

Tomintoul Primary School

Handbook 2025/2026

Moray Council: Education, Housing and Communities



To be as SMART as we can be

Responsibility Enthusiasm Achievement Learning

The information contained within this handbook is correct at the time of publication and is updated annually. This handbook has been prepared by the Head Teacher and follows guidelines set out by Moray Council.

Date of Issue: 8th December 2025

Notes for Parents and Carers Booklet

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, Housing and Communities Development, or the Moray Council Internet site www.moray.gov.uk/moray_standard/page_47236.html

This booklet is also available in other languages.

Contents

▪ Letter from the Head Teacher	page 5
▪ Contact Details	page 6
▪ Members of Staff	page 8
▪ School Opening Times	page 8
▪ Term Dates	page 9
▪ Our Vision, Values and Aims	page 10
▪ Pupil Voice	page 11
▪ House Teams	page 12
▪ Our Curriculum Rationale	page 12
▪ Our Curriculum	page 13
▪ Teaching and Learning	page 15
▪ Assessment, Achievement and Attainment	page 16
▪ Additional Support for Learning	page 17
▪ Celebrating Success	page 18
▪ Our Awards	page 19
▪ Room 13	page 19
▪ Reporting to Parents	page 19
▪ Parental Involvement	page 20
▪ Links with the Wider Community	page 21
▪ Religious Observance	page 22
▪ Promoting Positive Behaviour	page 22
▪ Getting it Right for Every Child	page 24
▪ Partner Agencies	page 25
▪ Child Protection	page 25
▪ Anti-Bullying	page 27

▪ Enrolment to Primary 1	page 27
▪ Induction to Primary 1	page 28
▪ Induction to High School	page 28
▪ New Pupils	page 29
▪ Concerns and Complaints	page 29
▪ Absence and Attendance	page 29
▪ Emergency Closures	page 31
▪ School Uniform	page 31
▪ School Meals	page 32
▪ School Transport	page 34
▪ Medicines in Schools	page 34
▪ Data Protection	page 34
▪ Privacy Statement	page 35
▪ Alternative Formats	page 36
▪ Appendix A: Useful Telephone Numbers	
▪ Appendix 1: Standards and Quality Report 2024/25	
▪ Appendix 2: School Improvement Plan 2025/26	



LOUISE DAVIDSON

Head Teacher

Tomintoul Primary School

Cults Drive, Tomintoul, AB37 9HA

Telephone: 01807 580271

Email: admin.tomintoulp@moray-edunet.gov.uk

Website: sites.google.com/my.glow.scot/tomintoulprimaryschool



Welcome to Tomintoul Primary School! We pride ourselves on our friendly, welcoming and positive ethos. Our staff are committed to supporting the needs of all pupils. We encourage parents and the wider community to play an active role within the school.

We are a small rural school set within the Cairngorm National Park. We use our wonderful environment to support our learning and teaching. Our present roll is 28 children arranged into two composite classes – P1 to P3 and P4 to P7.

Our school serves the parishes of Tomintoul and Kirkmichael within Moray. Our catchment area extends northwards to Oyster Cottage on the Aberlour road, North West towards Avonside, north east to the Braes of Glenlivet and south into Glen Avon.

This handbook is designed to help in welcoming you to the Tomintoul Primary School community. However, if you would like to know more or would like to visit, please contact the school by phone or email and I will be more than happy to arrange an appointment with you.

Louise Davidson

Head Teacher

To be as **SMART** as we can be!



Contact Details

Contacting Tomintoul Primary School

Address

Tomintoul Primary School

Cults Drive, Tomintoul

Ballindalloch

Moray, AB37 9HA

Telephone Number

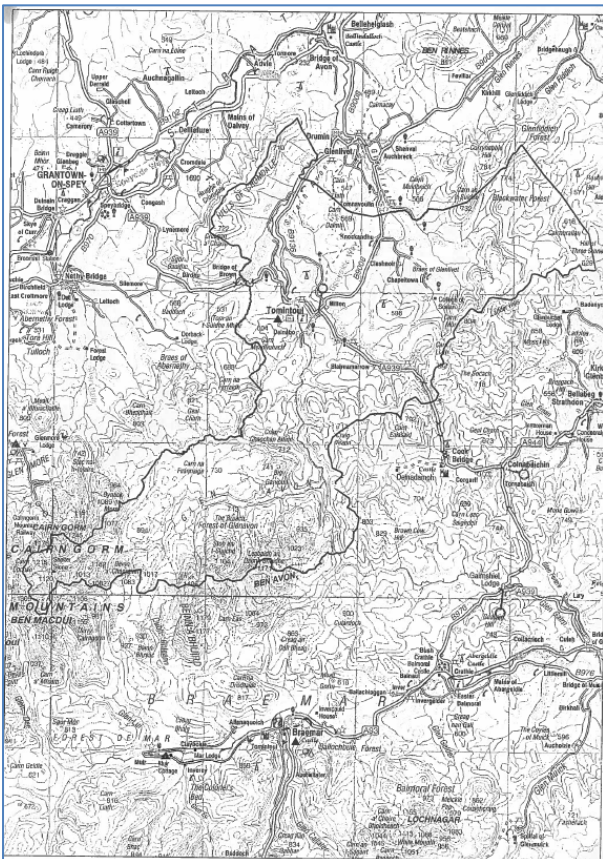
01807 580271

Email

admin.tomintoulp@moray-edunet.gov.uk

Website

sites.google.com/my.glow.scot/tomintoulprimaryschool



Our school catchment area

Contacting Moray Council's Education, Housing and Communities Department

Address Moray Council, Education, Housing and Communities
High Street, Elgin
Moray, IV30 1BX

Telephone Number 01343 563374

The Moray Council Website www.moray.gov.uk

Head of Education Vivienne Cross

Contacting Our Associated High School

Address Speyside High School
Mary Avenue, Aberlour
Moray, AB38 9PN

Telephone Number 01340 871522

Email admin.speysidehigh@moray-edunet.gov.uk

Members of staff

Head Teacher	Miss Louise Davidson
Principal Teacher/P4-7 Class Teacher	Mrs Gwendoline Dumenil
P1-3 Class Teacher	Miss Jennifer Fraser
Non Class Contact Teacher	Mrs Maria Green (maternity leave)
Support for Learning Teacher	Mrs Jo Carvell
Classroom Assistants/Pupil Support Assistants	Mrs Michele Birnie, Mrs Allana Galloway Mrs Kim Irvine
YMI Instructor	Mrs Alison Gillies
Administrator	Mrs Dionne Sim
School Cook	Mrs Alyson Durno
School Cleaner	Ms Glenda Flavin Miss Zoe Stuart
Janitor	Mr Ian Ross

School opening times

School Opens	9.00am
Morning Interval	10.35 – 10.50am
Lunchtime	12.30 – 1.15pm
School Closes P1-7	3.00pm

Term Dates

Below are the term dates for this and next session. Term dates are also available from the [Moray Council website](#).

