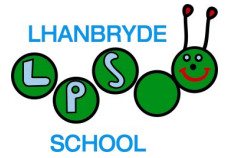




THE MORAY COUNCIL
EDUCATION, COMMUNITIES & ORGANISATIONAL
DEVELOPMENT



We are Learning for Life with Positive Partnerships to be Successful

LHANBRYDE PRIMARY SCHOOL HANDBOOK

Welcome



RESPECT * WELLBEING * TEAMWORK * FAIRNESS * KEEP TRYING * HONESTY

Date of Publication January 2024

WELCOME

Dear Parents/Carers

On behalf of pupils, parents and staff, I would like to welcome you to Lhanbryde Primary School.

Lhanbryde is a semi-rural community, situated 3 miles from the large town of Elgin. You will find Lhanbryde School in the centre of the village. We are a non-denominational school which currently provides education for 175 pupils currently. The current school was built in 1997 on the site of the previous 1960's building. It is an open plan school which has room for 9 class teaching areas. Within the school, there is also enhanced provision for children with Additional Support Needs.

The large circular gym hall doubles up for the school dining hall at lunch time. In addition to this we have 1 spacious multi-purpose rooms. Pupils learn ICT skills through the use of computers and laptops which are available in class as well as being timetabled weekly in our ICT suite/Library area. The Support for Learning team benefit from an enhanced teaching facility, The Nest.

We value our partnership with parents and we look forward to working with you and your child/children as you begin an exciting journey with us at Lhanbryde Primary.

There is also very well, equipped Nursery that offers places to three and four year olds. Lhanbryde Primary School Nursery is situated within the main school building but has its own entrance. It is managed by Miss Caitlin Whately. Contact details can be found later in the booklet.

I hope this booklet provides you with everything that you will need to know about our school. However, if you have any further queries, no matter how small, please do not hesitate to contact me.

Yours sincerely

Gillian Ross

Head Teacher



WHAT WE AIM TO DO

Our General aim for the children of this school is to provide a secure, happy and stimulating environment within which effective learning and teaching can take place. In order to achieve this we aim to provide a curriculum which is varied in its learning experiences, provides a balance of content and allows and ensures that each child progresses at a rate appropriate to his/her age, aptitude and ability, but achieves his/her highest potential.

We hope that by continued discussion of local and national documents and by evaluation of what we do, we will take account of the ever changing society in which our children will take their place.

This means that we are constantly trying to provide a curriculum which caters for all our children's needs, not merely intellectual but also spiritual, physical, moral and emotional. We frequently use the environment in which we live to provide our children with meaningful situations.

Our curriculum requires constant review. As part of the review process all schools have a School Improvement Plan which sets out their priorities for the coming year. This is available in Appendix B.

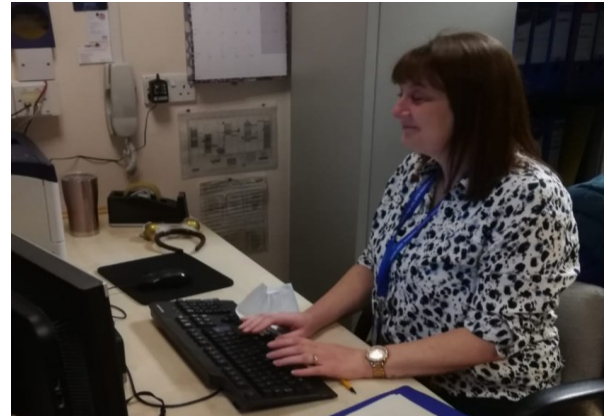
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This handbook has been produced for the parents of pupils and prospective pupils of Lhanbryde Primary School. We hope you will find the information useful and informative. We have an open-door policy here at Lhanbryde, so please do not hesitate to contact us if you have any further questions.

Head Teacher: Mrs Gillian Ross
Depute Head Teacher: Miss Sandra Dean
School Address: Lhanbryde Primary School
Garmouth Road
Lhanbryde
Moray
IV30 8PD

Mrs Masson, our school administrator



Moray Council: www.moray.gov.uk
 Moray Council 01343 563374
 School Twitter: @Lhanbrydeps
 Facebook Page: Lhanbryde Primary School PATT (Parents and Teachers Together)

Opening time: 8.45am for P1-7
 Finishing times: 3.00pm P1-7
 Morning Interval: 10.30am – 11.00am for P1-7
 Lunch Interval: 12.45pm - 1.30pm for P1-7

http://www.moray.gov.uk/moray_standard/page_55829.html

Lhanbryde Nursery: Manager- Miss Caitlin Whatley
Telephone – 843778
E mail- admin.lhanbrydens@moray-edunet.gov.uk

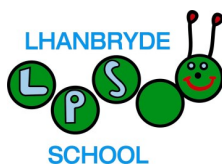
STAFF LIST

MANAGEMENT	
Mrs G Ross	Head Teacher- Monday – Thursday
Miss S Dean	Depute Head Teacher/Acting Head Teacher-Friday
Mrs J Morrison	Principal Teacher Support for Learning - Mon, Tue, Thu and Fri
Mrs C Donegan	Acting Principal Teacher Support for Learning- Wednesday
TEACHERS	
Mrs S Millican	P1
Miss S Milne	P2 (NQT- newly qualified teacher)
Miss R Tait	P3/4
Mrs C Chisholm	P4
Mrs L Matheson	P5
Mrs H Allardice/Ms K Toon	P6
Mrs L Yaxley	P6/7
Mrs M Anderson	P7
Mrs C Donegan	Support for Learning (Tuesday, Thursday and Friday)
Ms A Dereowska	Support for Learning (Monday- Wednesday)
Mrs L French	NCCT Teacher- Tuesday and Wednesday
Mrs K Gallacher	NQT Cover Teacher on Friday
NURSERY	
Miss C Whatley	Nursery Manager
ADMINISTRATION	
Mrs F Masson	Primary School Administrator
JANITOR/CARETAKER	
Mr R Geddes	Janitor (Monday- Friday 8.00-12.00)
Ms R Willetts	Evening Caretaker
SUPPORT STAFF	
Ms C Simpson	Pupil Support Assistant/Lunchtime Supervisor
Mrs J Baillie	Pupil Support Assistant/Lunchtime Supervisor
Mrs Y Robertson	Classroom Assistant
Mrs H Coull	Pupil Support Assistant
Miss D Clarke	Pupil Support Assistant
Mrs W Cumming	Pupil Support Assistant
Mrs H Joyner	Pupil Support Assistant
Mrs K Lawson	Pupil Support Assistant
Mrs K Raffan	Pupil Support Assistant
Mrs S Sweeney	Pupil Support Assistant
Ms R Warne	Pupil Support Assistant
Mrs M Watson	Pupil Support Assistant
Miss J Dey	Pupil Support Assistant
Ms K O'Carroll	Pupil Support Assistant
Ms K Moyes	Pupil Support Assistant
Mrs H Bews	Pupil Support Assistant
Mrs C Currie	Pupil Support Assistant
Miss S Johnston	Pupil Support Assistant
Mrs K Macken	Pupil Support Assistant
Mrs J Mitchell	Pupil Support Assistant/ Lunchtime Supervisor
Mrs Emily Moss	Playground Supervisor

VISION, VALUES and AIMS

The school vision, value and aims are very important because they show exactly what the school is trying to achieve. All school policies and daily teaching practice should help the school fulfil these. We review our Vision, Values and Aims through consultation with staff, parents and pupils.

VISION



We have a clear vision for the school: where all members will effectively learn the skills that prepare them for life, with positive partnerships within the school and wider community in order to be successful.

We are Learning for Life with Positive Partnerships to be Successful

VALUES

RESPECT * WELLBEING * TEAMWORK * FAIRNESS * KEEP TRYING * HONESTY

AIMS

Our school aims are in line with the four purposes of The Curriculum for Excellence: to enable pupils to become **successful learners, confident individuals, responsible citizens and effective contributors.**

- DO OUR BEST
- CARE FOR OUR COMMUNITY
- KEEP LEARNING AND IMPROVING
- RESPECT EVERYONE AND EVERYTHING
- BELIEVE IN OURSELVES
- TAKE PART AND HAVE A SAY IN THE LIFE OF OUR SCHOOL
- CONTRIBUTE TO TEAM WORK
- BE HEALTHY, HAPPY AND SAFE

VISION and AIMS of MORAY COUNCIL

Our vision:- **Ambitious to Achieve Excellence Together**



Our aims:-

- Ensuring people's outcomes remain at the heart of what we do
- Ensuring effective partnership working
- Supporting, enabling and encouraging people, their families and local communities to achieve what is important to them
- Actively promoting early intervention
- Delivering accessible, consistent, equitable and high quality services
- Using our resources effectively and targeting our capacity appropriately and efficiently
- Engaging and involving through effective communication with everyone we work with
- Promoting equality
- Sharing and using our information openly and fully
- Creating a culture of self-evaluation and continuous improvement

ENROLMENT

The 1981 Education (Scotland) Act gives parents rights in choosing the school at which they wish their child to be educated. Information can be obtained from the Head Teacher.

Each year during the 3rd week of January parents are requested to **REGISTER** their child for education **AT THEIR LOCAL PRIMARY SCHOOL**. This is combined with the completion of a placing request for the school of their choice, whether it is the local school or otherwise. Parents and pupils are welcome to visit our school before making their choice. **The preferred method of registration is via the moray council website online.**

Parents should provide the child's birth certificate as well as proof of address (a utility bill).

Once we have all the information about the children who will be joining Primary 1, we will send out an information leaflet for parents and children about our transition programme.

