

# Errol Primary School



## School Handbook Academic Session 2025-2026



**Education and Learning**  
Improving Lives Together  
Ambition | Compassion | Integrity



## Introduction

Dear Parent/Carer,

Welcome to our school. It is a privilege to lead a school such as Errol Primary School. At Errol pupils, staff, parents and the community work together to give every pupil the best possible education – one which will equip them with the academic, social and emotional skills to find success in a rapidly changing world.

Our aim at Errol is very much on encouraging the individual talents, interests and ambitions of all our pupils.

I believe that an effective school should provide a busy, challenging and happy childhood as a good preparation for life. At Errol each pupil will discover the opportunities, encouragement and understanding which they need in order to make the very best progress ahead. Children are all different and each Errol pupil can discover their individuality and nurture their abilities to the highest level of fulfilment.

All Errol pupils aim for the highest standard of academic excellence and we at Errol believe that this will be more surely achieved – and more richly enhanced – by the variety of activities in which pupils engage and by the happiness and security of their life at school.

I very much look forward to working in partnership with you during your child's educational journey at Errol.



Graham Donnachie  
Headteacher

## History of the School

Errol Primary School stands in its own spacious grounds and gardens at the east end of the village of Errol. The Victorian part of the school building dates from 1897 and, until the introduction of Comprehensive Education in 1973, was a Junior Secondary School. The old Primary School is situated in School Wynd, adjacent to the old churchyard; it has now been converted into private dwellings. The school was extensively refurbished and extended in 2009 to meet the needs of modern education. We have currently just concluded the process of further extending the school to provide an additional three classrooms, a larger nursery and an enhanced provision for children with additional support needs.

## Delineated Area

North Boundary	-	the A90 Perth/Dundee Road (with the exception of Valleyfield)
East Boundary	-	a line extending from the Horn Milk Bar to Bogmiln Farm and Seaside
West Boundary	-	a line extending from Hill of Errol Farm to Muiredge Road and its junction with the A90
South Boundary	-	the River Tay

A map of the area is held within the school for consultation. Parents living outwith this area who wish to enrol their children in the school must complete a placing request form and submit it to the Executive Director, Education and Children's Services, Pullar House, 35 Kinnoull Street, Perth PH1 5GD.

## Contact Details

### Address

Errol Primary School  
Station Road  
ERROL  
PH2 7QB

Tel: 01738 459777

e-mail: [errol@pkc.gov.uk](mailto:errol@pkc.gov.uk)

website: [www.errolprimaryschool.org.uk](http://www.errolprimaryschool.org.uk)

twitter: @errolprimary

Head Teacher: Graham Donnachie

Depute Head Teacher: Sarah Underwood

### School Roll

We provide primary school education for girls and boys from primary 1 to primary 7, and currently have a roll of 159 primary pupils.

We also provide nursery education for children in their ante-pre-school and pre-school years with 32 Term Time places (Mon - Fri: 9am - 3pm) and 16 Extended Year places.

We also have 5 spaces of early learning and childcare for 2-year-olds (Strong Starts). These places are allocated to eligible 2-year-olds whose parents meet certain benefits criteria or following a referral to the Early Learning and Childcare Panel.

We are a non-denominational school. We do not provide Gaelic education.

### Registration and Induction Procedures

Parents of Primary 1 beginners are to register their child before the end of January. School registration is completed via the Perth and Kinross Council website [www.pkc.gov.uk](http://www.pkc.gov.uk). Documentary evidence of your child's birth certificate and council tax document/utility bill showing proof of address will be required.

All children starting school for the first time are invited to the school in the summer term to meet the Primary 1 teacher and to work in the classroom they will be in when they start school. In addition, parents will be invited to an information meeting in June during which parents can ask questions and exchange information of mutual interest.

Parents of children transferring from another school may wish to make an appointment to meet with the Head Teacher.

### Parental Visits & Parents' Evenings

Parents are welcome in school. If an interview with a class teacher or Head Teacher is required, please contact the school to arrange an appointment at a mutually convenient time.

On arrival at the school all visitors, including parents, should report to the office where Mrs Davies, our school secretary, will welcome you. Adults, including parents, should not directly approach a child on school premises.

Opportunities for parents to discuss their children's education are available through parents' evenings which are run twice during the school session.

## **Attendance**

It is a legal requirement for parents or carers to ensure that children in their care attend school regularly. Where possible parents are asked to inform the school on the first day if their child is to be absent through illness. On a pupil's return to school after an absence, for whatever reason, a note of explanation should be sent to the class teacher or a message via Seesaw, so that the absence may be recorded as authorised by parents or carers. If a child has an unsatisfactory or unexplained absence record, Education Support Services may be informed, and a home visit may subsequently be made. Continued non-attendance may result in referral to the Children's Panel.

