

Glenlyon Primary School



School Handbook

Academic Session 2026-2027



Education and Learning
Improving Lives Together
Ambition | Compassion | Integrity



School information

1. Introduction
2. Delineated Area
3. Contact Details
4. School Ethos
5. Parental Involvement
6. Transitions
7. The Curriculum
 - a) Language
 - b) Maths
 - c) Environmental Studies
 - d) Expressive Arts
 - e) Religious Observance
8. Assessment and Reporting
9. Support for Pupils
10. School Improvement
11. School Policies and Practical Information
12. Name of Child Protection Officer
13. Nursery

Introduction

In accordance with the Education (Scotland) Act 1980 and the Education (School and Placing Information) (Scotland) Regulations 2012, Perth and Kinross Council Education and Children's Services' schools produce handbooks covering the following categories of information:

- 1 School Information
- 2 Local Authority information

Whilst the information contained in this school handbook was accurate at the time of publication (December 2022), further changes may have occurred since then.

At Glenlyon Primary School, we strive to work in partnership with parents and other agencies in our community to provide the best possible learning experiences and environment for the young people in our care, and to promote positive, confident, independent thinking about all areas of the curriculum.

The school is located in the heart of Glen Lyon and has recently been redeveloped: we now have a large classroom, General Purpose Room, Nursery and office, all linked by an attractive glassed corridor. Outside there is a large tarmac playground and a very large, grassed area with play equipment, a greenhouse and a small 'nature den'. The school grounds are well developed, and we strive to improve them every year, through consultation with the children and our wider school community.

Delineated Area

Glenlyon is a small rural school, whose catchment area stretches from the watershed of the River Lyon up to MacGregor's Leap at its eastern end.

Contact Details

Glenlyon Primary School
Bridge of Balgie
Glenlyon
Aberfeldy
Perthshire
PH15 2PP

Telephone 01887 822477

Website [Glenlyon Primary School](https://www.glenlyonprimaryschool.org.uk)

Email Glenlyon@pkc.gov.uk

Stages covered: Nursery to Primary 7

Present roll: 8 Primary Children and 2 Nursery Children

Gaelic is taught once a week

Staff

Headteacher	Mr Richard Brocklehurst
Child Protection Officer	Mr Richard Brocklehurst
Headteacher Support	Ms Zoe Thornton
Early Childhood Practitioner	Mrs Sarah Mitchell
Classroom Assistant	Mrs Naomi Billimore
Clerical Support	Ms Theola Muller

Visiting Specialist Teachers

Gaelic	Miss Bridget McPhee
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Attendance

It is the legal requirement of every parent that their children attend school regularly. If your child is absent due to illness, please phone the school before 9am to report the absence. Parents are asked to inform the school if their child is likely to be absent for some time and to give their child a note on his/her return to school explaining the absence. Please try to avoid taking holidays during term time, as your child will miss important lessons.

We are always keen to welcome new children to our school, and prospective parents are welcome to visit the school during school hours. Please contact the Headteacher to arrange a suitable time.

Home – School Communication

We recognise that effective home-school communication is at the heart of the important parent – school partnership, and strive to communicate regularly about all aspects of school life. Newsletters highlighting what we have been learning in school are sent home termly and shorter newsletters with important information about trips and visits are sent home timeously. All letters are sent by email, as well as in paper form. We share learning through an online learning journal, Seesaw. The [school](#)

[website](#) has information about our curriculum and activities, and is a further way of communicating with parents, and showcasing the work we do in school.

We have a Twitter feed that links to our website, so that all our latest learning news and achievements are shared. Follow us on @GlenlyonP1-7. Two parents' evenings per year are held, and regular Open Evenings and Parent workshops provide opportunities for parents to gain information about the work of the school and the children. We hold Community Coffee mornings each year, at which we fundraise for chosen charities, and our Christmas Show is always well attended by parents and our community.

The school is your first point of contact should you require advice or information, or to raise concerns. The school will deal with any concerns raised confidentially, timeously and work with you towards a resolution. We will advise you how to take your concerns forward should these remain unresolved.