CLASSES

Children are grouped in classes according to age and numbers of children. Your child may be placed in a single stage class with a maximum of 33 pupils (25 in P1, P2 & P3) or in a composite class with a maximum of 25 pupils. Pupils are allocated to composite classes as sympathetically as possible to provide the best educational opportunities, social harmony and emotional stability.

In forming new classes, full account will be taken of existing successful groupings of pupils. Language and /or mathematics groupings are used as the basis for the decision as to which class pupils are allocated.

SCHOOL UNIFORM

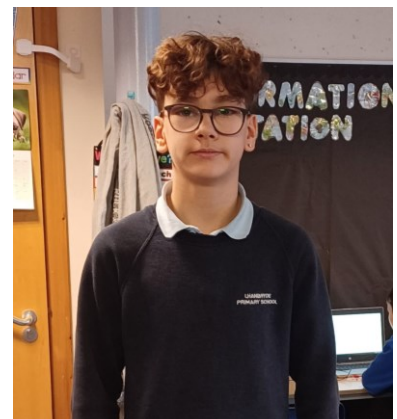
The wearing of school uniform is strongly encouraged at Lhanbryde, not only because it is very smart and saves any competition for expensive fashions, but we believe that wearing school uniform confirms that children are coming to a special place with special values and expectations. The school uniform is a white/light blue polo shirt or shirt, blue and silver tie, black/tartan skirt or pinafore. Black short/trousers and royal blue school sweatshirt or cardigan. Primary 7 children have a navy sweatshirt. Please ensure that clothing is named, especially sweatshirts/cardigans.

Currently on PE days children should wear PE kit under their school sweatshirt/jumper. PE jogger/leggings can be worn and these should be black or dark. There should be no hoodies worn at school.

We have an **online supplier** for our school wear to make purchasing and payment easier for parents. Examples and sizing can be seen in school and we also stock a supply of school ties, priced at £3.50. To order, log on to:

www.logoxpres-schoolwear.co.uk

1. Find your school
 2. Register, log in and make your uniform selection
 3. At delivery method, please choose either delivery to school or courier method
- (School delivery is free at any time throughout the year. There is a charge for courier delivery to home)



TRANSITIONS

Starting Primary 1

We aim to make the entry of pre-school pupils to full-time education as smooth as possible. We recognise the important role parents play in this process and aim to develop a close home/school partnership for the benefit of your child.

In the Summer term, there is a full induction programme for parents and children entering P1 that includes a wide range of activities and visits. Each P1 pupil is given a 'P7 P.A.L' i.e. a pupil from P6 who becomes the child's friend after the Summer break.



Children attending nurseries/pre-school centres outside of Lhanbryde Nursery will be fully included in this transition process and school staff will also visit/liaise with staff at these centres.

Transfer to Secondary School

P.7 children within the catchment for Lhanbryde Primary are also in the catchment for Milne's High School in Fochabers.

However, if parents wish, they may choose to send their child to any secondary school in the area providing they make a placing request and plan their own travel arrangements.

The address and telephone number of the High School is as follows:-

Miss Jemma Playfair- Head Teacher

Milne's High School, Fochabers

Tel: 01343 820611

Arrangements for transfer to Milne's High School are well established and there is close liaison between staff. Parents also attend an evening to meet staff prior to the Summer holidays.

Class transitions

During one of the days when our P.7 pupils are visiting Milne's High School, we organise a "Moving On Morning" when pupils spend part of the morning with the teacher they will have, following the Summer break. This is a great opportunity for the children and the teachers, where all benefit from the "Getting to Know You" activities.

In September, parents are invited in to a "Meet and Greet" night where they can meet their child's teacher and find about class routines.

ABSENCE

Attendance

It is a legal requirement under the Education (Scotland) Act, 1980, that parents ensure regular attendance at school.

Illness

If a child is absent through illness, parents/carers must contact the school as soon as possible on the morning of any absence. If we have not received notification of a child's absence by 9.15am, we will send a message to parents/carers via our texting system. **Following Council procedures, if we still have no contact from parents, the next port of call would be to telephone the police.** This is done with the best of intentions as when a child fails to turn up for school, we wish to know that he/she is safe at home and has not gone missing on the way to school.



Medical Room



Hospital/Clinic Appointments

Again, we ask that advance notice of an appointment should be passed on to the school. **In the interest of safety we do not allow pupils to leave school to meet a parent for an appointment, so during school hours, the pupil must be collected from school.**

Holidays

In Scotland, parents do not have the legal right to keep pupils off school to accompany them on holiday. Such holidays will be classified as unauthorised absences from school.

Where parents have no control over the dates of their annual leave, children can be granted up to a fortnight of authorised absence, within any 12 consecutive months. In all cases, parents must request the permission of the Head Teacher to remove a child from school during term time, to go on holiday.

It is not the policy of this school to provide children with work to complete while they are on holiday during term time.

In taking children out of school in term time, parents should be aware of the potential impact on their children regarding teaching time in key subjects that is lost.

CURRICULUM FOR EXCELLENCE

Curriculum for Excellence (often shortened to CfE) is the curriculum in Scotland which applies to all children and young people aged 3-18, wherever they are learning. It aims to raise achievement for all, enabling young people to develop the skills, knowledge and understanding they need to succeed in learning, life and work. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world. All children and young people have an entitlement to provision of an excellent education so that they develop **skills for learning, life and work**.

Curriculum for Excellence is **not** a '*one size fits all*' curriculum. It provides greater personalisation and choice so that learning is more challenging, enjoyable and relevant to each child's needs, strengths and interests. Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together. Glow, Scotland's unique, world-leading, online network will support learners and teachers in this and there are plans already in place for parents across the country to have access to Glow in due time.

A factfile about the 'Curriculum for Excellence' for parents/carers which provides a more comprehensive overview of CfE (and an explanation of the terms used) is available from the office. You can also access further information about the curriculum and supporting your child on:

<http://www.LTScotland.org.uk/Parentzone>
<http://www.educationscotland.gov.uk/parentzone/cfe/index.asp>
<http://www.educationscotland.gov.uk/parentzone/resources/index.asp>

Curriculum for Excellence develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another, helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

Curriculum Levels

These describe the progression in learning and development of children and young people from age 3-18 years. In brief, these are:

- **Early Level** – the pre-school years and P1 or later for some
- **First Level** – to the end of P4, but earlier or later for some
- **Second Level** - to the end of P7, but earlier or later for some.
- **Third and Fourth Levels** - Secondary 1 – 3 but earlier for some.
- **Senior Phase** - Secondary 4 – 6 and college or other means of study.

As a very general guide, children are expected to be at Second Level, and beginning to learn and develop at Third Level, as they make the transition from Primary into Secondary Education.

Children and young people progress through these levels at their own pace; and naturally some do so more quickly, or a little later than expected, dependant on individual circumstances and needs.

Experiences and Outcomes (Es and Os)

Each learning experience will provide the opportunity for children to learn a number of outcomes throughout a range of curriculum areas. We use detailed planning to deliver inter-disciplinary learning opportunities using interesting topics e.g. Conflict, Wallace and Bruce, Minibeasts, etc. Not only do children learn more about the topic, but they are continuously developing their literacy, numeracy and team working skills.

The ability to transfer knowledge and skills over a wide range of learning experiences from the different curriculum areas is desired.

Key areas of Education

Literacy across learning,

Numeracy across learning and

Health and Wellbeing across learning

Experience - describes the **learning activity** taking place.

Outcome - describes **what the learning will achieve**.

E.g. Knowledge, understanding, skills, awareness and attitudes.

Curriculum for Excellence is all about bringing real life into the classroom and taking lessons beyond it. Learning and teaching will still focus on subjects and knowledge in addition to developing skills and understanding. The following website page has more information on other subjects and knowledge covered by the curriculum:
<http://www.educationscotland.gov.uk/parentzone/cfe/subjectsandknowledge/index.asp>

The Seven Principles -	The Eight Curriculum Areas –
<p>all learning must take account of these principles:</p> <ul style="list-style-type: none">• Challenge and Enjoyment• Breadth• Progression• Depth• Personalisation and Choice• Coherence• Relevance <p>This is to ensure children's development is useful and meaningful</p>	<p>containing a range of subjects:</p> <ul style="list-style-type: none">• Expressive Arts Art, Drama, Music and Dance• Health & Wellbeing Personal, social and emotional health. Also P.E.• Literacy and English Communicating with others. Reading, Writing and Modern Languages• Numeracy and Mathematics Number work, Problem Solving• Religious and Moral Education Religions, values and beliefs.• Sciences Understanding our planet• Social Studies Scotland and the World; past, present and future.• Technologies Food, Design and Computing.



The following website page has more information on the Experiences and Outcomes and knowledge covered by the curriculum:

[https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/What%20is%20Curriculum%20for%20Excellence](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence)

Although the curriculum can be identified in terms of these distinct areas, learning is commonly inter-disciplinary. The classroom organisation varies and is a mixture of individual, group and class learning and teaching depending on the activity taking place. Effective learning and teaching approaches are adopted at Lhanbryde with Assessment is for Learning, self assessment / reflection and Critical Skill practices embedded in lessons. Children are given opportunities to support and share their learning and knowledge with others in their class and across the other stages. Curriculum for Excellence is all about bringing real life into the classroom. It makes learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another, helping children understand the world and make connections.

CURRICULAR AREAS

There are 8 curricular areas that children will study under a Curriculum for Excellence:

Language, Mathematics, Social Subjects, Science, Expressive Arts, Religious and Moral Education, Health and Wellbeing and Technologies.

