

BACKGROUND / EACHDRAIDH

Lochcarron Primary School serves the beautiful village of Lochcarron and the surrounding rural area. The traditional building is situated on the shores of Lochcarron and the views from the school are spectacular. The original school was built in 1876 to accommodate 170 pupils however it was closed and demolished and replaced by the present building in 1937. Accommodation consists of the main building and two bright, spacious prefabricated units. The main building has two teaching rooms and a dining room which doubles up as a general purpose room. The kitchen and toilets are also situated in the main building.

The school is very well resourced. Suitable books and practical materials are in good supply for all curriculum activities. Each class has 4/5 computers and a range of relevant software. The school is used for some after school activities. On offer for pupils are Highland Dancing, Cross Country, Orienteering and Football. After school clubs also take place in the village hall and these include Badminton and Shinty. The tarred playground area and grass playing field offer facilities for sports and games.

Parental support is invaluable in encouraging their youngsters to become involved in these activities. Also appreciated is the effort parents make by accompanying and transporting children to various events. Parents contribute well to fund-raising. There is an active Parent Council which meets and consults with the HT regularly. The Parent Council is informed of the school's Improvement Plan and the Standards & Quality Report and is supportive to the staff and pupils. The Parent Council also helps with fund raising.

Our vision for our pupils is

'Working as a team to enable our pupils to become successful, confident individuals able to contribute effectively in school and the wider community'

SCHOOL AIMS / AMASAN NA SGOILE

The aims of Lochcarron Primary School are to:

- 1 **Provide a broad and varied curriculum in line with the National and Council guidelines and a Curriculum for Excellence.**
 - Broad and balanced programmes of work.
 - A curriculum related to the needs and interests of the pupils to enable them to become successful learners, confident individuals, responsible citizens and effective contributors.
- 2 **Raise attainment and maintain high standards in attendance and behaviour through:**
 - Creating an ethos of achievement with high expectations of all.
 - Regular monitoring of progress and achievement
 - Appropriate use of praise to motivate and give recognition.
- 3 **Ensure a coherent and progressive approach to learning and teaching through:**
 - Good planning, organisation and use of resources within the school and its surrounding area.
 - matching teaching processes to Pupils' learning needs.
 - Provision of a variety of learning and teaching methods.
 - Regular assessment and reporting of pupils' progress.
- 4 **To ensure equality of opportunity for all pupils irrespective of gender or race or ability through.**
 - The promotion of good health, personal morality, resilience, self awareness and esteem.
 - The developments of friendships and relationships, positive attitudes and beliefs.
 - The development of leisure and recreational interests, creativity, ambition and enterprise.
- 5 **Provide a pleasant, friendly and secure environment in which learning can take place through:**
 - Encouraging pupils to have a sense of pride and identity in the school and the community.
 - Promoting good relationships between staff and pupils.
 - Effective partnerships between the school, Parent Council and the wider community.
 - Promoting strong home school links by working in close partnership with parents for the benefit of each child.
- 6 **To make the best possible use of the staff, accommodation and resources to benefit the children through:**
 - Encouraging professionalism of staff by working as a team and CPD.
 - Effective display, organisation and accessibility of resources.
 - Welcoming the use of the school facilities by pupils and community groups
7. **To provide effective management and leadership through:**
 - Efficient planning.
 - Continuous peer and self evaluation.
 - Professional competence and commitment.
8. **To promote and develop the Gaelic language and foster an awareness of the Gaelic culture through:**
 - Promoting links with the wider community
 - Offering opportunities for all pupils to learn Gaelic
 - promoting participation in all Gaelic related activities.

Reviewed in consultation with pupils, parents and staff in Date: May 2010 The aims will be reviewed again in Date: May 11

| | | |
|--------------------------------------|---|------------------------|
| <u>Address/Seòladh</u> | Lochcarron Primary School | Bun-sgoil Loch Carrann |
| | Strathcarron | Srath Carrann |
| | Ross-shire | Siorrachd Rois |
| | IV54 8YS | IV54 8YS |
| <u>Telephone/Fòn</u> | 01520 722445 | 01520 722445 |
| <u>Roll/Sgoilearan</u> | 44 | |
| <u>Head Teacher/Ceannard</u> | Mrs Anne Stewart P5-7 (3.5 days) | |
| <u>Teaching Staff/</u> | Mrs Fionnuala Stark P5-7 (1.5 days) | |
| <u>Luchd-teagaisg</u> | Mrs Kim MacLennan P1-4 | |
| | Mr Bertie Urquhart P1-7 Gaelic Medium Class | |
| <u>Visiting Staff</u> | Mrs Fionnuala Stark P.E. | |
| <u>Luchd-teagaisg Tadhail</u> | Mrs Sarah Berry Art | |
| | Mr John Moore Music | |
| | Mr Neil Stewart Piping | |
| <u>Classroom Assistants</u> | Mrs Pat Campbell | |
| <u>LSA</u> | Mrs Anne MacCuish | |
| <u>Canteen Staff</u> | Ms Mairi Milton | |
| <u>Luchd-obrach a' Bhidh</u> | Robyn Teago | |

PUPIL TRANSPORT / CÒMHDHAIL

School buses operate for those children who live at least two miles outwith the school and are under eight years old; and pupils over 8 who live at least three miles from the school.