Complaints

The school deals with complaints as part of Perth and Kinross Council's Complaints Handling Procedure. More information is available on the Council's [Complaints section](#) of the website.

As part of Perth and Kinross Council, our schools are committed to providing high quality services. If something goes wrong or you are dissatisfied with the service provided at your school the Council's Complaints Procedure is there to help you.

The Council regards a complaint as 'any expression of dissatisfaction about our action or lack of action, or about the standard of service provided by us or on our behalf.'

Our schools aim to resolve complaints quickly. Should you make a formal complaint to your school you will receive a response at Stage 1 of our procedure within five working days unless there are exceptional circumstances. If you are dissatisfied with the school's response at Stage 1, you can ask for it to be escalated to the next part of the Council's complaints procedure.

Stage 2 involves an investigation by an Officer appointed by the Head of Education and Learning. At this stage, Perth and Kinross Council will respond to your complaint within 20 working days. If the investigation is going to take longer, you will be contacted, and a revised response date will be agreed with you. You will also be kept updated on the progress of your complaint.

If you remain dissatisfied with the outcome of your complaint, you can contact the Scottish Public Services Ombudsman (SPSO). The SPSO is the final stage for complaints about most organisations providing public service in Scotland.

Their service is independent, free and confidential.

The SPSO cannot normally look at:

- a complaint that has not completed our complaints procedure
- events that happened, or that you became aware of, more than 12 months ago
- a matter that has been or is being considered in court

The SPSO's contact details are:

SPSO
Bridgeside House
99 McDonald Road
Edinburgh
EH7 4NS

Freepost SPSO

Freephone: 0800 377 7330

Online contact: @spsso.gov.scot

Website: www.spsso.org.uk

Mobile site: <http://m.spsso.org.uk>

Additional Support for Learning - Resolving Disagreements

There are routes for resolving disagreements where a child or young person has additional support needs. Further information is available in our Information Sheet on Resolving Disagreements available on the Council's website www.pkc.gov.uk or by contacting telephone number 01738 476790.

Further information on the Council's Complaints Handling Procedure is available on the Council's website: www.pkc.gov.uk/complaints

School Ethos

At Glenlyon Primary School we aspire to create a positive and stimulating learning environment which recognizes and values the contribution of parents and the wider community to the education of our pupils. We aim to educate each pupil to his/her full potential in an environment of mutual respect and support, and to help all pupils to develop the skills that will enable them to take on a responsible and productive role in society. In support of this vision, we aim to:

- encourage each child to be happy in school, enabling them to become successful, independent learners
- help each child to develop as responsible, healthy and caring citizens who engage positively with the local community and the wider world
- develop a relevant and stimulating curriculum that meets the needs of all learners, within a safe and nurturing environment

Our school values are developed and revisited often, through our work on Bounceback. This is a whole school programme designed to support children to develop their resilience and coping skills, and is widely used within Perth and Kinross. We see this development of resilience and resourcefulness as being essential to our learning across the whole curriculum. Through a structured programme of lessons, delivered in an active way, using cooperative learning techniques, we aim to build self-confidence and coping skills. The Bounceback acronym forms the basis of our learning, and the children really enjoy their learning in this area:

- Bad times don't last. Things always get better.
- Other people can help if you talk to them
- Unhelpful thinking makes you feel more upset
- Nobody is perfect- not you and not others
- Concentrate on the good and funny bits
- Everybody has setbacks sometimes
- Blame fairly
- Accept the things that you can't change, but try to change what you can first
- Catastrophising exaggerates your worries
- Keep things in perspective.

School Rules and Behaviour Management

School rules are regularly discussed and agreed with pupils. This session we revisited our school rules, and are happy that they are short and memorable for all pupils:

- Respectful: Be kind to everyone in what you say and do
- Ready: Listen well and always try your best
- Safe: Be proud of your school and look after it

These rules are regularly discussed at Pupil Council Meetings to ensure understanding by all.

Certain standards of behaviour are required for the benefit of all pupils and the school, and we are confident that parents will support us in the maintenance of these standards.

