

# Arngask Primary and Nursery School



*Achieving Determined Dynamic Family*



## School Handbook Academic Session 2026-2027



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



## **School information**

In accordance with the Education (Scotland) Act 1980 and the Education (School and Placing Information) (Scotland) Regulations 2012, Perth & Kinross Council Education & 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 2025), further changes may have occurred since then. If you cannot access the internet, please ask the school office if you require copies of any of this information.

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## Introduction

Arngask Primary School is situated in the village of Glenfarg. The main school building dates from 1871. The Early Years building was built in 2002 and is home to the Nursery and P1 class. The school has a large playground containing a soft bark play area with climbing frames, a small wildflower garden, orchard and a grassed football pitch. All of which are used for play and learning.

## Delineated Area

The catchment area for Arngask Primary School is as follows:

The most northern point reaches Glenearn Hill, Most Southern point is Birniehill, furthest Western point is Baulk Hill and Eastern is Leden Urquhart.

You can check that you reside within the Arngask Primary School catchment area at

<http://www.pkc.gov.uk/article/17291/Find-my-school-catchment-area>

## Contact Details

**Name:** Arngask Primary School  
**Headteacher:** Mrs Suzanne Miller  
**Address:** Main Street, Glenfarg Perthshire, PH2 9NT  
**Telephone Number:** 01577 867250  
**E-mail:** [arngask@pkc.gov.uk](mailto:arngask@pkc.gov.uk)  
**Current Role :** 660 P1-7 pupils and 24 nursery places

**Website:** <http://arngask.greenschoolsonline.co.uk/>

**Parent Council:** [arngaskparentcouncil@gmail.com](mailto:arngaskparentcouncil@gmail.com)

## Procedure in the case of pupil absence or sickness.

Please contact the school office on 01577 867250 from 8.30am on the morning of your child's absence. Our admin staff will contact you if you have not informed us of your child's absence. Also, as part of our school policy a note or email to [arngask@pkc.gov.uk](mailto:arngask@pkc.gov.uk) is required. This prevents the absence from being recorded as unexplained.

Parents are strongly discouraged from withdrawing their children from school for family holidays during term time as this constitutes unauthorised absence.

If your child becomes ill in school, staff will always try to contact parents first and then your Emergency Contact. If your child has been unwell, please keep him or her at home until they are fit and well enough to cope with being at nursery/ school again.

**In the event of vomiting or diarrhoea a FULL 48 hours after the last bout should be left before returning to school.**

No medicine or cream 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 on-going 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 an inhaler, please arrange for a spare inhaler to be kept in school for emergency purposes.

Please keep the school informed of any medical conditions your child may have so that we can deal with these sensitively.

## **Parental Concerns/Complaints**

Parental communication is always encouraged and valued. The school is your first point of contact should you require advice or information, or to raise any concerns. The school will deal with any concerns raised confidentially, timeously and work with you towards a resolution. We would prefer to work with you to address any concerns you have and resolve matters at an early stage, wherever possible. Staff at Arngask Primary School are open to meeting with parents to discuss any matters related to your child/children's learning and enjoyment at school. Very often that early conversation can resolve any concerns and reassure you that we have your child's best interests at the forefront.

If you have a complaint (including one that relates to the Additional Support for Learning (Scotland) Act 2004) concerning the school or your child's education you should contact the school office in the first instance and, if necessary, arrange to discuss the matter with the Head Teacher.

If the matter cannot be resolved at this stage, then you will be advised to write to the relevant Quality Improvement Officer at Perth & Kinross Education and Children's Services, 2 High Street Perth. The school deals with complaints as part of the Perth and Kinross Council's Complaints Handling Procedure. More information is available on the council's website as follows:

<https://www.pkc.gov.uk/article/14901/How-do-I-complain>

## **Communication**

We communicate with parents in a range of ways:

- We regularly email parents if there is an important message to be shared, or to send information that relates to individual children.
- We share an annual diary dates calendar which lists important events in the school.
- The Head Teacher shares regular news through newsletters.
- Children's learning journeys are shared with parents via Learning Journals which enables pupils and staff to post photographs of their work and share their learning.
- Our website hosts general information about the school.

When parents seek to contact the school, we ask that they email or phone the school office.

## School Ethos and Aims



Our vision is to create a school community where children can be the best they can be.

**Achieving Determined Dynamic Family**

The school aims are regularly reviewed by parents, pupils, and staff. Our current design format was created by a Primary Five pupil.

