



# Bun Sgoil Steòrnabhaigh

# Stornoway Primary School

## School Handbook

2025



*Ag Ionnsachadh Còmhla airson Sàr-mhathais*

*Learning Together for Excellence*



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## Welcome from the Head of School

We extend a warm welcome to you as parents/guardians and look forward to a happy and successful partnership over the coming years. Partnership is a two-way process in which parents and teachers work together to support learning. Effective lines of communication are in place so that parents/guardians should feel that they are always welcome to voice concerns, ask for information, request or give advice and become actively involved with the life of the school.

The aim of our handbook is to provide information to parents/guardians regarding staff, the school and our activities. We would like you to be informed about and involved in your child's education. Confidence in a school comes from knowing and understanding what is happening within it.

Our newsletter, "Naidheachdan", provides regular information about upcoming events. The Newsletter is issued to all parents/guardians by Group Call and can be accessed on our school website at [www.stornowayprimary.co.uk](http://www.stornowayprimary.co.uk).

As a school team of teaching, non-teaching and management staff, we are fully committed to continue and enhance this partnership in the interests of all our pupils.

 <i>Mrs K Macleod Executive Head Teacher</i>	 <i>Mrs P Nicolson (Head of School)</i>	 <i>Mrs K Mackay (Depute Head Teacher – Early Level)</i>
 <i>Mrs M Macleod (Acting Head of School)</i>	 <i>Mrs C Macleod (Principal Teacher)</i>	
 <i>Mrs H Mackay (Principal Teacher)</i>	 <i>Miss L MacLean (Principal Teacher)</i>	

## About the School

Executive Head Teacher: Kathleen MacLeod

Head of School: Peigi Nicolson

Address: Stornoway Primary School, 27 Jamieson Drive, Isle of Lewis, HS1 2LF

Telephone: 01851703418 (Temporary Number 01851 706257)

Email: [stornowayprimary@gnes.net](mailto:stornowayprimary@gnes.net)

Parent Council Email: [syprimaryparentcouncil@gmail.com](mailto:syprimaryparentcouncil@gmail.com)

Website: [www.stornowayprimary.co.uk](http://www.stornowayprimary.co.uk)

X: @SYPrimary

Facebook: Stornoway Primary Parent Council

Junior Leadership Team:



**GLEN House Captain**



**CREED House Captain**



**CASTLE House Captain**



**RANOL House Captain**



**GLEN Sports Captain**



**CREED Sports Captain**



**CASTLE Sports Captain**



**RANOL Sports Captain**



**Gaelic Captain**



**Gaelic Captain**



Stornoway Primary School is situated in Jamieson Drive in Stornoway. The catchment area includes Manor Farm to Memorial Avenue, Stornoway, Steinish, Cearnas, Branahue, Braighe Road, Holm, Melbost, Parkend, Plasterfield, Sandwick and Olivers Brae. We currently have a roll of 392 - (65 in nursery, 327 in primary).

The school caters for boys and girls from all stages from Nursery to Primary 7 and includes provision for Gaelic Medium Education. Gaelic Medium Education is available at all stages.

The school has responsibility for Stornoway Primary Nursery which offers an English and Gaelic provision. The Nursery can accommodate 96 children – 32 per room.

We have two English rooms, Willow and Bluebell, and one Gaelic room, An Struthan, for all year and term time children.

The Nursery opens at 8:30am and closes at 5:30pm.

The main building accommodates on two floors: twenty classrooms, three nursery classrooms, a Gym Hall, Canteen, Library, GP Room, Nurture Classroom, Support for Learning Base, Staff Room, Infant Toilets/Senior Toilets, Staff Resource Base, School Office, Depute Head Office and Head of School's Office. A lift is installed in the main school building.

Playground leisure facilities include a large playing field area to the rear of the school and two separate playground areas.



### **Organisation of the School Day**

The school day for all Stornoway Primary School pupils is structured as follows:

	School Opens	Morning Break	Lunch Break	School Closes
P1-4	9:10am	10:50-11:05am	12:45-1:45pm	3:25pm
P5-7	9:10am	10:30-10:45am	11:55-12:55pm	3:25pm

All pupils receive three sessions of PE per week. Class teachers notify parents of the days on which their child will have PE.

Assembly for all pupils usually takes place on Friday mornings.

## Term Dates for 2024-2025

	Open	Last day of term	Mid Term Local Holiday
<b>Term 1</b>	Monday 12 <sup>th</sup> August 2024 (Staff)		
	Thursday 15 <sup>th</sup> August 2024 (Pupils)		
		Thursday 10 <sup>th</sup> October 2024	
Mid Term Holiday (National Mod)			Friday 11 <sup>th</sup> October 2024
<b>Term 2</b>	Wednesday 23 <sup>rd</sup> October 2024 (Staff)		
	Thursday 24 <sup>th</sup> October 2024 (Pupils)		
Mid Term Local Holiday			Friday 22 <sup>nd</sup> – Monday 25 <sup>th</sup> November 2024
		Friday 20 <sup>th</sup> December 2024	
<b>Term 3</b>	Monday 6 <sup>th</sup> January 2025 (ALL)		
Mid Term Local Holiday			Friday 14 <sup>th</sup> – Monday 17 <sup>th</sup> February 2025 (Staff) (Tuesday 18 <sup>th</sup> February – In-service Teachers) Friday 14 <sup>th</sup> – Tuesday 18 <sup>th</sup> February 2025 (Pupils)
		Friday 28 <sup>th</sup> March 2025	
<b>Term 4</b>	Monday 14 <sup>th</sup> April 2025 (ALL)		
Mid Term Local Holiday			Friday 18 <sup>th</sup> April – Monday 21 <sup>st</sup> April 2025 (ALL)
Mid Term Local Holiday			Monday 5 <sup>th</sup> May 2025 (ALL)
		Friday 27 <sup>th</sup> June 2025 (ALL)	
Proposed Start Date 2025/26	11 <sup>th</sup> August 2025 (Staff) 14 <sup>th</sup> August 2025 (Pupils)		

## Enrolment in School

Annual enrolment for Primary 1 usually takes place at the end of January/beginning of February on dates advertised by the Local Authority in the local press. Subsequent transition arrangements are explained at enrolment and include visits to the school.

Enrolment at other times or for other stages is by appointment. A telephone or email enquiry will enable the school to respond flexibly to make arrangements for a visit or other induction activities.



## Attendance and Absence

Children are expected to be on time for school and to keep up a high level of attendance. Registration takes place each morning at 9:10am and again in the afternoon at 12:55 / 1:45pm. Any unknown absences will be recorded as an unexplained absence. If children are persistently late/absent, this will be recorded and parents/guardians will be contacted.

If your child is absent, parents/guardians are asked to ensure that they contact the school by telephone or email before 9:15am or by 1pm / 1:50pm if a child is not returning after lunch. The office telephone is manned from 8:30am until 5:00pm. If we have not been contacted by 9:15am/1:50pm by the parent/guardian of an absent child, the school office will attempt to contact the parent/guardian. Schools are required to account daily for the location of any absent pupil. If a pupil has to be off school long-term, parents/guardians should keep the school informed regularly.