English Language

This consists of listening, talking, reading and writing.



Our Library

Listening and Talking

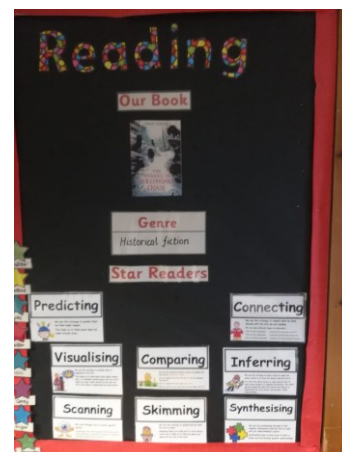
We provide children with a range of opportunities to discuss and listen to others. They are encouraged to convey messages and talk clearly to adults and other children. Pupils will listen to a wide variety of media including T.V., radio, C.D. and stories read by teachers and pupils.

Reading

Higher Order Reading Skills (HOR) are taught in school through a progressive programme from P1-7.

Children will have a reading book for home whilst they are developing the important early reading skills which is done through Jolly Phonics activities and other early reading materials. Once children have developed their fluency and skills reading is taught in class-with a variety of fiction and non-fiction resources. In particular, children will focus on developing Higher Order Reding skills through weekly class novel lessons.

Reading for pleasure is encouraged through our school library and ERIC (Everyone Reading in Class) time.



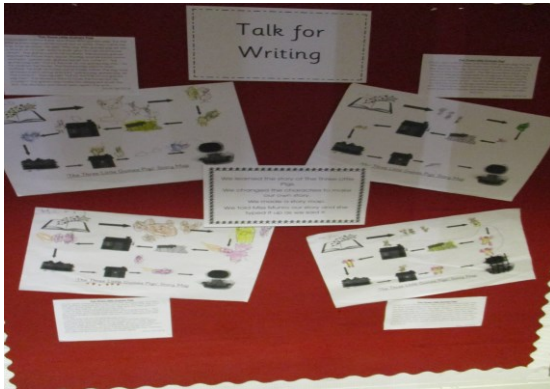
It is important for parents to show interest by hearing their child's reading while developing early reading skills and encouraging them to read for pleasure at home too.

Spelling

We are following the "Wraparound Spelling" programme which provides a set of progressive spelling words and activities. When they are ready for spelling groups, pupils will be placed accordingly and words will be studied in class.

Writing

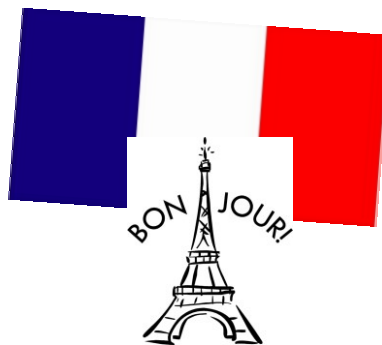
Children are taught technical skills of handwriting, spelling and grammar. They also learn about the 6 genres in writing: Report writing, Recount, Procedure (instructions), Narrative, Persuasion and Explanation through our Big Writing Adventures online resource. Pupils learn to write across the curriculum and for a variety of purposes. Children also have weekly VCOP lessons which focus on extending sentences by improving **V**ocabulary, **C**onnectors, **O**peners and **P**unctuation. Handwriting is an important part of literacy and presentation skills and is taught twice a week using our Nelson handwriting scheme,



VCOP display

Modern Languages

Under the Language 1+2 guidelines, all children from P.1-7 learn French. This is the language that is taught across all the feeder, Primary Schools for Milne's High School.



MATHEMATICS

Topics include Number, Money, Measurement, Shape, Information Handling and Position and Movement,

Pupils are also given the opportunity to solve problems, use calculators, computers and handle information in different ways. We use a wide range of resources for Maths lessons such as textbooks, worksheets, interactive whiteboard, computers, programmable toys and the outdoors.

Practical, real life experiences are provided wherever possible and we place a strong emphasis on developing mental calculations/strategies.



RACE CAR problem solving method



SOCIAL SUBJECTS

Children acquire knowledge and understanding of the world and learn skills that will enable them to interact effectively with it.

Pupils may take part in trips/visits to enhance their learning. We are very lucky to have several wooded areas nearby which we make full use of for children's learning.

SCIENCE

Pupils will experience lessons about living things, energy and forces and earth and space. They will also develop a range of skills through problem solving, practical experiments, research and reading information.



EXPRESSIVE ARTS

Music, Art, Drama and Creative Dance make up the Expressive Arts. They are taught in school through topic work by class teachers and visiting specialists. Pupils are required to have a painting apron/shirt for art work.

All P5 pupils receive ukulele lessons from a visiting teacher once a week. Instrumental tuition is offered to pupils who are interested and who show the necessary aptitude. This tuition can be given when a vacancy arises in the time allocated to the school. At the moment violin, woodwind and brass tuition is provided.

RELIGIOUS AND MORAL EDUCATION

In R.M.E., children learn about Christianity, Other World Religions and Personal Research. Children develop an understanding of respect and care for others as well as looking at Moral education and the study of rules, rights and responsibilities.

There are regular assemblies led by the Head Teacher/Depute Head Teacher, Local Minister or pupils themselves. Assemblies take the form of a service and are linked to the principles of Christianity.

All religious observance is non-denominational. Parents have the right to withdraw their child from our Religious Worship Programme and they must let the school know in writing if they wish to do so.

HEALTH AND WELLBEING

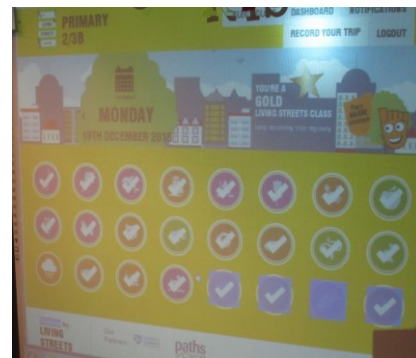
Lhanbryde Primary is a Health promoting School and we encourage pupils to make healthy choices. Our health education programme covers physical, emotional, spiritual and social aspects of health under the GIRFEC wellbeing indicators- **Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included**. We work closely with health professionals and other agencies to deliver these themes.



Our SHANARRI display

Pupils receive 2 hours (2 sessions) of Physical Education each week. On PE days children should wear PE clothing to school under school sweatshirts. PE clothing consists of black shorts/joggers/leggings with a t-shirt, preferably in HOUSE colours (Red- Dragons, Blue-Unicorns, Green- Griffins and Yellow-Phoenix) School sweatshirts should be worn over t-shirts. **Football tops are not permitted.** Gym shoes should be taken for indoor PE.

Gym shoes should be checked regularly to ensure they are fitting properly. Pupils should not wear jewellery to school for P.E. as it could cause them an injury. They will be asked to remove or cover up anything which could cause harm to themselves or others. The school will not take responsibility for jewellery that is lost or damaged. **If ear-rings cannot be removed by pupils, then they will be covered using the appropriate micro pore tape**



Travel Tracker that all children complete daily as part of the "Walk to School" initiative.

TECHNOLOGIES

Information and Communication Technology (ICT) is growing at a rapid pace, with new technologies being invented continuously. Our school is equipped to integrate ICT within classroom practice and we are adding to these technologies annually.

As well as each class having access in class to networked lap-tops and a PC, pupils are timetabled weekly for our computers, where we can use our trolley of 38 I pads to support lessons.

Interactive whiteboards are used in all class areas and pupils also have the opportunity to use cameras and video-cameras to record events and areas of their learning.

Moray and National school networks are provided for pupils to do school related work, including research and communication with others. For internet access, parental permission is required.

Moray school networks are provided for pupils to do school-related work, including research and communication with others. For Internet access, parental permission is required.



CROSS CURRICULAR LEARNING

Children will have experience in all these curricular areas during the course of a session. Many lessons/activities will cover several of these areas as we build in cross-curricular themes and interdisciplinary learning into our work.

SCHOOL VISITS

It is important for children to have learning experiences within their local and wider communities as part of their topic/theme work. This makes learning more relevant and meaningful. We appreciate the help of parents on all visits and are always looking for volunteers. We adhere very strictly to our policy of seeking parental permission for **all** out of school activities and we need your help with this.

P7 pupils have the opportunity to take part in Activity Week in the Summer term. This involves a range of adventurous activities organised with Outfit Moray. **Any payment for school trips can be made by instalments over a period of time.**

HOMEWORK

Homework is given to pupils for a number of reasons:

To provide more practice in a topic introduced in school;

To encourage pupils to become more independent learners;

To make parents more aware of their child's work in school;

To provide parents with an opportunity to share in their child's learning.

Homework can only be of help to children if parents support us by encouraging their child to do homework activities to the best of their ability.

Currently homework is mostly via our online programme: **Sumdog** . There will be targets and assignments set by class teachers on these. Homework can also include reading practice in the early stages or activities linked with topic work.

Pupils are expected to be responsible for their homework. They should know what the class teacher has given them to do and know the timescale set. It is helpful if parents can initial work completed at home by the child, as this gives the class teacher an indication of whether the parent is aware of what has been set.

P 7 pupils also have diaries which help to prepare them for Secondary school.

ADDITIONAL SUPPORT FOR LEARNING

The Additional Support for Learning Act, 2004, introduced a new statutory framework for supporting children and young people in their school education, and their families based on the idea of additional support needs. This new term will apply to children and young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education.

It is likely therefore that the majority of children and young people will need additional support at some point in their educational career.

