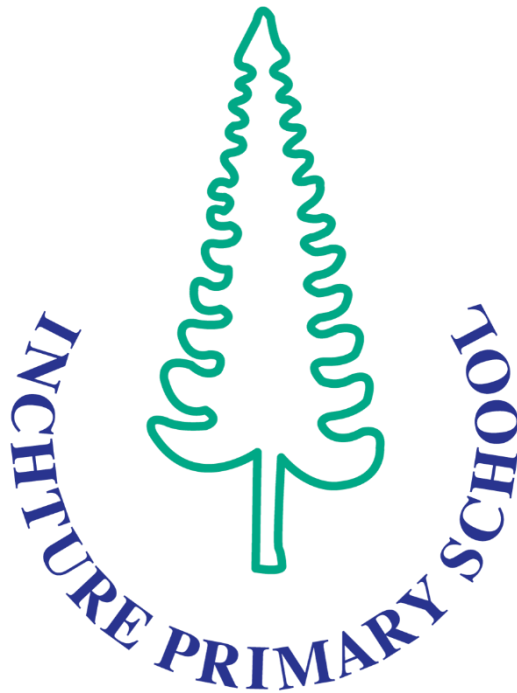


INCHTURE PRIMARY SCHOOL



School Handbook Academic Session 2026-2027



Education and Learning
Improving Lives Together
Ambition | Compassion | Integrity



School information

The following information areas for inclusion in school handbooks meet the requirements of the Education (School and Placing Information) (Scotland) Regulations 2012.

The purpose of the handbook is to communicate the ethos of the school and provide a welcome for parents to the school, help parents to choose a school, prepare their child for school and act as a reference tool while their child is at the school. The handbook also communicates with parent about the child's learning journey and in doing so, facilitates parental involvement in the school and helps parents support their children.

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 & Reporting
9. Support for Pupils
10. School Improvement
11. School Policies and Practical Information
12. Name of Child Protection Officer
13. Organisation of School Day
14. Nursery
15. Uniform
16. School Clothing Grants
17. Out of School Club
18. Attendance
19. Further Information

Introduction

Welcome to Inchtute Primary School. Some of you are already familiar with our school, others we welcome for the first time.

As Parents/Carers, we have the right to expect that all of our children will be provided with the highest quality of education in a climate where they are safe, valued and treated with dignity and respect. We believe that in Inchtute Primary School we have created a caring community where children can fulfil their potential in a nurturing learning environment.

As a school community, we strive to ensure that our children have the opportunity to maximise their attainment and achievement. We endeavour to help our children develop into mature, health-conscious, fit and well-adjusted young people who are fully equipped with the necessary skills and knowledge to enable them to successfully continue with their education within the Secondary sector and beyond.

Our partnership with Parents/Carers is of vital importance to us and we believe that working together and communicating openly ensures best value for all.

Please keep in touch with our School through our free school app, regular digital newsletters, school website, daily tweets, and our very supportive Parent Council.

Welcome to our school.

Mrs Jo Bell
Head Teacher
Inchtute Primary School

December 2025



Delineated Area

Inchtute has 8 primary classes and a nursery class which includes 2 year olds in our Strong Start 2 facility. We benefit from a refurbished school with a large PE hall and a new Nursery building located at the back of the school.

Inchtute village is just off the A90 approximately 15 minutes drive from Perth and 10 minutes drive from Dundee. We are part of the Perth High School Local Management group and enjoy collegiate working with staff from schools within this. A map is available in the school to show the catchment areas for Inchtute Primary School. Copies of this map are available on request.

Anyone living out with the immediate area but wishing their child/children to attend Inchtute Primary School should apply for admission by making a 'Placing Request' to the Administration Officer, Schools Division at the Education & Children's Services, Council Building, 2 High Street, Perth PH1 5PH.

Contact Details

Head Teacher	Mrs Jo Bell
Depute Head Teacher	Mrs Louise Chalmers

School Address:	Inchture Primary School Inchture PH14 9RN
Telephone Number:	01738 454466
E-mail:	inchture@pkc.gov.uk
Website	https://www.inchtureprimaryschool.org.uk/
Parent Council Chair	Mrs Dawn North
Parent council contact	ipsparentcouncil@outlook.com

The school roll is 195 and we have a nursery class which includes Strong Start 2-year-olds. We provide education for children in Primary 1 -7, in straight and composite classes.

If you have any concerns about your child's experience in school, a short note or a chat with the class teacher can often resolve it. If the issue is more complicated, a note or a telephone call to the appropriate member of the leadership team will elicit a quick response. We wish to work closely with parents to ensure all children are happy and successful at Inchture. Please follow the link for full details of our School Communications Policy:

[School Parental Communications Policy Sep24.pdf](#)

Parents should inform the school on the first day of absence by phoning the dedicated absence line on 01738 454466 which is available 24hrs, email inchture@pkc.gov.uk or use of free school app to report. If any child is absent without the school being notified the school office will telephone home to ensure the child's safety.

Parents/Carers are reminded of their legal requirement to ensure that their children attend school regularly. There are close links between attendance and attainment and there is a requirement for the school Annual Attendance data to be published.

The policy of Perth & Kinross Council Education Authority is to assign to each school a defined zone known as a catchment area. Each home address has a catchment school for both primary and secondary education. The catchment schools are dependent on pupils' home address. Although we try to provide enough places for all children in the catchment area to attend the catchment school, living within a catchment area does not guarantee a child a place at that school.

In accordance with the provisions of the legislation, parents have a right to make a request that their child be placed in a school of their choice other than the school which normally serves the catchment area in which they reside. Parents' wishes will be met where possible. If the number of places in any particular school is limited, priority for admissions shall be determined on the following basis:

Priority 1:

Children normally resident within the catchment area of the specified school.