Families are requested to make every effort to arrange holidays to coincide with school closure. Holidays taken during school term time will lead to disruption to their own and other children's work programmes. Parents/guardians who intend to withdraw their child from school for any reason during term time must complete a form which can be collected from the school office – this form must be completed *at least a week prior to withdrawal*. This form records your intention and lets the school know when a child will be missing planned work in class. Class teachers are not obliged to provide work for a child for the duration of their withdrawal. We strongly discourage withdrawals that interrupt the continuity of children's learning.

School attendance is closely monitored by the School Management Team.

*Please note that Scottish Executive guidance on how we must record absences makes it clear that where children are taken out of school during term time for family breaks/holidays, this is normally to be recorded as unauthorised absence. (There are a very small number of exceptional circumstances).*

## School Uniform

Pupils are encouraged to wear the school uniform. The school colours are grey and maroon. Uniform forms, including price lists, can be collected from the school office. The school have items available for parents/guardians to purchase, however, any item that is not available at the school can be ordered online at [www.ahyde.co.uk](http://www.ahyde.co.uk). Please note that it is very important to label all children's clothes and footwear.

School uniform items available to purchase are polo shirts, v-neck jumpers, round neck jumpers, cardigans, fleeces, jackets and book bags.

Parents/guardians are requested not to allow children to wear denim jackets, jeans or clothing advertising football clubs or any alcoholic drinks.



We have a large selection of good quality, used uniform available for families to take at no cost. These items are located at the main entrance of the school. Please contact the school office if you require any sizes that are not on display.



### **Clothing Grants**

All parents in receipt of Family Credit or Income Support are eligible for a clothing grant from the Education Authority to ensure that their children are able to make full use of educational provision. Parents on low incomes may also make an application for a clothing grant. Application forms for clothing grants are available online at [https://forms.cne-siar.gov.uk/form/vof\\_ecs\\_grants?dform\\_title=Free%20School%20Meals%20/%20Clothing%20Grant%20Application%20Form](https://forms.cne-siar.gov.uk/form/vof_ecs_grants?dform_title=Free%20School%20Meals%20/%20Clothing%20Grant%20Application%20Form)

Please ensure this is applied for annually. The school can provide support in completing applications.



### **School Meals**

School meals are served in the Assembly Hall and Infant Hall which is shared by children eating packed lunches brought from home. The school has a cashless catering system and are not obliged to accept any cash. Forms to join this system are available when enrolling and through the school office. Catering staff operate a four-week menu cycle which provides children with healthy options daily. A copy of the current menu is available on the school website. Food is prepared in the school kitchen. Pupils are provided with a form to indicate menu choices. Whenever the menu cycle changes, the school office issue a new copy of the menu.

Parents/guardians should let the school know in advance if their child has any special dietary requirements and should fill in the appropriate form. Special dietary requirements will be discussed at a meeting with the parents/ guardians, school cook, school management team and the operations manager.

As part of on-going health promotion activities, we seek parental support for ensuring that snacks/packed lunches brought from home contain appropriate healthy food and drink options for their child. We are a Health Promoting School and sugary drinks/sweets should not be brought into school. Pupils are encouraged to take in a bottle containing water to drink throughout the day. Parents/guardians must **not** send in food products containing nuts.



## Free School Meals

We would strongly recommend that low income families who think they may be eligible for Free School Meals submit an application, even if they are currently receiving Universal Free School Meals for children in P1-5. A successful application could open up the possibility for further funding during the school holidays. Free School Meals are granted to children from families in receipt of:

- Income Support
- Income-based Job Seeker's Allowance
- Any income related element of Employment and Support Allowance
- Child Tax Credit, but not Working Tax Credit, with an income of less than £18,725
- Both Child Tax Credit and Working Tax Credit with an income of up to £8,717
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit with a monthly earned income of not more than £726

[https://forms.cne-siar.gov.uk/form/auto/vof\\_ecs\\_grants](https://forms.cne-siar.gov.uk/form/auto/vof_ecs_grants)

Please note application forms for free school meals must be filled in annually.



## **Travelling to and from School**

Primary children living two miles or more from the school are entitled to free transport. Children who are not eligible for free transport will have to pay a contribution towards the cost of transport if they make use of it.

It is possible for parents/guardians to purchase a termly pass or a session pass. These can be purchased from the Education Department and payment can be made by direct debit if parents/guardians wish. There is a system of stepped discounts for families with more than one child travelling to school.

It is the parent/guardian's responsibility to make sure their child arrives at the pickup point on time and behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Children who misbehave can lose their right to home to school transport.

Parents/guardians are reminded of the school system for dropping off and for collecting pupils at the school. Please do not use the staff car park to drop off children. Our children's safety is of paramount importance. We do thank you for your cooperation in this respect.

## **Unexpected Closures**

It may be necessary to close the school at short notice and send the pupils home, for example, if the weather is exceptionally bad or if the electricity or heating fails. If parents/guardians are not normally at home during school hours, they should always make arrangements to have someone available to receive their children should such an emergency occur. The school will ask each parent/guardian at the point of enrolment to provide the address and/or telephone number of a person who can be contacted in these circumstances. Please ensure this information is kept updated and notify the school of any changes. Parents/guardians will be notified of unexpected closure via Groupcall, e-mail and local radio stations. If the electricity is off an emergency analogue phone can be used to contact parents.

Parents/guardians should also feel free to contact the school if they are concerned about the safety of their children because of deteriorating weather conditions and are free to collect their children at any time.



## **Communication with Home**

Occasionally, your child will bring home important and routine communications from the school. Parents/guardians are encouraged to check their child's schoolbag for the communications. We also communicate by Groupcall, email, text messaging, telephone contact, X and Seesaw.

The school newsletter, 'Naidheachdan', is emailed to homes with internet access. Parents/guardians can receive paper copies of the newsletter if they have contacted the school to let us know. This newsletter contains important information relating to school events.

All parents/guardians have the opportunity of face-to-face communication at Pupil, Parent, Teacher Learning Appointments with their child's class teacher in October, February and June of each session. Where a pupil has an Individualised Education Plan or a Co-ordinated Support Plan, additional meetings may be arranged. Parents/guardians are also able to request an appointment with a teacher or promoted member of staff by telephoning or emailing the school office to arrange a mutually convenient time or to have informal telephone contact with staff for routine purposes.

Parents/guardians are invited to attend regular school events such as concerts, open-days and sports days and individual classes may also invite parents to participate in 'sharing the learning' activities.



### **Seesaw**

Seesaw is a platform used by the school to share progress and celebrate children's learning with families. Homework activities are also issued through Seesaw. Please ensure you are connected to your child's Seesaw account. If you require any assistance with connecting to Seesaw, please do not hesitate to contact the school office for support.

Parents/ guardians should make contact through the school office if they wish to raise any concerns about their child. Seesaw should not be used for the reporting of incidents, absences or concerns about a child's learning or health and wellbeing.



