



School Handbook 2026 - 2027



Thornton Primary School

Station Road
Kirkcaldy
KY1 4AY

✉ thorntonps.enquiries@fife.gov.uk

☎ 01592 583465

Acting Headteacher: Fiona Ramos

AMBITION



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Headteachers Message

Hello, I am Fiona Ramos, the Acting Headteacher of Thornton Primary School and Early Learning Centre. On behalf of the staff at Thornton I have great pleasure in presenting the School Handbook for 2026. This handbook contains information regarding all aspects of school life that will be helpful to staff, parent/carers and pupils.



During your child's stay with us, it is our wish that your child is happy and successful.

Our school seeks to develop in our children a positive attitude to learning and respect for ourselves, others and the environment. This will support our children to achieve all they can in being successful and confident, lifelong learners and helping them achieve and be responsible citizens in their community.

Each member of staff does their utmost to establish a positive ethos in the school. The children work in an atmosphere that is happy and industrious, a place where they will learn to be independent, to be responsible for themselves and to carry out their tasks with a spirit of cooperation, courtesy and respect for themselves and others.

The school has built up effective links with the community, and it is our intention to strengthen these and to establish many more.

It is our belief that the school is an integral part of the community. By creating a welcoming environment, by maintaining good relations with parents and the wider community and by being involved in many local events, our positive links will continue to grow and enhance our children's learning experiences.

We greatly value our partnership with parents/carers. Some of our parents/carers are already involved in school activities and this has been of tremendous benefit to the children. We hope to increase this involvement and so enhance the provision within the school. As well as those occasions during the school session when parents/carers can come to school to discuss their child's progress it is important that everyone feels welcome. We always strive to create a positive partnership between the school and home.

We invite you to join us on the road to continuous improvement and on our journey towards excellence.



About us

Our school was established in 1904 with the additions of our nursery building and multi-purpose hall in more recent years. All our facilities are located on ground level and provides access for all. The main building has 10 classrooms housing our 7 classes, Science classroom and Support for Learning classroom, which we also use as a sensory support.

Our nursery building has one main room allowing enrolment for 3 and 4-year-old children, morning or afternoon. Our nursery model is 49 weeks a year offering 1140 hours entitlement for our children.

The PE/assembly hall and dining hall are shared areas. A central area within the school houses our library, resources and is a branch out area for classes to use for learning activities.

The playground is spacious and has a wide selection of play and seating arrangements with a garden which is continually being developed.

School Ethos & Values

We believe that the starting point for effective learning is a positive ethos and climate of respect and trust based upon shared values across the school community, which includes you as parents. To reflect this, we are currently updating our vision, values and aims. The school is well respected within the community and we have very high expectations of, and for, everyone in school.

We are committed to recognising positive behaviour and achievement. All pupils belong to a House and earn House Points which count towards a House Championship. Pupils are encouraged to share their work at school during class times and assemblies. Our pupils' learning is celebrated at assemblies through our Weekly Wonders, Maths Magicians and Star Writers. Our assemblies are led by our Primary 7 House Captains. We have a high level of support and involvement from our parents. We invite community members as well as parents, grandparents and friends into our school for special events and performances, open afternoons etc.

Pupil Voice is an integral part of the continuous improvement of our school. We have pupils leading various groups including; Pupil Council, Eco Schools, Sports Committee, House Captains and Rights Respecting Schools.

Our school values are, Ambition, Included, Kind, Respect & Safe. With the village of Thornton having a rich railway history, our school moto is "Express to Success".