Where the number of requests for admission to the specified school by children normally resident within the catchment area exceeds the number of places available, then priority will be determined as follows:

- (a) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith i.e. (Roman Catholic and Episcopal Church).
- (b) Children having a brother or sister (or relative permanently living at the same address as part of an extended family*) in attendance at the school
- (c) Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school**.
- (d) Thereafter places will be allocated according to the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

*** Provided that the member of the extended family for whom the placing request has been made has lived within that extended family for a period of at least two years.**

**** Priority will be given to those pupils who have attended an associated primary school the longest.**

Where it may be necessary to refuse only some places in any of the Priorities at (a), (b) and (c), because the number of requests exceeds the number of places available, priority will be determined as follows:

Category (a) the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

Category (b) the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

Category (c) the criterion of length of time attending an associated primary school with priority being given to those pupils who have attended an associated primary school the longest. Where it is necessary to prioritise pupils who have attended an associated primary school for the same length of time, the single criterion of distance from the specified school will be used, with priority being given to those whose normal place of residence is closest to the school.

Priority 2:

Children resident within Perth and Kinross and not normally resident within the catchment area of the specified school but having a brother or sister (or relative permanently living at the same address as part of an extended family*) in attendance at that school.

Where the number of Priority 2 requests for admission to the specified school exceeds the number of places available, then priority will be determined as follows:

- (a) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith ie (Roman Catholic and Episcopal Church)
- (b) Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school**.
- (c) Thereafter places will be allocated according to the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

Priority 3:

Children resident within Perth and Kinross and not normally resident within the catchment area of the specified school and having no brothers or sisters in attendance at that school.

Where the number of Priority 3 requests for admission to the specified school exceeds the number of places available, then priority will be determined as follows:

- (a) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith i.e. (Roman Catholic and Episcopal Church)
- (b) Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school**.
- (c) Thereafter places will be allocated according to the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

Priority 4:

Children not resident in Perth and Kinross and not normally resident within the catchment area of the specified school but having a brother or sister (or relative permanently living at the same address as part of an extended family*) in attendance at that school.

Where the number of Priority 4 requests for admission to the specified school exceeds the number of places available, then priority will be determined as follows:

- (a) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith i.e. (Roman Catholic and Episcopal Church)
- (b) Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school**.
- (c) Thereafter places will be allocated according to the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

Priority 5:

Children not resident in Perth and Kinross and not normally resident within the catchment area of the specified school and having no brothers or sisters in attendance at that school.

Where the number of Priority 5 requests for admission to the specified school exceeds the number of places available, then priority will be determined as follows:

- (a) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith i.e. (Roman Catholic and Episcopal Church)
- (b) Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school**.
- (c) Thereafter places will be allocated according to the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

*** Provided that the member of the extended family for whom the placing request has been made has lived within that extended family for a period of at least two years.**

**** Priority will be given to those pupils who have attended an associated primary school the longest.**

Placing requests will normally be granted except where there are circumstances defined in the Act which justify the Authority's refusal of such a request.

The Authority may also determine that in exceptional circumstances particular pupils may require to be placed in a specific school in order to meet exceptional needs, such as physical disability, as determined by the Authority. These placements will take priority over any of the 5 priorities above.

Parents who have made successful placing requests for their children at other schools of their choice have to make their own transport arrangements and meet the costs thereof.

Any pupil who attends a primary school other than the one proposed by the Authority (i.e. as the result of a placing request) and who is due to transfer to a secondary school will be offered a place at the secondary school in whose catchment area he/she lives.

www.pkc.gov.uk/article/17276/School-enrolment

School Commencement

The school entry date in Perth and Kinross is the first day of the school session (Tuesday 18 August 2026). A child is of compulsory school age on the first school entry date from his/her fifth birthday. If your child is of compulsory school age on the first school entry date from his/her fifth birthday, they are eligible to start school on **Tuesday 18 August 2026** and you should register your child for primary school during the January 2026 registration week, or alternatively, his/her parents may delay the registration until the beginning of the next school session.

Parents will be notified by advertisement in the local press to register their child/children in the school of their choice during a designated registration week in mid-January. They will be invited to contact the Headteacher for further information about registration arrangements.

Early Registration

Parents who enquire about the possibility of early registration (ie, of children whose fifth birthday falls after the last day of February) should note that early entry is discouraged but are advised to contact Education & Children's Services on 01738 476200.

Expansion of Early Learning and Childcare (ELC)

PKC Education and Children's offer Early Learning and Childcare (ELC) as outlined in the Scottish Government's Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland.

All 3-5 year olds and eligible 2 year olds have access to 1140 hours of fully funded ELC. This means that in PKC most children 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 PKC, Primary One children attend school for a full day and therefore no longer access half days for the first two weeks of term.

Home / School Communication

The school uses a variety of methods to communicate information to parents:

- Our free Green Schools app which provides all information for Nursery – P1
- Learning Journals which are an online profile which is used to share learning and messages with families
- Digital Newsletters which include dates for diaries, details of events etc.
- Our school website <http://www.inchtureprimaryschool.org.uk> which contains both general and specific information
- Our Twitter page which shares recent events and learning
- Annual Report

- Shared learning events when parents are welcomed into the classroom or to share learning within the school
- Whole school events
- Learner Led Conferences (1 a session) and face to face parent contact interview (1 a session)
- Inside Inchtute sessions – a parent group focussed on school improvement
- Nursery Natters
- Parent Council meetings held 4 times annually

Concerns, Complaints...or Compliments!

If you have any concerns or complaints about the service we are providing, please contact the Headteacher in the first instance. We value your views, and we take seriously any concerns you may have. Our schools aim to resolve complaints quickly.