Pupils should come to school on time so that they do not miss any of their work or disrupt that of others. Punctuality is a habit which, once formed, will serve children well in later life and is one which we wish to encourage throughout a child's school career. If your child is to be late it is helpful if you can send in a note or telephone the school so that we know the child is late with your knowledge. If a child is late on a regular basis the school will inform you by letter. Where poor timekeeping becomes a persistent problem, the school may inform Education Support Services.

If a child who goes home to lunch remains at home for the afternoon session, we would appreciate a phone call informing us of this in the interest of pupil safety.

Pupils may be ill during the session or may have to be absent from school for essential appointments. These absences are clearly unavoidable. However, an increasing number of parents are taking pupils out of school during term time for family holidays. This is being actively discouraged by Perth and Kinross Council as it necessitates pupils missing vital teaching time which can have a detrimental effect on future attainment and can affect social development. All holiday absences are registered as unauthorised in accordance with Council policy. Parents should avoid planning holidays within school term time unless no alternative is possible. Where parents cannot avoid planning holidays in term time, they should notify the Head Teacher of their intended holiday dates. No homework will be provided by the school for pupils withdrawn to go on holiday.

If a child is to be withdrawn from school during the day, for example, for a dental appointment, a note should be sent to the Head Teacher, normally through the class teacher. Parents should collect their child from the school unless circumstances are exceptional, in which case the previous agreement of the Head Teacher should be sought. The safety of our pupils is paramount, and we are sure that you will support our efforts in this direction.

## **Arrangements for Emergency Closures**

Every effort will be made to ensure that the school remains open during all statutory times. When this is not possible due to severe weather conditions parents and emergency contacts will be contacted directly wherever possible and pupils will be sent home or may be collected by parents or nominated persons. In the unlikely event that school staff are unable to contact a parent or other responsible person, the pupil will be kept in school until normal dismissal time.

It is very important that the emergency contact form for your family is kept up to date and we would encourage parents to register on the 'ParentsPortal' so that they may ensure information on file at the school is correct. At least one emergency contact number must be for a person living close to the school.

Information about closures may be accessed in a variety of ways. Reminders about these will be sent to parents in one of the winter newsletters.

## Complaints Procedure

From time to time, you may have a query about something that has happened in the school. We will listen to your concern and discuss a way forward with you to resolve your concern. Your child’s class teacher is usually best placed to address any concerns you may have. You can write to your child’s class teacher or contact the school to arrange a mutually agreeable time to meet. If after having raised a concern with your child’s class teacher you still have a concern, please contact a member of the school leadership team, Mr Donnachie, Head Teacher or the Depute Headteacher

Should you feel that your complaint has not been dealt with appropriately by the Headteacher, Perth and Kinross Council have a complaints procedure which can be accessed on the Council’s website at <http://www.pkc.gov.uk/complaints>

## Visits for Prospective Parents

Parents who are considering enrolling their children into either the Nursery or the School are encouraged to visit the school to speak to the Head Teacher or Depute Head Teacher. This gives parents an opportunity to experience the ethos of the school, see various activities in progress and ask any questions which they may have. Parents are asked to telephone for an appointment if they wish to take advantage of this opportunity. Registration forms can be completed at the school office.

## School Ethos

### School Vision, Values & Aims

Vision	
<p><i>Everyone at Errol Primary works together to create a welcoming, happy and inclusive environment where all children are valued. We support each other to be our best selves, achieve our potential and strive to be Responsible Citizens, Effective Contributors, Confident Individuals and Successful Learners.</i></p>	
Values	Aims
<ul style="list-style-type: none"> <li>● Respect</li> <li>● Responsibility</li> <li>● Resilience</li> </ul>	<ul style="list-style-type: none"> <li>● Deliver a broad, general education for all children</li> <li>● Endeavor to improve learning, teaching and achievement</li> <li>● Provide a high quality, stimulating learning environment</li> <li>● Value parents and carers as key educators and welcome them to contribute to the life and ethos of our school</li> <li>● Work together with fellow professionals to benefit our young people and their families</li> <li>● Help our pupils to make a positive contribution to our local community and the wider world</li> <li>● Encourage everyone to value themselves and others and behave in a way that is polite and respectful</li> </ul>

## **Positive Behaviour and Relationships**

If a school is to function so that each pupil is able to achieve his or her full potential, certain standards of behaviour are required. Emphasis in our school is placed on self-discipline through the development of positive attitudes and caring responsibility.

