# Blackford Primary School





# School Handbook

#  2024 - 2025

**Introduction**

In accordance with the Education (Scotland) Act 1980 and the Education (School and Placing Information) (Scotland) Regulations 2012, Perth & Kinross Council Education & Children’s Services’ schools produce handbooks covering the following categories of information:

1. School Information
2. Local Authority information

Whilst the information contained in this school handbook was accurate at the time of publication (December 2023), further changes may have occurred since then.

1 **SCHOOL INFORMATION**

### Introduction

Blackford Primary School is situated in the village of Blackford just off the A9, 5 miles south of Auchterarder. It was built in 1870 at the east end of the village in close proximity to the Parish Church. The building consists of three spacious classrooms and a hall where lessons take place and lunch is served. In addition we now also have an outdoor classroom. Our playground is enhanced by a sensory garden and we have the use of a neighbouring park as well as a Forest School site nearby.

Through this environment we aim to develop happy, responsible, caring children, and to encourage self-respect, respect for others, self-discipline and independence. We aim to ensure the development of children, not only physically and academically but also emotionally, socially and morally through an awareness of individual child’s needs and interests.

Whilst the information contained in this school handbook was accurate at the time of publication (December 2021), further changes may have occurred since then.

### Delineated Area

Blackford Primary School serves the village of Blackford and the surrounding rural area to a radius of two miles.

### Contact Details

**THE SCHOOL: Blackford Primary School**

**ADDRESS: Stirling Street, Blackford, Perthshire, PH4 1PZ**

**E-MAIL ADDRESS:** **Blackford@pkc.gov.uk**

**WEBSITE:** [**https://blogs.glowscotland.org.uk/pk/BlackfordPrimarySchool/**](https://blogs.glowscotland.org.uk/pk/BlackfordPrimarySchool/)

**TELEPHONE NUMBER: 01764 661390**

**PRESENT ROLL: 55**

**HEAD TEACHER: Ms M. McMillan**

#### Attendance

Parents have the responsibility to ensure that their child is at school ready to start the day at 9:00am. Parents are asked to notify the school office on the first day of any pupil absence before 9.15am. The telephone is manned from 8.30 am onwards and there is also an answer machine where messages can be left. If by 9.15am no call has been received parents/carers will be contacted by text to ascertain the reason for the absence. The school should also be contacted when a child is returning after an absence so that staff expect them back. These measures are in place to ensure pupils’ safety throughout the school day and we ask you to co-operate fully with these directions.

**Please make sure that the school office is kept up to date with any changes in telephone numbers/emergency contacts.** The school office is not always manned but please leave a message and we will attend to it as soon as we can.

Attendance is an issue of concern for everyone who cares about the future of their child. Good and punctual attendance is recognised as a powerful, positive indicator of the effectiveness of a school in engaging with young people, parents and the community. There is an important link between attendance and attainment.

In our drive to raise the standards of educational attainment parents and staff should continue to work hard to ensure pupils miss as little of their schooling as possible, whatever the underlying reason. There is a growing concern over the number of pupil absences due to family holidays and we would urge parents to consider this issue carefully.

#### Enrolment

Parents who are considering enrolling their children are encouraged to visit the school to meet with the Head Teacher and see around the building.

More information about enrolment is available on the Perth and Kinross website: <http://www.pkc.gov.uk/article/17276/School-enrolment>

#### Communication

The school communicates with parents through the Padlet, Parents Appointments, Parent Contact Sessions, Open Afternoons, Seesaw, the Parent Council and Assemblies.

If any particular concerns arise with regard to your child, you are welcome to make an appointment to come and discuss them with the Class Teacher at a mutually convenient time.

#### Complaints Procedure

The school deals with complaints as part of Perth & Kinross Council’s Complaints Handling Procedure. More information is available on the Council’s website as follows:

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

### School Ethos

#### Vision

**B**e happy**, P**ositiveand **S**uccessful

#### Values

In Blackford Primary School we try to be honest, helpful, fair, caring, gentle, kind and wise.

#### Aims

* To provide effective Learning and Teaching, and opportunities for all to achieve
* To ensure that the rights of everyone throughout the school community are respected in a responsible manner
* To work in partnership with families, carers and the wider community to provide high quality and meaningful learning experiences
* To actively promote a positive, lifelong approach to health and well being

#### Spiritual, Moral, Social & Cultural Values

The school holds regular assemblies which provide opportunities for pupils to share and celebrate as a school community those things which we value. They also provide opportunities for our pupils to reflect on spiritual and moral concerns. Through this, pupils can increase their understanding of religious practices and the experience which underlies them.