SUPPORT FOR PUPILS

The main role of support for learning is to assist pupils within identified groups in the classroom situation with specific, identified educational needs. Sometimes pupils will be withdrawn from class work, if it is felt that more individualised support is needed. Support for Learning is available to all pupils.

Parents will be informed if Support for Learning is deemed appropriate for their child. They will be offered the chance to come to school to discuss any concerns they may have with the Class teacher. Mrs Morgan our Acting Princip[al] Teacher manages additional support needs across the school. Mrs Morgan, Miss Dean and Mrs Ross are available to discuss any concerns.

Enquire is the Scottish advice service for Additional Support for Learning. Enquire offers independent, confidential advice and information on Additional Support for Learning through:

Telephone Helpline: 0845 123 2303

Email Enquiry service: info@enquire.org.uk

Advice and information is also available at www.enquire.org.uk

Enquire provides a range of clear and easy-to-read guides and fact sheets including "The parents' guide to additional support for learning"

ASSESSMENT AND REPORTING

Assessment is used to help plan next steps as well as to inform parents of their child's progress. Formal and informal methods of assessment are a central part of everyday learning and teaching. This may be through discussion, questioning, written work, pupil/peer self assessment, observation and examining finished products, as well as a more formal test to confirm a teacher's judgement. At the beginning of a school year, teachers will assess children's knowledge and skills in literacy and numeracy. This information will be used to inform groupings.

P.1, 4 and 7 children across Scotland, take part in National Standardised Assessments (SNSA). These assessments will provide an additional source of nationally consistent evidence for teachers to use when assessing children's progress.

All pupils are involved in profiling, which involves them recording their learning journey and personal achievements throughout each school year. They are continually involved in discussing their progress in learning, with the teacher. P.7 pupils create a profile for moving in to S1 and P.1-6 children produce a profile for moving on to their new teachers. All children contribute to the reporting process in October and Summer terms. Parent Evenings are held in October with an open evening held in April. Class teachers also use the See Saw App to report on children's learning and progress throughout the year.

CELEBRATING ACHIEVEMENT

Children track the progress of their personal achievements through our school "Achievement Award Programme". We also encourage children to share their successes and achievements outside of school i.e. at clubs or activities attended.

Children have the opportunity to share these experiences during our whole school "Achievement Get Togethers" and through our school daily news information, newsletters and X page.

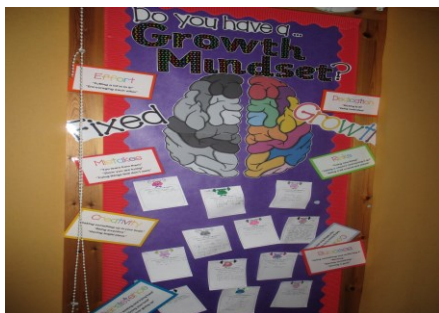
Further information on the successes of our school can be seen in the Standards and Quality Report in Appendix C.

ETHOS AND BEHAVIOUR

Our school ethos is based on a climate of openness and honesty in all that we do. We want Lhanbryde Primary School to provide a place of learning which is safe, happy, stimulating and welcoming for all learners, teachers and visitors. Each member of our community is valued as an individual and supported to develop to his/her full potential according to their personal, social, emotional, as well as academic needs. We encourage each member of our school community to treat each other with respect. We promote an ethos of achievement where success is celebrated and positive behaviour is recognised.

We operate a whole school HOUSE SYSTEM. On enrolling at school, children will be allocated to one of the four HOUSES, which are named after mythical creatures: **GRIFFIN**(green), **UNICORN**(blue), **PHOENIX**(yellow) and **DRAGON**(red). HOUSE POINTS are awarded for efforts in meeting our school values. We have monthly HOUSE assemblies and the winning HOUSE each month earns extra playtime. At the end of the year the overall winning HOUSE will be invited to an inflatable Fun/games session..

Our relational Policy is based on Nurturing principles. We also follow the Solution Oriented Schools approach and Restorative Practice. Children learn to understand and recognise their feelings and empathise those of others through Zones of Regulation and Emotions Coaching. Currently our P4 class are taking part in weekly sessions also in Roots of Empathy with Miss Dean our DHT, who has been trained in this programme.



Encouraging a Growth Mindset is very much part of our whole school ethos



House Points are collected each month

LIFE AT LHANBRYDE PRIMARY

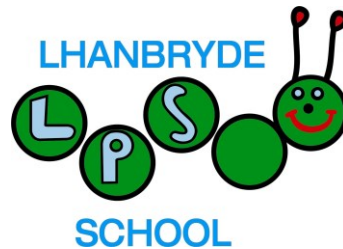
The zones help us understand what our feelings are and we have a colour for each zones. We do check ins in the morning and afternoon.



Each class has a Rights charter so everyone knows how we respect each other in class-



House Points are great. We earn them for trying hard. We get a party for the winning house at the end of the year. Last year it was inflatables



We love the pizza at school dinners.



Learning Powers help us to have a good Growth Mindset and not to give up.



Our supportive ethos is one of our key strengths as a school.
- Miss Dean DHT



BEHAVIOUR

Children are expected to follow the school rules: **BE RESPECTFUL, READY and SAFE** but sometimes, there will be times when they break them. Having done so, they must also understand the impact of breaking them. We operate a relational approach at Lhanbryde Primary which is based on Nurture, solution oriented approaches and restorative practice. A copy of our relational approach is on our school App. Deliberate damage to school property or damage or loss of books etc. may result in a request for payment to repair or replace such items.

Our procedures for dealing with misbehaviour is as follows:

- Reminder of our school rules-to **BE RESPECTFUL, READY and SAFE**
- If a child continues to ignore this reminder, a script will follow with an explanation of the consequences if the behaviour continues. Depending on the behaviour, consequences may include missing some of breaktime/part of an activity, time in another class or a phone call home
- Report to the Depute Head/Head Teacher which may involve a restorative conversation or contacting parents to come and discuss behaviour and agree future support/conditions

For more serious incidents where it is deemed that **a pupil's continued attendance at the school would be likely to be seriously detrimental to, order and discipline at the school or the education well-being of the pupils there**, the HT can exclude a pupil from school.

You should also note that any incidents involving violence, dangerous weapons, drugs or alcohol are reported immediately to Educational and Social Care, and the Police may also be involved.



RIGHTS RESPECTING SCHOOL

The Unicef UK, Rights Respecting Schools work is based on principles of equality, dignity, respect, non-discrimination and participation.

RRS seeks to put the **United Nation's Convention on the Rights of the Child (UNCRC)** at the heart of a school's ethos and culture to improve well-being and develop every child's talents and abilities to their full potential.

A Rights Respecting School is a community where children's rights are learned, taught, practised, respected, protected and promoted. Young people and the school community learn about children's rights by putting them into practice every day.

At Lhanbryde, we teach our pupils about children's rights and model rights and respect in all relationships: between teachers / adults and pupils, between adults and between pupils.

Every year, each class creates a class charter which is agreed by the children and the teacher; it details what their rights are and how those rights can be respected. Our ethos and values are closely linked to the UNCRC.



SOLUTION ORIENTED SCHOOLS

We have staff trained in the Solution Oriented Schools approach. This involves working with parents, pupils and staff in a variety of situations with a view to reaching positive outcomes. This approach is also used in School Improvement Planning and multi-agency meetings.

ACTION AGAINST BULLYING

We at Lhanbryde hope to provide a happy, safe environment where all individuals are encouraged to do their best. Like all schools, we do from time to time, face and deal with, situations which threaten a person's right to feel secure and happy within the school. Like all schools, these situations sometimes involve a child bullying or being bullied. Bullying is not tolerated at Lhanbryde Primary and incidences of potential bullying and bullying will be taken very seriously. We will try to help children to resolve any issues that arise. Please contact us if there is a matter causing your child concern. Our policy "Action Against Bullying" is available at school. Should you wish to receive a copy, feel free to ask.

Leaflets and fuller information on Bullying, Disability Discrimination and Race Relations is available from The Moray Council by telephoning the respective number, e-mailing or accessing the web page on the council website. (See **Appendix A** for these contact details.)

HEALTH AND SAFETY

SCHOOL SECURITY

We have CCTV cameras as part of the school security system and all council employees have Photo ID badges. All visitors are required to sign in and out of the school and wear a visitor's badge. All adults including parents should report to the school office, if seeking an appointment or wishing to pass on information to staff or children. No pupils may leave the school grounds to visit the shop or the park during break or lunch time, unless of course, they have gone home for lunch and their parents give them explicit permission to do this.

FIRE DRILLS

Fire Drills are held once a term. There are fire notices in every area. The main assembly point is at the back of the school on the large patio area, next to the main field. We have a designated area for each class.

BIKES AND SCOOTERS

As a Health Promoting School, we encourage active and safe journeys to school. We have excellent cycle/scooter storage. Pupils who bring their bicycles/scooters to school, should dismount on entering school grounds and walk with their bicycle to the shelter. Pupils need to bring their own lock for their bicycles.



While we are keen to promote cycling to school, it remains the responsibility of parents to decide if a particular journey is suitable for their child. The school does not accept any liability for any consequences of that decision. The use of the cycle storage is entirely at the owner's risk. The Moray Council will not cover loss or damage to bicycles on the school premises. Parents are advised to add bicycles to their household insurance.

