communication Outreach Worker and the Educational Psychologist. Referrals can only be made by the school with the permission of the parents, but parents have the right to refer their child directly to the Educational Psychologist or through their own GP to other services without informing the school.

Children's progress is reviewed regularly and an Individual Education Plan or Individual or Group Support Plan developed, if necessary.

We work closely with our Nursery Class and Ardnamurchan High School to ensure the smooth and successful transition of pupils with additional support needs. Extra transition visits are arranged, both for pupils and staff. Detailed reports on successful strategies and programmes are provided in advance so that any extra staff recruitment and training can be undertaken

Highland Council also uses the Getting it Right for Every Child strategy ([GIRFEC](#)). This is a multi-agency approach to support any child in need, not just those in need of protection. Parents and professionals work together using the protocols and procedures of the Girfec approach to ensure that every child is safe, healthy, achieving, nurtured, accepted, respected and included ([SHANARRI](#)). Children requiring a Child's Plan will have a named person to ensure that the actions detailed in the plan are carried out. For pre-school children the named person is the Health Visitor and in primary school the named person is the Head Teacher. For more information on this please click [here](#).



Chromebook Provision

Highland Council Chromebook User Agreement

The Highland Council is issuing every pupil in P1-S6 with a Chromebook and a range of digital learning tools and resources to assist and enhance their learning at school and at home. Pupils will use the Chromebooks in school and P5-7 will generally be permitted to take the Chromebooks home subject to the return of this signed document. The Chromebook remains the property of the Highland Council. When a pupil leaves school, whether primary, secondary or stops attending a Highland Council School, the Chromebook must be returned to the school. If the pupil is leaving primary school a further Chromebook will be issued on admission to secondary school.

The terms and conditions of issue are outlined below: -

Use of the Chromebook

The Chromebook must be used in accordance with the Highland Council's Acceptable Use Policy [here](#).

In school the Chromebook must be used as directed by Highland Council teaching staff.

It is the responsibility of the pupil to bring the Chromebook to school and to ensure that it is fully charged for use.

Guidance from the Scottish Fire and Rescue Service advises that devices should not be left charging overnight.

It is also the responsibility of the pupil to ensure that the Chromebook is looked after. It is recommended that you provide the Chromebook with a suitable cover.

Damage, Loss or Theft of the Chromebook

It is the responsibility of the pupil (or their parent/carer) to report any damage, loss or theft of the Chromebook to school without undue delay. In the event that the Chromebook is stolen or lost outwith school it is the responsibility of the pupil (or his parent/carer) to report that loss or theft to the police and to the school.

In the event that the Chromebook is stolen, lost or damaged the pupil will be provided with a further Chromebook at the discretion of the School unless it is considered that the Chromebook was so stolen, lost or damaged as a result of conduct by the pupil in which case a further Chromebook will be issued to that pupil but he or she will not be permitted to take the Chromebook home. If it is considered that there has been deliberate loss or damage to a Chromebook by a pupil the Highland Council is entitled to look to the pupil for the cost of such loss or damage.

The following page outlines the Terms and Conditions which Pupils and Parents sign up to.

Please see the following links for details of covers for Chromebooks and for further useful details about the Chromebooks including "Frequently Asked Questions" and details about their functionality/specification.

<https://www.digilearnhighland.co.uk/info/faq>

<https://www.digilearnhighland.co.uk/info/cases>



Nursery

Strontian Nursery serves Strontian and the surrounding area. It is located within the Ardnamurchan High School Building, next to the Primary School.

We have a large, bright, stimulating indoor space, craft area and quiet room. There is free flow access to the partially covered outdoor play area which has an all-weather surface. Through a gate we have access to the Primary School Polytunnel and a grassy area. There is a kitchen area, toilets within the nursery room and disabled access toilet in the cloakroom. The nursery also has access to the school facilities, such as gym hall and astro turf pitch.

We are situated within walking distance of woodland, a river, loch and the hills and we take advantage of this as much as possible, accessing these spaces in all weathers.

As of January 2019 we have funded and non-funded places available for 2 year olds as well as funded places for preschoolers (3 and 4 year olds).

We offer a happy, secure, friendly and stimulating environment where children learn and have fun together, supported by an enthusiastic and professional team.



Enrolment

The Nursery has funded places for three and four-year-olds and has both funded and non-funded places available for 2 year olds. There is an enrolment week in February each year. For more information click [here](#).