Session 2025/2026		
Autumn Term	Starts	<i>In-Service Closure: Monday 18 Aug 2025</i> <i>In-Service Closure: Tuesday 19 Aug 2025</i> Wednesday 20 August 2025
	Ends	Friday 10 October 2025
<i>Autumn Holiday</i>	<i>Starts</i>	<i>Monday 13 October 2025</i>
	<i>Ends</i>	<i>Friday 24 October 2025</i>
Winter Term	Starts	Monday 27 October 2025 <i>In-Service Closure: Monday 10 Nov 2025</i> <i>In-Service Closure: Tuesday 11 Nov 2025</i>
	Ends	Friday 19 December 2025
<i>Christmas Holiday</i>	<i>Starts</i>	<i>Monday 22 December 2025</i>
	<i>Ends</i>	<i>Friday 2 January 2026</i>
Spring Term	Starts	Monday 5 January 2026 <i>In-Service Closure: Thursday 12 February</i> <i>Mid Term Holiday: Friday 13 & Monday 16 February 2026</i>
	Ends	Friday 27 March 2026
<i>Spring Holiday</i>	<i>Starts</i>	<i>Monday 30 March 2026</i>
	<i>Ends</i>	<i>Good Friday Holiday: Friday 3 April 2026</i> <i>Friday 10 April 2026</i>
Summer Term	Starts	Monday 13 April 2026 <i>May Day Holiday: Monday 4 May 2026</i>
	Ends	Thursday 2 July 2026
<i>Plus 1 occasional day holiday when the following schools will be closed:</i>		
Buckie High ASG	Elgin Academy ASG	
Tuesday 17 February 2026	Tuesday 17 February 2026	
Elgin High ASG	Forres Academy ASG	
Tuesday 17 February 2026	Tuesday 17 February 2026	
Keith Grammar ASG	Lossiemouth High ASG	
Monday 1 June 2026	Tuesday 17 February 2026	
Milne's High ASG	Speyside High ASG	
Tuesday 17 February 2026	Monday 1 June 2026	

Session 2026/2027		
Autumn Term	Starts	<i>In-Service Closure: Monday 17 Aug 2026</i> <i>In-Service Closure: Tuesday 18 Aug 2026</i> Wednesday 19 August 2026
	Ends	Friday 9 October 2026
<i>Autumn Holiday</i>	<i>Starts</i>	<i>Monday 12 October 2026</i>
	<i>Ends</i>	<i>Friday 23 October 2026</i>
Winter Term	Starts	Monday 26 October 2026 <i>In-Service Closure: Monday 9 Nov 2026</i> <i>In-Service Closure: Tuesday 10 Nov 2026</i>
	Ends	Friday 18 December 2026
<i>Christmas Holiday</i>	<i>Starts</i>	<i>Monday 21 December 2026</i>
	<i>Ends</i>	<i>Friday 1 January 2027</i>
Spring Term	Starts	Monday 4 January 2027 <i>In-Service Closure: Thursday 11 February</i> <i>Mid Term Holiday: Friday 12 & Monday 15 February 2027</i>
	Ends	Thursday 25 March 2027
<i>Spring Holiday</i>	<i>Starts</i>	<i>Good Friday Holiday: Friday 26 March 2027</i>
	<i>Ends</i>	<i>Friday 9 April 2027</i>
Summer Term	Starts	Monday 12 April 2027 <i>May Day Holiday: Monday 3 May 2027</i>
	Ends	Friday 2 July 2027
<i>Plus 1 occasional day holiday to be agreed by 31 March 2026</i>		

Our Vision, Values and Aims

Each day we aim to encourage all of the children in our care to do as well as they can. We use the Tomintoul Smarts to promote achievement for all and everyone within the school community aspires to live and learn through our values to achieve our vision 'To be as SMART as we can be'.



Art Smart



Word Smart



Number Smart



Body Smart



Music Smart

Our Values

Responsibility

Enthusiasm

Achievement

Learning



Self Smart



People Smart



Nature Smart



Thinking Smart

Our Aims

Our school aims have been created by everyone in our school community and are linked to the four capacities of the Curriculum for Excellence.

- **Successful Learners** – to be involved, engaged and make progress with my learning
- **Confident Individuals** – to know my strengths, know when I need help and be able to ask for it
- **Effective Contributors** – to work together as a team and be welcoming and inclusive to all
- **Responsible Citizens** – to be responsible for myself and understand how my actions can affect my community and the wider world

Pupil Voice

At Tomintoul Primary, our Pupil Council is known as ‘*The Tomintoul Task Team*’. It forms the more formal mechanism for pupils to voice their opinions and help with school developments.



Pupil’s views are also sought regularly to support school evaluation.

We are also a ‘Rights Respecting’ school. We currently have ‘Bronze: Rights Committed’ status. The less formal systems such as digital profiles and day to day discussion with all staff members also allow pupils to express their opinions, contribute to the life and work of the school and to take some responsibility for their own learning.



House Teams

As part of our ethos to promote positive behaviour, we link achievements in the SMARTs to points for our three House Teams. The houses are **Conglass**, **Strathavon** and **Tomnabat**. There are two House shields - one for class work and one for sporting achievements.

Our Curriculum Rationale

Our school is proud to work together as a team to support everyone's learning and wellbeing. Through our curriculum, we enjoy a wide range of experiences to develop our knowledge and skills. We work with our partners, including parents and the local community, to help us all to achieve in life.



P6/7 preparing potatoes from our school garden



P5/7 enjoyed a 16 mile cycle challenge along the Speyside Way



Health Club led lots of fun activities during our Health Week

Our Curriculum

In common with all schools across Scotland, we adhere to the Curriculum for Excellence (CfE). You can find out more about it on the Parentzone website - <https://education.gov.scot/parentzone/curriculum-in-scotland/about-the-3-18-curriculum/> . Tomintoul Primary provides engaging and active learning experiences within the eight curricular areas, whilst, at the same time bearing in mind the importance of the seven principles of CfE.

The Eight Curricular Areas	The Seven Principles of the Curriculum
▪ Expressive Arts Art, Music, Drama and Dance ▪ Health and Wellbeing Our Health and Wellbeing Curriculum is planned under topics links to the wellbeing indicators. ▪ Literacy and English Listening and Talking, Reading, Writing and Modern Languages ▪ Mathematics and Numeracy Number, Money and Measure, Shape Position and Movement, Information Handling ▪ Religious & Moral Education Christianity, Other World Religions and values and beliefs	All learning must take account of these principles: ▪ Challenge and Enjoyment ▪ Breadth ▪ Progression ▪ Depth ▪ Personalisation and Choice ▪ Coherence ▪ Relevance

▪ Sciences Planet Earth, Forces and Electricity, Biological Systems, Materials and Topical Science ▪ Social Studies People in the Past, People in Society, Economy and Business and People, Place and Environment ▪ Technologies Digital Literacy, Food and Textiles, Technology in our everyday lives, Craft, Design, Engineering and Graphics and Computing Science	
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P1/3 enjoyed learning about our village



P1/3 worked on a joint project with the nursery on letter formations



P4/7 busy with their numeracy learning

When planning how each of these areas is taught, we have carefully considered how to make activities *challenging* and *enjoyable* and how to ensure that all areas are covered in such a way as to provide *breadth*, *balance* and *progression* for individual children. We seek, where appropriate, to create learning opportunities which combine more than one curricular area. We refer to this as inter-disciplinary learning (IDL). IDL is an important feature because it gives opportunities for pupils to acquire, practice and apply skills in realistic situations thus giving *relevance* to their learning. Through IDL pupils have more opportunities to make *choices* about their learning and to *personalise* what they do.

Teaching and Learning

At Tomintoul Primary School we base our teaching on our knowledge of the children's previous level of attainment and achievement. Our focus is to further develop the knowledge and skills of the children and progress their learning. We strive to ensure that all tasks set are appropriate to each child's level of ability. We plan our lessons with clear learning objectives. These are based upon assessment which leads to identification of each child's next steps for learning and are in accordance with the Experiences and Outcomes within CfE. Our planning contains information about the learning intentions, tasks set, resources needed and the way we assess the children's work. We regularly monitor and evaluate teaching and learning so that we can modify and improve our teaching in the future. We have high expectations of all children, and we believe that their work should always be of the highest possible standard.

Our Pupil Support Assistants, Classroom Assistants and Children's Supervisors sometimes work with individual children and sometimes work with small groups. We work as a team to ensure we best meet the needs of the children.

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.



P1 preparing a fruit salad in Health Club



P5 learning the ukulele with our music instructor Mrs Gillies

Assessment, Achievement and Attainment

We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. We use information collected from assessments to allow us to plan lessons based on detailed knowledge of each pupil. We strive to ensure that all tasks set are appropriate to each child's level of ability. Our lesson plans make clear the learning objectives for each lesson. We make a note of those individual children who do not achieve at the expected level for the lesson and use this information when planning for the next lesson. We also keep this information as a record of progress made by the class. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise attainment for all our children.