Daily Timetable

- Morning: 09:00 – 12:35
- Interval: 10:40 – 10:55
- Lunch: 12:35 – 13:25
- Afternoon: 13:25 – 15:05

School Roll

School: 164 Nursery: 19



Staff

Fiona Ramos
Bex McLaren
Lacie Hamilton
Erica Taylor
Jennifer Stewart
Alex Thomson
Jane Charlton
Laura McCullough
Cally Taylor
Michael Hamilton
Jillian Bell
Joanne Jarvie
Holly Logan

Acting Headteacher
Acting Principal Teacher
Teacher
Teacher
Teacher
Probationer Teacher
Teacher
Teacher
Teacher
Teacher
Teacher (NCCT)
SfL Teacher

Pupil Support Staff

Cindy Smith
Norma MacDonald
Elona Thomson
Brooke Cunningham
Emma Jackson
Joanne Corrigan

PSA
PSA
PSA
PSA
PSA
PSA

Office Staff

Rachel Cunningham
Danielle Stewart

Admin Assistant
Clerical Assistant

Chris Templeman
Jake Allan

Janitor
Catering

Nursery Staff

Ryan Graham
Jennifer King
Khess Whongsaroj
Sarah Haran
Kirstin Gray
Claire Young
Natalja Durkaca

Teacher
SEYO
SEYO
EYO
EYO
EYO
EYO



Child Protection & Safeguarding

Child Protection is everyone's job and everyone's responsibility. At all times we keep the child/young person's best interests at the centre of any required actions or planning, and in almost all cases liaise closely with family.

Staff know to alert the Child Protection Coordinator(s) in the school immediately should they have a Child Protection Concern.

When the Child Protection Coordinator(s) are made aware of a concern we do the following in most instances:

- Talk to the child/young person – This is usually our first step. The discussion is conducted sensitively to the child/young person, making it clear that any information they share is confidential unless they or someone they know may be in danger. We take the child/young person's views into consideration in planning next steps and include them in any subsequent planning to keep them safe. If we have to share information with other agencies we will discuss this with the child/young person wherever possible. The child/young person is offered a quiet, safe environment if they are upset for as long as needed.
- Contact the child/young person's family – In almost all situations we include the child/young person's family early in order to support the child/young person so long as they are not part of the concern. In most instances a family member comes to school to support the child/young person if they are distressed.
- Consider action & update appropriate agencies (Health Team etc) – The child/young person's guidance teacher is usually informed at this point and we look at appropriate supports for the young person and their family. This is done in conjunction with the child/young person and family. Any safety planning or plans will include the child/young person's opinions and is monitored closely.
- Record the concern – We record the concern securely including the action we take and any monitoring required. The record is kept securely with access limited to the Child Protection Coordinator, Head Teacher and the child/young person's guidance teacher.
- Plan and monitor over time – The Child Protection Coordinator/guidance teacher will keep in close contact with the child/young person and manage any supports they require over time. The Child Protection Coordinator will in almost all instances stay in close contact with the child/young person's family and plan jointly with them to identify supports.

In the event of a child/young person being in immediate danger, we contact the Public Protection Unit to liaise with Police and Social Work.

Parents/carers are always contacted unless doing so may put the young person at greater risk.

Meet our Child Protection Co-Ordinators

Thornton Primary School are committed to protect and safeguard our pupils. If you have a concern that a child is at risk of harm or receive disclosure (intentionally or unintentionally) you must contact one of our child protection co-ordinators, as quickly as possible.



Our **Child Protection Co-Ordinator** is:

Mrs Fiona Ramos

Acting Headteacher



Our **Depute Child Protection Co-Ordinator** is:

Mrs Bex McLaren

Acting Principal Teacher

It is possible that when reporting a concern that you may be asked to complete a care and welfare form to allow us to deal with your disclosure in the best way possible. These forms can be obtained from, and returned to, the school office.



School Attendance

It's important that your child attends school. It's essential for their well-being, as well as for their learning.