CAR PARKING

The Parent Car Park for dropping off and picking up children is at the bottom of the hill. **PLEASE DO NOT DROP YOUR CHILDREN OFF IN THE STAFF CAR PARK at the top of the hill. THIS AREA IS TOTALLY OUT OF BOUNDS TO EVERY CHILD for safety reasons.**

SUPERVISION IN THE PLAYGROUND

Mrs Lawson and Ms Clarke are on duty in the morning from 8.25am to supervise bus pupils. On days where there is severe weather, children will be taken in to the school Hall from 8.25am. Children who live in the village should not arrive earlier than 8.25am as there will be no one to supervise them.

Support Staff are in the playground at breaks and lunchtimes. Each day, Mrs Ross and Miss Dean will be 'on duty' over playtimes and lunchtimes as our children and adults need to know where to go for help. Each Support Team member has a walkie-talkie so he or she can communicate with the management team.

CHILD PROTECTION

It is everyone's job to ensure that children are kept safe. Schools in Moray follow the [National Guidance for Child Protection \(2014\)](#) and are required to report any suspected child abuse to Police or Social Work.

If you have concern for a child, call duty Social Work on 01343 563900 (08457 565 656 out of office hours) and/or the Police on 101. Pass on your concern and all the information you have available to you. This is not a process that intrudes on families and their children, but a process that is inclusive and supportive to achieve the best outcomes for children.

The categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

If you are unsure, ask for the Child Protection Co-ordinator in the School (Mrs Ross/ Miss Dean). They have received the latest training in Child Protection so that they are confident, well informed and supported to promote the protection of children. You can discuss your concern with them. Social Work and/or Police can also be consulted out with School hours if required.

More information can be found on the Moray Child Protection webpage here http://www.moray.gov.uk/moray_standard/page_55497.html

Getting it Right for Every Child (GIRFEC)

The Getting it Right for Every Child (GIRFEC) approach aims to improve outcomes for children and their families based on a shared understanding of wellbeing. Most children receive the support they need from their own families and their community, in partnership with universal services such as health and education. Where extra support is needed, GIRFEC aims to make that support easy to access with the child or young person at the centre. It looks at a child or young person's overall wellbeing using wellbeing indicators to establish how **safe, healthy, achieving, nurtured, active, respected, responsible and included** they are. This ensures that each and every child gets the right support, at the right time, from the right people.

As part of the national GIRFEC approach children and young people from birth to 18, or beyond if still in school, and their parents will have access to a single point of contact to help them get the support they need. In primary schools this will usually be provided by the Headteacher (HT) or Depute Headteacher (DHT). The HT or DHT will be the single point of contact for children and young people, their parents/carers and the professionals who work with the child or young person. Should you have anything you would like to discuss regarding your child's wellbeing, please do not hesitate to contact your child's HT or DHT either by phone, email or alternatively a letter marked for the attention of your child's HT or DHT.

GENERAL DATA PROTECTION REGULATIONS (GDPR)

Information on pupils and parents/carers is stored securely on a computer system. The information gathered is subject to the terms of the Data Protection Act 2018.

The information may be used for teaching, registration, assessment and other administrative duties. The information is shared with Moray Council for administrative and statistical purposes. Extracts of the information are shared with a range of partners such as Skills Development Scotland, the Scottish Qualifications Authority, and the NHS (for the dental and child health immunisation programmes). Information is also shared with The Scottish Government for statistical and research purposes, although individual children are not identified.

The Data Protection Act ensures that information is collected fairly and lawfully, is accurate, adequate, up to date, not held for longer than necessary, and may only be disclosed in accordance with the Codes of Practice.

More information is available on the Moray Council Internet site at:

http://www.moray.gov.uk/moray_standard/page_75569.html

PRIVACY STATEMENT

Lhanbyrde has a legal responsibility to deliver an effective educational programme to its pupils. In order to do this, we need to collect personal data about our pupils/children and their families so that we can help them learn, and keep them safe. The type of personal data we will collect include:-

- **Data about our pupils/children and their families** -This will include the name, address and contact details of the pupil/child and relevant family members. It will also include information about relevant medical conditions, any additional supports which are needed, and their family situation. We need this information to ensure we know our pupils/children and their families, and to ensure we are able to educate them appropriately, and keep them safe. We will also collect personal data relating to personal characteristics, such as ethnic group to enable statistics to be reported. We need this information so the Council can ensure it is delivering education appropriately to all its citizens.

§ **Data about pupils at school**—This will include data about progress, assessments, and exam results. It will also include records of attendance, absence, and any exclusions. We need this information to understand how our pupils/children are progressing, and to assess how we can help them to achieve their best

§ **Data about when and where they go after they leave us** - This will include information about their next setting/school, career paths or intended destinations. We need this information to ensure we support our pupils/children in all their transitions and do all that we can to help their future be a success

There will be times where we also receive information about them from other organisations, such as a pupil's previous school, the previous local authority where that school or ELC setting was based, NHS Grampian, Police Scotland, Social Work, Additional Support Services, and sometimes other organisations or groups connected to a pupil's education. We use this data similarly to the above: to support our pupils' learning, monitor and report on their progress, provide appropriate pastoral care; and assess the quality of our services.

When we collect and use personal data within school setting, and for the reasons detailed above, we will normally be acting in accordance with our public task. Occasionally we are also required to process personal data because the law requires us to do so, or because it is necessary to protect someone's life.

We will also take photographs in school and display them on our walls, and in newsletters and other communications. We do this in order to celebrate and share what we have done, including individual achievements and successes. We consider this use of images to be part of our public task as it helps us build an effective community which supports learning. We will not, however, publish these photographs on social media or in newspapers without permission. Consent for this use will be sought when a pupil/child joins Lhanbryde Primary and will be kept on record while they are with us. Consent can be withdrawn at any time, please just let us know.

Sometimes we need to share pupil information with other organisations. We are required, by law, to pass certain information about our pupils to the Scottish Government and the Council. This data is for statistical purposes, and will normally be anonymised. It is normally required to enable the Council, and the Government, to understand how education is being delivered and to help them plan for future provision.

If a pupil/child moves schools, we have a legal obligation to pass on information to their new school/education authority about their education at Lhanbryde Primary.

When we record and use personal data, we will only collect and use what we need. We will keep it securely, and it will only be accessed by those that need to. We will not keep personal data for longer than is necessary and follow the Council's Record Retention Schedule and archival procedures when records are identified to be of historical value and require to be retained in the Moray Council Archives. For more information on how the Council uses personal data, and to know more about your information rights including who to contact if you have a concern, see the Moray Council's Information Management webpages

(http://www.moray.gov.uk/moray_standard/page_41220.html)

MEDICAL CARE

In line with the policy agreed by the Senior Clinical Medical Officer, schools will only administer medicines with the written approval of a medical practitioner. Painkillers such as aspirin and paracetamol **do not** fall into this category, and will therefore not be administered on pupil request. A copy of the "Supporting Pupils with Medical Needs in Schools including The Administration of Medicines" guidance document is available at the school.

Day to day minor ailments and accidents are dealt with by Support Staff. (These staff have been trained in First Aid). Sometimes this results in a phone call home and a request that you come to school, if you can, to take your child home. Please understand that we only ever do this if your child is in need of you.

An accident record book is kept for any accidents which occur during the school day. Letters are sent home to inform parents when an accident has taken place at school. If a child receives a bump to the head this will always be followed up by a phone call, for health and safety reasons. We also have a recording book for toileting accidents.

LIVING AND GROWING

P6 and 7 children are given the option of sex education. Parents are contacted and permission is sought before the programme is started. We try to ensure that this is handled as sensitively as we can. Our School Nurse, Rona McRone, supports staff with this topic. Other Health and Well Being topics taught in P.6 and & 7 include Fire Safety, Internet Safety, Drugs and Alcohol Abuse.

SCHOOL MEALS/CLOTHING GRANTS

School meals are served in the canteen. The council now use a system called iPay for the purchase of meals. However, you can still purchase tickets before the start of the day from the Canteen. Lunches are served on a four weekly rota. Menus can be found at <http://www.moray.gov.uk/downloads/file106142.pdf> Instead of school lunches, pupils can take packed lunches if they prefer.

Two Pupil Support Assistants are employed to look after the pupils in the canteen.

FREE SCHOOL MEALS

All children are eligible for free school meals in P1 to 5. There is no need to complete any paperwork for this benefit. Once your child reaches P6, they will no longer automatically receive a free school meal but you can make a claim.

Check your eligibility

You can make a claim for **free school meals** or a **clothing grant** if you are receiving any of the following benefits:

- Income Support
 - Income-based Job Seekers' Allowance
 - Any income related element of Employment and Support Allowance
 - Universal Credit where take home pay is less than £610 a month
 - Child Tax Credit but not Working Tax Credit, and your annual income, as assessed by HMRC, is below £16,105,
 - Child Tax Credit and Working Tax Credit with an income below the threshold for receipt of maximum Working Tax Credit, currently set by the Government at £6,420
 - Support under Part VI - Immigration & Asylum Act 1999
 - Universal Credit with a monthly earned income of not more than £610

More information can be found at http://www.moray.gov.uk/moray_standard/page_55486.html

If you prefer to provide your child with a packed lunch, these can also be eaten in the canteen. We would encourage you to make these as healthy as you can and to avoid sweets, chocolate and fizzy drinks. **We do not allow chewing gum, cans or glass bottles in school for safety reasons.**

PARENTAL INVOLVEMENT/FAMILY LEARNING

We encourage a wide range of parental involvement in school. Class teachers may ask parents to help with excursions, supporting an activity in the class or in other aspects of the child's development at school.

We also have parents volunteering in classes throughout the school. If you would like to be involved in this, or any other activity, please let us know.