## Mobile Phones

Stornoway Primary School generally discourages pupils from bringing mobile phones or other valuable items to the school on the grounds that they may get lost or stolen. If a phone or other valuable item is brought to the school, parents/guardians are advised that, where possible, the items should be marked in some way to aid future identification if lost and subsequently found.

If a pupil does bring a mobile phone to school, the phone must be switched off and handed to the school office for safe-keeping until the end of the school day. The only exceptions to this will be on school trips, where the school have discretion to allow pupils to use phones in emergencies or with the approval of school staff.

If a pupil is found by a member of staff to be using a mobile phone for any purpose, without authorisation, the phone will be confiscated from the pupil and will generally only be returned to the pupil's parent/guardian. However, the phone may be returned directly to the pupil:

- on a first breach, if it is clear that the pupil did not understand the school's policy on the use of mobile phones, or
- in a situation where there is genuine concern that the pupil requires the phone directly after the school day on security, health and safety or similar grounds, or
- on receipt of a signed authorisation from the parent, where travel or other issues make it difficult for the parent to attend the school to receive the phone.





## Complaints, Comments and Suggestions Procedure

We are keen that you should be completely satisfied about your child's education and we encourage feedback from parents and pupils. We are, therefore, interested in feedback of all kinds, whether it be views or suggestions. If you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible. If we have made a mistake we will apologise quickly and clearly and try to put things right.

There are some things which you should take note of in relation to making a complaint:

- Please make any complaints initially to the Head of School. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- If you are unhappy with the service or with our response then you will have the right to take the matter further. You can put your complaint in writing or fill in a complaint form. Completed forms should be sent to *Director of Education, Skills and Children's Services, Comhairle nan Eilean Siar, Sandwick Road, HS1 2BW*.
- If you are still unhappy after further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman. The reply will include the contact details.



## **Medical and Health Information**

### **MEDICAL SERVICES**

Parents/guardians should inform the school regarding any significant medical history (asthma, epilepsy, diabetes) at the earliest possible opportunity. Any pupils who feel unwell in class should inform the class teacher who will make arrangements to seek medical advice if necessary. The school has trained First Aiders. In some cases, it may be necessary to send your child home, but this will only be done after consultation with the Head of School and after contact has been made with the parent/guardian/emergency contact to make arrangements.

The school is visited annually by Health Board staff to carry out a programme of examinations for pupils in certain age groups. Parents will be informed in advance of these inspections and may be asked for their consent. The school also maintains links with local health visitors who are very willing to provide advice for the school or parents/guardians.

Referrals can be made to other health services such as Speech and Language Therapy, Child and Adolescent Mental Health or Occupational Therapy if a child requires such support.

### **ADMINISTERING OF MEDICINE TO PUPILS**

All teachers have been advised not to administer medicine to pupils. When it is essential for a child to have medication while in school, this will be carried out by one of our First Aiders, but only when the appropriate request form has been filled in and signed by the parent/guardian. Forms are available from the school office. Medication will not be administered when unaccompanied by a letter of instruction from the parent/guardian.

Medicines must be handed into the school office and a witness must be present when the First Aider administers the medicine. Any medicine given to a pupil must be logged in the Medicine Log Book.



## Safety

### FIRE DRILL

Notices instructing what to do in the event of a fire are displayed in every room/area in the school. Teaching staff remind all pupils of fire procedures at regular intervals and the school holds a fire drill once a term.

The safety of all children is of paramount importance, and pupils are reminded frequently by staff of the need to use the road with care.

The school janitor is on duty on the road in the morning and at school closing time. Pupils are also supervised when getting on buses at the end of the school day. Parents/guardians are requested **not** to park in the staff car park at the end of the day.



## School Roll

Bilingual Classes											
GL1A	GL1B	GL2	GL2-3	GL3-4	GL4A	GL5A	GL6A	GL6B	GL7A	GL7B	Total
17	14	20	20	23	24	25	21	23	19	20	226
Gaelic Medium Classes											
GM1		GM2-3		GM3-4		GM5		GM6		GM7	Total 101
17		21		18		21		9		15	
Total School Roll											327
English Nursery: 46											
Sgoil Araich: 19											



## Staff

Teaching Staff		Non-Teaching Staff	
Mrs P Nicolson	Head of School	Mrs D Riddell	School Assistant/First Aider
Mrs K Mackay	Deputy Head	Mrs F Stokes	School Assistant/First Aider
Mrs R Macleod	GL1A	Mr W Macdonald	Janitor
Mrs S McKenzie	GL1B	Mrs A Bamber	Support for Learning Assistant
Mrs Y Maciver	GL2A	Mrs R Morrison	Support for Learning Assistant
Mrs P Sinclair	GL2-3	Mrs F Robertson	Support for Learning Assistant
Miss N Macleod	GL3-4	Mrs K White	Support for Learning Assistant
Mrs L Macrae	GL4A	Mrs M Smith	Support for Learning Assistant
Mrs H MacKay	GL5A	Mrs A Maclean	Support for Learning Assistant/First Aider
Miss R McGrath	GL6A	Mrs R Macleod-Drummond	Support for Learning Assistant
Mrs A McElhatton	GL6B	Mrs I Mackenzie	Nursery Nurse
Mrs E Mackenzie	GL7A	Mrs K Moir	Support for Learning Assistant
Mrs C Macleod	GL7B	Mrs M A Nicolson	Support for Learning Assistant
Mrs S MacIver	GM1	Mrs J Macdonald	Support for Learning Assistant/First Aider
Miss L MacLean	GM2-3	Mrs D MacIver	Support for Learning Assistant
Miss A Morrison	GM3/4	Mrs B Hill	Support for Learning Assistant
Mrs K Mackenzie	GM5	Mrs L Maclean	Support for Learning Assistant
Mrs C Graham	GM6	Mrs A Campbell	Support of Learning Assistant
Mrs M Macleod	GM7	Mr I MacIver	Education Attainment Apprentice
Mrs C Martin	RCCT	Miss A Mackenzie	Gaelic Education Attainment/First Aider
Mrs Y MacDonald	RCCT	Miss G Macleod	Education Attainment Apprentice
Mrs L Macleod	RCCT	Miss L O'Donnell	Education Attainment Apprentice
Mrs A Macaskill	RCCT	Mrs T Mitchell	Childcare manager
Mrs E Fall	RCCT	Mrs A Macdonald	Admin assistant
Mrs C A Mackenzie	RCCT	Ms C Macdonald	Nursery Playleader
Mrs S Macleod	RCCT	Mrs C Macleod	Nursery key worker
Mrs N Macleod	RCCT	Miss P Taylor	Nursery key worker
Mrs K Macleod	RCCT	Miss A Macleod	Nursery key worker
Mr B Jones	Art	Miss M Miller	Nursery key worker
Ms M Fraser	EAL	Ms S Fulton	Nursery Playleader
Mrs K Hacker	ASN	Mrs C Gunn	Nursery key worker
Mrs K Golder	ASN	Mrs M A Lennie	Nursery key worker
Mr J Mackenzie	Piping	Miss J Drummond	Nursery key worker
Mr N Johnstone	Violin	Miss S Maciver	Nursery key worker
Mr L Macleod	Guitar	Miss C Campbell	Nursery key worker
Miss E Young	Drumming	Mrs S Macritchie	Nursery Playleader
Mr G Woods & Mrs D Woods	Wind/Brass	Miss R Macphail	Nursery key worker
		Miss A Mackay	Nursery key worker
		Mrs A Morrison	Nursery key worker
		Miss L Macdonald	Nursery key worker
		Miss E Oliver	Nursery key worker
		Mrs V Macinnes	Nursery key worker



## SECTION TWO

### Parental Involvement

Stornoway Primary School greatly value partnership with parents/guardians and staff. Partnership is a two-way process and we believe that both parents/guardians and teachers have extremely important parts to play. We aim to promote a strong partnership by offering opportunities for parents/guardians and teachers to work together to support learning. This means taking an active interest in the child's work and progress and giving encouragement. Support for the discipline and authority of the school by the parents is also an important factor. Effective lines of communication are in place so that parents feel they are always welcome to voice concerns, request/seek advice or ask for information.