At Glenlyon, (and across the Highland Perthshire cluster of schools), we use a Restorative Approach towards dealing with behaviour issues, whether in the classroom or in the playground. All staff have been trained in Restorative Approaches which encourage children to reflect on their behaviour and how it has affected others. Restorative Approaches are positive behaviour management techniques whereby conflict is managed through the use of a “restorative conversation”: instead of simply telling the person responsible what to think or how to behave, the adult “facilitator” leads them through a simple but structured dialogue, using open questions and reflective listening. This process is designed to enable the person responsible to think through the reasons for their behaviour, to reflect on how it might have affected other people, and to discover for themselves alternative ways of behaving in the future. Dealing with incidents in a Restorative Approaches manner takes time and skill but is well worth the effort in the changed behaviour for most children in the long term.

Celebrating and Sharing our Learning

We regularly share and celebrate the achievements of all within our learning community, both in learning within school, and outwith, for example, pupil achievements in extracurricular activities such as swimming, gymnastics, highland dancing or music. In June of every year, we hold a Celebration of Success, to which we invite parents and community members. This is a great opportunity to highlight the achievements of all of our pupils and look back on a busy and successful year.

Throughout the year, we seek to develop the important links we have with our community and beyond. We regularly invite our community to share in school events, such as coffee mornings, open evenings or performances. Our work within the Eco Schools programme has been a great way to involve our community and other productive links have been made with the Breadalbane Community Library and the Watermill Bookshop. We also regularly work with other small schools across our Local Management Group.

Our Curriculum Rationale covers the totality of all that is planned for the children, working with their families and the community, throughout their time at Glenlyon and covers:

Our Values

Growing together: Being kind to everyone in what we say and do.

Learning together: Being proud of our school and looking after it.

Achieving together: Listening well and always trying our best.

Our Context: Our children will go on a learning journey to develop knowledge, skills and attributes they need to adapt, think critically and flourish in today's world, planned for and experienced across curricula areas, through interdisciplinary learning, via the ethos and life of the setting, and with opportunities for personal achievement along the way.

Our Curriculum: We continually adapt our curriculum based on an understanding of the children, knowing the big ideas needed for life in the 21st century, solving learning and support needs, using meaningful learning networks and being clear on practical approaches.

The key principles of the Scottish Curriculum for Excellence are enjoyment and challenge, breadth, progression, depth, coherence, personalisation and choice and relevance. We like to answer the questions:

What do we want our children to understand (big ideas) and what do we want them to know and be able to do (conceptual knowledge and skills) at different stages in their learning journey (progression). Interdisciplinary learning is key, as we cover the core early level milestones and curriculum areas.

Parental Involvement

At Glenlyon Primary School we very much value the important links between home and school, and always strive to involve parents in school life. We regularly invite parental volunteers to help with Forest School activities, school trips and learning in

class. We also aim to make full use of the many and varied talents of our parent body: parents have been involved in photography workshops, informal presentations on a range of topics, from archaeology to Africa, and after school clubs in football, Christmas Crafts and cookery, to name but a few! Most recently parent volunteers have provided a Lunchtime Craft Club, to help address the lack of after school activities in the glen.

All new P1 parents are invited to an open meeting early in the first term to discuss learning in school, and homework guidance is given at that point also.

We have an active Parent Council, who meet once per term to discuss school matters. They raised funds for the construction of our wonderful 'Outdoor Learning Classroom', which was launched in October 2014, and is a very valuable addition to our school grounds.

We regularly seek the views of all parents on what is happening in school, through questionnaires, or comments boxes in our newsletters, and at school events, and strive to address any areas of concern as promptly as we can. Our school is committed to a process of continuous self-evaluation, and we welcome any feedback which will enable us to reflect and improve on our practice.

Information on Perth and Kinross Parental Strategy can be found by following the link from the Perth and Kinross Council website.

Homework

We encourage parents to support their children's learning through weekly homework tasks:

- Homework is given to consolidate and reinforce pupils learning experiences, and to develop good self-study habits.
- This will mostly take the form of reading and spelling, however occasionally homework set will take the form of personal project work.
- Guidance will be given so that both parents and pupils know exactly what is expected, in terms of presentation and content.