If contracted transport is not available, parents whose children meet the criteria, may apply for financial assistance as per Highland Guidelines. Special arrangements may also be available through consultation with Highland Council eg Gaelic Medium Pupils. Further information and a

transport application form may be obtained from the Head Teacher or the Area Education Manager in Dingwall.

The good behaviour of pupils traveling on school buses is paramount to safety. Pupils who misbehave and so endanger the lives of other pupils, may be denied school transport.

ENROLMENT / CLÀRADH

Parents seeking to enroll a child/ children should contact the contact the Head Teacher. Infant enrolment takes place on dates intimated by the Area Education Manager in January/ February of each year. An advertisement to this effect is placed in the local press. To qualify for enrolment, your child must have reached the age of 5 years on or before the last day of February of the following year. Please bring your child's birth certificate along at the time of enrolment.

Parents of pre-school children enrolling at Lochcarron Primary will be provided with a Prospectus and a 'Starting School' booklet which is full of handy hints on how best to help and encourage your child. Information on Gaelic medium education is also given to allow parents to choose this route. Workshops are also held to make parents aware of the types of activities your child will be doing in Maths and Language over the next year and again giving ideas on the best ways to offer support. In May/June, to help alleviate any misgivings, children who are starting school in August spend three mornings in the infant class, culminating in staying for school lunch with their parent on the last day.

SCHOOL POLICIES / POILEASIDHEAN

All policies are written in consultation with all staff, and are updated when necessary. Policies are available for parents to view on parents' consultation evenings or at any other time and they may do so by contacting the Head Teacher.

ORGANISATION FOR LEARNING / RIAN IONNSACHAIDH

Class teachers provide a stimulating and caring environment in which each pupil can develop a positive attitude to work and play, and to showing respect and consideration for others, both within school and in the wider community. Within the school we offer an environment in which learning will develop through a variety of teaching methods e.g. class; group and when necessary, individual teaching catering for a wide range of abilities. Teachers' Planning ensures a continuous learning experience from day to day.

THE CURRICULUM / AN CLÀR-OIDEACHAIDH

The school follows the government Curriculum for Excellence guidelines which ensures all areas of the curriculum are undertaken by the pupils over the year. The Curriculum for Excellence provides the framework for pupils to become more successful learners, confident individuals, effective contributors and responsible citizens. This is further enhanced by Local Authority and Scottish Executive advice on Assessment, National Assessment, Recording and Reporting.

The programmes of work undertaken will ensure that the learning is continuous, coherent, progressive, stimulating and challenging for all.

The purpose and main aspects of A Curriculum for Excellence covers 5 main curricular areas:

| | |
|--------------------------------|---|
| Literacy: | Listening, Talking, Reading & Writing |
| Numeracy: | Number, money and measure; Shape, position and movement; Information handling |
| Social Studies: | People, past events and societies; People, place and environment; People in society, economy and business |
| Science: | Planet Earth; Energy in the Environment; Forces and Motion; Life and Cells; Communications; Materials; Topical Science |
| Technologies: | Technological developments in society; ICT to enhance learning; Business contexts for developing technological skills and knowledge; Computing science contexts for developing technological skills and knowledge; Food and textiles contexts for developing technological skills and knowledge; Craft, design, engineering and graphics contexts for developing technological skills and knowledge |
| Health & Well Being: | Mental, emotional, social and physical wellbeing; Planning for choices and changes; Physical education, physical activity and sport; Food and health; Substance misuse; Relationships, sexual health and parenthood |
| Religious and Moral: Education | Christianity; World religions selected for study; Development of beliefs and values. |
| Expressive Arts: | Participation in performances and presentations; Art and design; Dance; Drama; Music; |

Each curricular area has **Learning Outcomes** and progression is in **Levels of attainment**.