A significant strength of the good ethos of Stornoway Primary School is its well-developed links and good relationships with parents and the community. We encourage parents to participate in extra-curricular activities (sports, swimming, concerts, Mod). Many parents/guardians and members of the community have expertise and knowledge which the teaching staff do not have. Parents/guardians are invited to be active participants in the life of the school through the Parent Council.

If you would like to volunteer to participate in school activities and become actively involved with school life in general, please contact the Head of School.





## Formal Parent Representation

The role of the Parent Council is to:

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

Parents/guardians are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council. The Parent Council meets every school term. All meetings are open and parents are welcome to attend.

Stornoway Primary School has always enjoyed the active support of parents/guardians and other members of the community in providing the best possible education for our pupils.

All parents who have a child at the school are automatically members of the Parent Forum. The Parent Council are a representative group that is formed from the Parent Forum to serve for a two-year period. The Council must be chaired by a parent and can co-opt up to five additional members from the staff/community to serve for one year. The Parent Council work in partnership with the school to support the education and welfare of the pupils and to organise school events/engage in fundraising activities.

Office Bearers of the Stornoway Primary School Parent Council are:

Lynne Maciver, Chair	
Gillian MacKenzie, Secretary	Mairi Macmillan, Treasurer

To contact the Parent Council, please email [syprimaryparentcouncil@gmail.com](mailto:syprimaryparentcouncil@gmail.com). Staff members are Mrs P Nicolson (Head of School) and Mrs K Mackay (DHT Early Level).

Community members are Stornoway Area Councillors and Karen Macdonald is current Uniform Scheme organiser.



## **Pupil Voice**

The Pupil Council includes class representatives from Primary 2 to Primary 7. Their role is to seek the views of the school pupil community and to present them to the School Management Team.

The Pupil Council is regularly involved in projects which aim to make our school a better place. These projects can include links with the local community and with business partners.

The Junior Leadership Team uses 'How Good is OUR School? Part 2', as a framework to support self-evaluation across key themes to discuss what is going well and what needs to be improved.



## **Rights Respecting School Steering Committee**

At Stornoway Primary we are committed to embedding the UN Conventions on the Rights of the Child (UNCRC) within our whole school ethos. Children and adults work together to recognise and act upon the rights of the child within our school, our local community and the wider world. We believe that by understanding their own rights, children learn to respect and value the rights of others. We believe that learning should be fun and that by encouraging respect for each other's rights and valuing the opportunities available, we all grow and learn together as a Rights Respecting community. The Steering Committee meet regularly and are currently leading priorities on the School's Gold Action Plan. We were awarded our Silver RRSA in October 2023 and are now working towards our Gold award.



## **Eco-Committee**

Our Eco-Committee is the driving force for leading and implementing our Learning for Sustainability Action Plan. The Eco Committee is responsible for carrying out the Environmental Review of where the school currently stands and for preparing the Action Plan for the whole school to engage with. The Eco-Committee have regular meetings, where they discuss environmental actions for the school. They raise our awareness about sustainability and encourage everyone to be good at recycling, saving energy and encourage good habits for the future.

Stornoway Primary School was awarded their first Eco Schools Green Flag from Keep Scotland Beautiful in June 2023.



## **School Sport Committee**

Our Sports Committee is dedicated to promoting sport, physical activity and a healthy lifestyle throughout the school. The committee meet regularly and work collaboratively to organise events, develop sports initiatives and enhance our facilities. They play a key role in maintaining our Sports Scotland Gold Award, that was awarded in June 2024, by ensuring a wide range of opportunities for all pupils to participate in sports and physical activities. Their dedication, positive attitude and teamwork has created a culture of health, fitness and inclusivity within Stornoway Primary School.



## School Ethos

### Vision:

At Stornoway Primary School, we ensure that every learner achieves their full potential, equipping them with the confidence and skills to adapt and thrive in an ever-changing world, preparing them for a future of life and work.

We work in partnership with our community to support our learners to appreciate their culture and heritage.

### Values:

Kindness - Coibhneas    Respect – Urram    Nurture – Àraich    Responsibility - Uallach

### Aims:

- To foster a positive ethos with children's rights at the heart of our school community, where ALL voices are valued, respected and actively involved in decision making.
- To provide a nurturing, inclusive, safe environment, allowing all learners to achieve their full potential celebrating success and achievement.
- To work together in partnership with our community to celebrate and promote our Gaelic language, heritage and culture through bilingual approaches.
- To develop resilient, confident, ambitious, creative learners, whilst promoting equity for all and celebrating diversity.
- To equip our learners with the knowledge and skills for global learning and sustainability in an ever-changing world.
- To work collaboratively with parents/carers and the local community, to enhance teaching and learning experiences for all our learners.

Achievement is recognised and celebrated in a variety of ways through our House System, group/individual recognition at assemblies, seesaw, newsletters, plasma screen display, local press and the school's own page in 'Events' newspaper.



## Pupil Conduct

Clear expectations are shared with all pupils. Pupils are asked to treat others, at all times, as they would wish to be treated themselves. Pupils are expected to set themselves high standards in appearance and behaviour. A partnership between the school and parents/guardians is required in order to ensure the best possible standard of pupil conduct. The general aim is to produce an atmosphere of friendly cooperation, encouraging respect and consideration for other persons and other property.

### At Stornoway Primary School we expect that;









Staff
<ul style="list-style-type: none"><li>• Develop, maintain and model positive relationships with parents, pupils and other agencies.</li><li>• Develop and maintain a safe, secure and nurturing learning environment for all.</li><li>• Provide a challenging and interesting curriculum which engages pupils and develops skills for learning, life and work.</li><li>• Value diversity, promote equal opportunities and foster inclusion, allowing pupils to reach their full potential.</li><li>• Respect the rights of all pupils.</li><li>• Recognise that all behaviour is a form of communication and be responsive to the wellbeing of each individual.</li><li>• Celebrate the strengths and achievements of all pupils.</li></ul>
Parents/Guardians
<ul style="list-style-type: none"><li>• Support the school's Positive Relationship Policy.</li><li>• Work in partnership with the school to encourage their child to follow the school charter.</li><li>• Support their child to display the school values – Kindness, Respect, Nurture and Responsibility.</li><li>• Inform the school of any changes in circumstances which may affect their child's wellbeing or behaviour.</li><li>• Celebrate their child's successes and achievements in and out of school.</li></ul>
Pupils
<ul style="list-style-type: none"><li>• To try their best and promote positive relationships through our school values.</li><li>• To follow class and school charters.</li><li>• Are kind and caring to all staff and pupils in the school.</li><li>• Listen to each other and value other's opinions and feelings.</li><li>• To respect the rights of others.</li></ul>





## Our School Charter

Our school charter is a visual document that establishes our agreed set of rights-based principles upon which relationships are based and provides a language for shared values. Our school charter supports a positive learning environment in the classroom, playground and across the whole school community.