Should you make a formal complaint, we would deal with the complaint as part of Perth & Kinross Council's Complaints Handling Procedure. More information is available on the Council's website as follows:

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

School Ethos

Our Vision, Value and Aims

Our Vision has been developed in consultation with all staff, children and parents and reflects our aspiration for every child at Inchtute Primary School. Our vision is:



Our values for our school and pupils are:

Honesty
Kindness
Respect

Our school aims are:

Safe
Healthy
Achieving
Nurtured
Active
Respected
Responsible
Included



Developing our Sense of Community

We recognise major Christian festivals of Christmas and Easter and choose to celebrate them in our local church. Parents who wish to withdraw their child from assemblies should contact the Head Teacher to arrange this.

Our local chaplain is the Minister of Inchtute Parish Church, and she regularly supports learning throughout the school.

School Councils

Children from Primary 1 to Primary 7 have the opportunity to participate in the school's pupil leadership groups and develop the skills to make decisions which affect the whole school and its place in the community. The groups include Digital Leaders, Rights Knights, BEAR Pack, Eco Committee, Peer Mediators and House Committee.

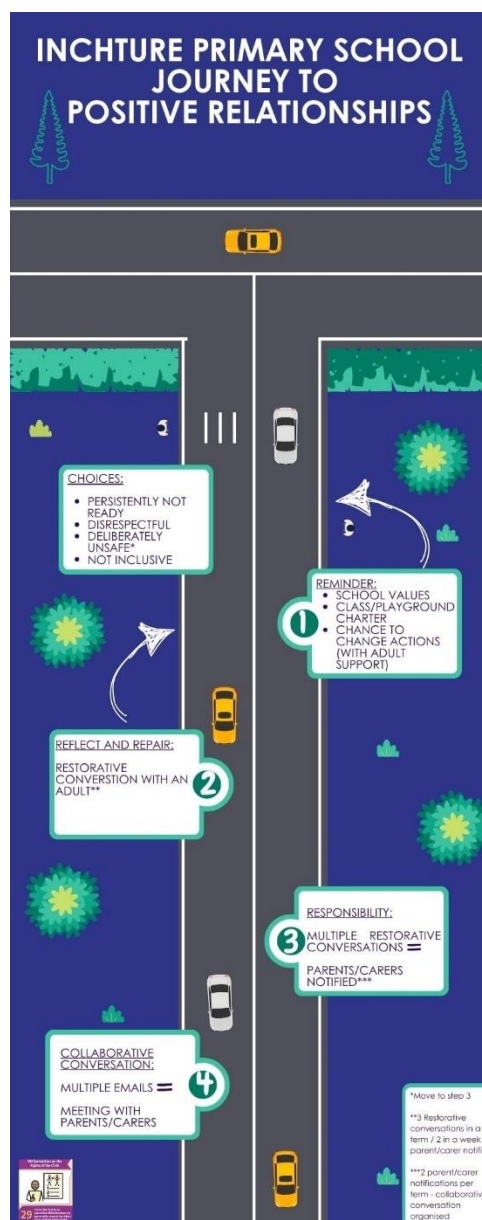
Positive Relationships and Behaviour Policy

At Inchtute Primary School, we are committed to creating a safe, inclusive, and nurturing environment where every child can thrive. Our Relationships and Behaviour Policy is designed to promote positive behaviour, respect, and responsibility among all members of our school community. This policy is underpinned by the principles of the United Nations Convention on the Rights of the Child (UNCRC), ensuring that every child's rights are respected and upheld whilst supporting children to 'Strive to be the Best they Can Be.' As a school we follow a restorative approach, and firmly believe strong relationships are at the heart of a school and relationships include staff, pupils and parents. Each class displays class charters and our school vision, values and aims.

It is important to have high expectations for our children whilst recognising that some pupils have individual, specific needs. At Inchtute Primary School, we have the following expectations:

- We are **READY** (have a growth mindset, listen, work hard, have our tools for learning ready and organised) UNCRC Article 12
- We are **RESPECTFUL** (polite, honest, use kind words, look after school property and include others) UNCRC Article 2
- We are **SAFE** (follow instructions, use gentle hands and feet, demonstrate wonderful walking around the school) UNCRC Article 39

At Inchtute Primary School, we use restorative practices to support positive behaviour and relationships. Our approach is based on the principles of Regulate, Relate, Reason, and Reflect:



- **Regulate:** Helping children manage their emotions and return to a calm state. Staff support children in self-regulation using techniques such as deep breathing, sensory activities, and quiet spaces (UNCRC Article 24).
- **Relate:** Building strong, trusting relationships between staff and students. We use empathy and active listening to connect with children and understand their perspectives (UNCRC Article 3).
- **Reason:** Addressing and mending any harm caused by inappropriate behaviour. This involves restorative conversations where children discuss what happened, how it affected others, and how to make amends. Fix it folders are used to support restorative conversations. These folders contain visual aids and prompts to help children articulate their feelings, understand the consequences of their actions, and plan how to repair any harm done. (UNCRC Article 19).
- **Reflect:** Encouraging children to think about their actions and learn from their experiences. We help children understand the impact of their behaviour and how to make better choices in the future. Staff at Inchtute Primary School are trained to support children with their self-regulation and emotional management using Decider Skills. These skills, based on Cognitive Behaviour Therapy, help children recognise their thoughts, feelings, and behaviours, and develop strategies to manage them effectively. (UNCRC Article 28).

To foster a sense of whole school identity children and staff are allocated a “House”. Children from the same family are allocated to the same House. The Houses are named after local castles. Our Inchtute House Groups are:-

- Elcho
- Huntly
- Kinnaird
- Pitfour

House points are collected every week and announced at our weekly assemblies by House Captains. These are awarded for behaviours linked to our school values.