All staff are available to meet parents during the course of the week. Unfortunately, due to the teaching commitments, this cannot be done on a drop-in basis. We would ask you to telephone/e-mail the school administrator to make an appointment with the class teacher in the first instance and Mrs Ross/Miss Dean, following this.

We invite parents/carers into the school to share in your child's progress in the autumn/winter term. We also have shared learning sessions throughout the year, where children lead parents through their class work/activities.

PARENT COUNCIL

As part of the Scottish Schools (Parental Involvement) act 2006 we have established a **Parent Council** consisting of a maximum of 15 parents who are representatives of our Parent Forum.

"All parents who have a child attending a public school are automatically members of the Parent Forum for that school".

The main functions of the PATT are to:

- support the school
- represent views of parents
- promote a good relationship between the school, parents, providers of nursery education and community
- report to the Parent forum
- fund raise and plan school events

Our Parent Council is called P.A.T.T. – Parent and Teachers Together. You can view details of the meetings and members on the PATT Information Board which is situated in the school's entrance area.

P.A.T.T. is open to parents and teachers and a committee is elected at our annual general meeting.

Over recent years, the children have seen the benefit of money raised by our parent group (most recently, sound systems, staging, computers, maths equipment, playground toys and money to meet transport costs).

P.A.T.T. Pamper Night



SCHOOL CLUBS

Active Schools offer a variety of activities from P1-7 at different times throughout the school year.

There is a School Football Club which is organised and run by some of our parents. Training is every Saturday. P.1-3 10.00-11.00 and P.4-7 10.00-11.30. The Club also take part in regular football festivals

COUNCILS AND COMMITTEES

All pupils from P.2-7 take on leadership roles within one of our eleven, different committees. Staff throughout the school help to lead the groups:

Pupil Parliament- Miss Dean

Library- Mrs Matheson

ECO group- Mrs Yaxley

Tanzania- Miss Tait

Playground- Miss Milne

Leadership/work experience opportunities- Mrs Anderson

JRSO- Miss Burstow

Achievements- Ms Toon



Each Committee decides on their action plan for the year and this is shared on the Councils and Committees notice board along with updates on their progress.

Each class also takes a turn at doing Litter Squad duties as part weekly rota.

P1 children are involved in Nurture activities such as social games, baking and gardening at the same time as the Councils and Committees.

Our School Community



ART WORK entered in the VILLAGE SHOW



P.7 help with the collection for the Poppy Appeal



CHILDREN IN NEED FUNDRAISING



P.1 Information Evening



PATT & School XMAS FAIR



PATT Summer Fair



Children helped to raise awareness of the dog poo problem in our village

SCHOOL TRANSPORT

All primary and secondary pupils who live more than 2 miles from their school will be provided with free transport if that is their local catchment school. Door-to-door transport is not guaranteed. In certain instances, children may be -required to walk up to 2 miles as appropriate.

Application forms are held in the school and can be completed as required. Placing request applications can also be made for the school of your choice and we will be happy to explain this to you.

In the interests of safety **we expect responsible behaviour from children on the bus as repeated dangerous behaviour can mean that the offending child will be put off the bus to make his/her own way to school** (this may mean that parents may have to transport any such child).

Once bus/taxi pupils arrive at school, they are under the responsibility of school staff, and are therefore not permitted to leave the school grounds.

EMERGENCY CLOSURE

If a decision is taken not to open the school due to adverse weather, details of the closure will be posted directly onto the **Moray Council's website**, which is then picked up by Moray Firth Radio, Radio Scotland and Twitter. Information can be accessed by logging on to <http://www.schoolclosures.moray.gov.uk> or follow the Council on Twitter - @ the Moray Council. We would also send a message via the school App and text messaging parents through our Group Call system.

Parents/Carers can also use the **School's information line**, 0870 054 9999 and enter the pin number for Lhanbryde Primary School which is 031320. **There is however a charge for using this line- calls to this number will be charged a 2p per minute service charge, plus your call providers access charge.**

Please do not send your child to school if it looks like, or is forecast that a deterioration in the weather is due.

"Head Teachers have total discretion as to the closure of schools when they anticipate storm conditions which would put children at risk"

There may also be an occasion when we have an emergency situation and need to evacuate the school eg: in the case of a real fire or gas leak etc. In this instance, we would move the children down to the Village Hall. Again, we would follow the same procedures for closure if this needed to happen. If the school should close during the day, we must stress the importance of **not calling the school** phone number to check, as we will be using the outside phone lines to call parents.

EMERGENCY CONTACTS

We need to have a contact number for you, should we require to contact you during the school day for any reason. This can be a friend or relative but obviously a telephone number is **essential**, so that, should your child require to come home, then we can do this as quickly as possible.

COMMUNICATION

We communicate with parents through regular newsletters and other information leaflets. Teaching staff/Head Teacher may also telephone parents to chat about pupils and discuss any issues. Communication works both ways, so we encourage parents to pass on any information with us via a note, telephone or by arranging an appointment. We also have access to Milnes' ASG Home School Link Worker, Mrs Gail Buckley who is assigned to Milne's High and its feeder primaries as a Home/School Worker. She is based with us on Mondays. They give support and advice on a referral basis and have worked successfully with a large number of our children and families.

AREA SCHOOL GROUP

We take every opportunity we can to help our children meet and liaise with the pupils from the other schools within our Area School Group. The schools involved are Mosstodloch Primary, Milne's Primary and Milne's High School. In addition the head teachers and staff of these schools meet on a regular basis to plan development work and In-Service which will be of shared value. As a number of our children transfer to Elgin Academy, we try to implement the same liaison arrangements with that school.



P.7 ASG Opera Performance



Mrs Ross, HT is happy to help with any queries you may have.

CONCERNS AND COMPLAINTS

Lhanbryde has an open door policy, which means that parents are welcome in the school at any time, signing in at reception first. If, however, parents wish to discuss something in depth it is better to make an appointment for a time when the teacher is free from class commitment. There may be a small query that you have. In this situation, either drop a wee note in your child's bag, for the teacher or give us a quick call. If issues remain unresolved then an appointment can be made (through the school administrator) with Mrs Ross, the school's Head Teacher.

If there are still continued concerns then parents should e-mail the Moray Council Education Department at the following e-mail-
education@moray.gov.uk

CONCLUSION

We hope that you have found this booklet to be useful and informative.

The information contained within this handbook is correct at the time of publication and updated annually in December. It is prepared by the Head Teacher and follows guidelines set out by the Moray Council and Scottish Government.

Finally, we want to see our children develop as happy, responsible, caring people, ready to apply their learning to life and take their place in society. We continue to be proud of the children who attend this school and make it what it is.

If you have any questions about the school or would like to arrange a visit, please contact Mrs Ross, Head Teacher, at the school - **01343 842649**

The Moray Council has produced a "Notes for Parents and Carers" booklet which is designed to provide basic information about the education system in Moray and also to detail specific areas of government legislation which may relate to your child's experience at school.

This booklet is available from the school, from Education and Social Care or the Moray Council Internet site.
<http://www.moray.gov.uk/moraystandard/page47236.html>

This booklet is also available in other languages.

A series of leaflets has been produced by Education & Social Care for parents and carers. These leaflets are available from the school or the Moray Council Internet site
www.moray.gov.uk/moray_standard/page_42708.html

The Moray Council, Education and Social Care
 Council Office, High Street, Elgin IV30 1BX
Telephone: 01343 563374 **Hours:** 8.45am - 5.00pm Monday to Friday
Email: educationandsocialcare@moray.gov.uk **Website:** www.moray.gov.uk

INFORMATION PAGES	TELEPHONE	EMAIL	WEB PAGE ADDRESS
Active Schools	01343 563890:	Active.schools@moray.gov.uk	www.moray.gov.uk/moray_standard/page_42597.html
Additional Support for Learning	01343 563374	educationandsocialcare@moray.gov.uk	www.moray.gov.uk/moray_standard/page_42567.html
Adverse Weather Procedures (school information line)	0870 054 9999 Local school or 01343 563374 Calls to this number will be charged at a 2p per minute service charge plus your call providers access charge	Local school or educationandsocialcare@moray.gov.uk	http://schoolclosures.moray.gov.uk/ www.moray.gov.uk/moray_standard/page_53021.html
After School Clubs	01343 563374	Childcare.info@moray.gov.uk	www.moray.gov.uk/moray_services/page_44889.html
Armed Forces Families Information	01980 618244	enquiries@ceas.uk.com (Children's Education Advisory Service)	www.moray.gov.uk/moray_standard/page_100164.html
Attendance and Absence	01343 563374	educationandsocialcare@moray.gov.uk	www.moray.gov.uk/moray_standard/page_55580.html
Bullying	01343 563374	educationandsocialcare@moray.gov.uk	www.moray.gov.uk/moray_standard/page_52988.html
Childcare	01343 563374	Childcare.info@moray.gov.uk	www.scottishfamilies.gov.uk/
Children and Families Social Work	01343 563900 or out of hours emergency 03457 565656	intaketeam@moray.gov.uk	www.moray.gov.uk/moray_standard/page_47606.html
Child Protection	01343 563900 or out of hours emergency 03457 565656 or 101 (Police Scotland)	intaketeam@moray.gov.uk	www.moray.gov.uk/moray_standard/page_55497.html