All Nursery children are offered a maximum of 30 hours per week. Children can split their pre-school provision between different centres. Priority is given to children who live in the catchment area of the school. However, there are circumstances in which enrolment may be accepted from a child out with the catchment area.

Nursery Times

Monday – Thursday – 8.30am – 3pm

Friday – 8.30am – 12.30pm

Address

Strontian Nursery
Ardnamurchan High School
Anaheilt
Strontian
Acharacle
Argyll
Ph36 4JA

School Office: 01967 402 363

Strontian.primary@highland.gov.uk



Drop Off/Pick Up

All children should be brought to the Nursery and collected by an adult known to the child. Adults are requested to sign the children in and out. Parents/Carers will be asked to confirm who will be collecting their child on a daily basis.



Attendance and absences

Regular attendance offers children benefits from the continuity of activities and experiences in their pre-school year.

If a child is unable to attend due to illness, holiday or family circumstances, please contact us to let us know on 01967 402363 or email strontian.primary@highland.gov.uk.

It is helpful if you could phone before 9am.

Key Workers

Children will be allocated a Key Worker, initially for a set period of time, as a point of contact for children and their families during transitions.

This may change once children have become settled and naturally gravitate towards a particular member of staff.

Key Worker groups are looked at as a whole e.g. a balance of boys and girls, mixed age groups and any other relevant factors.

The role of the Key Worker includes...

- acting as a first point of contact for each child in your key worker group and their family/carers
- developing a supportive relationship with the child's family/carers
- have the up-to-date overview knowledge of the child's needs and interests using Personal Care Plans, My Health forms, All About Me forms, Pre-school Form 1s, Child Plans etc.
- collate and analyse observations and have an in-depth understanding/knowledge of the child's learning and development
- identify and review next steps for learning
- support the child to see themselves as a learner
- engage in learning conversations which are pitched at each child's level of development
- support wellbeing and ensure you develop nurturing relationships with children
- ensure that planned learning opportunities link to the child's stage of development and interests



Planning, Record Keeping and Assessment

The Curriculum for Excellence begins in the nursery. Early level is the starting point. Observations of each child's learning and development are recorded and used to plan next steps and future learning opportunities. These observations are recorded on a child's Digital Profile, in the children's individual Learning Journey which tracks their progress and development in different areas with photos and observations for evidence, linked to Developmental Overviews and the Experiences and Outcomes for Early Level. Parents are invited to contribute to their child's Learning Journey. Digital Profiles are available for parents to view and comment on at all times.

Transition

We visit the Primary School weekly for a joint break time outside. In their preschool term children take part in transition activities with the P1-4 class.

Mrs Patterson (Early Years Manager and P1-4 Teacher) visits the Nursery regularly.





Vision and Aims

Our Vision:

- To provide a safe, happy, caring and stimulating environment where children feel secure.
- To enable children to reach their full potential.
- To encourage and support the emotional, social, physical, creative and intellectual development of children
- To provide a variety of structured and pupil led stimulating activities through play.
- To encourage children to develop positive attitudes about themselves by building self-esteem, self-confidence, self-motivation and self-discipline as well as an understanding of a healthy lifestyle.
- To build strong links with the rest of the school and wider community.
- To learn and play outdoors, encouraging children to explore, appreciate and respect our world.
- To build strong partnerships with parents.
- To provide continuing professional development opportunities for staff.

The Highland ELC Vision was drawn up following consultation with families, staff, children and allied health and other professionals. The four posters reflect Realising the Ambition and the voices of children, families and staff across Highland. For the full 'Realising the Ambition' document click [here](#).

Our Highland Ambition – making the Highlands the best place to grow up

Education Scotland
Region 4A

"Start with the child"

"High quality early years provision promotes children's development and learning and, in the longer term, enhances their educational and life chances"

"Each child's needs should be at the centre of how we think about and plan for their unique development"

"The key part of the environment for children is the human, social environment of positive nurturing interactions"

"What do the children's actions, emotions and words tell you about what they require from you and others?"