You play an important role in ensuring your child attends regularly. Our staff and support services will work with you to help them attend school consistently and on time. Our policy allows us to identify students with low attendance and provide support, this can be read in full via our school website. The below diagram shows the levels of concern based on your child's absences:

Attendance %	Days Absent Per Session	Levels of Attendance	For Pupils
100	0 days	Excellent	Best Chance of Success
95	9 Days (nearly 2 weeks)	Satisfactory	
90	19 days (1 month)	Poor	Progress will be harder
85	27 days (more than 5 weeks)	Very Poor	
80	36 days (more than 7 weeks)	Unacceptable	Serious Implications on learning and progress
75	45 days (9 weeks – 1 term)	Unacceptable	

Types of Absence

Absences are classed as authorised or unauthorised.

Authorised absences

Absences are authorised where reasons are considered valid, by letting us know in the first instance.

The following reasons are considered acceptable:

- Medical or dental appointments.
- Family bereavements.
- Holidays where parents are in any Uniformed Services.
- Participation in a show or event.

Unauthorised absences

Absences are unauthorised where no explanation, or unacceptable reasons are given.

The following reasons are not considered to be acceptable:

- Shopping visits.
- Days out or to attend concerts/shows.
- Family work commitments or business trips.
- Holidays taken in term time (including long weekends taken on Fridays and/or Mondays).

If you have any questions about attendance, please contact us.

Illness

It can be challenging deciding whether or not to keep your child off school when they're unwell. Public Health Scotland has a helpful guide can be found in **appendix 1** of this handbook. This may help you decide when your child should attend school or stay at home, based on their symptoms.

If your child is unable to attend school through illness, you should inform us on the first day of absence, by 9:00am by either calling the school office, texting, emailing or using the Parent's Portal app. You should also let us know the expected return date of your child.

If you do not inform us of your child's absence you will receive a text message by 9:30am, requesting a reason. If we continue not to hear from you after 3 or more days, you will be contacted by telephone. This is part of our safeguarding responsibilities.

For prolonged bouts of absence spanning 5 days or longer, we have an attendance policy that we must follow, which may include reporting your child as missing in education.

For more information, as well as our attendance policy, please visit our school website.

School Uniform

School uniform should be worn every day to school. This consists of black or grey trousers, black legging, black or grey skirt/tights, black jumper, and black, white or yellow polo-shirt, and for P7's their leavers hoodie.

We currently have a small stock of available uniform that can be purchased from the school office, consisting of black or yellow polo-shirts, round or v-neck jumpers, and ties. Please note we do not have a pay by card facility in school and can only accept cash at present.



You can also order school branded uniform from BE uniforms online at <https://www.border-embroideries.co.uk/>, however, there is no obligation to order branded uniform and there are many affordable alternatives.

If you require assistance with the cost of uniform, please find more information at the Free clothing grant section of the Fife Council website.

Cost of the School Day

At Thornton PS & ELC, we are consciously aware of the cost of the school day and how this can impact on our children and families. We try our very best to reduce costs for families and have successfully done this in the following ways:

- For our P7 Ardroy Trip – We allow families to pay this over a period of time, we also subsidise the cost using money from grants.
- School Trips – Accessing grants from the Middle Balbeggie Fund we reduce or fully cover the cost of trips.

- We access the local authority minibuses to support us in transporting children to and from many different events for free.
- We have launched a "Uniform Swap Shop" that allows families to purchase pre-loved uniform for their children.
- We have our Fare Share Larder that offers cost price food to our local families on a "no profit" basis. This is accessed regularly by families and the wider community.
- Toast Club – Providing breakfasts for soft starters to the school day.

School Trips

At Thornton Primary School all our pupils receive a class trip a year. Usually held in term 4 the cost of this is partly covered by our Middle Ballbeggie Grant Fund to ensure the cost to families is kept as low as possible.

Our Primary 7's also receives a class residential trip to Ardroy. Usually held in term 2, this trip allows our P7's to experiences an array of different outdoor learning activities as well as interact with their Auchmuty High School peers.

School Meals & Milk



We offer two weekly menus that are available on alternating weeks. These menus have been designed to provide nutritious choices that ensure a balanced diet over the week.

How much does it cost?