Parents and members of the wider community are welcome to attend the assemblies which take place in the Parish Church and are notified of the dates and times.

#### Achievement

We recognise and celebrate achievements in and out with the school. Children are encouraged to share their successes in class, on Seesaw and at assemblies.

#### School & Community Links

The school has established good links in the community and recognises the importance of local residents, businesses and organisations in contributing to the preparation of young people for life beyond school.

Senior Citizens lunches provide an opportunity for intergenerational activities.

The school takes part in the local events and competitions and supports various charities.

#### Positive Behaviour Management

In Blackford Primary School we seek to ensure that all children are treated fairly and with respect. We are proud of the very good behaviour of the children in our school and recognise that the majority consistently follow the school rules.

The rules of our school are based on the Golden Rules designed by Jenny Moseley and it is expected that all pupils know these and adhere to them.

**We are gentle**

We don’t hurt others

**We are kind and helpful**

We don’t hurt anybody’s feelings

**We listen**

We don’t interrupt

**We are honest**

We don’t cover up the truth

**We work hard**

We don’t waste our own or other’s time

**We look after property**

We don’t waste or damage things

A restorative approach is also in place where children are supported to explore the reasons for inappropriate behaviours and how best to avoid these in future.

### Parental Involvement

At Blackford Primary School, we recognise that the most effective school involves a partnership between school, pupils and parents. Detailed below are some of the methods used:

* There is an active Parent Council which supports the life and work of the school and organises regular fund-raising events.
* We have had parent volunteers in school and constructive ideas and offers of help are always appreciated.
* We employ a variety of ways to inform and involve
* Parents share their views / provide feedback in different ways e.g. through discussions with staff, completing questionnaires, leaving comments at Open Afternoons, by e-mail etc. The views and opinions of parents are valued.
* Parents are made welcome and can contact the school anytime to discuss any issues that may arise.

More information can be found at:

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

Parent Zone provides a wide range of valuable information for Parents:

 <https://education.gov.scot/parentzone/>

### Transitions

#### Transfer from Nursery to P1

Children enrolling in P1 are invited to visit the school and additional opportunities are organised to support a smooth transition process. Staff also visit the relevant Nurseries to meet the children and talk to key workers.

#### Transitions within the school

Class information (including tracking, medical information etc.) is passed on to the next teacher and time is allocated to discuss the learners’ next steps in learning.

When children transfer to Secondary School, or to another Primary School, information is shared by staff.

#### Transfer to Secondary School

Pupils from Blackford Primary School generally transfer to The Community School of Auchterarder for Secondary Education. This transition is supported by the Community Link Worker.

**The Community School of Auchterarder**

**New School Lane**

**Auchterarder**

**Perthshire**

**PH3 1BL**

**Tel. No: 01764 662182**

**Email:** **auchterarder@pkc.gov.uk**

Children with additional support needs will receive enhanced support involving Primary and Secondary staff, and the Community Link Worker to ensure they make a successful transition to secondary school.

### The Curriculum

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

In all classes, children experience learning situations which are organised, according to their nature, as class activities, mixed-ability group activities, similar ability group activities and individual activities. We use our school grounds and the local woodland to support learning, and we take the advantage of educational trips and visitors to the school to enhance the quality of the learning experiences for our pupils. All aspects of the curriculum are planned in detail to ensure progression and development of knowledge and understanding, skills and attitudes. Opportunities are planned for learners to apply their skills in a variety of contexts. The curriculum is continually being evaluated and assessed for relevance and appropriate modifications and changes are made to take account of these results and national guidance.

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

The curriculum is organised into the following 8 areas detailed below:

#### Expressive Arts

All children in our school experience a wide range of experiences in

* Art and Design
* Dance
* Drama
* Music

These are provided by class teachers and at times by visiting specialists.

#### Languages and Literacy

This includes English Language: listening, talking, reading and writing. It also includes French from P1-P7 and German for the pupils from P6 – P7. Curriculum for Excellence also ensures that Literacy skills are developed across all other areas of the curriculum.

The four outcomes Listening, Talking, Reading and Writing all cover a variety of skills and practices. When teaching and learning are taking place, the activities associated with these outcomes of language are very closely connected. All four will interact but with different weightings for particular stages and needs. Through these outcomes we aim to teach pupils to express themselves fluently and well in speech and writing both factually and imaginatively. We support them to read critically and with understanding. In order to achieve this we use a wide variety of material throughout the school.