We recognise that parental support and encouragement in homework tasks is invaluable, and welcome comments about homework. Any queries or concerns about any aspect of a child's learning can be addressed by telephone or meeting with the teacher, and we prioritise these to ensure that all concerns are addressed promptly, to the satisfaction of all involved.

View more general information on Perth and Kinross Council's approach to [parental involvement](#).

Transitions

We recognise that successful transitions are essential to the wellbeing of all children and aim to make these as smooth as possible.

Transitions into Nursery are facilitated by our monthly 'Play and Stay' sessions for children aged 0 to 3 years in our community, with all benefiting from these regular opportunities to become comfortable in the setting and try out the exciting activities on offer. When children start nursery there is always a phased programme of visits, some supported by their parents, to ensure that children feel safe and secure in the new setting.

Nursery to Primary Transition

Because of our small rural setting, our nursery is fully integrated in the life of the whole school. In particular, early years, up to Primary 3 regularly enjoy experiences together, through Forest School activities and in outdoor learning generally. Nursery also join Primary for lunch three days per week. This means that transition to Primary 1 is an eagerly awaited, exciting transition that is smooth and progressive. Nursery children will have two opportunities to join their primary classmates for taster sessions in June, before they start school in August.

Primary to Secondary Transition

At the end of Primary 7 most children transfer to:

Breadalbane Academy
Aberfeldy
Perthshire
PH15 2DU

Telephone 01887 820428

Headteacher: Mr John Devine

Parents are given all the relevant information regarding the transfer to the Academy during the winter term of their child's last year at Glenlyon School and are invited to attend an evening meeting at Breadalbane Academy.

In May of each year, P7 pupils are usually invited to take part in a three-day residential activity course in Comrie Croft. This is an opportunity to get to know all the other P7s in the cluster prior to starting S1, through team building exercises and

other fun events. Support for Pupils staff from the Academy also attends, and this has proven to be a great facilitator of smooth transition.

In June, prior to completing their primary education, P7 children attend Breadalbane Academy for a two-day induction session. After being introduced to Guidance staff, they are given an opportunity to follow part of their S1 timetable, and to meet staff and pupils who advise them about their new school. Prospective parents are encouraged to visit the school with their child and spend some time there.

The Curriculum

Our vision: ...is of a confident and ambitious school and nursery to which all can contribute and in which all can share. Our setting is vibrant and successful; a safe, happy, healthy and sustainable environment; and a place where people are nurtured and supported.

Our Ethos

- We have a caring, welcoming family ethos and are committed to being at the heart of our community.
- We support all children to enjoy their learning and be happy, becoming successful, independent learners who realise their full potential.
- We are an inclusive setting and work to remove barriers to learning and participation, providing an education that is appropriate to the children's needs. Diversity of beliefs, views and approaches are celebrated and explored, in a respectful environment. Children are encouraged, through metacognition and self-regulation, to adopt positive approaches to behaviour and build a culture based on respect and strong emotional intelligence.
- We value the power of literacy in children's lives. Fostering a love of reading to develop compassion and a deep understanding of the world and honing writing and oracy skills to become effective and creative communicators are a fundamental part of the Glenlyon curriculum.
- STEAM skills are also at the heart of our offer here. Strong arithmetic expertise, sound financial education, scientific reasoning, digital knowledge, problem solving and critical thinking are fundamentals that our children develop to set them up as competent future citizens in a rapidly changing world.
- We help all children to develop as responsible, healthy and caring citizens, who engage positively with the local community, our environment and the wider world. We work to develop the young workforce, always considering skills for

life, learning and work, alongside Learning for Sustainability and Global Citizenship.

- We are strongly dedicated to nature-based learning and in supporting a sustainable environment, including using our outdoor classroom and weekly Forest School sessions within our local woodlands.
- We believe in pupil and parent voice driving improvement in our setting and in empowering our children to lead their own learning.
- We believe in the power of Nurturing Relationships as a core part of our health and wellbeing, including the importance of protecting rights and instilling responsibility in our children. We embed the UN Convention on the Rights of the Child (UNCRC) within our daily practice.
- We develop a relevant and stimulating curriculum that meets the needs of all learners, within a safe and nurturing environment.
- We value problem-based learning including Learning through Play and Active Learning and Exploration from early years on, through to Critical Enquiry Projects and independent Inter-Disciplinary Learning at the right stage as the children develop.