The school rules are based on the aims and values of the school as well as the values of 'Justice, Wisdom, Integrity, Compassion' which are enshrined on The Mace in the Scottish Parliament. Children also learn about the universal golden rule 'Treat others as you would want to be treated yourself'. As a UNICEF 'Rights Respecting School' children learn that respecting others is a value central to life in Arngask.

Children develop their rules for their classes along with their teacher at the beginning of each session. The Pupil Council developed the rules for the playground after consulting with the classes each member represents.

Our school values are:

- Be kind
- Be honest
- Be safe
- Respect each other
- Be tolerant
- Be responsible
- Make sure everyone is included
- Try your best and have a growth mindset

Our Relationships and Behaviour Policy is based on our school Vision, Values and Aims. Pupils and staff, work together in developing positive behaviour through our Citizenship Activities, assemblies and Pupil Voice Groups.

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

## Parental Involvement

We are keen to encourage parents to visit and become actively involved in the life of the school. We arrange events throughout the year, including twice-yearly contact appointments in which parents and teachers can discuss the progress and achievements of our learners. There are opportunities available for our parents to become involved in the school such as supporting learning at home, volunteering and by joining the Parent Council. The council's policy to support effective partnership working between school and home can be found by following the link below:

[Parental involvement - Perth & Kinross Council](#)

## Transitions

To ensure that pupils feel prepared for the next stage in their educational journey several procedures are in place. Teachers visit the nursery prior to transition and all pupils visit their new teachers for transition activities. As most of our nursery pupils share the same learning environment as Primary One learners their transition is usually made with relative ease.

For pupils with additional support needs, arrangements will be put in place to make successful transitions. This may include additional visits and planning meetings to co-ordinate support and to share information.

Collaborative planning takes place between Kinross High School and its feeder primaries. This serves to ensure enhanced continuity of experience for the pupils. During the session, prior to transfer, guidance staff visit the school to meet the children who are to move on. Primary Seven pupils spend two days in Kinross High School where they follow a normal day's timetable. They are given information about uniform, PE kit, lunches and travelling arrangements.

Pupils living within the school catchment area transfer to Kinross High School.

**Acting Headteacher:** Jillian Shaw

**Address:** Loch Leven Community Campus, Kinross KY13 8FQ

**Telephone:** 01577 867100

## The Curriculum



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 3-18.

Within Curriculum for Excellence every child is entitled to a broad general education with the 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. Progress in learning will continue to be assessed in rigorous ways throughout a young person's time at school.

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.

## **Literacy**

The development of literacy skills plays an important role in all learning. Children's literacy skills are developed through opportunities to:

- Extend and enrich vocabulary through listening, talking, watching and reading.
- Communicate, collaborate and build relationships.
- Reflect on and explain literacy and thinking skills, using feedback to help improve and be able to give constructive feedback for others.
- Engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by technology.
- Be creative with language.
- Engage with a wide range of texts including developing an appreciation of the richness and breadth of Scotland's literary and linguistic heritage.
- Explore and discuss word patterns and text structures.

Pre-reading skills are developed in a carefully planned programme. We currently make use of the 'Active Literacy' programme of early reading skills in Primaries One-Three. This is based upon the synthetic phonics programme which has been shown to accelerate learning. This forms one part of our strategy to improve standards of literacy.

The core reading scheme in the Early Years is 'Oxford Reading Tree'. This is used along with other reading resources, including a wide variety of reading games, to develop the ways the children learn to read.

Pupils will go on to use an extensive range of core reading material including Oxford Reading Tree 'Treetops' fiction and Non-fiction books. Pupils will also have access to poetry, newspapers, magazines, comics, advertising as well as the school's fiction and non-fiction library. At all stage's activities are devised to extend pupils' abilities and techniques in reading different kinds of material and to enable them to develop higher order reading skills. Listening and Talking is assessed through classroom observation. Throughout the school, pupils are encouraged to express themselves and the language programme includes opportunities for children to develop fluency in using oral language. Discussion as a class, in groups or pairs is encouraged and our curriculum offers a wide context for interaction and communication.



The writing programme in the early years is based on a variety of teaching resources which encourage fluent use of language through writing experiences directly related to the child's own world. In the upper school this approach is continued with much writing related to interdisciplinary work including Social Studies, Health and Wellbeing, Science and Technologies. Pupils are given opportunities to develop their skills in various forms of writing, such as factual accounts, descriptive writing and reports as well as in imaginative and personal writing. The different forms of writing are spread throughout the year ensuring a balance to their writing programme.