#### Health and Wellbeing

Learning in Health and Wellbeing ensures that children develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Curriculum for Excellence also ensures that Health and Wellbeing is developed across all other areas of the curriculum, with all teachers sharing the responsibility to ensure that pupils become respected, responsible, included, nurtured, active and healthy.

The school will inform parents when sensitive aspects of learning will be introduced in class e.g. relationships and sexual health, drugs awareness etc.

#### Mathematics and Numeracy

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions. Mathematics equips us with many of the skills required for life, learning and work. Understanding the part that mathematics plays in all aspects of life is crucial.

#### Religious Observance

Religious and moral education is a process where children and young people engage in a search for meaning, value and purpose in life. This involves both the exploration of beliefs and values and the study of how such beliefs and values are expressed. The learning and teaching is based around

* Christianity
* World religions selected for study
* Development of beliefs and values

Parents have the right to withdraw children from Religious Education and from Assembly if they wish. Such requests should be made to the Head Teacher in writing.

#### Sciences

Through learning in the sciences, children develop their interest in, and understanding of, the living, material and physical world. Teaching approaches allow children to collaborate and investigate and develop skills to become more creative, inventive and enterprising.

The main areas of Sciences are

* Planet Earth
* Forces, electricity and waves
* Biological systems
* Materials
* Topical science

#### Social Studies

In this area children develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and how it has been shaped. The main areas of social studies are

* People, past events and societies
* People, place and environment
* People in society, economy and business

#### Technologies

This area of the curriculum offers a rich context for developing life skills that are recognised as being important for success in the world of work. This includes activities involving research, problem solving, the exploration of new concepts, skills and materials. The learning experiences provide pupils with opportunities to create products which have real applications, allowing for creativity and entrepreneurial skills. Technologies are organised under the following headings

* Technological developments in society
* ICT to enhance learning
* Business
* Computing science
* Food and textiles
* Craft, design, engineering and graphics

Pupils are taught about Internet ethics and safe use of electronic communication.

More information about the curriculum can be found on the following websites:

Education Scotland: <https://education.gov.scot/>

Skills Development Scotland: <http://www.skillsdevelopmentscotland.co.uk/>

### Assessment & Reporting

Assessment of children’s progress is central to the learning and teaching which takes place in the classroom.

Assessment has a number of purposes but mainly allows a teacher to check on a child’s strengths and needs so that the next stage of learning can be planned properly. Results of assessment also allow children to know how well they are doing and what targets still require to be achieved. They are helpful also in reporting on a child’s progress. Each class teacher makes a continuous assessment of progress on a day to day basis and will use that assessment to plan further work. More formal tests and assessments are introduced at times when the class teacher feels it is best for children’s learning and National Assessments take place for P1, P4 and P7 pupils. Interim reports are provided prior to Parent contact sessions and at the end of each academic session information is used to write the pupil report which is sent home to parents. The information is also passed to the new teacher so that they can plan appropriately for the pupil.

Sources of evidencecan include:

* observations of learners carrying out tasks and activities, including practical investigations, performances, oral presentations and discussions
* records (oral, written, audio-visual) created by children which may include self- assessment and/or peer assessment or may be assessed by the teacher
* information obtained through questioning in high quality interactions and dialogue
* written responses
* a product, for example, piece of artwork, report, project
* accounts provided by others (parents, other children or young people, or other staff) about what learners have done

### Support for Pupils

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

Assessment is an everyday integral part of learning and teaching. When a class teacher notices that a child is experiencing a barrier to learning he/she will employ a range of strategies to support the child. If after some time these strategies are not working, the class teacher will make a referral to the Head Teacher.

The school's policy is to support as much as possible the education of pupils with additional needs along with their peer group, in the normal classroom situation. Individually targeted work at a level accessible to the child and designed to support learning progress is normally provided by the class teacher. Progress is monitored from day to day and is regularly reported to parents who are also consulted if any change in the programme of support is being considered.

There are many approaches to supporting a pupil’s learning in school. This can be done by the class teacher providing additional support within the classroom or at times children may also be supported by a member of support staff, for example a Pupil Support Assistant or a Pupil Support Teacher.