<b>Everyone</b> at Stornoway Primary has a right...	<b>Children</b> respect these rights by...	<b>Adults</b> respect these rights by...
<p>To survive, develop and learn in the best possible way.</p> <p><b>(Articles 6, 28)</b></p> 	<p>Having positive relationships with all staff and working as well as we can to care and help each other.</p> 	<p>Providing a safe and nurturing learning environment where pupils are supported and challenged and where learning is fun.</p> 
<p>To fully develop their personalities, talents and abilities. To be taught to understand their own rights, and to respect other people's rights, cultures and differences.</p> <p><b>(Articles 29, 42)</b></p>	<p>Being kind and encouraging each other. By learning and celebrating other cultures and making sure that everyone is included.</p> 	<p>Delivering engaging and personalised experiences and allowing pupils to lead learning. Making all children aware of their rights, respecting and celebrating diversity and differences.</p>
<p>To be Healthy</p>  <p><b>(Article 24)</b></p>	<p>Making healthy life choices and staying active.</p> 	<p>Offering a variety of learning opportunities which promote healthy and active lifestyle choices. Equipping pupils with skills to deal with difficult or challenging situations.</p>
<p>To share their ideas, feelings and their learning with other people.</p> <p><b>(Articles 12, 13)</b></p>	<p>Respectfully listening to each other and being positive about other people's ideas. Always considering each other's feelings.</p> 	<p>Listening to and taking children's views seriously. Encouraging children to discuss, reflect and develop deeper thinking.</p> 

## Promoting Positive Relationships

At Stornoway Primary School and Nursery, we implement a Positive Relationships Policy to promote, improve and ensure the wellbeing of every child. Curriculum for Excellence (CfE) states that all practitioners who work directly with children have a responsibility to support the mental, emotional, social and physical health and wellbeing of every child. This involves working towards establishing positive, supportive relationships with all children, and contributing to a positive ethos, within a climate of trust and respect, where each individual feels valued, safe and supported.

We believe that developing positive relationships with children is crucial, so that they feel safe, happy, confident and ready to learn. The establishment of positive relationships creates a sense of belonging and connectedness, allowing children to feel they are valued, respected and included in the school community.

The nurture approach is promoted as a whole school approach to supporting behaviour, wellbeing, attainment and achievement. A strong focus is placed on building quality relationships, based on trust and respect, with children, parents/carers and staff. It recognises that children learn more effectively from reliable and consistent adults who are in tune with their feelings, sensitive to their needs and interested in their achievements. The nurture approach uses the following six principles to guide practice:

1. Children's learning is understood developmentally
2. The environment offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language as a vital means of communication
5. All behaviour is communication
6. Transitions are important in children's lives

All staff are encouraged to use the restorative approach to respond to behaviour in a way that focuses on the feelings and emotions that might drive a certain behaviour, rather than the behaviour itself.



Please use the following link to view Stornoway Primary School's Positive Relationship Policy.

[http://www.stornowayprimary.co.uk/fiosrachadh\\_sgoile\\_information/sgr\\_obhainnean\\_documents/documents.html](http://www.stornowayprimary.co.uk/fiosrachadh_sgoile_information/sgr_obhainnean_documents/documents.html)

## Dealing with Bullying

Our Anti-Bullying Policy recognises the importance of respectful relationships in and across our school community. Two class teachers and pupils are trained as Anti-Bullying Ambassadors through The Diana Award. We have an anti-bullying policy which has recently been updated in consultation with pupils, parents/guardians and staff. Any concerns regarding bullying behaviour should be reported immediately to the Senior Management Team through the school office. Incidents of bullying are recorded on SEEMiS.

Parents should keep a written record of any incidents including the date, the child(ren) involved and what happened. This will help the school to deal with the situation and agree the best way to support the child inside and outside the school. We do endeavour to create an anti-bullying ethos in the school through school assemblies, circle time and through instilling caring values in our interactions with one another.

Please use the following link to view Stornoway Primary School's Anti-Bullying Policy.

[http://www.stornowayprimary.co.uk/fiosrachadh\\_sgoile\\_information/sgr\\_obhainnean\\_documents/documents.html](http://www.stornowayprimary.co.uk/fiosrachadh_sgoile_information/sgr_obhainnean_documents/documents.html)



## SECTION THREE

### The School Curriculum

The Curriculum for Excellence (CfE) is the curriculum in Scotland 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 levels (from Nursery to the end of S3).

Curriculum for Excellence aims to enable children to become:

- Successful learners
- Confident individuals
- Responsible citizens
- 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. Cross-curricular learning includes aspects such as education for equality, enterprise and citizenship. The whole curriculum is intended to contribute to the personal and social development of pupils. Active learning will feature across all stages. There is now a greater focus on outdoor learning and pupils' wider achievements. Pupils with Additional Support Needs may require a significantly differentiated curriculum.

Our priority is to provide a positive, happy and safe environment where each child has the opportunity to grow in confidence and develop his/her own abilities. Children have great enthusiasm for learning and we aim to foster this in our approach to their education.

There are eight curriculum areas:

- Health and Wellbeing (incorporating PE)
- Languages (incorporating English, Gàidhlig, learner Gaelic and modern language French)
- Mathematics
- Social Subjects
- Sciences
- Technologies
- Expressive Arts
- Religious and Moral Education

These curriculum areas may be organised as discrete subjects or within interdisciplinary projects and studies. In planning for the curriculum areas, we will give specific time to the core areas of Literacy and Numeracy but there will be much greater flexibility in organising the rest of the curriculum. When planning the curriculum, teachers will consider the seven principles of curriculum design (challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance). Pupils and parents are encouraged to contribute to the curriculum planning process through the Pupil, Parent, Teacher Planning Overview. Further information about the outcomes a learner can expect to experience and achieve across the eight curricular areas can also be found at [www.educationscotland.gov.uk/the\\_curriculum](http://www.educationscotland.gov.uk/the_curriculum).



## **Learner Conversations**

Pupil engage in Learner Conversations with class teachers to discuss their progress in learning and identify next steps. These Learning targets are shared with parents/guardians through Seesaw.