## **Modern Language in the Primary School**

At Arngask we introduce French in the early years through a variety of games and classroom activities, involving listening and talking. Primary 6/7 offers opportunities for extending vocabulary into short phrases, basic grammar and more complex sentences through role play, games, and written language.

Primary and Secondary colleagues have developed programmes to promote a continuous and progressive learning experience from Primary through to the end of Secondary.

## **Numeracy**

Learning in numeracy aims to enable children to:

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

Experiences and Outcomes covering Number, Money and Measurement, Information Handling and Shape, Position and Movement are taught across all stages. Children learn through a wide range of experiences including active learning, investigations and problem solving. Children are given opportunities to use and apply their learning in a variety of contexts within numeracy. Children are also given opportunities to 'keep skills sharp' through practise, challenges, games and in on-line learning environments.

The numeracy programme is supplemented by core resources such as Tee Jay Maths, Scottish Heinemann Maths and Big Maths. Much of what the children do in class is based on a visual and hands-on approach to maths. We encourage children to do, talk and record their mathematical thinking in a variety of ways. Examples include board games, computer simulations and a wide range of 'fun' and interactive activities designed to improve the mental processing skills of all our pupils and cater for a wide variety of learning styles.

## **Health and Wellbeing**

Learning in Health and Wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes needed for mental, emotional, social and physical wellbeing now and in the future.

In Arngask Primary School, we take a holistic approach to promoting health and wellbeing, taking account of the stage of growth, development and maturity of each individual.

Through our Health and Wellbeing programmes we aim to support children in learning to:



- Develop self-awareness, self-worth and respect for others.
- Meet challenges, manage change and build relationships.
- Experience personal achievement and build resilience and confidence.
- Understand and develop physical, mental and spiritual wellbeing and social skills.
- Understand how choices about eating, physical activity, behaviour and relationships affect physical and mental wellbeing.
- Participate in a wide range of activities which promote a healthy lifestyle.
- Understand that adults in the school community have a responsibility to look after all pupils, listen to 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 strengths and skills in order to help them make informed choices when planning their next step.
- Acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.

## **Health Promoting School**

As a health promoting School, Arngask promotes health in its widest sense. We consider the physical, social, and emotional development of our pupils, staff and school community.

Development of self-esteem is central to this.

Sex education is an important aspect of every child's personal and social development. It is presented in an honest, objective, balanced and sensitive manner within a framework of sound values. Parents will be kept informed about sensitive issues. Through its Relationships, Sexual Health and Parenthood Policy, Arngask Primary School aims to provide information and support for parents and work in partnership with parents/carers.

## **Science**

The Science framework provides a range of different contexts for learning which draw on important aspects of everyday life and work. The overall aim of learning in the sciences will be to enable children to:

- Develop curiosity and understanding of the environment and their place in the living, material, and physical world.
- Demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences.
- Develop skills for learning, life, and work.
- Apply safety measures and take necessary actions to control risk and hazards.
- Recognise the role of creativity and inventiveness in the development of the sciences.
- Develop an understanding of the Earth's resources and the need for responsible use of them.
- Express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding.
- Develop as scientifically literate citizens with a lifelong interest in the Sciences.

As a small school we have devised a rolling programme of topics to ensure that children experience as wide a range of science experiences as possible over their Primary career. This involves inter-disciplinary working as well as discrete topics in science.

## **Technology**

The Technologies framework of Curriculum for Excellence provides a range of different contexts for learning that draw on important aspects of everyday life and work. It includes creative, practical, and work-related experiences and outcomes in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies. Learning in the technologies will be to enable children to:

- Develop an understanding of the role and impact of technologies in changing and influencing societies.
- Contribute to building a better world by taking responsible, ethical actions to improve life and the environment.
- Gain the confidence and skills to embrace and use technologies now and in the future, at home, at work and in the wider community.
- Become informed consumers and producers who have an appreciation of the merits and impacts of products and services.
- Be capable of making reasoned choices relating to the environment, sustainable development, and ethical, economic, and cultural issues.
- Broaden understanding of the role that information and communications technology (ICT) has in Scotland and in the global community.

Technologies will be incorporated into inter-disciplinary learning contexts as well as on occasion being taught as discrete topics.