All children who have identified Additional Support Needs receive support in school in line with legislation and with the appropriate level of planning in place. This is done in consultation with parents. Liaison also takes place with other agencies e.g. educational psychologist, speech and language therapy, occupational therapy as appropriate.

The Pupil Support Teacher/School Nurse & community link worker can also support staff and pupils through providing advice and resources, and by working with particular pupils.

Referrals may be made by class teachers and/or parents. Parents should discuss any concerns with the class teacher first who will then initiate the referral process through the Head Teacher. Parents will be kept informed of any assessments/referrals to other agencies e.g. Speech and Language, Educational Psychologists etc.

We value the partnership of parents and other agencies in working together to meet additional support needs. We adopt a holistic approach to assessment as recommended by the local authority. There is a range of tests which may help provide some information about difficulties experienced by a learner, but the most important aspect of an assessment is to look carefully at the child and his/her learning, observe difficulties experienced and identify ways of supporting learning. In every case our aim is to respond to the pupil’s needs appropriately, discuss with parent/carer and continue to monitor.

More information about the Education (Additional Support for Learning) (Scotland) Act 2009 can be found at:

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

Further information and advice to support parents of children and young people with Additional Support Needs can be obtained from the following organisations:

(a) Children in Scotland: Working for Children and Their Families, trading as “Enquire – the Scottish advice and information service for additional support for learning”, a charitable body registered in Scotland under registration number SC003527;

Enquire offers independent, confidential advice and information on additional support for learning through:

          Telephone Helpline: 0345 123 2303

           Email Enquiry service: info@enquire.org.uk

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

Enquire provides a range of clear and easy-to-read guides and factsheets including The parents’ guide to additional support for learning.

(b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and

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

### School Improvement

The school publishes an annual **Standards and Quality Report** which is made available to parents and is posted on the school and Council website. The report includes attainment information, details of achievements over the last 12 months and identifies the school’s priorities for improvement over the next session.

A summary of the **School’s Improvement Plan** is also available to parents and is posted on the school website.

Both these documents help to ensure that parents are kept fully informed of the school’s performance.

<https://blogs.glowscotland.org.uk/pk/BlackfordPrimarySchool/>

### School Policies & Practical Information

#### Policies

Parents can access school/local authority policies from the school office or on the school/council website.

#### Extra-Curricular Activities

Thanks to the support of volunteers and local clubs the pupils have access to a variety of activities, for example: bowling, cycling and fiddle. Pupils are also encouraged to participate in activities offered by Live Active through our Active Schools Co-ordinator.

#### Sports facilities

Pupils, parents and the wider community have access to The Community School of Auchterarder Sports Facilities. Tel: 01764 661334.

#### School Council

All classes are represented on The School Council which meets with Ms McMillan regularly to take forward school improvements.

#### School Meals

School meals are cooked at Blackford PS. A two-course meal is provided. More information on school meals in primary schools and the application form for special diets can be found here, <https://www.pkc.gov.uk/article/17330/Primary-school-meals>.

Our method of paying for lunches is on-line using ParentPay. *(School Meals for P1-5 are currently free)*

Children eating packed lunches are also accommodated in the School Hall. Parents are asked to ensure that pupils are able to open items of food/drink which are part of a packed lunch independently. No hot drinks or glass bottles are permitted. We actively discourage sweets and fizzy drinks in school and encourage the children to minimise the amount of unrecyclable packaging they bring in.

Information about free school meals is available on the Council website, <https://www.pkc.gov.uk/freeschoolmeals>

#### Drinks and Snacks

Pupils are encouraged to drink water throughout the day. Individual water bottles are kept in the classrooms and should be labelled with the child’s name. Fizzy drinks and sweets are discouraged in school in the interests of health and wellbeing. Healthy morning snacks are encouraged e.g. fruit

#### The School Day

The school hours are: 9am to 12:30pm. 1:30 to 3:15pm.

Morning Interval: 10:45 to 11:00am.

Lunch Break: 12:30 to 1:30pm.

It is important that all pupils are punctual but should not, in the interests of their own safety, arrive too early when staff supervision is not available. As the majority of pupils live within the village, it should be possible to arrange their arrival shortly before 9am.

In bad weather pupils are allowed into school at 8:50am and at intervals and lunch-breaks.

#### Uniform

The school recommends that grey trousers/skirts (knee length) are worn with white shirts/blouses and bottle green sweatshirts/jumpers/cardigans. Sweatshirts, polo shirts, jackets etc. with the school logo can be ordered on-line, details of suppliers are available on the school website. <https://www.border-embroideries.co.uk/search/Blackford%20Primary%20school>

For health and safety reasons during P.E. pupils should wear appropriate clothing i.e.