Summative Assessments

Summative assessments are those which check if learners can produce the right answer at a given time.

We use summative assessments when we need to set baselines for individual pupil's knowledge and understanding. These include the Scottish National Standardised Assessments (SNSA) that are completed by children in P1, P4, P7 and S3. This is part of Scottish Nationalised Standardised Assessments done by all children in Scottish state schools. The assessments help to identify children's progress, providing diagnostic information to support teachers' professional judgement.

Children and young people do not have to revise or prepare for these assessments. The assessments are as inclusive as possible to accommodate the needs of children and young people who require additional support. There is no pass or fail.

Formative Assessments

Formative assessments are those that take place as part of the lesson. Formative assessment strategies engage the teacher and learner in strategies such as sharing and understanding the learning intention of the lesson, questioning throughout the learning, on-going teacher, self and peer assessment and constant feedback to the learner on how they are doing and what they need to do next.

Our teachers are knowledgeable about a vast range of formative assessments strategies and employ these in ways that are relevant to particular learning situations and individual learners.

Additional Support for Learning

The Moray Council's department for Education and Social Care allocates levels of teaching and support staff to the school according to the additional needs of individual children in the school. This varies from year to year dependent upon the children enrolled at any given time. Our support for learning teacher, Mrs Carvell, plans collaboratively with the teachers to meet the needs of individual pupils.

When planning work for children who require additional support, we may use Individual Education Plans (IEPs) or Learning Profile and Strategies (LPS). An IEP sets out the nature of the need, and outlines how the school, in partnership with the pupil and parent, aims to address the need. It also sets out targets for improvement, so that the school can review and monitor the progress of each child at regular intervals. A LPS, written with the child, identifies strengths and achievements, barriers to learning and strategies to support learning.

Celebrating Success

The Tomintoul Smarts enable us to set high expectations and celebrate success in its widest sense. Children have daily opportunities to reflect upon their learning and behaviour and to gain SMART points. There is an assembly every second Friday where achievements and successes in school and at home are celebrated.



P4/7 sharing their learning about the Romans



We enjoyed our Halloween activities organised by the Tomintoul Task Team



We can share our achievements outwith school at assemblies



Our Awards

- **The Dux Award** - Traditionally a Dux award in Scotland is presented for academic achievement. At Tomintoul School we consider that, in light of the values within Curriculum for Excellence, our Dux award should be awarded to the pupil who demonstrates that they strive towards our vision – To be as SMART as we can be!
- **The Creativity Award** - The creativity award was created by our Room13 art studio. It is awarded to the Primary aged pupil who staff feel has showed Creativity in all curricular areas throughout the year.
- **Community Award** – The community award is for the pupil who is working hard to support our school community and the local community.

Room 13

We have Room 13 which is a creative art and technology club which takes place once a week during term time. Children in P4 -7 have the opportunity to attend in blocks of 5 weeks.



Reporting to Parents

There are two Parents' Afternoons each year where parents and carers can discuss their child's progress. One is in November and one in Term 3. There are also two written reports – an interim report in October and a final report in Term 4.

Parental Involvement

We welcome parent volunteers in school, recognising the skills and experience they can offer to the curriculum. Volunteers require a fully enhanced disclosure through Police Scotland.

Open mornings and afternoons, assemblies and concert performances are a regular feature in the school. Each of these provides children with the opportunity to share their learning with parents, carers, family and friends.

Communication with parents and carers happens on various levels:

- Parents and carers are welcome to phone, email or call into the school at any time. If it is appropriate a member of staff may be able to answer their enquiry immediately or an appointment can be made.
- Newsletters are emailed home each month. These detail the main events which have happened or that are planned since the last communication and often include an update on learning. They always have a list of diary dates.
- Each year the school undertakes self evaluation and from the findings of this produces a 'Standards and Quality Report'. This report is presented to the Parent Council and then to the whole Parent Forum. (appendix 2)
- Following on from the Standards and Quality Report, the school produces a School Improvement Plan (SIP) which generally has 2 to 4 action plans designed to improve teaching and learning. Parents are made aware of the action plans and can request the full SIP. Throughout the year parents are informed of the Plan's progress and may be asked to contribute to formulation of policy and procedure. (appendix 3)

Links with our Wider Community

Everyone in our community is interested in and joins with the school to celebrate special occasions and to help us raise funds for additional activities. Every year we invite local community members to a special performance of our Christmas Service and then invite them for coffee and mincemeat pies. We also have a range of social evenings and fundraisers throughout the year. Community members always come along to support us and we reciprocate by supporting their activities.



Outfit Moray run bikeability and cycling skills for all children



We helped the Glenlivet Estate with scything



P4/7 walked up Cairn Diamh with Outfit Moray



Mark the ranger explained the benefits of living in a Dark Skies Park to P1/3



Polly from the Cairngorm National Park explained all about nocturnal animals



P4/7 children made delicious chocolate crispies for the village MacMillan coffee morning

We have mutually beneficial links with the Crown Estate. They include us in many of their environmental initiatives and we enlist their help for outdoor learning opportunities such as pond dipping, learning about our outdoor environment and harvesting. We also work with the Cairngorm National Park and Outfit Moray.

The fire, police and ambulance services all give us regular support when we are teaching the children about their health and wellbeing. These include visits to the fire station, fire safety talks and paramedics demonstrating basic first aid and internet safety and drugs education from the police liaison officer.

Religious Observance

There are Church of Scotland and Catholic Churches in the village and we have strong links with each of these. The minister and the priest each visits the school regularly and deliver an assembly. At Christmas time we have a school Nativity service for family, friends and the wider community. Parents considering withdrawing their child from religious education are encouraged to discuss this with the school prior to making a decision.

Promoting Positive Behaviour

At Tomintoul Primary, we value positive relationships and good behaviour choices. We recognise positive behaviour through certificates, collecting SMART points, pupil voice, recognising strengths and next steps, and additional responsibilities in the school.

We follow our Golden Rules. These are:

We work hard

We listen

We look after property

We are honest

We are gentle

We are kind and helpful

At the start of the school year, pupils and staff create their class charter. These are revisited throughout the year. The charter is underpinned by the UNCRC and displayed in the class.

Most children behave respectfully and sensibly in school. However, some children may experience difficulty in managing their behaviour which can disrupt their own learning and that of other children. Such behaviours may also cause distress and upset. At Tomintoul Primary, we use an approach that promotes positive reinforcements, encourages pupils to reflect and engage with restorative conversations. We use our 'flame' system to manage negative behaviour. This is explained below with examples of behaviours under each category. In some cases, negative behaviours may result in exclusion.

1 = warning (giving an opportunity to reflect on behaviour)	2 = restorative conversation with staff	3 = restorative conversation with the PT/HT or parents' meeting with the HT
interrupting, name calling, silly distracting behaviours, careless with resources, cheating at games, not following instructions, disrespecting people's rights	bad language towards others, damaging resources, repeated yellow behaviours	physical violence, repeated orange behaviours

Parents should also note that any incidents involving violence, dangerous weapons, drugs or alcohol are reported immediately to The Moray Council's department of Education and Social Care and the Police may also be involved.

Getting it Right for Every Child

The Getting it Right for Every Child (GIRFEC) approach aims to improve outcomes for children, young people and their families based on a shared understanding of wellbeing. Most children and young people 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 to establish how safe, healthy, achieving, nurtured, active, respected, responsible and included wellbeing indicators they are, to ensure that each and every child or young person 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 Head Teacher. The Head Teacher 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 Head Teacher Miss Davidson either by phone, email or alternatively a letter marked for the attention Miss Davidson.