All children in primary 1 to 5 receive free school meals. Your child may get free school meals for primary 6 and 7. You must be on a low income or claim certain benefits.

Meals cost **£2.75** for two courses. This includes:

- main course - variety of hot or cold options, with daily vegetarian or vegan options
- sides - freshly prepared vegetable crudités or salad
- choice of soup or dessert
- drinks - milk or water is provided with every meal
- fresh fruit is available to all pupils who have school lunch

If your child has **specific dietary requirements**, we may be able to arrange alternative options for them, you should contact us in the first instance so we can provide you with the SDR form for submitting to our catering department.

If you require assistance with the cost of school meals, please find more information at the Free School Meals section of the Fife Council website.

Milk

School milk is currently **28p** a day. Children entitled to FSM through low earners and benefit receivers are entitled to free school milk. Each term a milk fund is set up via iPayimpact and milk is paid for in advance, we also accept cash payments to the school office. Once the milk fund is closed, you cannot order milk for that term, so it is important to follow the fund instructions carefully and in a timely manner.

Health & Wellbeing

At Thornton we believe children and young people should feel safe, happy, achieving, nurtured, active, respected, responsible and included in the school environment. All staff at Thornton are proactive in promoting positive behaviour in the classroom, playground and the community through a restorative approach and the development of self-regulation. We agree good health and wellbeing is central to effective learning and preparation for successful independent living, this underpins our positive school ethos, health and wellbeing is the responsibility of all. This aspiration for every child and young person is therefore embedded in our practice at Thornton.

Health & Wellbeing encompasses:

- Physical education, physical activity & sport.
- Mental, emotional, social and physical wellbeing.
- Planning for choices and changes.
- Food and health.
- Substance misuse.
- Relationships, sexual health and parenthood.

Pedagogy

At Thornton we aim to support learning which is challenging and enjoyable, provide the necessary breadth and depth to meet the needs of all learners and to ensure that account is taken of individual and/or community contexts. We agree effective teaching and learning of health and wellbeing promotes confidence, independent thinking, positive attitudes and actions and includes:

- Engaging children and young people and taking account of their views and experiences, particularly where decisions are to be made that may impact on life choices.
- Taking account of research and successful practice in supporting the learning and development of children and young people to follow a healthy lifestyle by participation in experiences which are varied, relevant, realistic and enjoyable. Our buddies and House Captains and Vice Captains support their peers.
- Helping to foster health in families and communities through work with a range of professions, parents and carers, and children and young people, and enables them to understand the responsibilities of citizenship.
- Harnessing the experience and expertise of different professions, including developing enterprise and employability skills.
- The teaching and modelling of skills /attitudes permeating throughout.
- Planning to teach and develop understanding of specific skills /attitudes as a discrete subject when appropriate.
- Using outdoor spaces effectively to promote positive relationships and wellbeing, staff taking account of research linking benefits of outdoor learning and green space with wellbeing.

RHSP

In the last term the school will participate in the RHSP which is the national resource for relationships, sexual health and parenthood (RHSP) education for children and young people. The resource can be used from early through to our second level P7 classes. It is organised to sit within the Curriculum for Excellence.

This resource can be found online by searching RHSP then choose Levels from the top bar and then the appropriate level for your child's age and stage. Before undertaking any of these lessons we send letters home to the parents to seek permission for their child to be present during the teaching and learning sessions. If you have any concerns please state at the time of receiving said letter.

Curriculum

The curriculum for Excellence makes a number of statements about what every child and young person is entitled to experience. At Thornton Primary School & ELC we ensure that our children experiences:

- A coherent curriculum from Nursery to Primary 7, and preparing children for S1 and beyond.
- A broad general education.
- Opportunities to develop skills for learning, life and work – focusing on literacy, numeracy and health and wellbeing.
- Personal support to enable learners to gain as much as possible from the opportunities that the Curriculum for Excellence can provide.