"Understanding the complexities, diversities and cultural differences of individual families and how this can impact each child is essential"

"Children flourish when playing outdoors in all weathers. Feeling sun, wind, rain, snow and ice first hand is important as it connects us as human beings to the planet we live on"

"As the child's first educators, parents and carers are key partners in supporting their child's learning"

"We know how babies and children learn best in environments that inspire them to be curious and creative"

"To give our youngest the best we must strive to be at our best. And to do this it's important for us as a workforce to look after ourselves and each other"

Realising the ambition: Being Me

National practice guidance for early years in Scotland

"The role of the adult is a delicate balance of supporting, enriching and proposing on the one hand, and keeping back to give the children space and time to build their own ideas on the other"

Doing Me

Our Highland Ambition – that every child in our early learning and childcare settings can say

"I feel part of things and have friends that I like to play with"

"I feel happy and welcomed when I come to play"

"We go out and about and have interesting walks and visits outside the setting"

"We play and talk outdoors a lot with interesting things to do and see"

"Adults listen and talk to me, are interested in what I say and act on it"

"I get to try things out, have a go, get messy or silly, or do things that feel a bit scary at first"

"When we are busy playing, sometimes we carry on and leave the next thing for later"

"I know who I can go to if I need help or am not feeling ok"

"Snacks and meals are tasty and fun, and we can sit down and chat with the adults too"

"I'm helped to do what I'm interested in and to find out about new things too"

"Adults play and talk with me, and know how to get involved in my play"

"I know what is going to happen and when"

"This feels like 'our setting' where we have choices about what happens and what it is like"

Click [here](#) for more information.

Our Highland Ambition – that all staff in our early learning and childcare settings can say

"We ensure everyone, children, families and staff, feels valued and included"

"Every family can trust us to do our very best for them and their children"

"We make sure we know and understand our children, families and the community around us"

"We make time for meaningful interactions with children, parents and each other"

"As a team we are forward thinking and willing to try new things, then reflect on progress and improvement"

"We are supported to access relevant professional learning to develop our skills and knowledge"

"We recognise each individual and adapt our approaches to match their needs and overcome any difficulties"

"We know each member of the staff team has their own skills and we encourage each other to use and develop them"

"We look outwards and develop opportunities to work collaboratively with other settings and professionals throughout Highland and beyond"

"All of us are involved in decision making and feel a sense of purpose and belonging"

"We work closely with all our Early Level colleagues to develop shared experiences and seamless transitions"

Our Highland Ambition – that each family in our early learning and childcare settings can say

"We see a joined-up approach between ELC and schools. They understand our children's development and learning through play"

"Our children feel like the setting is a home from home and are very settled and happy"

"We feel welcome and wanted in our setting, whatever our race, gender, sexuality or other circumstances"

"If there are any issues to discuss, setting staff are kind and raise them in a positive way"

"Staff in our setting really know and value our children as individual people"

"We hear lots of good news about our children's learning as well as about any issues"

"We have regular updates on our children's progress and what they are interested in"

"Our ELC setting listens carefully to our needs and adapts as flexibly as possible"

"Setting staff notice if we are not comfortable (e.g. with meet and greets) and find other ways to engage that work for us"

"We are involved in planning any changes or transitions and feel our voices are heard and acted on"

"Our setting shares some great ideas with us for learning through play, and they listen to our ideas from home too"



Nursery Snack and Lunch

Highland Council Early Learning and Childcare Lunch Guidance was updated by Early years education support officers (EYESO) team and Childcare Managers (CCM) in August 2022

For further information click [here](#).

A typical snack includes milk/water, fruit, cheese, breadsticks, crackers and oatcakes.

Children develop a range of social skills associated with eating and learn about healthy eating. Speaking, listening and taking turns during conversation are all important parts of Snack Time.



Children have the opportunity to help with food preparation, setting the table, serving themselves and clearing away.

School lunch is free for children aged 3 and up.

If you wish to provide a packed lunch instead of a school meal, please see guidance on pages 18-20 of this handbook.

We also grow our own food for snack time in the School Polytunnel and our raised bed.

What do I need to bring to the Nursery every day?

- One or two spare pairs of clothes. (These are kept in a bag on their peg)
- Outdoor clothes - Waterproof and warm coat, wellies, hat, scarf, gloves
- Indoor shoes/plimsolls

Learning independence is an important part of a child's development and we try to encourage and support them in many ways, including managing to take off and put on their own coats and shoes.

Outdoor Learning

We regularly go on local nature walks and trips for which you will be asked to sign a consent form at the beginning of term. For longer excursions or ones out with nursery hours individual letters and permission slips will be sent out.