INFORMATION PAGES	TELEPHONE	EMAIL	WEB PAGE ADDRESS
Clothing Grants	01343 563456	revenues@moray.gov.uk	www.moray.gov.uk/moray_standard/page_55486.html
Curriculum for Excellence	01343 563374	educationandsocialcare@moray.gov.uk	http://www.moray.gov.uk/moray_standard/page_76320.html
Data Protection	01343 563374	educationandsocialcare@moray.gov.uk	www.moray.gov.uk/moray_standard/page_75569.html
Deferred Entry to Primary School	01343 563374	educationandsocialcare@moray.gov.uk	www.moray.gov.uk/moray_standard/page_52991.html
Disability Discrimination	01343 563374	educationandsocialcare@moray.gov.uk	www.moray.gov.uk/moray_standard/page_43019.html
Early Entry to Primary School	01343 563374	educationandsocialcare@moray.gov.uk	www.moray.gov.uk/moray_standard/page_56925.html
Early Learning & Childcare (pre-school)	01343 563374	educationandsocialcare@moray.gov.uk	www.moray.gov.uk/moray_standard/page_42682.html
Education Maintenance Allowance	01343 563338	EMAMoray@moray.gov.uk	www.moray.gov.uk/moray_standard/page_40540.html
Exclusion from School	01343 563374	educationandsocialcare@moray.gov.uk	www.moray.gov.uk/moray_standard/page_53001.html
Free School Meals	01343 563456	revenues@moray.gov.uk	www.moray.gov.uk/moray_standard/page_55486.html
Grants and Bursaries	01343 563374	educationandsocialcare@moray.gov.uk	www.moray.gov.uk/moray_standard/page_43903.html
Home Education	01343 563374	educationandsocialcare@moray.gov.uk	www.moray.gov.uk/moray_standard/page_76320.html
Instrumental Instruction	01343 563374	educationandsocialcare@moray.gov.uk	www.moray.gov.uk/moray_standard/page_53005.html
Placing Requests	01343 563374	educationandsocialcare@moray.gov.uk	www.moray.gov.uk/moray_standard/page_49601.html
Racial Equality	01343 563374	educationandsocialcare@moray.gov.uk	http://www.moray.gov.uk/moray_standard/page_43019.html
School Meals	01343 557086	schoolmeals@moray.gov.uk	www.moray.gov.uk/moray_standard/page_55540.html
School Term and Holiday Dates	01343 563374	educationandsocialcare@moray.gov.uk	www.moray.gov.uk/moray_standard/page_55829.html
Transport (For Pupils)	0300 123 4565	transport@moray.gov.uk	www.moray.gov.uk/moray_standard/page_1680.html

Context of the School

School context and background

At Lhanbryde Primary School our vision is for all children to effectively learn the skills that prepare them for life, through positive partnerships within the school and wider community to enable them to succeed. Our school values permeate through the curriculum and day to day life in our school:

RESPECT * WELLBEING * TEAMWORK * HONESTY * FAIRNESS * KEEP TRYING

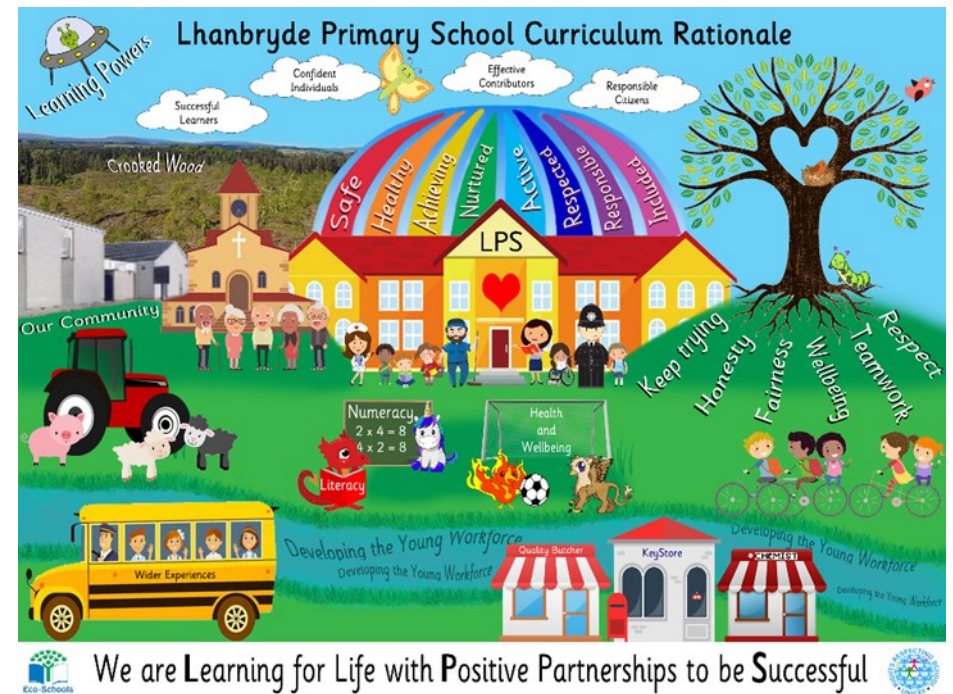
Our school, which currently has a roll of 168 primary pupils, consists of 7 classes: P1, P2/3, P3/4, P4/5, P5/6, P6 and P7. The catchment area includes council and private housing and supports children from the villages of Lhanbryde and nearby Urquhart as well as their surrounding areas so many of our children are transported to and from school on the bus or taxi. The catchment area encompasses both affluent areas and also those at the lowest end of the SIMD. **40 % of our pupils are in decile 1 to 3.** As an inclusive Primary, we pride ourselves on our welcoming, supportive environment and ethos. Having an enhanced provision area within the Primary School, our children learn to accept and understand that we are all important and unique. We celebrate diversity. Approximately **63% of our pupils are deemed to have Additional Support Needs.** 20 of our children have ESF funding and 6 children with complex needs are based within the enhanced provision. The PT SFL manages the enhanced provision with 7 part time PSAs. We currently have 47 children within the child planning system.

The Senior Management Team currently consists of the HT, DHT and PT SFL. The DHT manages ASN with the PT SFL, including a team of 20 support staff. The DHT also leads HWB and Numeracy and supports the HT with developments at school and ASG level.

The school has an active and committed Parent Council who are very supportive of the school particularly in fundraising which has led to the provision of better resources for children's learning experiences ie outdoor learning, reading resources and digital technologies. Now that restrictions have relaxed the Parent Council have returned to face to face meetings and are keen to re-establish new and exciting fundraising activities as well as supporting the school to drive forward improvements.

Attainment: ACEL data May 2023:

Stage	LT	R	W	N
P1	80	65	60	75
P4	65	65	50	50
P7	58	65	58	58



Priority 1

Learning, Teaching and Assessment

Key links to Moray Education Priority Area(s):

- ☒ Raising Attainment and Achievement
- ☒ Learning, Teaching and Assessment
- ☐ Curriculum

- ☒ Self-evaluation for Self-improvement
- ☒ Supporting All Learners
- ☒ Leadership at all Levels

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
<input checked="" type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy <input checked="" type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input type="checkbox"/> Improvement in children and young people's health and wellbeing <input type="checkbox"/> Improvement in employability skills and sustained, positive school leaver destinations for all young people	<input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assessment of Children's Progress <input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> Performance Information	<input checked="" type="checkbox"/> <u>Priority 1</u> – Improve Wellbeing <input type="checkbox"/> <u>Priority 2</u> – Safeguarding <input type="checkbox"/> <u>Priority 3</u> – Poverty <input type="checkbox"/> <u>Priority 4</u> – Corporate Parenting	<input checked="" type="checkbox"/> 1.1 <input checked="" type="checkbox"/> 1.2 <input checked="" type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5	<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input checked="" type="checkbox"/> 2.5 <input checked="" type="checkbox"/> 2.6 <input type="checkbox"/> 2.7	<input type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input type="checkbox"/> 3.3

Progress and Impact

Class observations show high quality play experiences in most classes which include a balance of teacher led and learner initiated activities. P1-3 teaching staff have implemented ideas from Greg Bottrill's book 'Can I go and Play now?' and this has led to most learners being engaged and motivated in their learning. Through class and teacher observations of play, most learners are able to solve problems in an imaginative way and can use higher order thinking skills effectively. Most learners regularly record their thinking and next steps in play based learning through floorbooks which has improved listening and talking skills.

The re-introduction of Stay and Play sessions has allowed most parents to engage positively with learners and they are beginning to understand the benefits of high quality play experiences. Children identified for Focus groups in the early stages spoke enthusiastically about using Camembear to support them learning French and older children liked using the puppets to help them too.

All children spoke positively about learning French through role play activities in the newly created French areas such as the shop, café, interactive games and the use of sound clouds.

Class observations show consistency in teaching of writing in most classes and that most learners are more engaged in writing lessons using the BIG Writing interactive resources. Jotter monitoring shows most learners are developing a range of skills through a variety of writing activities including ie watching and listening, drama, note taking, skimming and scanning, up-levelling etc. Most learners are beginning to apply their writing skills in other areas of the curriculum. Moderation of learners' writing through the Scottish Criterion Scale show staff have an increased understanding of writing achievements and achievement of a level decisions are more robust as a result. Almost all children identified for Focus Groups spoke positively about the Big Writing Adventures programme and the missions that they have been given so far. They find them interesting and fun and most learners feel they are improving the choice of words and vocabulary they used in writing and they better understand what they needed to do for the Big Write.

Observations of maths lessons show the majority of children can confidently tackle problem solving activities in Maths and other curricular areas. The majority of learners are able to explain the strategies that they use to work out problems. Through focus groups most children spoke enthusiastically about learning mental maths strategies and practising these through the use of probes.

Informal and formal class observations show most staff consistently use AIFL approaches within lessons and almost all follow the school policy for creating and using high quality learning intentions and success criteria. Class observations and jotter monitoring show increased pace in learning in most classes appropriate to learners' needs and stage.