Partner Agencies

When there are concerns about the progress of individual pupils, the school will work with necessary partner professionals to provide additional support. Examples of professional partners are Speech and Language Therapists, Early Years Language Support Teachers, Behaviour Support Teachers, Social Workers and Educational Psychologists.

Child Protection

Article 19 (protection from violence, abuse and neglect) states, Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.
(United Nations Conventions on the Rights of the Child)

Moray Council is committed to safeguarding all children and young people. It is the responsibility of every member of staff to take all reasonable steps to protect children from harm and abuse in all its forms.

These include:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Criminal Exploitation
- Child Trafficking
- Neglect
- Female Genital Mutilation
- Forced Marriage
- Forced or Dangerous Labour
- Child Sexual Exploitation
- Harmful Sexual Behaviour
- Radicalisation
- Domestic Abuse
- Parental Drug Use
- Parental Alcohol Use
- Parental Mental Health
- Child Placing Self at Risk

When school staff have concerns that a pupil may be at risk of harm, these concerns will be reported immediately to the school's designated Child Protection Co-ordinator (CPC), which at Glenlivet Primary is Miss Davidson. The CPC will then consult with Social Work and/or Police Scotland to clarify and assess the level of risk or harm to the child and determine the appropriate course of action.

Any decision about informing a child's parent or carer should be made in partnership with Social Work and/or Police Scotland as part of the referral process. School staff, including the CPC, will not contact parents or carers prior to this multi-agency discussion as doing so may compromise the child's safety and the integrity of any subsequent investigation.

If you have an immediate child protection concern and cannot contact education, please contact Social Work directly on **01343 554370** or if it is outwith working hours

call the Out of Hours Social Work Team on **03457 565656**. If you cannot contact Social Work, please call Police Scotland on **101**. If it is an emergency call **999** immediately.

Further information regarding these indicators of risk can be found in the [National Guidance for Child Protection in Scotland \(2021 – updated 2023\)](#).

Anti-Bullying

Respect for All (2017) defines bullying as *“both behaviour and impact: the impact is on a person’s capacity to feel in control of themselves...it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online”*.

We accept that bullying can take place in school and encourage children and their families to report incidents. We work with all concerned in a solution orientated way to investigate the reasons for such behaviour and to stop it from happening. A copy of our anti-bullying policy is available from school on request.

Enrolment to Primary One

Any child whose 5th birthday falls between 01.03.26 and 28.02.27 will be of enrolment age for primary 1 in August 2026. Children enrolling at Tomintoul Primary will usually be resident within its catchment area. However, when registering their child, parents have the right to make a placing request so that their child may attend another school. On request the leaflet ‘Placing Requests – A Guide to Parents’ is available from the school or from the Moray Council website.

Induction to Primary One

Throughout the year we work closely with Tomintoul Nursery involving them in all special occasions such as the Nativity, fundraising or House Team activities. Senior pupils act as Buddies to the nursery children. After the Easter holidays we begin the formal process of induction for new entrants to primary 1. The primary 1 teacher will visit the nursery to meet the children in their usual working environment. In addition to this, the children will visit the primary 1 classroom. Parents will be invited to an individual parent/teacher meeting to discuss their child's entry to primary 1. The Senior Early Years Practitioner from nursery passes transition documentation to the primary 1 teacher.

Induction to High School

Pupils progressing from Tomintoul Primary are within the catchment area for Speyside High School, Aberlour. However, parents have the right to make a placing request so that their child may attend another school. On request the leaflet 'Placing Requests – A Guide to Parents' is available from the school or from the Moray Council website. Pupils who transfer from Tomintoul Primary to Speyside High School take part in the Small School induction days with children from Glenlivet, Rothes, Craigellachie and Knockando Primaries and then three full induction days at Speyside High School. Pupils with additional support needs may take part in an enhanced transition to High School and this would be discussed with individual children and their parents or carers. Prior to their transfer, the primary 7 teacher passes documentation relating to individual pupils to the High School.

New Pupils

We are delighted to welcome new pupils to our school whatever age and stage they are at. Anyone considering placing their child at Tomintoul Primary should contact the school office to arrange an appointment to meet with the Head teacher. During the meeting prospective pupils and parents will be able to ask any questions they have and will be shown around the school and have the opportunity to meet with teachers and support staff. You can enrol your child online at [Admissions Procedure - Primary School](#)

Concerns and Complaints

Tomintoul Primary is a very happy school. However from time to time parents and carers do have concerns or complaints. When a concern arises, parents and carers should contact the school and make an appointment. Most often concerns are addressed at this stage and a resolution is reached. If a resolution cannot be found, the school has a complaints procedure which is brought into practice.

Absence and Attendance

Good attendance is imperative in supporting pupils to achieve their full potential. If, for unavoidable reasons, a child is absent for short periods of time, parents and carers should let the school know before 9am, either by phoning, emailing or via the Parent Portal. If no reason for absence has been given, the school will phone the parent, carer or emergency contact before 9.30am.

The school will do its best to make up for the learning opportunities missed. For longer term absence due to ill health, the school will work with home tutors or hospital teachers to provide whatever level of teaching the child is able to cope with.

The poster below gives information about when to keep your child off school. If you are unsure, please contact the school or nhsinform.scot to check.

Advice from the Scottish Executive is that holidays taken in term time, other than for exceptional circumstances, should be considered as unauthorised absence.

Should I keep my child off school or childcare?

**Yes**

Illness	Until...
Chickenpox	at least 5 days from the onset of the rash and until all blisters have crusted over
Diarrhoea and vomiting	48 hours after their last episode
Cold and flu-like illness (including COVID-19)	they no longer have a high temperature and feel well enough to attend. Follow the advice on NHS inform if they've tested positive for COVID-19
Impetigo	their sores have crusted and healed, or 48 hours after they started antibiotics
Measles	4 days after the rash first appeared
Mumps	5 days after the swelling started
Scabies	they've had their first treatment
Scarlet fever	24 hours after they started taking antibiotics
Whooping cough	48 hours after they started taking antibiotics

**No**

but make sure you let their school or childcare know about...

Hand, foot and mouth	Head lice	Threadworms
Glandular fever	Tonsillitis	Slapped cheek

Parents and carers can find further health advice on nhsinform.scot

Emergency Closures

On some occasions it is necessary to close the school at very short notice. In this case it is important that the school can contact parents or their nominated emergency contact. A letter requesting emergency contact information is sent to all parents at the beginning of each academic session.

When there is an emergency closure the Head teacher will keep parents, carers and staff informed via The Moray Council Website (service status page:

<https://secure.moray.gov.uk/mcalerts/portal/servicestatus.aspx>) and Moray Firth Radio.

School Uniform

There is a school uniform that all children are encouraged to wear. It consists of:

- Grey or black skirt or trousers
- White or pale blue polo shirt
- Navy sweatshirt

Sweatshirts and fleeces can be bought from the school office. At present sweatshirts are priced from £10 (December 2025). Children should have a change of shoes for indoors. For PE each child requires shorts or tracksuit trousers, a t-shirt and gym shoes or training shoes. However, children are welcome to wear navy sweatshirts or jumpers purchased elsewhere. Children should have a change of shoes for indoors. For PE each child requires shorts or tracksuit trousers, a t-shirt and gym shoes or training shoes. Details about the entitlement to school clothing grants are available on The Moray Council's website [Clothing Grants](#)

School Meals

Meals are prepared each day in our own school kitchen. The children choose their meal each day using the electronic iPay Impact system. Parents can also pay through this system. You will be given information on how to register for this service when your child starts school. At the time of writing, school meals for P6-7 cost £2.50. School meals are provided free of charge for all P1-5 children. Details about the entitlement to free school meals are available on The Moray Council's website [Free School Meals](#)

Most children have a school lunch but some choose to bring a packed lunch. All pupils sit together in the dining room and will be supervised by a member of staff. We believe that good table manners are important and expect and will encourage all children to be polite, chat sociably to those next to them and to use cutlery properly.