Learning & Teaching

Our school lesson model is used consistently in every class and for every lesson to help develop learners' meta-cognition and their ability to talk about their learning.

As learners engage with the lesson model at each stage of their learning, their confidence in understanding what they are learning, the relevance and purpose of their learning, how to achieve success, and the strategies that support learning, will grow and internalise helping them to develop self-regulatory learning skills.

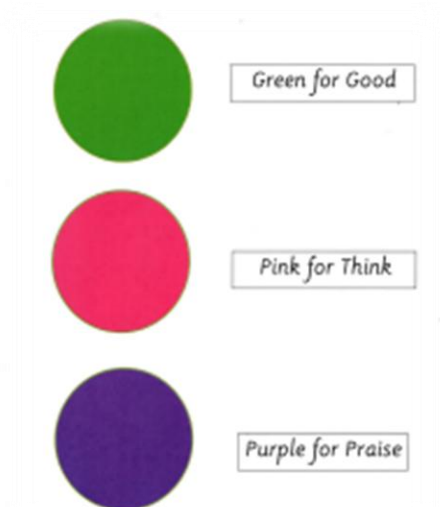
Our learning and teaching comprise of the following components:

- Learning Intention – We clearly state the intended learning and what learners should know, understand or be able to do. This reflects the expected standards within the E's and O's and is written in clear language that learners can understand. We also ensure learning intentions are always focused on the learning and not the context or activity.
- Success Criteria – We ensure our SC is clear, relevant and has measurable definitions of success that are clearly linked to the Learning Intention. These are differentiated according to the needs of learners and created and agreed with learners. SC outline the key 'ingredients' or steps to success and focus on key elements or steps of the process, not the product.
- Learning & Teaching Strategy – The strategies that learners use to support their learning are explicitly named and taught. By sharing and teaching a range of strategies, learners develop their awareness of the different ways to learn and can choose to use strategies which suit their needs.
- Plenary – Our plenaries are planned into a lesson at an appropriate point to summarise learning – this is not necessarily at the end. Plenaries are used as an effective form of assessment at

transition points within our lessons. These are also differentiated to the needs of our classes. Allowing our classes to access the plenary is critical to observe challenge so that we can assess what our learners do not yet know. We use our plenaries effectively to highlight individual pupils' misconceptions – once identified we then know what need to be addressed either at the time or within the lessons that follow. Our plenaries give pupils the opportunity to reflect on what and how they have learned and guide them to their next steps to success.

Feedback

Pupils will receive feedback from their teachers in a number of ways. Teachers and pupils will engage in learning conversations on a daily basis as they discuss experiences and achievements. Pupils may also receive feedback in the form of written comment in their jotters from their teacher and/or from peers. Feedback will be constructive, telling the pupil what they have done well and what they should do next to continue improvement. At Thornton Primary School we use a colour coded system shown below:



Green is for 'Got It'

This will allow learners to see that they have achieved the learning Intention.

Pink is for 'Think'

This will help learners identify how to improve their learning.

Purple is for 'Praise'.

Reporting

It is very important to keep you informed of your child's progress at school. This allows you to understand your child's strengths and next steps in learning. Reporting takes many forms and is used to both give feedback on achievements and next steps and to create an agenda for discussion between learners, their peers, their teacher and with parents at formal parents' evenings. When reporting on a learners' progress we ensure this is positive, specific, supportive and give a clear overview of learning progress. Feedback will be provided for parents at parents' evenings and in formal written reports. Reports provide an overall summary of progress, achievements and next steps in learning in line with Curriculum for Excellence. These reports are provided in June each year.

Support for Learning

Some young people need more support in school to help them to learn. A smaller number of pupils need additional support throughout their time at school. Additional support needs (ASN) can be present from birth or can occur at any point in their life. The kind of additional support we offer is varied and depends on the specific child. Our support for learning teacher is **Miss Holly Logan** who works closely with both families and supportive agencies to get it right for our pupils.