Pupils who go ‘above and beyond’ are recognised weekly. Only 6 spots are reserved for those who have demonstrated behaviour or attitude which really is above and beyond our expectations.

Recognition Boards are within every class, with a clear focus for children to work on. When they have demonstrated that focus, their name is placed on and celebrated through the Recognition Board.

Inchtute ID and wider achievement awards are recognised every week at assembly, celebrating learners’ achievements both within and out with school, linked to Meta Skills.

‘Strive to be the best you can be’ termly awards are given to one pupil per class each term who have been recognised by their class teacher for really challenging themselves in all aspects of school life over a term.

Praise Postcards are issued to pupils as a ‘thank you’- a positive note home in recognition of achievement or attitude.

Class Compliments are earned collectively as a class for following school rules. These are awarded by all school staff for attitude and behaviours both within the classroom, around the school and in the playground.

Class Charters are devised at the beginning of each session, and class teachers and pupils agree expectations for within their individual classroom linked to UNCRC.

Playground Charter has been devised collectively as a school, involving our staff and pupils. Our values of 'respectful, safe and included' are reinforced within the playground.

Parental Involvement

The Scottish Schools (Parental Involvement) Act 2006 became legislation in September 2006. This Act proposed changes which were implemented in August 2007 to abolish School Boards and replace them with Parent Councils.

All parents of pupils attending school are automatically members of the Parent Forum for that school and will be entitled to have a say in what happens at the school.

The Parental Involvement Act aims to do several things:

- It aims to help parents become more involved with their child's education and in schools.
- It places duties on Scottish Ministers and education authorities to promote parental involvement, and a duty on each education authority to produce a strategy for parental involvement.
- It introduces a new system of Parent Councils to replace School Boards, aiming to make it easier for parents to express their views.

All schools have been working with parents to determine if a Parent Council is to be established for the school. The role of the Parent Council is to:

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

There are currently 76 schools in Perth and Kinross which have established a Parent Council. For more information on the Parent Council at Inchtute, please contact the Headteacher.

<http://www.pkc.gov.uk/parental-involvement>

Homework

Homework will be given to children in different amounts and at different levels depending on the learning focus in class at the time. When homework is given, it is hoped that parents will endeavour to support their child to complete tasks. Homework is shared through SWAY and parents are encouraged to check this weekly as this will contain details of homework tasks.

On occasion, unfinished learning tasks may be sent home to ensure your child achieves their full potential and to give you an opportunity to give encouragement to your child to complete work in school.

Homework is not given to pupils who are absent through illness or on holiday. We request that children are not taken on holiday during term time as it adversely affects their learning.

Transitions

Traditional transition points are preschool to primary, stage to stage and P7 to secondary education. The transition process involves pastoral arrangements and effective continuity and progression of pupils learning.

At Inchtute Primary School a number of processes and procedures are in place to allow individual pupils to feel valued and well prepared for the next stage of their education.

These include the professional dialogue that takes place between teachers (within our school setting and across the sector with secondary colleagues) at points of transition, the sharing of evidence of progress in learning and pastoral issues, joint planning across the Curriculum Levels to facilitate continuity of experiences and learning.

For some children an enhanced transition may be required, and this will be identified through the Additional Support Needs process in consultation with Parents/Carers.

On completion of your child's primary education the normal arrangement is for children to transfer to your catchment secondary school of Perth High School, Oakbank Road, Perth (Tel: 01738 472641). Please note that if you are not in the catchment for Perth High School a placing request would need to be submitted. There is no guarantee that a place at the High School will be granted on the basis of attending Inchtute Primary.

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:

<https://www.pkc.gov.uk/article/17301/Placing-request>

The Curriculum

The curriculum in Scotland, Curriculum for Excellence, promotes learning across a wide range of contexts and experiences. It aims to equip young people with high levels of literacy, numeracy and thinking skills and supports development of their health and wellbeing. It should enable every child to develop through a broad range of challenging; well-planned experiences which will help them develop qualities of citizenship, enterprise and creativity. The curriculum aims to create successful learners, confident individuals, responsible citizens and effective contributors.

'Curriculum' is the word used to describe all the experiences, which are planned for your child through their education.

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 will offer learners the opportunity for personalisation and choice. Learning activities will be structured to ensure children work at a pace they can cope with and with the challenge they will thrive on. Plans and tasks will link knowledge in one curriculum area to that in another, helping children to understand the world and to make connections. Children will think for themselves, make sound judgements, challenge opinions, enquire and find solutions.

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

Where possible, we will endeavour to take children on a class trip once a session. Class trips are linked to learning in class and will often involve bringing the learning to life e.g. working with local businesses on an enterprise project, visiting a science or visitor centre for science and social science learning.

Learning wherever possible links learning with skills for life and the world of work.

Parents and carers are encouraged to be involved in all areas of their child's learning and information is given termly to parents and carers through a 'Learning Tree' which outlines learning to be covered that term.

Curriculum areas and subjects

The curriculum areas are the organisers for setting out the experiences and anticipated outcomes. Specific core learning is very important especially in literacy and numeracy and your child will have significant core learning opportunities throughout their time at school.

Interdisciplinary learning

The curriculum includes space for learning beyond subject boundaries – at Inchture Primary School we have been trying to 'join up' the children's learning into particular contexts drawing on a range of subjects so that the children can make links in their learning and also be given the opportunity to transfer their skills.

Ethos and life of the school

The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community. There are many opportunities for such learning at Inchture Primary School.