Below is an example of our school lunch menu. This is also available from the [Moray Council website](#)

WEEK 1

	Monday	Tuesday	Wednesday	Thursday	Friday
Green	Chicken Curry	Macaroni Cheese 🍴	Bubblefish	Butcher's Pork Sausage with optional Gravy	Steak Mince with Vegetables
Yellow	Cheese and Tomato Pizza 🍴	Vegetable Fajita 🍴	Roast Chicken with optional Gravy	Spring Roll 🍴	Breaded Chicken Goujons
Veg	Potato Wedges Rice Sweetcorn Salad selection	Garlic Bread Broccoli Salad selection	Potato Pasta Peas and Sweetcorn Salad Selection	Potato Peas Salad selection	Potato Baked Beans Salad selection
Orange	Tuna Mayonnaise Roll Salad selection	Ham Sandwich Salad selection	Cheese Wrap 🍴 Salad selection	Chicken Mayonnaise Sandwich Salad selection	Egg Mayonnaise Sandwich 🍴 Salad selection
Soup / Pudding	Lentil Soup 🍴 selection of Fresh Fruit with optional Natural Yoghurt 🍴	Potato Soup 🍴 selection of Fresh Fruit with optional Natural Yoghurt 🍴	Potato and Leek Soup 🍴 Strawberry Mousse with Fruit Salad 🍴 selection of Fresh Fruit with optional Natural Yoghurt 🍴	Tomato Soup 🍴 Oatie Biscuit with Mandarins 🍴 selection of Fresh Fruit with optional Natural Yoghurt 🍴	Vegetable Soup 🍴 Orange cake with Fruit and optional Custard 🍴 selection of Fresh Fruit with optional Natural Yoghurt 🍴

WEEK 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Green	Butchers Beef Burger in a Wholemeal Roll	Fish Fingers	Chicken Pie	Chicken Pasta Bake	Roast Beef with optional Gravy
Yellow	Potato and Baked Bean Pie 🍴	Cheesy Vegetable Pasta 🍴	Vegetable Chow Mein 🍴	Salmon and Sweet Potato Fish Cakes	Jacket Potato with Cheese 🍴
Veg	Chips Carrots Salad selection	Potato Baked Beans Salad selection	Potato Sweetcorn Salad Selection	Potato Pasta Peas Salad selection	Potato Broccoli Salad selection
Orange	Egg Salad Sandwich 🍴 Salad selection	Chicken Mayonnaise Wrap Salad selection	Ham Roll Salad selection	Cheese Sandwich 🍴 Salad selection	Tuna Mayonnaise Sandwich Salad selection
Soup / Pudding	Chicken and Rice Soup selection of Fresh Fruit with optional Natural Yoghurt 🍴	Lentil Soup 🍴 Plain Muffin with Fruit 🍴 selection of Fresh Fruit with optional Natural Yoghurt 🍴	Green Pea Soup 🍴 ChocPea Brownie with Mandarins and optional custard 🍴 selection of Fresh Fruit with optional Natural Yoghurt 🍴	Vegetable Soup 🍴 Rice Pudding with Peaches 🍴 selection of Fresh Fruit with optional Natural Yoghurt 🍴	Carrot and Potato Soup 🍴 selection of Fresh Fruit with optional Natural Yoghurt 🍴

WEEK 3

	Monday	Tuesday	Wednesday	Thursday	Friday
Green	Breaded Haddock	Macaroni Cheese 🍴	Chicken Fajitas	Sausage Roll	Beef bolognese
Yellow	Vege Balls in Tomato Sauce 🍴	Sweet and Sour Veg 🍴	Cheese and Tomato Pizza 🍴	Vegetable Rice 🍴	Breaded Chicken Goujons
Veg	Pasta Potato Peas Salad selection	Garlic bread Rice Broccoli Salad selection	Potato Wedges Cauliflower Salad Selection	Potato Baked Beans Salad selection	Potato Pasta Carrots Salad selection
Orange	Cheese Sandwich 🍴 Salad selection	Ham Sandwich Salad selection	Tuna Mayonnaise Sandwich Salad selection	Chicken Slice Roll Salad selection	Egg Mayonnaise Wrap 🍴 Salad selection
Soup / Pudding	Vegetable Soup 🍴 Toffee Sponge 🍴 with Fruit Salad and optional Custard selection of Fresh Fruit with optional Natural Yoghurt 🍴	Tomato Soup 🍴 selection of Fresh Fruit with optional Natural Yoghurt 🍴	Lentil Soup 🍴 Ginger Sponge Served with Fruit and optional Custard 🍴 selection of Fresh Fruit with optional Natural Yoghurt 🍴	Chicken and Sweetcorn Soup Cornflake Biscuit with Fruit Salad 🍴 selection of Fresh Fruit with optional Natural Yoghurt 🍴	Potato and Leek Soup 🍴 selection of Fresh Fruit with optional Natural Yoghurt 🍴

WEEK 4

	Monday	Tuesday	Wednesday	Thursday	Friday
Green	Salmon and Sweet Potato Fish Cake	Roast Chicken with optional Gravy	Butchers Sausage in a Hot Dog Roll	Steak Pie	Fish Fingers
Yellow	Cheese Melt Baguette 🍴	Tomato Pasta 🍴	Jacket Potato with Baked Beans 🍴	Vegetable Chow Mein 🍴	Beef and Baked Bean Hotpot
Veg	Potato Baked Beans Salad selection	Potato Broccoli Salad selection	Potato Wedges Sweetcorn Salad selection	Potato Peas Salad selection	Potato Pasta Carrots Salad selection
Orange	Ham Sandwich Salad selection	Egg Salad Roll 🍴 Salad selection	Chicken Salad Sandwich Salad selection	Tuna Mayonnaise Sandwich Salad selection	Cheese and Red Pepper Wrap 🍴 Salad selection
Soup / Pudding	Carrot and Potato Soup 🍴 selection of Fresh Fruit with optional Natural Yoghurt 🍴	Green Pea Soup 🍴 Chocolate Oat Cookie with Fruit 🍴 selection of Fresh Fruit with optional Natural Yoghurt 🍴	Lentil Soup 🍴 selection of Fresh Fruit with optional Natural Yoghurt 🍴	Chicken Noodle Soup Apple Crumble Served with Fruit and optional Custard 🍴 selection of Fresh Fruit with optional Natural Yoghurt 🍴	Potato Soup 🍴 Shortbread with Fruit 🍴 selection of Fresh Fruit with optional Natural Yoghurt 🍴

School Transport

Free home to school transport is provided to pupils who reside in excess of two miles from the zoned school. Currently, we have two school buses serving children living in the Braes of Glenlivet, the Lecht Road and Avonside. You can apply for school transport online at [School Transport](#)

Medicines in School

A copy of the “Supporting Pupils with Medical Needs in Schools including The Administration of Medicines” guidance document is available in school.

In line with 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 fall into this category, and will therefore not be administered on pupil request.

Data Protection

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 [Data Protection Statement](#)

Privacy Statement

Tomintoul Primary School 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.

Privacy Notices are available to explain how personal information may be collected, used, stored, shared and securely disposed of, the legal basis for doing so, and what your Data Subject Rights are. Privacy Notices are available from our website at www.moray.gov.uk/moray_standard/page_142831.html

Alternative Formats

For alternative formats, languages or further information, please ask an English speaking friend or relative to:

Phone: 01343 563319

Email: equalopportunities@moray.gov.uk

Write to: Equal Opportunities, Moray Council, High Street, Elgin, IV30 1BX



Thank you for taking the time to read our school handbook.

Please don't hesitate to contact the school if you have any further questions.