Parents' Evening

Parents' evenings take place twice a year usually in term 1 and term 3. These are in person meetings with your child's class teacher and are bookable via the Parents' Portal app. Each appointment is 10 minutes in length. You should endeavour to book just one slot per term over the 4 available dates.

If you have any difficulty booking, please contact the school office to assist you.

Pupil Focus Groups

Pupil Voice across the whole school is an integral part of the continuous improvement of our school. Our Pupil Focus groups meet regularly throughout the terms. This session they are:

- Pupil Council
- Eco Schools
- Rights Respecting Schools
- Digital Leaders
- STEAM/DSYW
- Junior Road Safety Officers

Each Pupil Voice Group has created an Action Plan that we intend to add to the Pupil Pages sections. There is also a display in the central shared area where the plans and members are available for all of us to share and read.

At Thornton Primary School, we promote an open-door policy and are always happy to discuss any aspects of the work going on in school. We value the contribution all parents/carers make to our school and have an active Parent Council.

Parent Council & Parental Involvement

We pride ourselves on our good relationships between home and school and we wish to continue this good practice.

There are many opportunities for parents to get involved in the life of the school on an occasional or regular basis. We often ask parents to help us by accompanying classes on outings or by coming to special events.

Twice a year parents are invited into school to discuss their child's progress. We also have occasional Busy Starts/Finishes for the parents to look at and discuss their child's work that they have undertaken.

We are also committed in working together for the wider benefit of the school and community, our parent council meet at least once a term and is currently chaired by **Sofia Dogan**.

Houses

We have 4 school houses, which are as follow:

Hawthorn	BLUE
Cedar	GREEN
Beech	YELLOW
Rowan	RED

P1 Applications & Enrolments

Our P1 application process opens in January each year for the following August intake. This is an online process that must be carried out by all children in their final year of nursery. Your child's attending nursery will contact you when the application stage opens and will keep you informed about the progress of your application. If you are applying for your catchment school, this is just a straight forward application process. If you are looking to request a different school to where you reside, this is called a placing request and is reviewed, accepted or rejected by your applying school on the priority detailed within your application. Emails and Letters are sent out around the Easter time to inform you of your confirmed place, and for placing requests, these letters will detail our decision, whether we have accepted or rejected your application.

Enrolments

When enrolling your child in our school, you should first contact us to check there is space in your child's current year stage. You will then be asked for some details to progress your child's enrolment request. This includes enrolment forms being submitted to allow us to transfer your child from their currently school to us. Supporting documents are required, such as your child's birth certificate and two forms of proof of address, before your enrolment can be formally completed.

For further information and support, please email [**education.services@fife.gov.uk**](mailto:education.services@fife.gov.uk).

P7 Placing Request & Transition

Our feeder secondary school is Auchmuty High School in Glenrothes. If you live out of catchment for Auchmuty High School you must submit a placing request for your P7 child which is subject to the same process as detailed above. This will be reviewed and accepted or rejected by the high school. You will receive a letter detailing their decision as well as next steps.

If you live within Auchmuty High School's catchment, a placing request is not required and you will be asked your intension to send your child to their catchment school. Once this has been received the transition process begins through the P7 year.

P7 pupils will have various opportunities to engage with the high school, through a variety of events. Some of these events have included, Cluster football, Rotary Quiz, Sports Leaders, as well as visits from the transition DHT and the 3 transition days which take place in June.

Instrumental instruction

Children who show musical promise may qualify for instrumental instruction. The types of instrument offered by Fife Education and Children's Services are violin, viola, cello, double bass, clarsach, woodwind, brass, piano/keyboard, bass guitar, guitar, percussion, chanter and pipe band drumming. The type of instrument available differs from school to school and generally only one type will be available to children in a school. Our current Music Instructor is Mrs Arianna Ranieri who currently teaches upper strings.