Opportunities for personal achievement

Pupils need opportunities for achievements both in the classroom and beyond, giving them a sense of satisfaction and helping to build motivation, resilience and confidence. We aim to provide such opportunities and also to take account of and celebrate achievements, which take place beyond school.

Our Curriculum

The eight curriculum areas ensure that learning takes place across a broad range of contexts and subjects:

Literacy and Language including Modern Languages
Numeracy and Mathematics
Health and wellbeing
Social studies
Sciences
Technologies
Expressive arts
Religious and moral education

Each curriculum area has a set of experiences and outcomes that describe the expectations for learning. The title 'experiences and outcomes' recognises the importance of the quality and nature of the learning experience in developing attributes and capabilities and in achieving active engagement, motivation and depth of learning. An outcome represents what is to be achieved.

The learning and teaching at all times takes account of National and Council Policies and Guidelines. The content of the curriculum is planned so that it can be adapted to the age, ability and aptitude of pupils; all work thus being tailored to meet the needs of the individual child.

Our curriculum, as a whole, helps our pupils to develop skills for learning, life and work.

Literacy and Language

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.

Numeracy & Mathematics

Children must have knowledge and understanding of number, measurement, shape, space, pattern and the handling of data. Basic number facts are important. Initially, much of this work will be tackled through the child being involved with concrete materials, gradually moving to written results. In order to promote ready recall of number facts, work will be done mentally as well as on paper.

Maths work will be tackled in a variety of ways: through the maths scheme used, in topic work and in environmental work. Problem solving can result from a study of shopping patterns or a traffic census. It is necessary that children become aware of the importance of mathematics in real situations and therefore the application of mental calculations will be a key focus. Calculators and computers will be used to contribute towards the development of the children's mathematical skills where appropriate.

Health & Wellbeing

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.

Social Studies

Through social studies, children and young people develop their understanding of the world

by learning about other people and their values, in different times, places and circumstances. They also develop their understanding of their environment and of how it has been shaped. To begin with, children will investigate their immediate surroundings- themselves, their home, their school gradually progressing to comparing their lives and surroundings with those of children in other countries and cultures.

As children progress through the school, they will learn to apply techniques of observation, investigation and recording to the home, local, man-made and natural environments. They will be encouraged to consider the effect people have on their environment.

During any study of the environment, past or present, children will have opportunities to use and develop skills which may seem to belong to other subject areas. Maths and Language are two major areas which benefit from the real situation learnt in social studies. We also aim to promote positive attitudes and values: to other peoples and their cultures, to the achievements of famous people in the past, to being part of the Inchture community, being Scottish, European and a member of a world community.

Science

Through the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They can engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creating and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

Expressive Arts

Art & Design

The importance of art in creating an exciting and stimulating school environment is obvious. Children will work with a variety of media: pencil, charcoal, crayon, ink, paint, modelling and craft materials. Many craft activities can be messy – we do ask that Parents/Carers provide an old shirt/apron/overall for children to wear.

Drama

Through drama children are encouraged to develop their communication skills. In role-play they experience different life situations which help them develop a greater understanding of their own and other cultures. On occasions, opportunities are provided so that children may present exhibitions, shows, plays and concerts to a variety of audiences. We also seek to expose children to professional performances at least once a year. At Inchture we are fortunate to have a drama teacher one day a week.

Religious Observance

Religious and moral education has an important part in the development of pupils personal and social growth as it is concerned with the development of self-awareness, relationships with others as well as beliefs and values.

Our RME curriculum is designed to provide opportunities for children to express their own views and feelings and to listen with respect to the views and feelings of others. The role of Christianity as the main religious tradition for this country is recognised and pupils are also encouraged to develop an informed understanding of the religious beliefs of others as well as of people who have a non-religious view of life. Assemblies take place on a weekly basis.

Guidance issued by the Scottish Government clarifies the current position regarding provision of religious observance in Scottish schools and sets out action for local authorities in planning this provision. Information can be found at

<http://www.scotland.gov.uk/Topics/Education/Schools/curriculum/ACE/Religion>

Under the terms of the Education (Scotland) Act 1980, Parents/Carers have the right to ask for their child to be withdrawn from Religious Observance. In the past the school has dealt with such requests with sensitivity and understanding and this approach will continue. The head teacher will offer to meet with any parent wishing to withdraw their child to ensure that they are clear about the school policy on Religious Observance.

In particular, Parents/Carers should be reassured that the Religious Observance planned by the school adopts an open and respectful approach and does not seek to compromise the beliefs of any pupils or their families.

Where a child is withdrawn from Religious Observance, suitable arrangements will be made for the pupil to participate in a worthwhile alternative activity.

Technologies

The technologies area of the curriculum provides a range of different contexts for learning that draw on important aspects of everyday life and work. This will involve the children taking part in creative, practical and work-related experiences from the world of business and enterprise. Children will also use up-to-date information technology to support and enhance their learning and will be encouraged to investigate the design and creation of textiles and food, as well as find out about the world of engineering.

Assessment & Reporting

At every stage pupil's work and progress is assessed in various ways. The teacher will watch how the children go about doing the work or activities they are set. He/she will talk to them about their work and listen to find out how much they have understood and will examine jotters and other written work.

Pupils will themselves evaluate their own progress and that of their peers. At points throughout the learning process, the class teacher will record progress against Curriculum for Excellence outcomes covered. The leadership team will track pupil's progress with the class teacher three times annually.

With help from the teacher, children are encouraged to reflect on their own work to see which things they have done well and which things they can improve. Teachers share with pupils the learning intentions and success criteria for a lesson: the child will therefore have a clear idea of 'what a good one will look like' and will know what his/her next step in learning will be.