Appendix A – Useful Phone Numbers

Moray Council Education, Housing & Communities

Address: Council Office, High Street, Elgin IV30 1BX

Telephone: 01343 563374

Email: education@moray.gov.uk

Hours: 8.45am - 5.00pm Monday to Friday

Website: www.moray.gov.uk

Updated 18/11/2025

Moray Council A-Z

Active Schools	Email:	Active.schools@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_52055.html
Additional Support for Learning	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_42567.html
Adverse Weather Procedures	Email:	Local school or education@moray.gov.uk
	Website:	https://secure.moray.gov.uk/mcalerts/portal/servicestatus.aspx www.moray.gov.uk/moray_standard/page_53021.html
After School Clubs	Telephone:	01343 563374
	Email:	Childcare.info@moray.gov.uk
	Website:	www.scottishfamilies.gov.uk/
Armed Forces Families Information	Telephone:	01980 618244 (MOD Children's Education Advisory Service)
	Email:	enquiries@ceas.uk.com
	Website:	www.moray.gov.uk/moray_standard/page_100164.html
Attendance and Absence	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55580.html
Bullying	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_52988.html
Childcare	Telephone:	01343 563374
	Email:	Childcare.info@moray.gov.uk
	Website:	www.scottishfamilies.gov.uk/
Children and Families Social Work	Telephone:	01343 554370 or out of hours emergency 03457 565656
	Email:	childrensaccessteam@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_47606.html
Child Protection	Telephone:	01343 554370 or out of hours emergency 03457 565656 or 101 (Police Scotland). If it is an emergency call 999
	Email:	childrensaccessteam@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55497.html
Clothing Grants	Telephone:	01343 563456
	Email:	revenues@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55486.html

Moray Council A-Z		
Data Protection	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_75569.html
Deferred Entry to Primary School	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_52991.html
Disability & Inclusion	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_43019.html
Early Entry to Primary School	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_56925.html
Early Learning & Childcare (pre-school)	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_42682.html
Education Maintenance Allowance	Telephone:	01343 563338
	Email:	EMAMoray@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_40540.html
Exclusion from School	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_53001.html
Free School Meals	Telephone:	01343 563456
	Email:	revenues@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55486.html
Grants and Bursaries	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_43903.html
Home Education	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_53000.html
Instrumental Instruction	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_53005.html
Placing Requests	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_49601.html
Race & Equality	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	http://www.moray.gov.uk/moray_standard/page_43019.html
School Meals	Telephone:	01343 557086
	Email:	schoolmeals@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55540.html
School Term and Holiday Dates	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55829.html
Transport (For Pupils)	Telephone:	0300 123 4565
	Email:	transport@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_1680.html

School Context and Overview

Tomintoul Primary is a small rural school set within the Cairngorm National Park. It is paired with Glenlivet Primary. Motivated and enthusiastic staff, supportive parents and partnership working with the local community are real strengths of the school. There is a strong children's voice in school improvement, curriculum and the life and work of the school. Our school is proud to work together as a team to support everyone's learning and wellbeing. Through our curriculum, we enjoy a wide range of experiences to develop our knowledge and skills. We work with our partners, including parents and the local community, to help us all to achieve in life. We have good links with the Crown Estate and regularly work together, for example tree planting, transition events, teambuilding activities. We also work with the Tomintoul and Glenlivet Development Trust and the Cairngorm National Park.

Our vision is 'to be as SMART as we can be!' We use our Tomintoul SMARTs to recognise our successes and achievements. Our School SMARTs are based on the theory that everyone has lots of different ways of being intelligent. Through our SMARTs we encourage our children 'To be as SMART as they can be'.

Our values are embedded in our curriculum. They are Responsibility, Enthusiasm, Achievement and Learning.

Our Aims

- **Successful Learners** – to be involved, engaged and make progress with my learning
- **Confident Individuals** – to know my strengths, know when I need help and be able to ask for it
- **Effective Contributors** – to work together as a team and be welcoming and inclusive to all
- **Responsible Citizens** – to be responsible for myself and understand how my actions can affect my community and wider world

Rights Respecting Schools Award – Tomintoul Primary has Bronze: Rights Committed status.



Priority 1

Meeting Everyone's Needs

This priority will focus on staff development around ASN, looking at our environment to further meet the needs of all the learners and working with all children so everyone has an understanding of neurodiversity.

Key links to Moray Education Priority Area(s):

- ☐ Leadership of change and empowerment
☒ Ensuring wellbeing, equality and inclusion

- ☐ Learning, Teaching and Assessment
☐ Curriculum

- ☒ Raising achievement and attainment
☐ Self-evaluation for school improvement

NIF Priorities:

- ☒ Placing human rights and needs of every child and young person at centre
- ☒ Improvement in children and young people's health and wellbeing
- ☒ Closing the attainment gap between the most and least disadvantaged children
- ☐ Improvement in skills and sustained, positive school leaver destinations for all young people
- ☐ Improvements in attainment, particularly in Literacy and Numeracy

NIF Drivers:

- ☒ School and ELC Leadership
- ☒ Teacher and practitioner professionalism
- ☐ Parent/carer involvement and engagement
- ☐ Curriculum and assessment
- ☐ School and ELC Improvement
- ☐ Performance Information

Children's Services Plan:

- ☒ **P1:** Overcoming challenges – disability, neurodiversity
- ☐ **P2:** Tackling child poverty
- ☒ **P3:** Improving CYP mental wellbeing
- ☐ **P4:** Strengthening family support
- ☒ **P5:** Improving CECYP outcomes

HGIOS?4 QIs:

- | | | |
|---|---|---|
| ☐ 1.1 | ☐ 2.1 | |
| ☐ 1.2 | ☐ 2.2 | |
| ☒ 1.3 | ☒ 2.3 | ☒ 3.1 |
| ☐ 1.4 | ☒ 2.4 | ☒ 3.2 |
| ☒ 1.5 | ☐ 2.5 | ☐ 3.3 |
| | ☐ 2.6 | |
| | ☐ 2.7 | |

Progress and Impact

The teaching staff read and discussed the Education Scotland Inclusion, Wellbeing and Equalities Framework together. All staff took part in professional learning around neurodiversity, trauma and The Promise. Teaching staff have shared their learning around dyslexia, ADHD and ASD. This has led to a better understanding of needs across the school and all children being well supported. This is reflected in the HWB questionnaires that the children completed twice a year – overall these were very positive. The children have also been introduced to neurodiversity and almost all children can recognise the needs of others and show empathy and give support to others.

The Circle Framework resources and trackers have led to strategies to support all learners and revisiting the layout and accessibility in the classrooms. The physical environment of each classroom space was considered and changes implemented.

The 'Calm Corner' has been introduced and is being well accessed by the children as needed. It has allowed some children to have a good break out space and ensure they are ready to learn. We have looked at our driving forces and barriers around attendance. We have self evaluated around attendance, developing strategies and resources to support children and their families. HGIORS relationships were evaluated by the children as very positive.

Next Steps

Further development using the Circle Framework.

Support our wider community to understand the needs within the school in terms of neurodiversity.

Peer observations across the schools.

Incorporate LEANS materials into our HWB programme.

Priority 2

Learning for Sustainability

This priority will focus on updating our social studies programme – ensuring a LfS approach taking into account BRL, meta skills RRSA. Changing our social studies programme for a more learner and context based approach. We will also be further embedding meta skills by introducing profiling across P4/7.