Curriculum for Excellence

As we prepare our children for the future in our fast changing world, and equip them for jobs which may not yet exist, Curriculum for Excellence has been introduced, in schools across Scotland, for all learners aged 3 to 18 years. Along with the national guidance contained in Curriculum for Excellence, we use the Perth and Kinross Setting the Standard documents, the Improving Learning series, and Creating a Curriculum for Excellence folder to guide our curricular planning.

Staff work together on in-service training (INSET) days, and after school in collegiate activities, and increasingly with other school staff in our Local Management Group, to develop the curriculum and ensure continuous improvement.

Under Curriculum for Excellence every child is entitled to a broad general education with opportunity to acquire depth of knowledge in some areas and to develop skills for learning, skills for life and skills for work. The learning experiences we deliver offer learners the opportunity for personalisation and choice. Learning activities are structured to ensure children work at a pace they can cope with and with the challenge they will thrive on. Plans and tasks link knowledge in one curriculum area to that in another, helping children to understand the world and to make connections.

Children learn to think for themselves, make sound judgements, challenge opinions, enquire and find solutions.

Curriculum for Excellence empowers teachers to make professional judgments about what and how they teach. It encourages creative approaches and promotes co-operative strategies as we seek to engage, motivate, and inspire our learners.

All staff have a responsibility to develop, reinforce and extend learning in Literacy, Numeracy and Health and wellbeing for all our learners. We continue to offer personal support to help young people fulfil their potential and make the most of the opportunities we offer. Ultimately Curriculum for Excellence aims to improve the life chances of all our children and young people, to nurture them as successful learners, confident individuals, effective contributors, and responsible citizens.

More information about the Curriculum for Excellence can be found at the Parent Zone website, which can be accessed through our website.

Language

English language is at the heart of the curriculum, and essential to the children's progress in learning in all curricular areas. The children should develop language skills by:

- developing listening skills
- enjoying reading, as they develop their skills and confidence; reading material will include prose, poetry and reference material; fluency and comprehension will be developed in silent as well as audible reading; P4 to P7 will take part in the 'First Minister's Reading Challenge', and Nursery to P3 pupils will vote in the Scottish Children's Book Award, for best new Scottish Picture Book
- expressing their thoughts clearly and succinctly both in small and large groups; they should enjoy the sound of language (including Scots and other dialects) both as an audience and participant
- expressing themselves legibly in writing, using a good and varied vocabulary and conforming to the accepted principles of grammar, spelling and punctuation

Maths

The children should develop mathematical skills by:

- relating all mathematical experiences to a practical context

being numerate, operating confidently in the four processes mentally, in recording and by using technology as appropriate

- experiencing a wide variety of mathematical activities beyond number, including measurement, time, shape and pictorial representation

The children will over the years acquire problem solving and investigative skills in a variety of contexts and be encouraged to apply these mathematical skills with confidence and initiative.

Health and Wellbeing

Learning in health and wellbeing ensures that children develop the knowledge and understanding, skills, capabilities, and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Curriculum for Excellence also ensures that Health and Wellbeing is developed across all other areas of the curriculum with all teachers sharing the responsibility to ensure that pupils become more responsible, included, nurtured, active and healthy.

As part of our learning in Health and wellbeing, we will teach aspects of relationships, sexual health, and drugs awareness. Parents are always invited to view materials and discuss sensitive areas of this curriculum before the teaching block commences.