Online Learning Journals are shared with Parents/Carers and outline the experiences and outcomes that are to be covered that block. These online profiles build up a picture of a child's learning and evidencing progress over time.

Parents/Carers are provided with opportunities to share in the learning and progress through attending Shared Learning events, Assemblies, School Shows as well as in the form of the end of session Summative Report document.

Pupils will progress through Levels, typically over a three-year period with scope for breadth and depth of learning opportunities. Nursery- P1 is a typical Early Level duration, P2-P4 is a typical First Level 1 duration and P5-7 for Second Level. Taking account of Curriculum for Excellence assessment guidelines, teachers will use their professional judgement to decide the level towards which each child is working.

A teacher will collect evidence of that attainment from class work or may use a formal summative assessment to check his/her own judgement that a child has attained a level. As most children will normally take three years to cover the experiences and outcomes within each level, assessment is an ongoing process.

Scottish National Standardised Assessments are carried out at P1, P4, & P7. These are diagnostic tests to support teacher judgement. Summative end of session reports are issued to Parents/Carers following Perth & Kinross Council Education and Children's Services guidelines.

REPORTING

Each pupil's progress in learning is reported by the teacher and communicated to parents in the course of the year through a face-to face Parent Contact, a Learner Led Conference, and an annual report. Learner Led Conferences differ from the traditional parents evening, as the child is actively involved in the learning and reporting process. Learner-Led Conferences take the form of a conversation between the child, their parents and their teacher, allowing children the opportunity to demonstrate their individual progress, any particular achievements that they are proud of and their next steps. It is therefore vital that the child attends the Learner Led Conference alongside their parents as they will lead the conference.

The face-to face meeting takes on the traditional format and the teacher will share their successes and next steps in learning, sharing the pupils thoughts too.

The annual report is issued in Term 4 and summarises the results of the year's work, focusing on literacy, numeracy, health and wellbeing and learning across the curriculum.

Parents also have access to Learning Journals and can see their child's online journal which reflects the child's learning across the year.

Parents are most welcome to discuss their child's progress at any time, particularly if it is giving cause for concern. If you wish to do so, please telephone the school or send a note to the class teacher so that a convenient time can be arranged.

If a pupil moves to another school or transfers from Nursery or to Secondary School, a record of his/her progress is passed on so that the transition can be made as smoothly as possible.

Support for Pupils

Inchture aims to provide a safe and nurturing environment to ensure pupils are able to benefit from the opportunities provided. All children may experience barriers to their learning or social development during their time in school. All adults working in the school use their experience and knowledge to observe the children throughout their time in school in order to identify issues and challenges as promptly as possible.

Assessment is an everyday integral part of learning and teaching in Inchture. 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 consult with the Pupil Support Teacher.

If a parent/carer has a concern they should discuss this with the class teacher first who will then initiate a consultation with the Pupil Support Teacher if it is a need which cannot be met

in the class room. Parents will be kept informed of any assessments/referrals to other agencies e.g. Speech and Language, Educational Psychologists etc.

Inchture 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 tests 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.

Additional Support Needs

Most children are on track to meet the national benchmarks through learning opportunities provided by their class teacher; however, some children may have additional support needs at some point in their educational journey. Where this is identified to be the case, a Child or Young Person's Plan (CYPP) is used to record those additional needs and the plan in place to support them in school.

A very small number of children with significant and long-term additional support needs may need a Coordinated Support Plan. These will be children who also receive a lot of support from people outside education, for example, health or social work staff.

As a parent/carer you can access information with regard to additional support needs on the PKC website:

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

This internet page also has many other links to related topics which might be of interest to you. If you cannot access the internet, please ask the school office if you would like a copy of any of this information.

Information on additional support needs is also available to you from outside Perth and Kinross Council.

Supporting Learners – From Early Years to Positive, sustained destinations

<https://tinyurl.com/2p9cw3r5>

Organisations 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;

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; and
 - c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741."the Scottish advice service for additional support for learning
- Operated by Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning through: a telephone helpline - 0845 123 2303, an email enquiry service - info@enquire.org.uk

There are two websites - www.enquire.org.uk (for parents/carers and practitioners) and www.enquire.org.uk/yp (for children and young people).

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

Within Perth & Kinross, a range of provision exists for pupils with additional support needs. Looked After Children, in line with Education (Additional Support for Learning) (Scotland) Act 2009 are considered to have additional support needs, unless it is otherwise determined at a relevant education planning meeting. A policy of supported mainstream inclusion is complemented by a range of specialist provisions. These are either attached to or are part of mainstream schools. In addition, there is one all through special school (3-18) for children with profound and complex difficulties.

Where a child has been identified as having additional support needs which cannot be met within the Authority, the Authority may consider placement in a special school (either within or out with Perth & Kinross).

Where a child has been identified as having additional support needs for which suitable provision cannot be made in a day school, the Authority may provide residential special education at either a special school, within or out with Perth & Kinross.

Placing requests

Parents may also make placing requests for a special school within or out with Perth and Kinross.

<https://www.pkc.gov.uk/article/17301/Placing-request>

Parents moving into the area should contact:

Education Services
Education & Learning Services
Council Building
2 High Street
PERTH
PH1 5PH.

Telephone: 01738 476280

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

School Improvement

The main achievements of Inchtute Primary School and Nursery can be found in our Standards and Quality Report which is published annually and is available on both the Perth and Kinross website and school website.