Behaviour which disrupts the peaceful, caring environment of our classrooms or play areas or jeopardises the health and safety of others will be appropriately and fairly dealt with. Pupils exhibiting such behaviour may be in receipt of a sanction, such as being detained at playtimes or during the lunch break by either the class teacher or Head Teacher or they may have extra work sent home or both. Parents will be informed if there is a persistent and/or serious breach of discipline. If the problem persists, parents will be invited by letter to come to the school to discuss strategies for resolution of the difficulty.

We wish to work with parents to ensure the well-being of all pupils and the maintenance of an atmosphere conducive to learning. With the cooperation of parents, we would hope to avoid the need for serious sanction or, ultimately, exclusion, whenever possible. We are confident that parents will want to support the school in the maintenance of high standards of behaviour.

## **Bullying**

In line with the policy of Perth and Kinross Education Department, Errol Primary School has made a positive effort to counter any bullying that manifests itself in the school, both in the classroom and in the playground.

Pupils are encouraged to bring any concerns which they have to the notice of the staff, and these are handled as sensitively and as positively as possible.

Parents are asked to be alert to any signs which could indicate their child is being harassed, or is harassing others, and to work with the school in trying to eliminate this behaviour.

Parent's co-operation is sought in all aspects of handling discipline within the school and our endeavour is to make Errol Primary School a safe and happy place for all pupils.

## **School Values**

Everyone in our school is expected to adhere to our school values

- Always listen to others
- Be honest
- Look after property
- Be gentle
- Work hard
- Be kind and helpful

Individual classes may also compile their own set of VALUES

## **School & Community Links**

Pupils are actively encouraged to participate in any local events which may be held during the school session. These will vary but may include, for example, participation in the service at Errol Church, contributing to Community Association events, entering a variety of classes at the Horticultural Association Flower Show, entertaining senior citizens at Servite House and also working with the Tay Landscape Partnership.

A variety of community activities such as discos, guides, brownies and rainbows are organised within the village and pupils are kept informed of these verbally and via our School and Parent Council Notice Board at the front of the school.

## Other information

When children arrive at Errol Primary School, they are sorted into one of four houses, Tay (blue), Carse (green), Sidlaw (red) or Gowrie (yellow). They remain in their house throughout their time at Errol Primary. Siblings will be placed in the same house. In Primary 7, children have the opportunity to be House or Vice Captains for their house.

In recent years the school netball club has been successful in achieving excellent results in performing well and reaching finals.

The whole school has achieved Health Promoting School status.

The school is committed to working in partnership with parents, local businesses and the local community. We welcome all approaches and suggestions which help to move our school forward and improve learning.

## Parental Involvement

### Parent Council

The school has a very active and supportive Parent Council. The PC Committee meets regularly to discuss items of interest and plan and organise fund-raising events. A great deal of money is generated for the school through their efforts and their support is greatly appreciated. New members are always welcome. The AGM is held early in the school session, but any interested parent can contact the school at any time for information. Further information is available on the school website.

Further information can also be found by searching or click on the link below

<http://www.pkc.gov.uk/parentalinvolvement>

## Transitions

### Secondary Education

Pupils of Errol Primary School normally transfer to Perth High School on completion of their primary education. There are a range of opportunities for liaison between the schools.

During the summer term members of staff from Perth High School visit the school. They meet and talk with the Head Teacher, the teacher of P7 and the pupils. Subsequently arrangements are made for all pupils transferring in August to Perth High School to visit the school during the month of June. The pupils spend two days familiarising themselves with the S1 timetables, the teachers, and the routine of the school.

Parents of P7 are given the opportunity of visiting the secondary school during the year. All pupils about to transfer to secondary school usually receive full information about their classes from the Depute Head Teacher before the end of P7.

Transition activities such as Fun Days, curriculum workshops, involving P7 pupils from Perth High feeder primary schools are arranged for the summer term and sports activities for P7 pupils at Perth High School are sometimes offered throughout the session leading to transfer.

All pupils about to transfer to Perth High School receive full written information about their classes from the Depute Headteacher in charge of S1 before the end of Primary 7.