## **Social Studies**

Learning in the social studies will enable children to:

- Develop an understanding of the history, heritage and culture of Scotland, and an appreciation of local and national heritage within the world.
- Broaden understanding of the world by learning about human activities and achievements in the past and present.
- Develop understanding of values, beliefs and cultures.
- Develop understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- Explore and evaluate different types of sources and evidence.
- Learn how to locate, explore and link periods, people and events in time and place.
- Learn how to locate, explore and link features and places locally and further afield.
- Engage in activities which encourage enterprising attitudes.
- Develop an understanding of concepts that stimulate enterprise and influence business.
- Establish firm foundations for lifelong learning and for further specialised study and careers.

Children study topics within the themes of People, Past Events and Societies, People, Place and Environment and People in Society, Economy and Business.

As a small school to ensure children experience a wide range of topics within social studies, we have planned a rolling programme of study, which incorporates inter-disciplinary contexts.

## **Expressive Arts**

Experiences in the Expressive Arts involve creating and presenting and are practical and experiential. Evaluating and appreciating are used to enhance enjoyment and develop knowledge and understanding. The Expressive Arts curriculum covers the subject areas of Art and Design, Drama, and Music. Learning in these aspects of the curriculum enables children to:

- To experience the inspiration and power of the arts.
- Recognise and nurture creative and aesthetic talents.
- Develop skills and techniques that are relevant to specific art forms.
- Provide opportunities to deepen their understanding of culture in Scotland and the wider world.
- Experience partnerships with professional arts companies and cultural organisations.

Children are given opportunities to share their learning, skills and talents through assemblies, open afternoons, performances, and events organised within the school and by the Local Authority.

Instrumental tuition is offered by the Visiting Guitar Teacher on a weekly basis. This is initially offered to pupils in Primary Five to Seven.

Primary Six and Seven pupils are offered the opportunity to attend a Youth Music Initiative which takes place on Saturday mornings.

## **Religious and Moral Education**

Throughout the school we follow the national framework for Religious and Moral Education whose aims are to enable children to:

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

Children are given the opportunity to develop their beliefs, attitudes, and moral values. Class Topics will be based within topics such as The Natural World, Relationships, Celebrations, Festivals, Ceremonies and Customs, Sacred Writings, Stories and Key Figures, Belief, Sacred Places, Worship & Symbols and Moral Values and Attitudes. Children learn about Christianity and other World Religions.

Links are made to Citizenship activities through regular assemblies and whole school initiatives such as Charity of the Year, Pupil Council, UNICEF Rights Respecting School Award, Eco Schools and Enterprise.

Arrangements for parents who wish to exercise their right to withdraw their child can be made in consultation with the Headteacher.

More information is available from the Parent Zone website:

[www.education.gov.scot/parentzone](http://www.education.gov.scot/parentzone)

## **Assessment & Reporting**

We use a wide variety of approaches to assessment following the principles of 'Assessment is for Learning'. Continuous assessment is made of pupil's work, their progress and attainment. Most of the assessment information will be gathered in the day-to-day work of the class and will cover all components of the 3-18 Curriculum, appropriate to each child.

Pupil profiles are kept which records each child's 'Learning Journey' as they progress through Arngask Nursery and Primary School.

There are three main concepts:

## **Assessment for Learning**

Teachers plan 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. Reflecting the principles of Curriculum for Excellence, progress is defined in terms of how well and how much, as well as learners' rates of progress.

This promotes greater breadth and depth of learning, including a greater focus on the secure development of skills and knowledge. Assessing progress across a breadth of learning, in challenging aspects and when applying learning in different and unfamiliar contexts will also help teachers to plan, track progress, summarise achievements in a rounded way and better prepare pupils for the next stage in learning.

## **Support for Pupils**

Information on the authority's policy in relation to provision for additional support needs can be found at:

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

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

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](mailto:info@enquire.org.uk)

Advice and information is also available at [www.enquire.org.uk](http://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'.

Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576

Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741.

If you think that your child has additional support needs, you should contact your child's class teacher in the first instance as they will have an overall picture of your child's progress. You can do this by contacting the school office or writing a note to the class teacher to request a meeting.

Often class teachers will have identified a need and, in consultation with the Head Teacher and Primary Pupil Support Teacher, will contact you to meet and discuss/identify any barriers to learning and agree next steps.

Other services/agencies are available to children in the form of Speech and Language Therapy, Occupational Health, English as an Additional Language teacher, Autism Outreach and Educational Psychological Service. Any of these may work with classes or groups. If they become involved with individual children (e.g., the Educational Psychologist), it is only after consultation with parents.