## **Learning for Sustainability**

Learning for Sustainability is an entitlement for all learners within Curriculum for Excellence. An effective whole school and community approach to Learning for Sustainability weaves together global citizenship, sustainable development education and outdoor learning to create coherent, rewarding and transformative learning experiences. Stornoway Primary achieved the Green Flag Award - a visible indication of a school's commitment to Learning for Sustainability. An Eco Committee was formed and a whole school survey to establish where the school currently stands with regards to an understanding of Learning for Sustainability. Pupils and parents/guardians are involved in the planning stage through our Teacher, Pupil and Parent Planning Carousel. This gives pupils the opportunity to lead their own learning and think about what they would like to learn and the skills which will be developed.

In making provision for pupils, the school liaises with a range of support services including psychological services, inclusion staff, active schools staff, speech and language therapists, physiotherapists, occupational therapists, health visitors and social services.

Further information relating to the school curriculum can be accessed on [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk).



## **Gàidhlig Medium Education**

Gaelic Medium Education is available in the school from Nursery to P7. Support for pupils with additional educational needs will be offered through Gaelic as available. It is of particular importance that Gaelic should be the language through which the contemporary world and its culture, at local, national and world levels, are viewed and that curricular dimensions such as information technology and media education be explored through the medium of Gaelic.

Parents/guardians interested in educating their children through the medium of Gaelic are very welcome to meet with the Head of School. CnaG currently run a Gaelic Homework After School Club twice a week. Regular open afternoons are held for the community to meet with our Gaelic Medium pupils, developing oral literacy skills in a real life context.



## **Gàidhlig Learners**

We aim to ensure that all pupils are exposed to the benefits of bilingualism. We strive to provide opportunities for all pupils to develop their oral skills in the Gàidhlig language through daily conversations and focused lessons. We expect that all staff integrate Gàidhlig into everyday activities and ensure this is a motivating and enjoyable experience for all.

All pupils develop an appreciation for our local culture and heritage through participation in a wide range of experiences which promote and celebrate the Gàidhlig language.

As part of our commitment to retaining our cultural heritage and continued promotion of the Gaelic language, all English Medium classes are referred to as Gaelic Learners (GL).

At Stornoway Primary School and Nursery, we implement Comhairle nan Eilean Siar's Gaelic First policy. We are committed to the benefits of bilingualism and take every opportunity to promote the use of Gaelic across the setting. All staff follow the guidance from the Advice on Gaelic Education into their practice, across both Gaelic Medium and English Medium classes.

By identifying English Medium classes as Gaelic Learners, we are helping to confirm that they have an equal right to the language and heritage of the island. The pupils in our English Medium classes also play a key role in the development of the Gaelic language.



## Sports and Outdoor Learning

Learning outdoors can be enjoyable, creative, challenging and adventurous and helps children learn by experience. It helps children grow as responsible and confident citizens who value and appreciate the landscapes and natural heritage and culture of Scotland. Learning in the outdoors can also make significant contributions to Literacy, Numeracy and Health and Wellbeing. Children engage in outdoor learning activities in the local community and surrounding area of the school. Parents/ guardians are encouraged to ensure children come to school wearing appropriate clothing and footwear for these activities.

As well as a gym hall for indoor PE, sports and games, the school has a large fenced playing field. The field is used for various outdoor activities, when weather permits, including team sports, the school's annual Sports Day and Inter House Games. Our school takes part in The Daily Mile initiative.

As part of the curriculum, P4 children have the opportunity to attend swimming lessons at the Sports Centre for one term every year and the school also holds an annual swimming gala.



## Out of School Experiences

In addition to going out of the classroom to take learning into the local environment, some groups take part in mainland sporting/culture events. For example, P7 pupils are taken on an annual educational trip to the mainland to enjoy the experience of outdoor education and activities.



## **School Partnership**

Our school is committed to developing and maintaining strong partnerships with local organisations, bodies and all people who work with the school. We involve partners in planning for all aspects of school life. Partners work closely to understand the context of our school and take account of the schools vision, values and aims. We regularly consult with partners to enhance the quality of our learners' experiences. The school has a vital role in the community. We communicate effectively with local organisations and value their input in the life and work of the school. We engage with sport and health organisations to improve the physical and mental health of our pupils. We work jointly with school chaplains to enrich our Religious and Moral Education programme. Our school is continuously open to building new partnerships to support teaching and learning.



## **Religious and Moral Education**

We aim to develop the spiritual, moral, social and cultural values of pupils, having regard to the values of the community and guided by the recommendations contained in national guidelines and local policy. Religious and moral education enables children to explore and develop knowledge and understanding of Christianity and other selected world religions and to recognise religion as an important expression of human experience.



## Religious Observance

Many school communities are characterised by a diversity of religious beliefs and practices reflecting a range of religious and other stances. It is important that all pupils and staff can participate with integrity in the forms of Religious Observance devised by their school without compromise to their personal faith preparation, planning and the presentation of the assembly or other gathering. Pupils should have a key role in this process. The Policy aims to align with Curriculum for Excellence based on the shared values and an aspiration that all children should be successful learners, confident individuals, responsible citizens and effective contributors to ensure that Religious Observance is relevant and appropriate to children's experiences. (Religious Observance in Eilean Siar Schools – revised February 2012).

Following, is the school chaplaincy team:

Rev Calum Murdo Smith - Free Church, Kenneth Street  
Father William Maclean - Our Holy Redeemer Catholic Church, Scotland Street  
Rev Tommy Macneil - Martins Memorial Church, Kenneth Street  
Rev Hugh Ferrier - High Free Church, Stornoway  
Rev Gordon Macleod - Church of Scotland, Stornoway  
Christopher and Faith Thompson - The Salvation Army, Stornoway  
Abdul Ghaffar - Stornoway Mosque  
Rev. Jody Szoke - St Peter's Scottish Episcopal Church, Stornoway

Currently we involve our chaplains in religious assemblies for the following events:

- Armistice Day
- Christmas
- New Year
- The Lord's Supper
- Easter
- End of session

Additionally, we occasionally have visiting speakers who contribute to the school's programme of Religious Observance.

Our programme of Religious Observance is designed to complement Religious Education and to make an important contribution to pupil's development. However, as parents, you do have the right to withdraw your child/children from Religious Observance and we respect that right. Where a child is withdrawn from Religious Observance events, the school makes arrangements for those pupils to participate in a worthwhile alternative activity.

If you wish to withdraw your child/children from Religious Observance, please complete the Religious Observance Withdrawal Form using this link:

<https://forms.office.com/r/Y0R3FWGVWS>



## Rights Respecting Schools

At Stornoway Primary we are committed to embedding the UN Conventions on the Rights of the Child (UNCRC) within our whole school ethos. Children and adults work together to recognise and act upon the rights of the child within our school, our local community and the wider world. We believe that by understanding their own rights, children learn to respect and value the rights of others. We believe that learning should be fun and that by encouraging respect for each other's rights and valuing the opportunities available, we all grow and learn together as a Rights Respecting community. The Steering Committee meet regularly and are currently leading priorities on the School's Gold Action Plan. We were awarded our Silver RRSA in October 2023.