Name: Perth High School  
Address: Oakbank Road, Perth, PH1 1HB  
Headteacher: Martin Shaw  
Tel No: 01738 472641

Website: [www.perthhigh.net](http://www.perthhigh.net)

Email: [Perthhigh@pkc.gov.uk](mailto:Perthhigh@pkc.gov.uk)

You will of course be aware that you can make a parental placing request to attend a secondary school, other than the catchment school. Further information on how to make a placing request is available online at

<http://www.pkc.gov.uk/article/17276/School-enrolment>

## The Curriculum

Within Errol Primary School we adhere to the national and local guidelines on education 3-18 and follow 'Curriculum for Excellence' in order that our pupils experience a curriculum which is broad, balanced, coherent and consistent, and allows for progression from Nursery through to Secondary and beyond. We are also committed to the teaching and development of skills and attributes which children will need to provide them with a sound basis for their development as lifelong learners in their adult, social and working lives.

We would encourage parents to ask about those aspects on which they need more information.

### Curriculum for Excellence

#### Language and Literacy including Modern Languages

The **Language and Literacy Programme** is structured in line with the Curriculum for Excellence. The programme ensures development in all four language modes – **reading, writing, listening and talking**.

The development of literacy skills plays an important role in all learning.

Children develop and extend their literacy skills when they have opportunities to:

- communicate, collaborate and build relationships
- reflect on and explain their literacy and thinking skills, using feedback to help them improve and sensitively provide useful feedback for others
- engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT
- develop their understanding of what is special, vibrant and valuable about their own and other cultures and their languages
- explore the richness and diversity of language how it can affect them, and the wide range of ways in which they and others can be creative
- extend and enrich their vocabulary through listening, talking, watching and reading

Throughout the school, pupils are encouraged to express themselves in an articulate manner and the language programme includes opportunities for them to develop fluency in using language. Discussion as a class, in groups or as individuals is encouraged and the whole curriculum offers a wide context for interaction and communication.

Learning a new language encourages children and young people to broaden their horizons as they explore the language and its associated culture.

### The Scottish Government 1+2 Language Strategy

All schools will be challenged to meet the Scottish Government's recommendation to provide opportunities for pupils to learn two foreign languages in all primary schools, the first from primary one onwards and a second being introduced no later than primary five.

Through their learning of a new language:

- They gain a deeper understanding of their first language and appreciate the richness and interconnected nature of languages
- They enhance their understanding and enjoyment of other cultures and of their own and gain insights into other ways of thinking and other views of the world
- They develop skills that they can use and enjoy in work and leisure throughout their life

The study of language plays an important role in all language learning and the development of literacy skills.

Work has already begun to integrate French into our daily teaching and learning throughout the school (Nursery-P7).

## **Mathematics and Numeracy**

The structure of the mathematics/numeracy programme takes account of Curriculum for Excellence and uses the outcomes and experiences as the focus for learning and teaching mathematics and numeracy in the school.

Learning in mathematics enables children to:

- develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work
- engage with more abstract mathematical concepts and develop important new kinds of thinking
- understand the application of mathematics, its impact on our society past and present, and its potential for the future
- develop essential numeracy skills which will allow them to participate fully in society
- establish firm foundations for further specialist learning
- understand that successful independent living requires financial awareness, effective money management, using schedules and other related skills
- interpret numerical information appropriately and use it to draw conclusions, assess risk, and make reasoned evaluations and informed decisions
- apply skills and understanding creatively and logically to solve problems, within a variety of contexts
- appreciate how the imaginative and effective use of technologies can enhance the development of skills and concepts

## **Health and Well Being**

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Children can expect their learning environment to support them to:

- develop self-awareness, self-worth and respect for others
- meet challenges, manage change and build relationships
- experience personal achievement and build their resilience and confidence
- understand and develop their physical, mental and spiritual wellbeing and social skills
- understand how what they eat, how active they are and how decisions they make about their behaviour and relationships affect their physical and mental wellbeing
- participate in a wide range of activities which promote a healthy lifestyle
- understand that adults in their school community have a responsibility to look after them, listen to their concerns and involve others where necessary
- learn about where to find help and resources to inform choices
- assess and manage risk and understand the impact of risk-taking behaviour
- reflect on their strengths and skills to help them make informed choices when planning their next steps
- acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination

The school will inform parents when sensitive aspects of learning will be introduced in class e.g., relationships and sexual health, drugs awareness etc.

(Further information on Curriculum for Excellence can be found on our website at [www.errolprimaryschool.org.uk](http://www.errolprimaryschool.org.uk) in the Curriculum section).

## **Development of Pupils' Values**

In our school we are committed both through the ethos and the curriculum to provide appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values. This will be undertaken in partnership with parents and will take account of the individual needs of pupils and the views of parents.