Social Studies

The children should develop an awareness of, and care for, their environment. They should:

- be aware of their region, country and world and learn to look after them
- be aware of how things came to be as they are through an understanding of history
- have an awareness of, and an interest in, current events
- begin to understand the scientific functions that seek to explain how the world functions
- begin to understand how their bodies work and how to care for them
- begin to come to terms with the ever-changing technology that operates within their world

Topic work is developed over the course of a year, generally on a four-block basis, with the emphasis in each block being historical, geographical, environmental or health related. In all areas of topic work, we aim to engage our pupils in the planning process by regularly seeking their views as to inspiring/relevant areas of learning that they wish to explore, and encouraging them to think of the 'big questions' that they would like to be answered.

Sciences

Through learning in the sciences, children develop their interest in, and understanding of, the living, material and physical world. Teaching approaches allow children to collaborate and investigate and develop skills to become more creative, inventive and enterprising.

The main areas of sciences are:

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

We aim to cover these topics in a progressive way, through a cyclical plan over a three-year period.

Expressive Arts

The children should:

- enjoy the expressive arts both in developing their skills as an imaginative participant, and as an observer
- appreciate art and craft and develop appropriate skills
- enjoy a wide range of musical forms by listening to, inventing, and performing music
- enhance their imagination, ability to express themselves and to interact with others through opportunities in drama

Technologies

This area of the curriculum offers a rich context for developing life skills that are recognised as being important for success in the world of work. This includes activities involving research, problem solving exploration of new concepts, skills and materials. The learning experiences provide pupils with opportunities to create products which have real applications allowing for creativity and entrepreneurial skills. Technologies are organised under the following headings:

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

Religious and Moral Education

The programme for Religious Education in our school aims to help pupils learn about Christianity and other major world religions and to recognise religion as an important expression of human experience. Pupils will also be encouraged to develop their own beliefs, attitudes, moral 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 any instruction in religious subjects and from religious observance”. Any parent who wishes to exercise this right must first discuss the matter with the Headteacher.

Religious Observance

The local minister for the Parish of Loch Tay and Glenlyon with Rannoch, the Rev Joanne Foster, visits the school a few times a year and leads discussion on aspects of the Christian faith, spiritual and moral concerns

Assessment and Reporting

Assessment is used to support the learning and teaching process. The purpose of assessment is to provide pupils, parents and teachers with dependable information to inform judgements and plan for future improvements.

There are three main concepts:

- **Assessment *for* Learning**
Teachers plan ahead and share learning intentions and success criteria with the pupils. Pupils are given feedback and advice about the quality of their work.
- **Assessment *as* Learning**
Pupils reflect on their learning and with teacher support decide how to go about making improvements.
- **Assessment *of* Learning**
Continuous collection of evidence about a pupil's learning occurs. Progress, success, individual difficulties and points for action are summarised.

Assessment practice follows and reinforces the curriculum and promotes high-quality learning and teaching approaches, based on teachers' assessment of pupils' knowledge and understanding, skills, attributes and capabilities, as described in the experiences and outcomes across the curriculum

Moderation

Teachers will have opportunities for professional dialogue within and across schools, to develop a shared understanding, to achieve consistency in standards and expectations, and to build trust in their professional judgements.

Reporting

Official Parent Contact evenings are held twice yearly for discussion, but parents should feel free to contact the Headteacher to discuss any social or learning problems which may arise throughout the year. An annual report is sent to parents/carers in June each year.

Support for Pupils

Children may need additional support for learning when they face difficulties in, or any barriers to, learning. If additional support for learning is required it may be catered for in the classroom by the class teacher, who is able to present each child with an educational programme geared to his/her individual needs in terms of pace,

content, method and resources used. When determining which approach to use we are able, if necessary, to consult with an Additional Support Needs teacher. For children who have identified Additional Support Needs, parents/carers will be informed and invited to an Additional Support Needs meeting where actions to meet the pupil's needs will be identified and agreed. Following on from this meeting an Individualised Educational Programme may be created and renewed regularly.

Please contact the Headteacher to discuss any concerns you have about your child's learning.

Further information about additional support for learning specified by the Education (Additional Support for Learning) (Scotland) Act 2009, includes:

- (a) the authority's policy in relation to provision for additional support needs
- (b) the arrangements made by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and young person and the particular additional support needs of the children and young persons so identified.
- (c) the other opportunities available under this Act for the identification of children and young persons who:
 - a) have additional support needs
 - b) require, or would require, a co-ordinated support plan
 - c) the role of parents, children and young persons in the arrangements referred to in paragraph (b)
 - d) the mediation services provided
 - e) the officer or officers of the authority from whom parents of children having additional support needs, and young persons having such needs, can obtain advice and further information about provision for such needs.