Following staff development sessions, lessons observed also show that most staff are effectively using a variety of strategies to discuss learning progress in plenary sessions and most staff are implementing high quality questioning strategies. This is leading to most learners being able to discuss their understanding and progress in learning

Staff engagement with development sessions provided by the Quality Improvement Officer has led to almost all staff having a better understanding of what IDL is which has improved the planning and teaching of IDL experiences for learners. Class observations and focus groups demonstrate that most children are more motivated to learn by undertaking enquiry based activities through their own little/big questions.

Next Steps

- Introduce See-Saw to support the reporting process for parents and the profiling process for learners
- Introduce an accreditation scheme specific to our school/context for recognising achievements
- Development of the playground to ensure opportunities for high quality play are provided for all stages and abilities
- Ensure that parents understand the benefits that progressive, high quality play interactions have on children's learning and development
- Introduce teaching and learning communities with all teaching staff to provide opportunities for reflection and discussion using the book "Power up your Pedagogy"
- Improve the provision of digital resources in school ie PCs/laptops to increase the range of digital skills that can be taught

Priority 2

Raising Attainment through Literacy and Numeracy

Key links to Moray Education Priority Area(s):

- ☒ Raising Attainment and Achievement
- ☒ Learning, Teaching and Assessment
- ☒ Curriculum

- ☒ Self-evaluation for Self-improvement
- ☒ Supporting All Learners
- ☒ Leadership at all Levels

NIF Priorities:

- ☒ Improvements in attainment, particularly in Literacy and Numeracy
- ☒ Closing the attainment gap between the most and least disadvantaged children
- ☐ Improvement in children and young people's health and wellbeing
- ☐ Improvement in employability skills and sustained, positive school leaver destinations for all young people

NIF Drivers:

- ☒ School Leadership
- ☒ Teacher Professionalism
- ☐ Parental Engagement
- ☒ Assessment of Children's Progress
- ☒ School Improvement
- ☒ Performance Information

Children's Services Plan:

- ☐ Priority 1 – Improve Wellbeing
- ☐ Priority 2 – Safeguarding
- ☒ Priority 3 – Poverty
- ☐ Priority 4 – Corporate Parenting

HGIOS?4 QIs:

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> 1.1 | <input checked="" type="checkbox"/> 2.1 | |
| <input checked="" type="checkbox"/> 1.2 | <input checked="" type="checkbox"/> 2.2 | |
| <input checked="" type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> 2.3 | <input type="checkbox"/> 3.1 |
| <input type="checkbox"/> 1.4 | <input checked="" type="checkbox"/> 2.4 | <input checked="" type="checkbox"/> 3.2 |
| <input type="checkbox"/> 1.5 | <input type="checkbox"/> 2.5 | <input type="checkbox"/> 3.3 |
| | <input type="checkbox"/> 2.6 | |
| | <input type="checkbox"/> 2.7 | |

Progress and Impact

Class observations and learning walks show there are good quality opportunities to apply literacy and numeracy skills rather than just recalling/consolidation of facts. In most classes, children have planned and organised a whole school/class event for their parents/the school community which has provided opportunities for breadth and depth in children's learning experiences as well as giving them increased opportunities for applying numeracy and literacy skills. Most learners have been enthusiastic and motivated to lead these developments.

Through professional discussions most staff identify that they have improved confidence in identifying levels. This has led to an increase in attainment through better understanding of what achievement of a level means. Writing moderation across the school has allowed staff to focus on the areas requiring improvement. Developing a listening and talking rubric for assessment from early to second level has provided a better understanding of standards required at each level. Focus groups and discussions with learners in class, show that learners are beginning to explain their progress within a level and can identify what they need to do to achieve the level.

Class observations and jotter monitoring show increased pace in learning in most classes. Learners moving on to their next steps following literacy and numeracy assessments to ensure learning is not repeated unnecessarily. Almost all class teachers use effective chilli challenges within lessons so children are appropriately challenged and encouraged to reach their potential. This has ensured that there is no ceiling on children's learning capacity and this is leading to improved pace of learning. Interventions are in place to support gaps in learning and address difficulties in making progress.

Monitoring and Tracking data shows increased levels of attainment based on more robust assessment and pace of learning especially in P1.

The Support for Learning teachers have continued to train PSAs in the SEAL approach. Assessments show that most children have made significant progress in their understanding and developmental levels of early arithmetical concepts. Paired reading opportunities have also successfully improved confidence and fluency in reading for identified groups of children.

Interventions in literacy and numeracy for almost all learners in Primary 1 show a significant improvement from baseline levels of attainment.

Next Steps

- Curriculum mapping for Maths and Numeracy to ensure pace and coverage of all organisers in order to raise attainment
- Increase moderation activities to develop confidence in teacher professional judgement
- Ensure tracking meetings focus on gaps in learning /progress and interventions identified to support achievement. Staff bringing examples of work to tracking meetings to provide evidence of progress
- Termly, planned liaison meetings for SFL to discuss interventions with class teachers
- Provide more opportunities for sharing and celebrating success through regular input at assemblies and by creating prominent wall displays
- Create a numeracy rich environment and increase opportunities for learning Maths outdoors to improve understanding and engagement
- Explore Maths Mastery as a pedagogy for teaching maths
- Plan for regular problem solving within Mathematics so that children can apply skills learned and understand the relevance and purpose of learning
- ASG moderation to activities to explore planning, learning, teaching and assessment approaches across each Primary School

Priority 3

Raising Attainment through improved Health and Well Being

Key links to Moray Education Priority Area(s):

- ☒ Raising Attainment and Achievement
- ☒ Learning, Teaching and Assessment
- ☒ Curriculum

- ☐ Self-evaluation for Self-improvement
- ☒ Supporting All Learners
- ☐ Leadership at all Levels

NIF Priorities:

- ☐ Improvements in attainment, particularly in Literacy and Numeracy
- ☒ Closing the attainment gap between the most and least disadvantaged children
- ☒ Improvement in children and young people's health and wellbeing
- ☐ Improvement in employability skills and sustained, positive school leaver destinations for all young people

NIF Drivers:

- ☒ School Leadership
- ☒ Teacher Professionalism
- ☒ Parental Engagement
- ☐ Assessment of Children's Progress
- ☒ School Improvement
- ☐ Performance Information

Children's Services Plan:

- ☒ Priority 1 – Improve Wellbeing
- ☐ Priority 2 – Safeguarding
- ☒ Priority 3 – Poverty
- ☐ Priority 4 – Corporate Parenting

HGIOS?4 QIs:

- | | | |
|---|---|---|
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 2.1 | |
| <input checked="" type="checkbox"/> 1.2 | <input checked="" type="checkbox"/> 2.2 | |
| <input checked="" type="checkbox"/> 1.3 | <input type="checkbox"/> 2.3 | <input checked="" type="checkbox"/> 3.1 |
| <input type="checkbox"/> 1.4 | <input type="checkbox"/> 2.4 | <input checked="" type="checkbox"/> 3.2 |
| <input checked="" type="checkbox"/> 1.5 | <input type="checkbox"/> 2.5 | <input type="checkbox"/> 3.3 |
| | <input type="checkbox"/> 2.6 | |
| | <input checked="" type="checkbox"/> 2.7 | |

Progress and Impact

A progressive teaching programme for Health and Wellbeing has been started and early classroom observations of HWB lessons show most children are engaged in learning and that staff are teaching HWB effectively, following the HWB programme. This is providing a better coverage of all the HWB Experiences and Outcomes and learners are benefitting from a breadth of learning. Most learners can name the HWB indicators, explain what they mean and can identify how and if their needs are being met. The Glasgow wellbeing toolkit done at the beginning and end of year provided data to show the effective identification of children's needs. By teaching children about how to manage their emotions this is beginning to have an impact on their health and wellbeing and there have been improvements in engagement in learning for the majority of learners receiving additional support. Monitoring of individual and group interventions shows that there are high quality learning experiences planned to meet different needs and interests such as outdoor learning, life skills and social skills etc.

Boxhall profiles have been introduced with identified groups of children from P1-7 and the information from these has been used to plan nurture activities to meet the needs of those learners. This is beginning to have an impact on the behaviour and engagement for the majority of these children. Two support for learning staff and 2 PSAs were trained in the Seasons for Growth. Two groups of children were identified for this support and almost all parents and children spoke positively about the benefits of these lessons and how they helped to improve their children's understanding of loss and change. Most parents identified in a survey that they feel that the school effectively supports their child's emotional wellbeing.

Most children are able to self-regulate using a variety of strategies and resources such as accessing the lounge area in class, fidget tools, putty calming boxes and ear defenders which has led to better engagement in learning. A few children have been making use of the newly designed sensory room which has enabled them to return to class after having a calm space where they have been able to regulate their emotions.

Classroom observations show that the majority of staff are consistently using our newly introduced, staged approach to deal with inappropriate behaviour effectively. This has resulted in a reduction in inappropriate behaviour and the involvement of SMT. Most children are respectful towards staff and peers and are engaged in learning. Surveys with learners show that most feel they are treated fairly and with respect by staff. Playground observations and incident forms show that most children are better able to deal with conflict/setbacks. Parents appreciate having good news phone calls from class teachers and the Senior Management team. Most parents feel that staff treat their children fairly and with respect and that their child is safe in school.

Next Steps

- Exploring whole school Nurture UK training
- All staff fully understanding Moray's nurture principles
- Improve opportunities for profiling to ensure learners are continually involved in planning for their own needs