## Sensitive Aspects of Learning

What makes a subject sensitive is subjective, but due to society's competing values they are often identified as being Relationships, Sexual Health and Parenthood, Substance Abuse and some aspects of Religious and Moral Education. However, it is essential that we deliver the Curriculum for Excellence in its totality, at the same time taking cognisance of cultures and beliefs as well as the legal entitlements of the UNCRC Article 2.\*

Stornoway Primary School will ensure that you are aware when sensitive subjects are about to be taught. For Sexual Health and Religious Education there is a right to withdraw. You will be given this option at the time. We will handle all sensitive subjects with extreme care ensuring that work is differentiated and meets the needs of the individual in their context and community.

\*Conduct of Relationships, Sexual Health and Parenthood Education in Schools: Scottish Government December 2014

## Active Schools

Active Schools work with schools and communities to help make sure children start active and stay active. The fundamental aim is to offer children and young people the opportunities and motivation to adopt active, healthy lifestyles – now and into adulthood. Our current Active Schools Coordinator is Eric Macleod and he works with the school to develop an action plan of work he can support through the school year.





## Assessment

Good quality assessment is the key to effective learning and teaching. Assessment is the means of obtaining information which allows teachers, pupils and parents to determine what a pupil is actually attaining in relation to expectations of achievement and to draw conclusions from that comparison. Teachers report on pupils' progress and attainment across the whole curriculum, using their professional judgement and the evidence available to them from continuous assessment throughout the year. All teachers use the principles and practices of formative assessment and moderation of standards to improve pupils' learning.

Eilean Siar Programme for Standardised Assessments:

Year Group	Current	Description and Purpose
<b>Primary 1</b>	SNSA & MCNG for GM Pupils	Online standardised assessments in literacy and numeracy as part of everyday learning and teaching. The assessments help to identify children's progress, providing diagnostic information to support teachers' professional judgement. The assessments are as inclusive as possible to accommodate the needs of children and young people who require additional support. There is no pass or fail and children and young people do not have to revise or prepare for these assessments.
<b>Primary 4</b>	SNSA & MCNG for GM Pupils	Online standardised assessments in literacy and numeracy as part of everyday learning and teaching. The assessments help to identify children's progress, providing diagnostic information to support teachers' professional judgement. The assessments are as inclusive as possible to accommodate the needs of children and young people who require additional support. There is no pass or fail and children and young people do not have to revise or prepare for these assessments.
<b>Primary 5</b>	CAT (Level A)	Test of cognitive abilities – verbal, non-verbal, quantitative and spatial. To illustrate potential, to provide diagnostic information re learning styles etc. and to compare with CfE levels for QA purposes. Standard Age Scores (SAS) provided.
<b>Primary 7</b>	SNSA & MCNG for GM Pupils	Online standardised assessments in literacy and numeracy as part of everyday learning and teaching. The assessments help to identify children's progress, providing diagnostic information to support teachers' professional judgement. The assessments are as inclusive as possible to accommodate the needs of children and young people who require additional support. There is no pass or fail and children and young people do not have to revise or prepare for these assessments.

Pupil attainment is tracked and monitored throughout the year, with interventions put in place to support the achievement of expected levels.

## Reporting to Parents

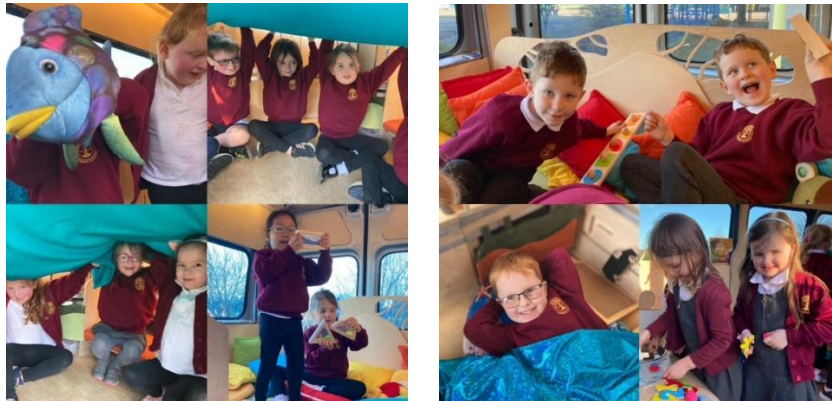
The partnership between home and school is fostered through three Reporting to Parents Appointments where the focus is on discussion of each pupil's progress and personal learning planning/target setting. Pupils themselves are encouraged to attend and contribute to these appointments. A written report is issued annually, in June prior to the third Reporting to Parents Appointments.

At some of our Reporting to Parents Evenings, we include a Partnership Event. This is held in the school assembly hall and it provides an opportunity for parents and pupils to chat to partners in an informal setting. Useful information and advice is offered at these events and we encourage parents and families to attend.

Parents/guardians of pupils who have an IEP or CSP will have additional opportunities to discuss progress and contribute to planning for their child.

All pupils develop personal profiles on Seesaw which provide them with a way to share their achievements with a range of people, including parents. The pupil has ownership of the profile and it contains the information that they choose to share with others.

In addition to scheduled consultations, parents are welcome to make an appointment to visit the school to discuss any queries which they may have. Appointments can be made by contacting the school office.



## **SECTION FOUR**

### **Support for Pupils**

We aim as far as is possible to educate pupils who have additional support needs alongside their peer group. When necessary, extra help is provided. This help is delivered in a flexible manner and the pupils can be seen individually, in a group or in class.

The Additional Support Needs of the children are identified through a process of Staged Assessment and Intervention. The process of Staged Assessment and Intervention provides a structured system for identification, assessment, planning, review and record keeping for individual children who receive additional support of any kind. The Getting It Right approach for Children and Young People (GIRFEC) in the Western Isles puts in place a network to promote wellbeing so that children and young people get the right help at the right time.

All looked-after children and young people are considered to have additional support needs. This is the case unless the school establishes they do not have additional support needs. The Local Authority must consider whether each looked-after child requires a Coordinated Support Plan (CSP). The CSP is used to ensure a coordinated approach to providing support for children. The CSP will summarise assessments carried out for the child, explain the nature of the child's difficulties and outline the difficulties the Authority will take to support the pupil's needs. An assessment service is also provided by the teacher of children with visual and hearing impairment. The Speech Therapists also visit the schools to help any pupils who require support. This support can also be provided through Teams meetings.

In addition, an Educational Psychologist advises on the varied behavioural and learning challenges which all pupils can experience. The Psychologist can work directly with pupils and families if required.

Under the Equality Act 2010, the Education Authority is not allowed to discriminate against disabled pupils.

Mediation is provided by Resolve in the Western Isles. It is a non-judgemental voluntary process which seems to resolve misunderstandings in the early stages to prevent them escalating. Parents also have the right to have an advocate present at Mediation and this is available through Advocacy Western Isles.

Parents should also be aware of the following organisations which provide advice and further information:

- Children in Scotland: Working for Children and their Families, trading as Enquire – a charitable body registered in Scotland under registration number SCO03527.
- Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SCO33576.
- Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741.

Further local information can be obtained from the School or Area Principal Teacher of Learning Support.