More information about the music service is available at [**www.fife.gov.uk/musicservice**](http://www.fife.gov.uk/musicservice).

Health Care

Should your child be taking medicine or have a medical condition which might affect their school life, it is essential that you notify the school of the condition and its implications. This information will be treated in strictest confidence to ensure the wellbeing of your child.

Only prescribed medication can be held in school, over the counter medication cannot be brought into school and should never be left in your child's bag without notifying the school first. A medication form must be filled out and stored in the school office to keep track of all medication, as well as administering and expiration.

On certain occasions it may be necessary to have a Health Care Plan for your child. This is developed by consultation with you and relevant health services and signed off and stored in school. These plans are designed to inform staff about the actions required in a medical emergency.

Should your child become ill or have an accident while at school that requires medical attention, we shall follow the strategies within the child's HPC, if they do not have one, the following will take place:

- Try to contact you by telephone, if this is possible, or arrange for a message to be sent to you.
- Telephone the health service, if necessary, and arrange for your child to be taken by you or someone else nominated by you for medical attention.

From time to time children are offered a medical examination or review by the schools Community Paediatrician or School Nurse from the School Health Service. These can be either routine examinations carried out for all children, or where a health concern has been identified. As parent/carer you will be notified in good time so that you may be present if possible.

School Nursing Service

Each school has access to the school nursing service. If you wish to contact your School Nurse, you can do this by email at Fife.GrothesSchoolNurseTeam@nhs.scot.

School Based Immunisation Programmes

All pupils will be offered to participate in The Scottish School Based Immunisation Programme that is led by Fife Health & Social Care Partnership in partnership with education.

Parents will be notified and invited to participate by the Centralised Immunisation Team when the age appropriate immunisation programme is to take place within their child's school.

We will notify you in good time about when immunisations are due to take place.

School Holidays

Our school holidays for session 2026 / 2027 are as follows:

Term	From	To
Autumn - lasting 52 days	Wed 19 Aug 2026	Fri 9 Oct 2026
Winter - lasting 54 days	Mon 26 Oct 2026	Tues 22 Dec 2026
Spring - lasting 88 days	Wed 6 Jan 2027	Thu 25 Mar 2027
Summer - lasting 75 days	Mon 12 Apr 2027	Fri 2 Jul 2027

Holidays	From	To
Autumn - lasting 12 days	Mon 12 Oct 2026	Fri 23 Oct 2026
Christmas - lasting 14 days	Wed 23 Dec 2026	Tue 5 Jan 2027
Additional - lasting 2 days	Thu 11 Feb 2027	Fri 12 Feb 2027
Spring - lasting 15 days	Fri 26 Mar 2027	Fri 9 Apr 2027
Additional - lasting 1 day	Mon 3 May 2027	Mon 3 May 2027
Additional - lasting 1 day	Mon 7 Jun 2027	Mon 7 Jun 2027
Summer - lasting 40 days	Mon 5 Jul 2027	Fri 13 Aug 2027

In-service Days	From	To
School in-service day - lasting 1 day	Mon 17 Aug 2026	Mon 17 Aug 2026
School in-service day - lasting 1 day	Tue 18 Aug 2026	Tue 18 Aug 2026
School in-service day - lasting 1 day	Fri 13 Nov 2026	Fri 13 Nov 2026
School in-service day - lasting 1 day	Wed 10 Feb 2027	Wed 10 Feb 2027
School in-service day - lasting 1 day	Thu 6 May 2027	Thu 6 May 2027
School in-service day - lasting 1 day	Mon 16 Aug 2027	Mon 16 Aug 2027
School in-service day - lasting 1 day	Tue 17 Aug 2027	Tue 17 Aug 2027

Contacting Us

Below are all the methods in which you can contact us:

Telephone: 01592 583465

Groupcall Text: 07860 004848

Email: thorntonps.enquiries@fife.gov.uk

OR through the **Parents Portal** app.