Key links to Moray Education Priority Area(s):

- ☐ Leadership of change and empowerment
☒ Ensuring wellbeing, equality and inclusion

- ☒ Learning, Teaching and Assessment
☒ Curriculum

- ☒ Raising achievement and attainment
☐ Self-evaluation for school improvement

NIF Priorities:

- ☐ Placing human rights and needs of every child and young person at centre
☐ Improvement in children and young people's health and wellbeing
☐ Closing the attainment gap between the most and least disadvantaged children
☒ Improvement in skills and sustained, positive school leaver destinations for all young people
☒ Improvements in attainment, particularly in Literacy and Numeracy

NIF Drivers:

- ☐ School and ELC Leadership
☒ Teacher and practitioner professionalism
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☒ Curriculum and assessment
☐ School and ELC Improvement
☐ Performance Information

Children's Services Plan:

- ☒ P1: Overcoming challenges – disability, neurodiversity
☐ P2: Tackling child poverty
☐ P3: Improving CYP mental wellbeing
☒ P4: Strengthening family support
☐ P5: Improving CECYP outcomes

HGIOS?4 QIs:

- | | | |
|---|---|---|
| ☐ 1.1 | ☐ 2.1 | |
| ☒ 1.2 | ☒ 2.2 | ☐ 3.1 |
| ☐ 1.3 | ☒ 2.3 | ☒ 3.2 |
| ☐ 1.4 | ☐ 2.4 | ☒ 3.3 |
| ☐ 1.5 | ☐ 2.5 | |
| | ☐ 2.6 | |
| | ☒ 2.7 | |

Progress and Impact

The social studies curriculum has been updated to reflect LfS, our unique context and the wider curriculum. The impact should be evident in the curriculum in 2025/2026 offering more personalisation and choice for the children as well as a wider understanding of social issues/being responsible citizens.

We have continued to develop embed the meta skills into the curriculum. We have been linking the skills to our learning across the curriculum. The children have created a meta skills mural.

The children have been learning about Global Goals through assemblies. The children can talk about the goals and their role in meeting the targets.

We have not yet created our Outdoor Learning Programme. However, the children have been accessing regular outdoor learning. This has been viewed as very positive by parents/carers.

Professional reading for teaching staff in session 2025/2026 around Learning for Sustainability.

Continue to ensure the children understand and can talk about the meta skills as transferrable skills for learning.

Continue to develop leadership across the school.

Establish our progressive outdoor learning programme.

Priority 3

Digital Technologies

This priority will focus on our technologies programme and progressions. We will also be promoting our website to parents and our community – for example including children's work, updates from children about what's happening in school. There will be PSA training around digital technologies and how best to support learners. Looking at digital technologies to support all learners.

Key links to Moray Education Priority Area(s):

- ☐ Leadership of change and empowerment
☐ Ensuring wellbeing, equality and inclusion

- ☒ Learning, Teaching and Assessment
☒ Curriculum

- ☒ Raising achievement and attainment
☒ Self-evaluation for school improvement

NIF Priorities:

- ☐ Placing human rights and needs of every child and young person at centre
☐ Improvement in children and young people's health and wellbeing
☒ Closing the attainment gap between the most and least disadvantaged children
☒ Improvement in skills and sustained, positive school leaver destinations for all young people
☐ Improvements in attainment, particularly in Literacy and Numeracy

NIF Drivers:

- ☐ School and ELC Leadership
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☐ Performance Information

Children's Services Plan:

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HGIOS?4 QIs:

- | | | |
|---|---|---|
| ☐ 1.1 | ☐ 2.1 | |
| ☐ 1.2 | ☒ 2.2 | ☐ 3.1 |
| ☐ 1.3 | ☒ 2.3 | ☐ 3.2 |
| ☐ 1.4 | ☐ 2.4 | ☒ 3.3 |
| ☒ 1.5 | ☐ 2.5 | |
| | ☐ 2.6 | |
| | ☐ 2.7 | |

Progress and Impact

We have ensured our website is kept up to date and promoted it regularly through newsletters. The website has proved helpful for potential new parents.

Our technologies progressions have been redeveloped as a whole school and ensure good progression and are embedded into our curriculum. The digital programme is ready to be implemented in August 2025.

The P4/7 group have been using digital profiles to reflect on their learning. The children can now access these very well and following a parental questionnaire, almost all found these to be a beneficial way to know what their children have been learning. Most parents attended the 'sharing the learning' event on digital profiles. However, we have found the reflections not as in depth as before. Therefore, we plan to develop reflections in a different way for P4-6 learners going forward.

Next Steps

Monitor and evaluate the impact of our new digital programme.

Consider how to make digital profiles more reflective e.g. questions each week linking to rights, meta skills, SMARTs.

Invest in reading pens to support children who find reading challenging.

Appendix 2 – School Improvement Plan 2025/26

Priority 1

Numeracy and Mathematics (2 year plan):

This priority focuses on our numeracy curriculum and our ensuring a consistent approach to teaching and learning. It will develop numeracy across the curriculum including IDL, play, DYW and creativity. It will also consider practical ideas and strategies for home to support parents.

Key links to
Moray Education
Priority Area(s):

- | | | |
|--|---|--|
| ☐ Leadership of Change | ☒ Curriculum | ☒ Self-evaluation for self-improvement |
| ☐ Wellbeing, equity and inclusion | ☒ Learning, Teaching and Assessment | |

NIF Priorities:	Corporate Plan 2024-2029:	Children's Services Plan:	HGios?4 QIs:		
☐ Placing human rights and needs of every child and young person at the centre ☐ Improvement in children and young people's health and wellbeing ☒ Closing the attainment gap between the most and least disadvantaged children ☐ Improvement in skills and sustained, positive school leaver destinations for all young people ☒ Improvements in achievement, particularly in Literacy and Numeracy	☒ Tackling poverty and inequality ☐ Build a stronger greener vibrant economy ☐ Build thriving, resilient, empowered communities	☐ <u>P1</u> : Tackling child poverty ☐ <u>P2</u> : Improving the mental and emotional wellbeing of C&YP and their families ☐ <u>P3</u> : Keeping C&YP Safe ☒ <u>P4</u> : Strengthening family support ☒ <u>P5</u> : Overcoming challenges faced by C&YP and families who experience disability or neurodiversity	☐ 1.1 ☒ 1.2 ☐ 1.3 ☐ 1.4 ☒ 1.5	☐ 2.1 ☒ 2.2 ☒ 2.3 ☒ 2.4 ☐ 2.5 ☐ 2.6	☐ 3.1 ☒ 3.2 ☒ 3.3

					□ 2.7	
Actions	Outcomes for learners	Timescales	Responsible	Measures of success		
To develop a whole school strategy to teaching numeracy and mathematics.	Increased attainment, enjoyment and creativity in numeracy and mathematics. High levels of challenge with effective pace of learning.	2025 – 2027	HT with support from school community	• Strategy in place • Feedback from the school community • SNSA/ACEL		
To self-evaluate our numeracy and mathematics curriculum and identify our priorities for development.	Consistency in teaching and learning across the whole school.	August to October 2025	Lead by HT in consultation with staff	• Priorities identified and plans/actions in place from the self evaluation framework		
To revisit our approach to teaching numeracy and mathematics (e.g. mental maths and problem solving, chunking levels, order we teach areas).	Increased attainment and opportunities to revisit learning. Ensuring links between concepts.	2025/2026	Teaching staff	• Consistency in our approach to teaching numeracy and mathematics • Observations and discussions with the children and adults in school		
To observe teaching of numeracy and mathematics across our ASG.	Ensuring consistent good practice across the whole school.	2025/2026	Teaching staff	• Discussions of good practice and ideas from within our ASG – staff meeting minutes		
To ensure pupil voice in numeracy and mathematics.	Positive attitudes, engagement and motivation.	2025/2026	HT with Tomintoul Task Team	• Views gathered from the Tomintoul Task Team		
To have a whole school approach to celebrating our successes in numeracy and mathematics.	Positive attitudes, engagement and motivation.	2025/2026	HT with Tomintoul Task Team	• Motivation and attitudes towards numeracy and mathematics • Celebrating our successes and achievements in numeracy and mathematics		