<https://www.inchtuteprimaryschool.org.uk/Documents/>

Our Nursery and Primary provision was inspected by Education Scotland in December 2019. A link to the reports can be found here:

<https://www.inchtuteprimaryschool.org.uk/docs/inchturepsncprimarysif110220.pdf>

Our Nursery was visited by the Care Inspectorate in May 2023. A link to the report can be found at <https://www.inchtuteprimaryschool.org.uk/Documents/>

School Policies & Practical Information

EARLY CLOSURES: e.g. SEVERE WEATHER CONDITIONS - HEAVY SNOW, WIND, FLOODS

If the school has to close during the school day, Parents/Carers or emergency contacts will be informed via a text service to mobile phones: please ensure that the school office has an up to date mobile phone number for you. Our school website and school twitter account will also be updated.

CLOSURES OUTWITH SCHOOL HOURS: e.g. SEVERE WEATHER CONDITIONS

The link below will detail information about school closures

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

In the event of the school remaining open during heavy snow, Parents/Carers should make the decision of whether or not to send their child to school based on the safety of walking conditions on the roads and pavements, our school playground will be in a similar condition.

HEALTH CARE

EMERGENCY ARRANGEMENTS

In the event of an emergency, [e.g. if your child becomes ill or has an accident] or in exceptional circumstances, the school may need to contact Parents/Carers or emergency contacts; on rare occasions it may be necessary to send every child home. It is, therefore, most important that Parents/Carers keep the school informed promptly about any change of address, telephone number or place of employment as well as any changes regarding emergency contacts. Forms prepared for this purpose are available upon request from the school office.

WHAT IF MY CHILD BECOMES ILL?

If a child becomes unwell at school, we will contact Parents/Carers. If we cannot make this contact we shall call the emergency contact number in the pupil's records. It is therefore very important that we have up-to-date parental/carers contact numbers and up-to-date emergency contact numbers in order to get your child home as soon as possible.

TAKING MEDICINES IN SCHOOL

No medicine of any kind will normally be administered to your child in school. If your child requires prescribed medicine, you should ask your doctor to prescribe a dosage which can be taken before or after school time. If your child requires to have medicine administered because they have an ongoing condition such as asthma, epilepsy, diabetes or nut allergy

this must be negotiated formally with the school and the appropriate forms and procedures signed and agreed beforehand.

Pupils are not allowed to bring medicines of any kind to school. This is part of our safe use of drugs policy and these guidelines are strictly adhered to. If your child is asthmatic and requires to use an inhaler, please arrange for a spare reliever (blue one) to be kept in school for emergency purposes.

Parents/Carers should ensure that the school is informed of any specific medical conditions their child may have or medications he/she is currently receiving.

SAFETY

We have staff trained in First Aid and if your child is required to have First Aid administered by them you will be informed by means of a note home. Where a child has experienced a bump to the head this will always be logged in school and a note sent home.

From time to time, and in common with all schools, we may find that a pupil has an infestation of head lice. When that is the case the Head Teacher or Depute will notify the parent of that child directly. The Scottish Government recommendation is that alert letters are

NOT sent home in the management of head lice infection. See the link below re advice:
<http://www.scotland.gov.uk/Publications/2002/09/15500/11382>

The Health & Safety at Work Act requires staff to ensure that the school is a safe place for children, and we would request your support in ensuring that your children are safety conscious. Fire Drills are held at the start of each term and the need for taking care on the roads especially when cycling is regularly stressed at assembly.

Name of Child Protection Officer

Child Protection

Keeping children and young people safe and protected from harm, abuse and exploitation is *everyone's job and everyone's responsibility*.

Child Protection sits within the wider GIRFEC policy (<https://www.gov.scot/policies/girfec/>) and practice framework. The National Guidance for Child Protection in Scotland (Scottish Government 2014) (<http://www.gov.scot/Resource/0045/00450733.pdf>) provides the overarching policy framework for child protection services in Scotland.

The Perth and Kinross Child Protection Committee CPC Inter-Agency Child Protection Guidelines (https://www.pkc.gov.uk/media/40313/CPC-Inter-Agency-Child-Protection-Guidelines-2017/pdf/PK_CPC_CP_Guidelines_2017_FINAL.pdf?m=637021745791100000) translate the national guidance into the local child protection working practices and arrangements across Perth and Kinross. These guidelines aim to support local practitioners and managers in the public, private and third sector organisations across Perth and Kinross, including all Schools.

Each school has a Child Protection Officer appointed to be responsible for child protection matters. This person is specially trained for the task. The Child Protection Officers are currently the Head Teacher Mrs Jo Bell, Depute Head Teacher Louise Chalmers and Senior Early Childhood Practitioner Mrs Lynzie Penman.

All staff are trained annually in Child Protection Procedures. Where we have any concerns about the welfare of a child, perhaps resulting from what a child says, how she/he behaves, or obvious physical injury which cannot be reasonably explained, then the Child Protection Officer will collate recorded concerns. We will then act on them and liaise with Parents/Carers or other professionals as appropriate. We act responsibly to protect the child and to keep Parents/Carers fully informed at all times.

All schools have good contacts with School Medical Officers, School Nurses and Police, any or all of whom may become involved if child protection concerns arise. Beyond this, close working relationships exist with social work staff who are also part of Education & Children's Services. Any discussion to bring in an outside agency to discuss a concern about a child will only be taken after involving the School Child Protection Officer. The Child Protection Officer will usually contact you to inform you if someone has expressed a concern about your child and discuss the situation with you in order to decide what will happen next, including what information, if any needs to be shared with other agencies. In less usual cases the Child Protection Officer may decide that the concern is so serious that they need to seek advice from Services for Children and Young People & Families (social work) before informing parent(s). These situations are unusual, and we will endeavour to ensure that you are informed and are enabled to participate as appropriate in any action which we may initiate regarding your child should a child protection issue arise.