Sometimes a child will be part of a small group receiving extra help from the class teacher, a member of the management team or a Pupil Support Assistant. At times the child may work outwith class in a small group; normally support will be given within the classroom situation. The role of Primary Pupil Support Teacher is to provide consultation, advice, and support to Class Teachers on how best to support those children who need it, within the mainstream setting, and to deliver support for learning where appropriate. Some pupils have an Individual Education Programme (IEP) to meet their particular needs. Others who have involvement with Social Work, Health services or other agencies may have a Coordinated Support Plan (CSP) to ensure continuity of provision.

## **School Improvement**

The main achievements of Arngask Primary School and Nursery can be found in our Standards and Quality Report which is published annually each June and is available on our school website. The most recent HMI and Care Inspectorate reports can be found there too.

<https://www.arngaskprimary.org.uk/>

This link will also take you to our current School Improvement Plan which details the focus and outcomes of planned improvements over the current school session. Our school improvement plan is based on self-evaluation and the priorities of the National Improvement Framework for Scottish Education.

## **Authority Education Policies & Practical Information**

The authority website provides information on policy.

- **School enrolment including primary, placing requests and composite classes**

[School enrolment - Perth & Kinross Council](#)

- **Grants and benefits including free school meal entitlement, clothing grants, transport and music tuition:**

<https://www.pkc.gov.uk/article/17282/Schools-and-nursery-grants-and-benefits>

- **Information of Educational Psychology Services**

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

## **Primary School Meals**

School meals are prepared and served by our operational partners Tayside Contracts. Pupils choose their lunch, and these are ordered daily from Kinross Primary. Lunches are currently free for Nursery-P5. Further information can be found through the Perth and Kinross website.

Nursery children are also entitled to a free school lunch as well as healthy snacks and milk and water to drink throughout the day.

<https://www.pkc.gov.uk/article/17330/Primary-school-meals>

## ParentPay

As our school is now cashless. Payments for school lunches, trips and any other nominated cash transactions between yourselves and school is made through our electronic ParentPay system. You will receive more information on this including an Activation Letter when your child joins us.

## School Uniform

### Pupil Uniform

- grey/black trousers, shorts, skirt or pinafore
- grey/red V-neck pullover or cardigan
- grey / red / white socks or tights
- white shirt or polo shirt
- school tie (from school office or BE Uniforms on line)
- black school shoes / boots
- gingham summer dress



## P.E. Kit

### Indoor Kit

- Gym shoes/trainers
- Shorts, leggings, or jogging pants
- t-shirt

### Outdoor Kit

- warm tracksuit
- outdoor trainers

In the interest of Health and Safety long hair must be tied back and earrings and other articles of jewellery must be removed for Physical Education lessons. If your child's ears have just been pierced, they must come to school with their ears taped or, in the case of older children, have their own tape and be responsible for covering up the earrings.

All articles of clothing, school bags etc. should be clearly marked with the child's name. This saves a lot of time and effort and ensures the lost articles are returned quickly. Our school colours are red and grey, ties are available from the school office at a cost of £5.00 each via Parent Pay.

## **Severe Weather Arrangements**

**EARLY CLOSURES: e.g. SEVERE WEATHER CONDITIONS** – Heavy snow, wind, floods.

If the school has to close during the day, parents/carers will be informed via a text message to mobile phones : please ensure that the office has an up-to-date mobile phone number for you. If possible, messages will also be emailed out.

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

The link below will detail information about school closures

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

The PKC website is also regularly and quickly updated with school closures.

In the event of the school remaining open during heavy snow, parents should make the decision of whether 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.

## **School Transport, Grants and Funding**

Eligibility for free school transport and help on grants and funding information can also be found under the following link

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

## **Groups and Clubs**

At various times of the year, we offer different activities such as football, netball, and other activities depending on the staff who have volunteered to take a club. Some of these are during lunchtime.

Our pupils also volunteer to run a variety of clubs at lunchtimes. These are supervised by school staff and allow the children to share their skills with others.

If you have an expertise and would be interested in supporting a club or running one for the school, please contact us.

Pupils are involved in a wide variety of Pupil Voice groups which meet regularly throughout the year. These include the Pupil Council, Eco Group, Digital Skills Group, Health & Well-being Group, Outdoor Learning Group and Rocking Readers Group.

## **Educational Trips**

To make learning interesting and relevant to their pupils, class teachers often arrange outings and trips of an educational nature. All such trips are fully risk-assessed to ensure pupil safety.