	Ensuring children know that numeracy and mathematics is a subject that they can achieve success in.			
To develop our approach to assessing numeracy and mathematics through play.	Progress in numeracy and mathematics through play with a good balance between learner initiated, adult initiated and adult directed experiences. Provided with purposeful feedback.	October to December 2025	PTs	Observations and views on play from children and adults in school
To make links to other areas of the curriculum explicit and embedded (e.g. through DYW and IDL).	Opportunities to explore numeracy and mathematics in different contexts.	2025 – 2027	HT	- Observations - Wider use of numeracy and mathematics within our school curriculum
To create supportive resources for teachers (e.g. sets of questions for topics, strategies for the 4 functions at early, first and second levels).	Ensuring consistent good practice across the whole school.	September – October 2025	HT	Supportive resources in place and being used to support effective teaching and learning in numeracy and mathematics
To develop our approach to Sumdog across the whole school.	Ensuring consistent good practice across the whole school.	January 2026	HT and Class Teachers	Digital resources being used to engage, support and develop our curriculum consistently
To explore practical ideas to support numeracy and mathematics at home.	Supporting children to learn confidently at home	January 2026	HT and Tomintoul Task Team	- Resources in place - Views gathered from children and parents
To share our learning in numeracy and mathematics with parents.	Opportunities to celebrate successes and achievements in numeracy and mathematics with home.	February 2026	HT working with parents	Views gathered from children and parents

To ensure numeracy and mathematics is displayed around the school and accessible to all learners.	Clear and explicit links in numeracy and mathematics learning across different contexts.	October to February 2026	Class Teachers and children	Displays
To create outdoor numeracy and mathematics resources.	Opportunities to explore, play, investigate and enjoy numeracy and mathematics.	September 2025	HT with Tomintoul Task Team	Outdoor resources in place and being used by children to explore and develop numeracy and mathematics

Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:

Self evaluation – initial and end evaluation by all teaching staff.

Gathering children’s views at start and end of session around numeracy and mathematics.

Evaluation from parents at end of the session.

Priority 2

Building Our Collective Responsibility:

This priority aims to develop consistency across teaching and learning developed by our school community. This will include our approach to moderation and observations. We will also revisit our rationale and aims.

Key links to Moray Education Priority Area(s):	☒ Leadership of Change ☐ Curriculum ☒ Self-evaluation for self-improvement		
	☐ Wellbeing, equity and inclusion ☒ Learning, Teaching and Assessment		

NIF Priorities:	Corporate Plan 2024-2029:	Children’s Services Plan:	HGIOS?4 QIs:
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☐ Placing human rights and needs of every child and young person at the centre ☐ Improvement in children and young people's health and wellbeing ☒ Closing the attainment gap between the most and least disadvantaged children ☒ Improvement in skills and sustained, positive school leaver destinations for all young people ☒ Improvements in achievement, particularly in Literacy and Numeracy		☒ Tackling poverty and inequality ☐ Build a stronger greener vibrant economy ☐ Build thriving, resilient, empowered communities	☐ <u>P1</u> : Tackling child poverty ☐ <u>P2</u> : Improving the mental and emotional wellbeing of C&YP and their families ☐ <u>P3</u> : Keeping C&YP Safe ☒ <u>P4</u> : Strengthening family support ☐ <u>P5</u> : Overcoming challenges faced by C&YP and families who experience disability or neurodiversity	☒ 1.1 ☒ 1.2 ☐ 1.3 ☐ 1.4 ☐ 1.5	☐ 2.1 ☐ 2.2 ☒ 2.3 ☐ 2.4 ☐ 2.5 ☐ 2.6 ☐ 2.7	☐ 3.1 ☒ 3.2 ☐ 3.3
Actions		Outcomes for learners	Timescales	Responsible	Measures of success	
To redevelop our teaching and learning policy.		Provide consistent and high quality teaching and learning across the school.	September to April 2026	HT	- New policy in place - Shared understanding of teaching and learning at Tomintoul Primary across our school community	
To develop a whole school approach and understanding of what a good lesson looks like.		Provide consistent and high quality teaching and learning across the school.	August to April 2026	HT	- Shared understanding of what a good lesson looks like - Observations (HT and Peer)	
To ensure all children understand what a good lesson looks like.		Confidence in discussing their learning.				
To share good ideas from lessons with all teachers in our school.		Engaging, creative and motivating lessons.	August to June 2026	Class Teachers	Discussions of good practice and ideas– staff meeting minutes	
To build on our pupil voice (including pupil voice in tracking meetings, IEPs and LPS, evaluating the impact of their contributions to school improvement).		Ensure children are involved in their own learning, setting targets and having clear and co-created next steps.	Ongoing all year	HT, those supporting the children and the children	- IEPs/LPS and other support documents with a clear pupil voice - Children having a clear idea of their next steps	

To redevelop our rationale. To redevelop our school aims.	A collective understanding of our school curriculum. Ownership and a say in the life and work of the school.	September 2025	Whole School led by HT	• Rationale and aims in place • Whole school ownership and understanding • Observations and discussions
To continue to develop our peer observations within our school and across Speyside ASG.	Consistent high quality teaching and learning.	Ongoing all year	All teaching staff	• Discussions of good practice and ideas from within our ASG – staff meeting minutes
To develop questioning for staff and children.	Depth and breadth of understanding.	September to April 2025	All teaching staff	• Questioning skills – observations in class

Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:

Peer observations of lessons.

Children's views around lessons (HGIOURS)

Priority 3

Strengthening Partnerships:

This priority will build on our strong partnerships – looking at planning strategically across the year and making links across the curriculum. It will also look at how we can support parents and harness skills within our community to support our learners.

Key links to Moray Education Priority Area(s):	☐ Leadership of Change ☒ Curriculum ☐ Self-evaluation for self-improvement
	☒ Wellbeing, equity and inclusion ☐ Learning, Teaching and Assessment

NIF Priorities:	Corporate Plan 2024-2029:	Children's Services Plan:	HGIOS?4 QIs:
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☐ Placing human rights and needs of every child and young person at the centre ☒ Improvement in children and young people’s health and wellbeing ☒ Closing the attainment gap between the most and least disadvantaged children ☐ Improvement in skills and sustained, positive school leaver destinations for all young people ☒ Improvements in achievement, particularly in Literacy and Numeracy	☐ Tackling poverty and inequality ☐ Build a stronger greener vibrant economy ☒ Build thriving, resilient, empowered communities	☐ <u>P1</u>: Tackling child poverty ☐ <u>P2</u>: Improving the mental and emotional wellbeing of C&YP and their families ☐ <u>P3</u>: Keeping C&YP Safe ☒ <u>P4</u>: Strengthening family support ☐ <u>P5</u>: Overcoming challenges faced by C&YP and families who experience disability or neurodiversity	☐ 1.1 ☐ 1.2 ☐ 1.3 ☐ 1.4 ☒ 1.5	☐ 2.1 ☒ 2.2 ☐ 2.3 ☐ 2.4 ☒ 2.5 ☐ 2.6 ☒ 2.7	☐ 3.1 ☒ 3.2 ☐ 3.3	
Actions	Outcomes for learners	Timescales	Responsible	Measures of success		
To plan effectively with our partners – support from our partners and the school helping our partners.	Meaningful opportunities and contexts to develop skills. Develop their understanding of sustainability further.	From August 2025	HT	- School overview of planned partnerships - Partners able to talk about their role in supporting the school - Children gaining wider experiences and responsible roles within their community		
To develop our approach to family learning.	Shared understanding between home and school.	February 2026	HT	Opportunities available to work together in learning with parents		
To develop our guide around the Cost of the School Day.	Equity for all children.	October 2025	HT with Tomintoul Task Team	Clear strategy in place for all around supporting the Cost of the School Day		
To invite parents to share their skills as part of our curriculum.	Opportunities to learn new skills.	August 2025 onwards	HT and parents	Opportunities available to work together in learning with parents		
To gather parent feedback regularly on the children’s digital profiles.	Sharing their learning, achievements and successes with home. Knowing that these are valued by all.	August 2025 onwards	HT with support from P5/7 children	Parents are informed and have the opportunity to know what’s happening in school and support their children in their learning.		

Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:

Parent questionnaire

Partner questionnaire

2.7 HGIOS evaluation