The school welcomes and encourages diversity and individuality while emphasising our commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of our school that all involved in the life of our school both have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others.

We implement the Perth and Kinross policy in relation to Equal Opportunities and try to ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are committed to the elimination of any form of discrimination on whatever grounds.

## **Physical Education**

All pupils experience a minimum of two hours physical activity each week. This includes lessons delivered by our class teachers and a range of activities including our 'Daily Mile Challenge.'

## **Swimming**

There are opportunities for pupils from Primary 6 to attend the Perth Leisure Pool for swimming instruction for a block 10 lessons. Pupils can work for and gain certificates and badges of proficiency in swimming.

## **Social Studies**

The structure of the social studies programme takes account of Curriculum for Excellence and uses the outcomes and experiences as the focus for learning and teaching social studies in the school.

Learning in the social studies will enable children to:

- develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop their understanding of their own values, beliefs and cultures and those of others
- develop their understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that stimulate enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers.
- pupils learn about the world, the past and differing cultures and societies.
  - People, past events and societies
  - People, place and environment
  - People in society, economy and business

## **Sciences, Including Sustainable Development**

The sciences framework provides a range of different contexts for learning which draw on important aspects of everyday life and work.

Learning in the sciences will enable children 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 the sciences make on their life, the lives of others, the environment and on society
- recognise the role of creativity and inventiveness in the development of the sciences
- 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 the sciences
- establish the foundation for more advanced learning and future careers in the sciences and the technologies.

## **Technologies**

The technologies framework provides a range of different contexts for learning that draw on important aspects of everyday life and work.

It includes creative, practical, and work-related experiences and outcomes in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies.

Learning in the technologies enables children to:

- develop an understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible, ethical actions to improve their life, the lives of others and the environment
- gain the confidence and skills to embrace and use technologies now and in the future, at home, at work and in the wider community
- become an informed consumer and producer who has an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, sustainable development, and ethical, economic and cultural issues
- broaden their understanding of the role that information and communications technology (ICT) has in Scotland and in the global community
- broaden their awareness of how ideas in mathematics and science are used in engineering and the technologies
- experience work-related learning, and establish firm foundations for lifelong learning, and specialised study and careers.

It is important to remember that as children play and learn they will develop an interest, confidence and enjoyment in ICT skills that can be transferred and applied in different learning contexts.

Pupils are taught about Internet ethics and safe use of electronic communication.

## **Expressive Arts**

Experiences in the expressive arts involve creating and presenting and are practical and experiential. Evaluating and appreciating are used to enhance enjoyment and develop knowledge and understanding.

Children's learning in, through and about the expressive arts:

- enables them to experience the inspiration and power of the arts
- recognises and nurtures their creative and aesthetic talents
- allows them to develop skills and techniques that are relevant to specific art forms and across the four capacities
- provides opportunities for them to deepen their understanding of culture in Scotland and the wider world
- is enhanced and enriched through partnerships with professional arts companies, creative adults, and cultural organisations

'Expressive Arts' refers to music, art, drama, and dance. Class Teachers plan an appropriate programme based on the outcomes and experiences in Curriculum for Excellence. Theatre groups perform in school on occasions to give children experience of professional artists.

Expressive Arts are integrated wherever possible into other areas of the curriculum.

## **Religious/Moral Education**

Learning through religious and moral education enables children to:

- recognise religion as an important expression of human experience
- learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions and viewpoints independent of religious belief
- explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- recognise and understand religious diversity and the importance of religion in society
- develop respect for others and an understanding of beliefs and practices which are different from their own
- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon their own moral values
- develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
- develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
- make a positive difference to the world by putting their beliefs and values into action
- establish a firm foundation for lifelong learning, further learning, and adult life

The structure of our Religious and Moral Education programme takes account of Curriculum for Excellence, outcomes, and experiences. There are three organisers for religious and moral education.

These are:

- Christianity
- World religions selected for study
- Development of beliefs and values

## **Religious & Moral Education**

Pupils enjoy celebrating Christian festivals at Easter and Christmas.

Assemblies (non-religious) are led by member of the Senior Leadership Team. Parents should note that they have the right to withdraw children from religious education and from assembly if they wish. Such requests should be made to the Headteacher in writing.

In accordance with National guidelines our school teaches about Christianity and other major world religions. Pupils are encouraged to learn from religions and use these experiences to develop their own beliefs, attitudes, values and practices through a process of personal search, discovery and critical evaluation.