Parents may be asked to contribute to the cost of these trips, but wherever possible we subsidise from School Funds. When a pupil enrolls at Arngask their parents are asked to sign a blanket consent form covering school outings. This may be used to cover short local trips e.g., a walk, a trip to another school, a shopping trip for school needs. It is, however, our practice to issue a separate permission slip for trips that take us further afield e.g., class outings, football team fixtures.

## **School Day**

Our school day starts at 9.00am and ends at 3.15pm. Our mid-morning break is from 10.40am – 10.55am and lunch is 12.35pm – 1.35pm.



## School Holidays and Inset days

Please follow the link below which will take you to the updated school holidays, bank holidays and inset days.

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

### Name of Child Protection Officer

Our Child Protection Officer is:

Mrs Suzanne Miller  
Headteacher  
Arngask Primary and Nursery School  
Main Street  
Glenfarg, PH2 9NT  
01577 867250  
[arngask@pkc.gov.uk](mailto:arngask@pkc.gov.uk)

All staff are trained annually in Child Protection Procedures. Where we have any concern about the welfare of a child, perhaps resulting from what a child says, how s/he behaves, or obvious physical damage which cannot be reasonably explained, then the Child Protection Officer will collate recorded concerns, acting on them and liaising with parents or other professionals as appropriate, keeping the Head Teacher informed. At all times of concern, we act responsibly to protect the child and to keep parents fully informed.

## 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. This helps to ensure that everyone works together to deliver better outcomes for the child or young person who needs additional support and their family.

## Nursery

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

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

[https://www.pkc.gov.uk/media/49155/Nursery-Policy-Guidelines-2023-24/pdf/Nursery\\_Policy\\_Guidelines\\_2023-24.pdf?m=638146672979600000](https://www.pkc.gov.uk/media/49155/Nursery-Policy-Guidelines-2023-24/pdf/Nursery_Policy_Guidelines_2023-24.pdf?m=638146672979600000)

There is also a separate handbook for our nursery families.

If you or someone you know would like a copy of this document in another language or format, (on occasion only a summary of the document will be provided in translation), this can be arranged by contacting Customer Service Centre on 01738 475000.

ان محتج انت او اي شخص تعرفه نسخة من هذه الوثيقة بلغة أخرى أو تصميم آخر فيمكن الحصول عليها (أو على نسخة معدلة للشخص هذه الوثيقة مترجمة بلغة أخرى) بالاتصال بـ:

الاسم: Customer Service Centre  
رقم هاتف للاتصال المباشر: 01738 475000

اگر آپ کو یا آپ کے کسی جاننے والے کو اس دستاویز کی نقل دوسری زبان یا فارمیٹ

(بعض دفعہ اس دستاویز کے خلاصہ کا ترجمہ فراہم کیا جائے گا) میں درکار ہے

تو اس کا بندوبست سروس ڈیولپمنٹ Customer Service Centre سے فون

نمبر 01738 475000 پر رابطہ کر کے کیا جاسکتا ہے۔

如果你或你的朋友希望得到這文件的其他語言版本或形式

(某些時候，這些文件只會是概要式的翻譯)，請聯絡

Customer Service Centre 01738 475000

來替你安排。

Jeżeli chciałbyś lub ktoś chciałby uzyskać kopię owego dokumentu w innym języku niż język angielski lub w innym formacie (istnieje możliwość uzyskania streszczenia owego dokumentu w innym języku niż język angielski), Proszę kontaktować się z Customer Service Centre 01738 475000

P ežete-li si Vy, anebo n kdo, koho znáte, kopii této listiny v jiném jazyce anebo jiném formátu (v n kterých p ípadech bude p eložen pouze stručný obsah listiny) Kontaktujte prosím Customer Service Centre 01738 475000 na vy ízení této požadavky.

Если вам или кому либо кого вы знаете необходима копия этого документа на другом языке или в другом формате, вы можете запросить сокращенную копию документа обратившись Customer Service Centre 01738 475000

Ma tha thu fhèin neo duine a dh'aithnicheas tu ag iarraidh leth-bhreacden phàipear seo ann an cànan eile neo ann an cruth eile, (aig amannan cha bhith ach gearr-chunntas a-mhàin ri fhaighinn air eadar-theangachadh) faodar seo fhaighinn le bhith a' cur fios gu:

Customer Service Centre 01738 475000

You can also send us a text message on 07824 498145.

All Council Services can offer a telephone translation facility.

[www.pkc.gov.uk](http://www.pkc.gov.uk)