If you are worried or concerned about a child or young person then, in the first instance you should contact:

- Your child / children's school.
- The Child Protection and Duty Team 01738 476768 (24 hour service)
- Visit the Council's Child Protection Website on www.pkc.gov.uk/childprotection

Looked After and Accommodated (LAAC) Children

Each school has a designated LAAC Teacher who deals with all matters relating to children who are 'looked after' e.g. accommodated in foster or residential care, or who are subject to a supervision order through the Children's Hearing.

This designated teacher will be responsible for monitoring the progress of looked after children in the school and will provide a source of advice if your child is looked after.

Further information on Looked After Services can be found on:

www.pkc.gov.uk/fosteringadoption

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.

1. Organisation of the School Day

At present all children have an allocated start and finish time.

PRIMARY 1-7 **9.00 a.m. - 12.30 p.m.**
 1.30 p.m. - 3.15 p.m.

NURSERY

Monday	09:00-15:00
Tuesday	09:00-15:00
Wednesday	09:00-15:00
Thursday	09:00-15:00
Friday	09:00-15:00

Lunch break begins at 12.30pm and ends at 1.30pm. Pupils can bring a packed lunch or enjoy a school meal provided by Tayside Contracts. The menu is available on www.pkc.gov.uk/article/17330/Primary-school-meals

We would encourage pupils to remain at school for lunch as it is an opportunity to play and socialise with other children

2. Nursery

The school nursery is situated within the school grounds. Capacity is 61 (56 3-5 and 5 Strong Start 2 places).

Children can start in our 3-5 nursery the term after their third birthday.

Parents who wish their child to attend nursery are welcome to make contact with the nursery via the school office to find out more.

All children are entitled to have 1140 hours of funded hours at nursery per year. This allowance can be used in school nursery classes or partner provider pre-school settings.

There is a nursery handbook which contains more information about nursery staff and their routines. This is provided to parents/ carers when their child begins the new stage of their life when they enter our nursery. This handbook is also available on our website www.inchtureprimaryschool.org.uk

We also have sessions available for eligible 2-year-olds within our Strong Start Two facility. Please contact our school office to confirm if your child is eligible for this facility.

If you would like to register your child for our Nursery or to arrange a visit to meet the Nursery staff please contact our school office to arrange this.

For further guidance about Early Learning and Childcare in Perth and Kinross, please follow this link: https://www.pkc.gov.uk/media/52116/A-Guide-to-Early-Learning-and-Childcare-2024-25/pdf/A_Guide_to_Early_Learning_and_Childcare_24_25.pdf?m=1704801900070

3. Uniform

The wearing of school uniform is important for establishing a positive ethos throughout the whole community. Here in Inchtute Primary, we positively endorse the wearing of school uniform.

The uniform consists of:

- Navy pullover, cardigan or sweatshirt (not a hooded sweatshirt).
- Grey trousers or skirt.
- White shirt/blouse or polo shirt.
- Ties are optional and are available from **John Ferguson**, Drapers, South Methven Street, Perth.

Sweatshirts and fleeces are available from www.myclothing.com
Information is available at the school office.

The wearing of jewellery and nail polish is discouraged, and we request parents' support in keeping earrings and other jewellery for social occasions when children are not in school. Please note that, for reasons of health and safety, jewellery cannot be worn in Gym lessons.

General Gym Kit

It is requested that for indoor PE lessons pupils should wear:

- A house-coloured t shirt or polo shirt – houses are allocated when children join the school (available from www.myclothing.com)
- Navy or black shorts.
- Gym shoes or trainers with non-marking soles

For outdoor PE lessons pupils should wear:

- A house-coloured t shirt or polo shirt – houses are allocated when children join the school
- navy or black shorts
- dark self-coloured jogging trousers in colder weather
- a dark self-coloured sweatshirt or hooded top
- trainers

All children are encouraged to wear sports clothes rather than school uniform on PE days.

Please label all items clearly with the pupil's name and class in a gym bag to hang on a coat hook. These can stay in school during the term and be taken home regularly for washing.

School Clothing Grants

You can apply online for a school clothing grant at the following link:
www.pkc.gov.uk/freeschoolmeals

Alternatively, application forms may be obtained from Headteachers or Pullar House, 35 Kinnoull Street, PERTH, PH1 5 GD.

Out of School Club

There is an After School club at Inchtute Primary School.

Current Sessions:

Monday, Tuesday, Wednesday, Thursday & Friday 7.45 – 9.00am and 3.15-6pm

For more information, please contact inchtutewraparoundchildcare@gmail.com

Attendance

Perth & Kinross Council is committed to working in partnership with parents, children and other stakeholders to ensure that, wherever possible, all children enrolled in our schools receive an education that maximises the opportunity for each child to achieve his/her potential.

In working towards this, Perth & Kinross Council Education & Children's Services' expects all schools to closely monitor the attendance of all children and young people.

It is every parent's legal duty to ensure that, if their child is of school age, they attend school regularly. Our staff in schools work with pupils and their families to ensure that pupils attend regularly and punctually.

Perth & Kinross Council has an Attendance Sub Committee to consider serious cases of school non-attendance. The membership of the Attendance Sub Committee is composed of Elected Members (Councillors) and parent representatives from Parent Councils in the area. It is advised by a representative of the Executive Director (Education and Children's Services). The Attendance Sub Committee convenes every 4 weeks during the school year.

If you are having problems with your child's attendance at school you should discuss this with the school in the first instance.

Website Link:

www.pkc.gov.uk/article/17283/Schools-rules-attendance-and-behaviour

Further Information

In all cases relating to your child's education you should discuss the matter with the Headteacher. If further information relating to your child's education is required, you should contact:

Education & Children's Services
Council Building
2 High Street
PERTH
PH1 5PH

Telephone: 01738 476200

E-Mail: ECSSchools@pkc.gov.uk