## **Parental Rights**

Under the terms of the Education (Scotland) Act 1980 'any pupil may be withdrawn by his/her parents from instruction in religious subjects and from religious observance'. Any parents wishing to exercise this right should first discuss this with the Head Teacher.

## **Religious Observance**

In accordance with national guidelines pupils are regularly involved in religious observance relating to Christianity; this is done through church services, assemblies and visits from the school minister.

## **Assessment & Reporting**

### **Assessment**

Teachers carry out continuous assessment of pupils throughout the school session. Assessment is carried out in a variety of ways and will usually be built into the day-to-day activities of the class.

### **Reporting**

Parents are offered appointments to meet with teachers to discuss their child's progress and attainment twice a year. Annual progress reports of pupils are sent to parents in May/June. Parents may wish to take the opportunity to comment on the report on the response form.

### **Quality Report**

Schools in Perth and Kinross are required to produce an annual report on the work of the school during the session and a plan for future development. Copies are available for inspection in the school office and a copy is available in the school foyer. Parents can request an individual copy if desired.

## **Support for Pupils**

### **Pupils with Additional Support Needs**

Errol aims to provide a safe, inclusive and nurturing environment to ensure all pupils are able to benefit from the opportunities provided.

Errol's Enhanced Provision is an integral part of Errol Primary School, a newly established provision which provides specialist support to meet the needs of individual pupils who have complex additional needs.

At times all children may experience barriers to their learning or social development.

Assessment is an everyday integral part of learning and teaching in Errol. Through this process the teacher is able to identify where a child needs additional support. When a class teacher notices that a child is experiencing a barrier to learning, he/she will employ a range of strategies to support the child. If after some time these strategies are not working, the class teacher will make a referral to the Pupil Support Teacher.

Referrals may be made by class teachers and/or parents. Parents should discuss any concerns with the class teacher first who will then initiate the referral process through the Pupil Support Teacher/Depute Headteacher/Headteacher. Parents will be kept informed of any assessments/referrals to other agencies e.g., Speech and Language, Educational Psychologists etc.

Errol values the partnership of parents and other agencies in working together to meet additional support needs. We adopt a holistic approach to assessment as recommended by the local authority. There is a range of assessments which may help provide some information about difficulties experienced by a learner, but the most important aspect of an assessment is to look carefully at the child and his/her learning, observe difficulties experienced and identify ways of supporting learning. In every case our aim is to respond to the pupil's needs appropriately, discuss with parent/carer and continue to monitor.

For further information click on the link below.

<http://www.pkc.gov.uk/article/17278/Schools-additional-support>

Organisations specified by Scottish Ministers which provide advice, further information and support to parents of children and young people with ASN. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

- (a) Children in Scotland: Working for Children and Their Families, trading as "Enquire - the Scottish advice and information service for additional support for learning", a charitable body registered in Scotland under registration number SC003527.19

Enquire offers independent, confidential advice and information on additional support for learning through:

Telephone Helpline: 0845 123 2303

Email Enquiry service: [info@enquire.org.uk](mailto:info@enquire.org.uk)

Advice and information is also available at <https://enquire.org.uk>

Enquire provides a range of clear and easy-to-read guides and factsheets including 'The Parents Guide' to additional support for learning.

- (b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and
- (c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741.

## **Health Care**

In Primary 1 routine health screenings of pupils are carried out by a nurse from Drumhar Health Centre in Perth. At the screening each pupil has height, weight, hearing, vision and so on checked. A more in-depth hearing test is administered by an audiometrician who will also test pupils within the school who may have had previous difficulties with hearing or who are referred by the school. Parents will be kept informed of referrals.

Pupils have their vision checked at various stages by a nurse from Drumhar Health Centre in Perth.

During Primary 7 pupils are again screened for height, weight and vision by the nurse.

The school doctor does a health assessment only if required by the school nurse, health visitor, parent or school. Parents are informed in advance and asked to complete a medical record for their child. In the case of Primary 1 pupils, parents may attend the examination if they wish.

Any pupil with speech difficulties may be referred by the school to the speech therapist.

Parents will be consulted before referrals are made.

If a pupil becomes ill or is injured at school, every effort will be made to contact the parents or, if this fails, the named emergency contact who will be expected to collect the pupil from school or make arrangements for someone known to the pupil to do so. The school has a medical room for the treatment of minor injuries but no supervising members of staff for serious illnesses, so we try to send sick pupils home as quickly as possible. Please do not send a child who is feeling ill to school in the hope that he/she will recover en route. Only in the case of severe injury or illness requiring immediate medical attention will the pupil be conveyed to the local doctor or hospital by staff car, taxi or ambulance. Parents will be expected to attend as quickly as possible.