Office Hours

Monday to Thursday
8:15 to 16:15

Friday
8:15 to 15:45

parentsportal.scot

Get the App!



Keeping you Informed

Every Friday we send out a **Weekly What's On** for Parents. Sent via email, the weekly what's on is designed to keep you in the know about various events and information that is happening in school each week.

This is always for the week ahead and details things such as Gym timetable, School Events, School Lunches, Extra Curricular Clubs and more.

School Policies

All our school policies reflect Fife Council policy and are currently under review to ensure they reflect the good practice in the school. Information about policies are available at our school website.

Data Collection

Fife Council uses the information provided by you to support your child during the course of their nursery and school career. The information will be used to communicate with you and your child(ren) for the purposes of progress monitoring, supporting learning, career guidance, parent council elections, in emergency situations and to pass on other relevant advice.

The benefits of data sharing

Sharing information between partner agencies ensures integrated service provision which provides a positive contribution to the safety and well-being of children and young adults.

Data sharing helps protect children and young people from suffering harm, abuse or neglect; ensure children and young adults with additional needs get the services they require; enable pupils to achieve their academic potential and attain their goals; and plan future services.

Further information on how we use your information can be found on Fife Council's website www.fife.gov.uk/privacy/education

Devolved School Management Scheme

All local authorities have a Devolved School Management (DSM) Scheme which sets out local authorities' financial processes for funding their schools.

It outlines financial decisions that can be made in schools, including where the accountability and responsibility lies.

Although the detail of the scheme varies across local authorities, all local authorities use the same national guidelines which can be found on Appendix 2 of this handbook.

School Website

The information in this handbook has been selected on the basis of giving an overview of the most need to areas of our school. We have tried to keep it informative and relevant, as well as not to be overbearing.

All this information and more is available on our school website using the below link:

<https://blogs.glowscotland.org.uk/fi/thorntonps/>

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

Advice and guidance

To find out more, scan the QR code or visit publichealthscotland.scot/hpcyp



Devolved School Management – DSM

What Parent Councils need to know

Purpose of DSM

DSM empowers headteachers to make decisions about school budgets and resources to best meet local needs and outcomes for children and young people. It supports national priorities like:

- Curriculum for Excellence
- Getting It Right for Every Child (GIRFEC)
- Developing the Young Workforce (DYW)
- Early Years Framework

Parent Council involvement in DSM

Parent Councils are vital partners and key stakeholders in school decision-making, ensuring parental voices are heard. Under DSM:

- Headteachers **must** update Parent Councils on their school's budget throughout the year.
- Parent Councils are **consulted** on school resources and priorities.
- Collaboration is **encouraged** between headteachers, staff, parents and the community.

Key principles of DSM

1. **Subsidiary and Empowerment:** Headteachers have flexibility to manage budgets locally.
2. **Collaboration:** Partners work together, focusing on children and young people's interests.
3. **Accountability and Responsibility:** Headteachers and the council are responsible for budget decisions and outcomes.
4. **Clarity and Equity:** Budget decisions should be clear, fair and accessible to stakeholders.

How DSM works in practice

DSM aims to enhance the quality of education through informed decision-making and effective use of available resources to support learning and teaching by those closest to learners, e.g. headteachers.

- Headteachers have flexibility in making decisions about and addressing priorities.
- Consultation is a key element in the process of devolved decision-making.
- Some areas of expenditure remain with Fife Council.
- Headteachers have overall responsibility for financial decisions at a local level.
- Business managers will support headteachers by providing financial management and guidance.

Training and support

- Headteachers receive DSM training and mentoring.
- Parent Councils can get more information and advice via school websites, Fife Council website, and the council's Education Directorate.
- Full **DSM Guidelines 2025** are on the Fife Council website.

Why this matters to you as a Parent Council

Your involvement helps ensure:

- **Fair and efficient use of resources**
- **Transparency in spending**
- **Better outcomes for learners**
- **Community voice in school decisions**