Some of our regular social activities include:

- Meeting up with other local (ASG) nurseries. Ardgour, Lochaline, Acharacle and Kilchoan.
- Book Bug Rhymes and Songs at the library
- P.E. with P1-4 in the Games Hall
- Joint walks with the Primary School
- Visits to the library
- Visits from/to People who help us in our community, e.g. Police Station, Fire Station, Paramedics, etc.
- Yearly Peninsula Sports Day



Learning through Play

- Through activity based learning the brain and body are stimulated and active.
- It provides pleasure and enjoyment which in turn will motivate children to further their learning by persevering, overcoming difficulties and concentrating for longer periods of time.
- It helps to build confidence in themselves and their abilities.
- It allows the child to tackle new experiences in a non-threatening situation.
- It can provide an escape, relieve boredom, allow for relaxation and the opportunity for solitude.
- It helps the child to judge the many variables within social interactions and develop perceptions about other people.
- Skills can be practised and repeated as many times as is necessary for confidence and mastery.
- Opportunities for sensory experiences which are the foundation of intellectual development are provided.
- It provides reasons children can understand for acquiring the skills and knowledge adults value.
- Play created context for language development.

Staff support children in their play so that they learn to...

- Enhance language skills
- Cooperate with one another in the nursery setting
- Listening and take turns
- Develop their physical abilities
- Taking risks and know their boundaries
- Develop self-confidence and self-esteem
- Develop their creative skills



The Care Inspectorate

The Care Inspectorate is a scrutiny body which supports improvement. That means they look at the quality of care in Scotland to ensure it meets high standards. Where they find that improvement is needed, they support services to make positive changes.

Their vision is that everyone experiences safe, high-quality care that meets their needs, rights and choices. For more details click [here](#).

Our Nursery is inspected regularly. A copy of inspection reports may be viewed or downloaded online, or you may request a copy by telephoning 0845 600 9527. For more information and to download our latest Inspection Report (6th September 2022) click [here](#).

Emergencies/illness

If your child becomes ill or has an accident while attending Nursery, we will contact you or the person you have nominated as the emergency contact by telephone. The Head teacher may also contact Pines Medical Practice, Acharacle to seek medical advice. Please keep your child at home if they have an infectious illness. If your child has vomiting or diarrhoea they should not return to nursery until 48 hours after the vomiting/diarrhoea has stopped. Hand washing is part of the regular nursery routine.

Toileting

If your child needs help with toileting routines or nappy changing, we will ask you to fill out and sign an intimate care form. We have an intimate care protocol we can tailor to your child's individual needs.



Comments and Complaints

We feel confident that your child will enjoy their time at our Nursery, and we welcome comments or suggestions which could help us to improve our service. However, we are aware that difficulties can occur from time to time and if you feel you have reason to complain then, please, follow the procedure below.

Please use the open-door policy and speak to a member of nursery staff, either at the beginning or end of a session. If you prefer, please contact us on 01967 402363 or email strontian.primary@highland.gov.uk to make an appointment to speak to the Headteacher, Chris Millar Craig or Early Years Manager, Mrs Patterson. We endeavour to respond to any complaint within two weeks.

Parents/carers are also able to contact the Care Inspectorate directly with a complaint, if they so wish.

The local address and telephone number of our centre is:

Care Inspectorate
1 st Floor Castle House
Fairways Business Park
Inverness
IV2 6AA
Tel: 01463 227630

The Care Commission publication: “How to use the Care Commission Complaints Procedure” is also available. You will find a copy of this displayed on our Nursery Notice Board.





School Improvement

Last year, due to the Pandemic, all schools in Highland are focusing on certain key priorities -

1. Health and Wellbeing
2. Recovery of learning, teaching and assessment
3. Attainment in session 2021/22 (focusing on identifying new or widening gaps caused by the Covid-19 situation)

In partnership with our Associate Schools (ASG) and with the High School we are continuing to develop robust moderation processes to ensure appropriate assessment judgements.

In partnership with the High school, who are reviewing the senior phase model, we are reviewing our Curriculum Rationale from 2-18. This will also involve partners from other 2-18 campuses.

We have a range of additional tasks including...

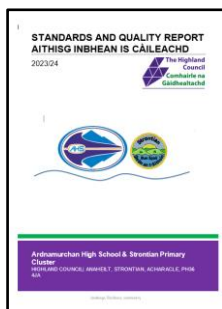
- Pupil wellbeing and Rights Respecting schools' status
- Digital schools' status
- Eco-Schools status
- Partnership with Parents
- Embedding Digital profiles in Nursery

Strontian Primary School was inspected in 2017 and again in October 2018. Their findings can be found on the HMIE website [here](#).

In our Standards and Quality Report, we reported on:

- What have we done to close the attainment gap?
- What have we done to improve attainment, particularly in Literacy and Numeracy?
- What have we done to improve Young People's health and wellbeing?
- What have we done to improve employability skills and help our children and young people achieve sustained, positive school leaver destinations?