Parents should inform the school in writing if their child has a specific medical condition.

### **Administration of Medicines**

It is policy that members of staff do not administer medicines to pupils except in the most exceptional circumstances and even this is on a purely voluntary basis – there is no onus on staff to ever administer medicine. Where a pupil requires or may require medicine to be administered this must be fully discussed with the Head Teacher and representatives of Tayside Health Board Trust, generally the school doctor and nurse. It may be possible to provide in-school support or in the event this cannot be provided, external support will be sought as necessary. Each case will be treated individually. Medicines should not be sent into school with pupils without first contacting the Head Teacher who will provide the necessary documentation for completion. Generally, pupils who are required to complete a set course of medication should not be sent back to school until it is finished.

The school has an asthma management protocol in place. Parents who indicate that their child is asthmatic will be asked to complete a care and management form.

It is the responsibility of all parents to ensure that the school is notified of the medical status of their child/children.

### **School Improvement**

Each session we write a School Improvement Plan detailing the work we will focus on for the year ahead to improve our school; and a Standards and Quality Report (which is sometimes replaced by an Extended Learning & Achievement Visit Report) to provide parents with information about how we have improved. These documents can be found on our school website at [www.errolprimaryschool.org.uk](http://www.errolprimaryschool.org.uk) in the School Information section under Documents.

### **School Policies & Practical Information**

Many school policies can be found on our website at [www.errolprimaryschool.org.uk](http://www.errolprimaryschool.org.uk) in the School Information/Documents section.

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

The present school roll is 159. Pupils are organised into 8 classes, some of which are composite and an enhanced specialist provision, our Rainbow Room. Because of the nature of the school the composition of classes will vary from year to year depending on the numbers of pupils at particular stages. Generally, all full-time teachers are class committed.

There is also a nursery class attached to the school, providing -

- 32 Term Time places (Mon – Fri: 9am-3pm)
- 16 Extended Year places (see nursery hours for current details)

We also have 5 spaces of early learning and childcare for 2-year-olds (Strong Starts). These places are allocated to eligible 2-year-olds whose parents meet certain benefits criteria or following referral to the Early Learning and Childcare Panel.

<https://www.pkc.gov.uk/families>

### **Primary School Hours**

All classes start	9.00am
Mid-Morning Break	10.40am to 10.55am
Lunch Break – Primary 1 to 7	12.35pm to 1.30pm
School closes – Primary 1 to 7	3.10pm

### **School Office Hours**

8.15am – 10.25am, 10.40am – 12:00 Noon and 12.30pm – 3.10pm

### **Nursery Hours**

**Term Time model** Mon-Fri: 9am - 3pm

Extended Year Model – This is a 45-week model with increased time in nursery over Summer (first 3 weeks), Easter (first week) and October break (first week).

**Option 1** - Mon/Tues: 8:30 - 4:30, Wed/Thurs: 8am - 1pm, Fri: No attendance

**Option 5** – Mon/Fri: 8am – 1pm, Tues/Wed: 8.30am – 4.30pm, Thu: No attendance

**Option 6** – Mon/Fri: 8am – 1pm, Wed/Thu: 8.30am – 4.30pm, Tues: No attendance

### **Uniform/Clothing**

We aim to cultivate pride in belonging to our school community and wearing a uniform is central to this. Our pupils are encouraged to wear uniform and parents are asked to comply with our request not to permit pupils to attend school wearing football strips or colours. Children are asked to come to school wearing sports clothing on days that they have PE. This cuts down on the need for our children to change clothes in preparation for the activities.

### **School Uniform Recommendations**

- Grey/Black trousers, shorts, skirts or leggings
- White shirt
- Navy sweatshirt or cardigan
- White polo shirt
- Navy fleece
- Grey, navy, white or black socks or tights
- Black shoes or trainers

A school tie is not essential but can be purchased using the link below as can all other school badged uniform e.g. sweatshirt, polo shirt and house colour t-shirt

[www.schoolwearmadeeasy.com](http://www.schoolwearmadeeasy.com)

We recommend that children do not wear any jewellery to school and for safety reasons jewellery is not permitted during PE lessons. Small stud earrings will need to be taped over if they cannot be removed.