View more information on [additional support in schools](#).

Organisations specified by Scottish Ministers which provide advice, further information and support to parents of children and young people with ASN 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;

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

Telephone Helpline: 0345 123 2303

Email Enquiry service: info@enquire.org.uk

Advice and information is also available at www.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
- c. Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741.

School Improvement

Among many changes in the primary over the last year, of particular note were:

Our group reading project and explicitly taught writing programme which have both been further developed to ensure a clear and consistent approach. All staff are trained and well supported to deliver high-quality learning which is matched to the needs and interests of the children.

We wanted to develop our experiences this year, thinking about play and how experiential learning is a useful way of getting deeper into a subject, culminating in a Victorian Topic in primary that saw our children immersed in history. Victorian novel groups, beautiful, italicised handwriting sessions, flower pressing among much more helped to bring a range of interdisciplinary subjects to life in a fun, and engaging way.

In our Nursery we have seen big changes with welcoming in a new cohort and getting to know new families, so our focus has been on close attention to children’s health and wellbeing, using Emotionworks and the Colour Monster, to frame conversations around wellbeing and resilience. Following our very good Care Inspection visit and along with evolving our Curriculum, we have worked hard on

writing development, particularly for our pre-school children. We have focused on topic-based language, introducing new and interesting vocabulary and using this as a basis for early writing skills. We have continued to develop our environment in all areas we use to learn, play and experience nature. This has helped us to focus on being calm and what calm looks like to us (learning about nature while also learning about ourselves). This has taken the form of listening to each other, sharing our space and resources and being kind and caring to all. We have also had visits from different agencies to help us to engage more with STEM subjects, including sessions on coding, construction and space which the children have learned so much from.

We continue to visit with other settings and have joined the primary for a variety of different activities again this year and will continue to do this to help the transition process feel more natural in our small, family-focused setting.

- Through rigorous self-evaluation leading into carefully focused, realistic school improvement plans, we aim to systematically evaluate and improve all aspects of our school. Staff meet regularly, and work in collegiate session and INSET days to drive forward the improvement agenda for the academic session, which is set in June, after consultation with pupils, parents and staff.
- Copies of our Standards and Quality Report detailing the main achievements of the school in the previous twelve months are issued to all parents in September of each year and can also be accessed through our website.
- A copy of our School Improvement Plan is available from September each year and can also be accessed via our website.
- Over the last 2 years, school staff have been working together to plan on a more strategic level. This has involved an in-depth look at what we want our school to be, and a reshaping of our school vision. All pupils, parents and staff have been involved in this process.
- Further information on the performance of the Primary and Nursery classes can be accessed via our website.
- Primary School: Inspection report for Glenlyon Primary School and Nursery Class, Aberfeldy, May 2017
- Nursery Class: Care Inspectorate Inspection report for Glenlyon Primary School Nursery, October 2023

School Policies and Practical Information

School Policies

School Policies and Procedures can be found on our website which is detailed above.

Organisation of the school day

- School commences 9.15am
- Morning interval 10.45am to 11am
- Lunch 12.30pm to 1.15pm
- School finishes 3.15pm

Nursery

Provision at Glenlyon is as below:

- Monday to Friday 9.15am to 3pm (including lunch)

Organisation of the nursery day:

- Nursery commences 9.15am
- Morning interval 10.45am to 11am
- Lunch 12.30pm to 1.15pm
- Nursery finishes 3.00pm

Details of school holiday dates for the session are sent home annually, and can also be accessed through our website.

School and Nursery Lunches

Lunch is prepared by Tayside Contracts and delivered following 'Hungry for Success' guidelines and served to the children in the classroom. The children are offered a choice of main course and starter or dessert. Fresh bread, salad and milk or fruit juice are always available to ensure a varied diet or they may bring packed lunch if preferred.