* Black shorts and plain white t-shirt and clean trainers
* Warm clothing e.g. black joggers/leggings for outdoors
* Sun hats and sunscreen in the summer
* Warm hats and gloves in the winter

**Parents are requested to ensure that jackets, coats, gym-shoes, boots etc. are marked clearly with the child's name which can be read as the session progresses.**

When boots have to be worn to school, alternative footwear should be available for use indoors.

It would be most helpful to staff if when parents are purchasing coats, jackets, shoes, boots, gym shoes and school bags that consideration is given to the child's ability to cope with the fastening of these articles.

#### Jewellery

In the interest of safety in the playground and during Physical Education lessons, pupils should not wear hoop or dangly earrings, as this can lead to accidents involving ripped ears. In an effort to minimise the risk of any accidents, children will be asked to remove all articles of jewellery, including watches, for P.E. lessons.

**The school cannot be held responsible for any loss or damage to pupils’ personal property.**

#### Homework

Homework helps to develop habits of private study and gives parents an opportunity to take an interest in a child's progress. Parents can help by providing a suitable quiet area away from distraction and, if possible, at a regular time and by giving sufficient supervision to see that the work set is done with care and neatness. Such work should be done promptly, handed in or posted on Seesaw.

Parents are actively encouraged to identify a hobby, sports activity or interest for their child to pursue.

#### Health Care

Under the Dental Inspection Scheme Primary 1 and Primary 7 pupils will be inspected. If treatment is necessary, parents will receive a card giving the option of their child attending the Dental Clinic or the family’s own dentist.

Parents should check the family’s hair, adults and children alike, on a weekly basis in order to greatly reduce the spread of head lice infection.

Children who have had diarrhoea or vomiting should be kept off school for **48 hours** after their symptoms have gone.

Parents should inform the school of any medical condition their child has so that staff are aware of any actions required. No child should carry any form of medication to school, for health and safety reasons. Medicines should be handed into the school office and the relevant medical form completed. Inhalers can be kept under safe storage, in class at the request of parents.

#### Accident/ Illness

First Aid boxes are available in the school and simple First Aid will be administered by staff with First Aid responsibility. For injuries of a more serious nature, appropriate action will be taken e.g. informing a parent, taking child to hospital.

**If, during school hours, a child sustains a more serious injury, or becomes ill, it is important that the school can contact a parent, or a person designated by the parent i.e. the Emergency Contact. Therefore, it is important that parents inform the school of any change in address, telephone number or circumstances of their own and/or Emergency Contact.**

### Name of Child Protection Officer

Given on-going public concern on the subject of child abuse, and recent changes in the law, schools are now required to report if we think any child has come to harm as a consequence of possible abuse.

A member of staff in each school is appointed to be responsible for Child Protection matters and special training has been undertaken. In our school that person is **Mrs K. Whyte** (Designated Child Protection Officer). Ms McMillan has also been trained.

Should you wish to talk further about Child Protection and the safety of children please feel free to contact the school.

As a school we have good contacts with School Nurse, Social Workers and Police, any or all of whom may become involved if abuse is suspected.

We will always ensure that you are informed and participate in any action which we may initiate regarding your child.

#### GIRFEC

Getting it right for every child (GIRFEC) is the Scottish Government’s approach to promoting the wellbeing of children and young people. Wellbeing is described by 8 ‘indicators’:

Safe    Healthy    Achieving     Nurtured       Active      Respected Responsible     Included

These eight words help everyone to understand wellbeing in the same way and use the same language to talk about it. Sometimes the initials of the words are used, and the wellbeing indicators are referred to as SHANARRI.

The vast majority of Scotland’s children and young people get all the help and support they need from within their families and their wider, local communities. But at times a child, young person or family might need extra help or support. The GIRFEC approach aims to make it as easy as possible for any child or young person (and their parents) to get the help or support that they need.  Within schools, key staff are available to children, young people and their parents/carers to provide help. advice or support should they choose to make use of it.

The Child or Young Person’s Plan is one single plan which coordinates all the services and agencies involved in supporting a child/young person, will help ensure that everyone works together to deliver better outcomes for the child or young person who needs additional support and their family.

### Nursery

Information about Nursery provision in the area around Blackford is available on the council website <https://www.pkc.gov.uk/families>