The School Improvement Plan and a School Standards and Quality Report summaries are on the school website and further copies are available on request from the school office. These documents detail our progress in implementing initiatives from Highland Council and the Scottish Government and are presented to parents annually, usually at the Parent Council AGM. These are to give information to parents about aspects of the curriculum and children's learning in school or other developments of importance to the parents and the school community.



*Strontian Primary School
Standards and Quality Report 2024/2025*



*Strontian Primary School
School Improvement Plan 2024/2025*



And Finally.....

We hope this Handbook has given you an insight into our school.



A child's education is a partnership between school and parents.

Please come into the school or telephone if there is anything you wish to discuss.

'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.





Appendix A – Parent Council Constitution

Strontian Primary and Nursery Parent Council Constitution

This is the constitution for the Strontian School Parent Council.

The objectives of the Parent Council are:

- To work in partnership with the school, the pupils and all the parents.
- To develop and engage in activities which support the education and welfare of the pupils.
- To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils.
- To organise and coordinate fundraising; to apply for and receive grants; and to accept gifts for the benefit of the school.

The membership will be a minimum of three parents or carers of children attending the school, with a maximum of 9.

The Chair, Secretary and Treasurer of the Council will be agreed by the Parent Council members immediately following its formation. Office bearers will be selected by the Parent Council on an annual basis.

The Parent Council will be selected for a period of 2 years, after which members may put themselves forward for re-selection if they wish. If a Council member's child finishes P7 before the end of their two years on the Council, they must step down when their child leaves. All the parents of children at the school can volunteer to be a member of the Council. Parents can take part in the selection process by submitting their name by post or email. In the event that the number of volunteers exceeds the number of places on the Committee, council members will be selected by secret ballot. The parents will have 3 weeks to select their representatives in the event of a ballot.

The Council may co-opt up to 3 people to assist it with carrying out its functions. Co-opted members will be invited to serve for a period of 2 years.

The Parent Council is accountable to the Parent Forum for Strontian School and will make a report to it at least once each year on its activities on behalf of all the parents.

The Annual Meeting will be held in September of each year. A notice of the meeting including date, time, and place will be sent to all members of the Parent Forum at least two weeks in advance. The meeting will include:

- a report on the work of the Parent Council and its committee
- selection of the new Parent Council
- discussion of issues that members of the Forum may wish to raise
- approval of the accounts and appointment of the auditor.

The Parent Council will meet at least once in every school term.

Should a vote be necessary to make a decision, each parent member at the meeting will have one vote, with the Chair having a casting vote in the event of a tie. The quorum for meetings will be 2/3rds of the membership of the Council.

Any 2 members of the Parent Council can request that an additional meeting be held, and all members of the Parent Council will be given at least one week's notice of the date, time and place of the meeting.



If a Parent Council member acts in a way that is considered by other members to undermine the objectives of the Parent Council, their membership of the Parent Council shall be terminated if the majority of parent members agree. Termination of membership will be confirmed in writing to the member.

Copies of the minutes of all meetings will be available to all parents of children at Strontian School and Nursery and to all teachers at the school. Copies will be available from the Secretary of the Parent Council/Clerk to the Parent Council and from the school office.

Meetings of the Parent Council shall be open to the public, unless the Parent Council is discussing an issue which it considers to be confidential. In such discussions, only members of the Parent Council and the Head Teacher, or his or her representative, can attend.

The Treasurer will open a bank or building society account in the name of the Parent Council for all Parent Council funds. Withdrawals will require the signature of the Treasurer and one other Parent Council member.

The Treasurer will keep an accurate record of all income and expenditure and will provide a summary of this for each Parent Council meeting and a full account for the Annual Meeting. The Parent Council accounts will be audited by the auditor appointed at the previous Annual Meeting.

The Parent Council shall be responsible for ensuring that all monies are used in accordance with the objectives of the Parent Council.

Should the Parent Council cease to exist, any remaining funds will be passed to the school to be used for the benefit of the school, where this continues.



Appendix B - Other Information

Policies

School policies are based on Council guidance and exemplars which can be found [here](#).

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.

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. 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 an application to the Head Teacher.

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 [here](#).

Further information about 16+ Data can 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](#).

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](#).

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 [here](#).

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 out with 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 click [here](#).

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

- Eliminate unlawful discrimination, advance equality of opportunity, and 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.

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