Nursery and Primary are provided with free meals.

Transport

Aberfeldy Taxis has the contract for school transport.

Pupils who are entitled to transport are issued with travel passes and travel to and from school in a minibus. If space allows concessionary passes can be issued if necessary.

Uniform

We encourage the wearing of school uniform and school sweatshirts/polo-shirts with the school logo can be purchased. A bulk school order is placed once a year in the Summer term, but outwith this time, individual sweatshirts and polos can be ordered from Grandtully Logos in Aberfeldy.

We also have a recycling scheme for uniforms: ask to see our box!

Indoor shoes are required for the classroom.

Book bags can be purchased from school, price £3.00.

PE clothing should be shorts, T-shirts and gym shoes for indoors (trainers for outdoors). All clothing and footwear should be clearly marked with the pupil's name. This year, pupils benefit from PE lessons on Wednesdays at Breadalbane Community Campus.

Healthcare

All new entrants to Primary One are at some time during the year given a full medical inspection by the School Nurse and parents are requested to attend.

It is very important that parents inform the School Nurse or Headteacher of any specific medical conditions relating to a child so that appropriate action can be taken and help given.

The Dentist/Dental hygienist visits the school each session and parents are informed of any treatment considered necessary.

The school nurse also makes regular visits to the school and discusses various health issues.

Speech development is monitored and after consultation with the parent/guardian, children with difficulties may be referred to the Speech and Language Therapist for assessment.

If a child becomes ill, or has an accident at school, parents will be notified immediately. It is therefore very important that parents inform the school of any changes to emergency contact details.

All information regarding the health care of the children will be treated in the strictest confidence.

Extracurricular Activities

In the Summer term we regularly hold our sports day at the Activity Centre.

We regularly attend 'Single Teacher Network' events which provide a good balance of activities such as creative dance or science experiment days, and also provide great opportunities for the children to mix with their peers from other small schools.

We regularly work with other small schools in our cluster, again to maximise the opportunities for peer working, which is so important in our small school setting.

Educational Visits

In order to broaden the children's horizons, opportunities are taken whenever possible to visit areas and places which will enhance their understanding and learning.

We also arrange visits to the school by various organisations whenever possible, to develop the children's understanding and appreciation of elements of the curriculum that are outside of their immediate environment, for example, cultural or theatrical events.

Inclement Weather Arrangements.

If the need for early closure of the school should arise, parents will be notified by telephone whenever possible. If you cannot be contacted then arrangements will be made with your named emergency contact or adverse weather contact in order that someone will be available to either a) collect your child from the school or b) in the case of a child who travels by bus, be available to meet your child at the bus stop.

Severe Weather Conditions in the morning

If severe weather conditions exist in the morning and the bus/taxi operator has decided that it would be inadvisable to make the journey or it appears that not enough staff can reach the school to open safely, then all parents will be contacted by phone. Please make sure you inform the school of any changes to telephone

numbers so that this information is always current. On occasion we may operate a partial opening, for all those who can safely travel to school.

Name of Child Protection Officer

The school has one Child Protection Officer, Mr Richard Brocklehurst (Headteacher).

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 are 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.

Nursery

All 3- to 5-year-olds and eligible 2-year-olds have access to 1140 hours of fully funded ELC. This means that in Perth and Kinross most children will experience early learning and childcare in a funded provider for at least two full days a week and some full days for 5 days a week.

As a result of the changes to a child's experience prior to beginning their primary school education across Perth and Kinross, Primary 1 children will attend school for a full day from August 2019 and therefore will no longer access ½ days for the first two weeks of term.

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 and Learning. 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 Glenlyon School Nursery.

The nursery is situated within the school, and comprises a good-sized open plan space, with an area for messy play and a comfortable area for stories and songs.

A particular strength of our nursery is the variety of activities that we enjoy, and the use made of our wonderful outdoor environment: children love our weekly Forest Schools sessions and regular outdoor learning.

The nursery children also enjoy being involved in school activities and join the primary children for playtimes and lunch times. This helps to build positive relationships and facilitates smooth transition to primary school.

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