## Pastoral Support Arrangements

Staff members undertake training in Child Protection annually. Awareness raising sessions in a range of conditions are provided to staff members which give them the capacity to support and encourage pupils to achieve and progress.

## Transitions

### SGOIL ARAICH/NURSERY

Children aged 3 can be enrolled at Nursery to start in **August** of the school year if their birthday falls on or before the 30<sup>th</sup> August, in **January** if their birthday falls on or before 31<sup>st</sup> December and in **April** if their birthday falls on or before 28<sup>th</sup> February.

If demand for places exceeds the number of places available, priority will be given to children eligible for their pre-school funded place.

Children securing a funded place are entitled to 1140 hours: 30 hrs per week on a term time contract and 22.5hrs per week on an all year contract.

Children who enrol in the nursery will be invited to the nursery for 2 induction sessions to experience a little of the nursery atmosphere and to meet the nursery staff.

The Nursery handbook is available on the school website. <http://www.stornowayprimary.co.uk/>



### TRANSITION FROM NURSERY TO PRIMARY

The nursery complete transition records for the children which are handed to school staff to ensure a smooth transition and continuity of education for the child transferring to Primary.

There is a programme of transition activities and visits to school in the children's pre-school year. An enhanced transition is planned for children who require additional support with the transition to school.





## PRIMARY SCHOOL ENROLMENT

Children who will be four years of age by **28th February 2025** are eligible for P1 enrolment. Parents and carers who wish to enrol their child(ren) are requested to do so from **Monday 27th January 2025**. Enrolment for P1 should be completed by **Monday 21<sup>st</sup> February 2025**.

Changes to enrolment rules that come into effect from August 2023 mean that any child that is not yet five years of age by the start of the term on 14th August 2025 will be eligible to apply to defer entry to P1 and receive another year of funded pre-school provision, then subsequently enrol next year for P1 for August 2026.

If parents/carers are considering deferral of a child's entry to school, they should discuss this with the child's early years provider in the first instance to allow consideration of the child's readiness to enrol in school. A deferred entry application form must then be completed to initiate the deferral process. Forms can be requested from your early years setting.

Transition/induction arrangements are kept under review and parents will be informed of current arrangements when they enrol a child for school. Arrangements will always include induction visits before a child begins school.

Children entering at other stages (families who have just moved into our catchment area) should be accompanied by a parent or guardian on their first day of reporting to the school. Further information on induction/enrolment is contained in our Care and Welfare Policy, available from the school office.

Parents of children who live outside our official catchment area and who wish their child(ren) to attend Stornoway Primary School must submit a placing request to the Chief Officer for Education & Children's Services for approval before their child can be accepted for enrolment to the school. Parents who wish to make a placing request can request the relevant form from the school office and return it to:

Louise Smith, Principal Officer  
Education, Skills and Children's Services  
Comhairle nan Eilean Siar  
Sandwick Road  
HS1 2BW

If a placing request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.

## **PRIMARY TO SECONDARY TRANSFER**

Pupils from Stornoway Primary School usually transfer to The Nicolson Institute – a six year comprehensive school. Pupils will visit The Nicolson Institute before the Summer holidays to get to know pupils from other schools and their teachers.

Children with additional educational support needs are provided with more specific and detailed transition arrangements which would include a review meeting chaired by an Educational Psychologist or a Principal Teacher of Learning Support and a longer programme of transition visits.

All transition arrangements are kept under review and can include transition projects which involve Primary and Secondary School joint planning and implementation.

The Nicolson Institute can be contacted by telephone at 01851707000, by email at [nicolsoninstitute@gnes.net](mailto:nicolsoninstitute@gnes.net) or by letter at The Nicolson Institute, Springfield Road, Stornoway.

## **SECTION FIVE**

### **School Improvement**

#### **Standards & Quality Report/ School Improvement Plan**

Each year the school publishes a Standards and Quality Report and School Improvement Plan. The Standards & Quality Report highlights the school's major achievements in the previous year.

The School Improvement Plan highlights the school's major development projects for the following session.

The Standard & Quality Report and School Improvement Plan is available for viewing on the school website. Paper copies can be requested from the school.

[www.stornowayprimary.co.uk](http://www.stornowayprimary.co.uk)

#### **Raising Attainment**

Additional measures have been introduced to raise attainment in Literacy, Numeracy and Health and Wellbeing. Education Attainment Apprentices have been employed to work with pupils. Their input provides additional measures to raise attainment. We track Attainment, Attendance, Participation, Engagement and Inclusion to ensure equity for all. Our Gaelic Language Assistants support pupils in GME in the same way.

Class teachers meet with Management, Support for Learning Teacher and the Attainment Apprentices to track the progress of all pupils and to identify next steps for learning.

After School and Holiday Clubs have been established provide additional opportunities for some pupils.

Information regarding the school's performance at local and national level can be obtained through the following link.

<https://education.gov.scot/parentzone>

#### **Transferring Education Facts about Pupils**

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

## **WHY DO WE NEED YOUR DATA?**

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

- plan and deliver better policies for the benefit of all pupils,
- plan and deliver better policies for the benefit of specific groups of pupils,
- better understand some of the factors which influence pupil attainment and achievement,
- share good practice,
- target resources better.

## **DATA POLICY**

The ScotXed programme aims to support schools and Local Authorities by supporting the collection, processing and dissemination of statistical information required for planning, management and monitoring of Scottish education services.

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

The individual data collected by Scottish Government is used for statistical and research purposes only. We hope that the explanations contained on the ScotXed website will help you understand the importance of providing the information.

## **YOUR DATA PROTECTION RIGHTS**

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data.

This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website ([www.scotxed.net](http://www.scotxed.net)).

Scottish Government works with a range of partners including HM Inspectorate of Education and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith Scottish Government.



## LOCAL AUTHORITY POLICIES

Local Authority Policies can be assessed on the Comhairle nan Eilean Siar website [www.cne-siar.gov.uk](http://www.cne-siar.gov.uk)

## Activities, Groups, Clubs

Stornoway Primary School actively encourages and offers pupils opportunities to take part in a varied programme of extra-curricular activities. There are a number of sporting, musical and other activities on offer. Swimming lessons are given as part of the annual curriculum for Primary 4 pupils.

### **SCHOOL CLUBS**

The After School Club is available from 3.25pm – 5.30pm and is delivered by Early Years. Places must be pre-booked. Further information can be provided by the School Office.

CNAG deliver a Gaelic Homework Support Club on Mondays and Thursdays from 3:25pm – 5:00pm. Please contact Sean Macleod to make enquiries from booking into this club. [sean@cnag.org](mailto:sean@cnag.org)

A variety of After School Clubs run at different times throughout the session e.g. Football, Shinty etc.

After School Sports Clubs are organised by staff and the Education Attainment Apprentices. Information is sent home to parents with the details of the club. Parents are asked to sign that their child has permission to attend and to indicate if they are able to help out.

The school regularly participates in the local Sports Festival. A high number of teams are entered throughout the year. Parent helpers are required to supervise Sports Festival events.

Stornoway Primary School encourages pupils to attend a variety of clubs that are on offer in the local community.