## **Physical Education Kit Recommendations**

- T-Shirt
- Sweatshirt / Waterproof for outdoors
- Shorts / leggings/ joggers
- Gym shoes or trainers

## **School Meals**

Meals are prepared in the school kitchen and served in the adjacent dining room where pupils having packed lunches are also accommodated. School lunch currently costs £2.30 per day. Pupils in P1 – P5 are entitled to free school lunches which means no payment is necessary. Payment for P6 – P7 school lunches is made via ParentPay, and we request that parents pay for lunches in advance. Tayside Contracts will not accept credit for meals

## **Homework**

Pupils will be given a limited amount of homework to do during school terms. Our homework policy is currently under review copies will be available on request when it is completed. We ask that parents familiarise themselves with our policy. Supporting pupils at home is very important for overall pupil progress.

## **Extra-Curricular and Out of Hours Learning Activities**

The extra-curricular activities offered to pupils will vary from session to session.

In the past we have offered football, netball, chess, rugby, running, street dance, country dancing, jewellery, sewing and choir, are offered to pupils during the session. All these activities are taken by members of the school staff, and volunteers.

There are also a range of pupil leadership opportunities in the school. These include: Pupil Council, House Captains, Charity Committees, Playground Monitors, iBike Crew etc

We are very keen to extend the range of activities on offer to pupils. Any parent who would like to share any skills and expertise they have with pupils should contact the Office / Head Teacher to discuss possibilities.

## **Health and Safety**

In our school we consider safety to be a very important matter and encourage our pupils to take seriously both their own personal safety and the safety of others. We ask for your support in ensuring that your children act responsibly, helping to prevent accidents in school and playground and on the street.

There are safety regulations which apply to all aspects of life – most of these are common sense. Pupils are given instruction in the safe handling of equipment and materials they will use in school and regular fire drills are held so that pupils and staff are familiar with procedures. In addition, aspects of road safety and personal safety are addressed through topic work in the area of Healthy and Safe Living. Often this work is supported by input from a range of specialists outwith the school – police, road safety and fire officers, BT Emergency 999 team and paramedics are some of the people whose expertise we may draw upon to reinforce the messages we as a school, in partnership with parents, are trying to instil in our pupils.

Safety rules in the playground and the reasons for them are explained to all pupils and it is important that pupils adhere to these. Pupils should also recognise the importance of following any instruction given to them by any member of staff.

Pupils should remain in the playground during break and lunchtime. Only those pupils going home for lunch should be out of the playground.

## Water in School

To prevent dehydration, we encourage pupils to drink lots of water during the day. All pupils are issued with a school water bottle to keep in the classroom so they can drink as required. Bottles can be filled from our drinking water taps. Please note that only plain water is permitted in class, not juice or flavoured water.

## Child Protection Officer

### GIRFEC

Getting it right for every child (GIRFEC) is the Scottish Government's approach to promoting the wellbeing of children and young people. Wellbeing is described by 8 'indicators':

Safe	Healthy	Achieving	Nurtured	Active	Respected
Responsible	Included				

These eight words help everyone to understand wellbeing in the same way and use the same language to talk about it. Sometimes the initials of the words are used, and the wellbeing indicators can be referred to as SHANARRI.

The vast majority of Scotland's children and young people get all the help and support they need from within their families and their wider, local communities. But at times a child, young person or family might need extra help or support. The GIRFEC approach aims to make it as easy as possible for any child or young person (and their parents) to get the help or support that they need. Within schools, key staff are available to children, young people and their parents/carers to provide help, advice or support should they choose to make use of it.

The Child or Young Person's Plan is one single plan which coordinates all the services and agencies involved in supporting a child/young person, will help ensure that everyone works together to deliver better outcomes for the child or young person who needs additional support and their family.

Members of staff in each school are designated as a Child Protection Officers. In Errol Primary School those people are **Mrs Sarah Underwood (Depute Head Teacher) and from February 2024, Mrs Debby Corstorphine (Senior Early Years Childhood Practitioner).**

Should you wish to discuss any aspect of your child's safety or of Child Protection in general, please do not hesitate to make an appointment to speak to either Mrs Corstorphine or Mrs Underwood.

## Nursery

Each nursery provision will have a defined locality which may not be the same as the primary school catchment area. Localities are agreed and registered with the Education Services within Education & Children's Services. Parents of children attending nursery should be aware that a place in a local authority managed nursery class does not give children priority in gaining a place in the same school when enrolling for primary school. Entitlement to primary school is determined by the child's home address. The designated nursery provision for this school is Errol Primary School.

Further details of nursery provision in Perth and Kinross are available in the Council's "Policy & Guidelines for Admission to Nursery Schools and Classes for School", which can be accessed on the Council's website at the following address:

<https://www.pkc.gov.uk/families>