See below:

| Level | Stage |
|-------------------------|---|
| Early | pre-school and P1 |
| First | to the end of P4, but earlier for some children |
| Second | to the end of P7, but earlier for some children |
| Third and Fourth | S1 to S3, but earlier for some. The fourth level broadly equates to SCQF level 4. Young people's programmes will not include all of the fourth level outcomes: in most curriculum areas, the fourth level experiences and outcomes are intended to provide possibilities for choice. (Further guidance will be published within the <i>Building the Curriculum</i> series.) |
| Senior phase | S4 to S6 |

Gaelic Medium / Foghlam tro Mheadhan na Gàidhlig

Tha an sgoil a' tabhann Foghlam tro Mheadhan na Gàidhlig eadar P1 is P7. Tha sgoil Araich ann am Bun Sgoil A Phluic. Thathar a' leantainn an aon chlàr-oideachaidh ach tha Na cuspairean air an teagasg sa Ghàidhlig. Tha seo a' gabhail a-steach bogadh sa chànan eadar an sgoil-àraich agus P3-4. Tha a' Bheurla ga toirt a-steach an dèidh P3-4 agus tha i air a teagasg còmhla ris a' Ghàidhlig. Tha gach ìre còmhla sa chlas Ghàidhlig. Tha a' chlann sa chlas Ghàidhlig a' gabhail pàirt ann an cùisean na sgoile gu lèir cho tric 's a ghabhas.

The school offers Gaelic Medium education from P1 to P7. Our pre school Gaelic provision can be accessed in Plockton Primary Sgoil Araich. In school, the same curriculum is followed as the English medium but all subjects are taught in Gaelic. This involves total immersion from nursery till P3-4 depending on the progress of the child. English language is then re-introduced from P3-4 onwards and is taught alongside Gaelic. The Gaelic class is a single multi-stage class. Children in the Gaelic Medium class are included in whole school activities as often as possible.

Mathematics/Matamataig

As well as mental arithmetic and number work, the pupils deal with shape, graphs, time, weight, money, volume, area, problem solving etc. Learning and teaching involves teacher input, pupil investigation, carrying out a task and Active learning where Maths is used in real life situations. Emphasis is on **understanding the processes** and being able to apply them in a variety of situations. Calculators are used throughout the levels but not in place of children learning how to set out formal sums or calculate mentally. Problem Solving allows pupils to put their learning into practice and to decide on the best strategy for solving a problem

Language/Cànan

The children are given a variety of ways to express themselves through language. Our language programme aims to develop listening, talking, reading and writing skills. Since language can only flourish in meaningful contexts, Big Books, a variety of authors' work, reference books, newspapers & magazines are all used to model the link between reading and writing. Other areas of the curriculum are also used as contexts for reading and writing to extend the pupils awareness of genre and fiction and non-fiction.

Listening/Èisteachd

We aim to extend the pupils' span of listening concentration and to improve powers of aural discrimination. Listening is developed by group discussion, presentations, games, stories, music, videos, etc.

Talking/Labhairt

We aim to develop fluency and clarity of expression and to extend vocabulary. This is done through reading aloud to peers, reporting, drama, presenting etc.

Reading/Leughadh

Our aims are to develop the basic skills of word recognition and comprehension, to foster a love of reading, to develop the ability to read for information and to read to follow instructions.

Reading is taught in the English Medium using Literacy Links. The programme is supplemented with other resources such as Four Corners, which is used to teach reading for information and novels to give pupils experience in reading longer texts. The pupils are provided with homereaders and range of interactive activities to complete with their parents at home.

Gaelic medium also uses Literacy Links when teaching English.

The school has made a central library area where children can learn how to source required information using the Dewey system.

The library van visits the school on a three weekly basis and the school has strong links with the local library.

POETRY/BÀRDACHD

Listening to, writing and saying poetry is included in the pupils' learning experience in language. Pupils are introduced to a variety of styles and are encouraged to write their own poems. The Gaelic medium pupils recite Gaelic poems at the local mod each year.

FUNCTIONAL, IMAGINATIVE AND PERSONAL WRITING/

SGRÌOBHADH GNÌOMHAIL, CRUTHACHAIL AGUS PEARSANTA

Pupils have a weekly writing experience and writing is varied between functional, imaginative and personal. The children are given experience of a variety of genres and are taught how the language alters with each one. The children can work in groups or individually to produce a piece of writing. Writing tasks are also cross curricular and Science or Environmental reports and summaries are often produced.

EXPRESSIVE ARTS/NA H-EALAIN

Art/Ealan

The Art Specialist visits the school fortnightly and the children learn skills according to the programme of study and as appropriate linked to the topic. The children will be taught drawing, painting, printing techniques, collage, clay modeling, etc at their respective levels.

PHYSICAL EDUCATION/FOGHLAM CORPORRA

PE: The visiting PE teacher works with class groups and addresses all areas of the PE programme of study ie; games skills, dance, athletics, gymnastics. PE. takes place every week for 45 mins - one hour. Each class also receives a block of swimming lessons lasting at least six weeks. This involves traveling to Kyle and the children are out of school all morning. Other opportunities for physical activities are provided throughout the session in workshops, sports events sports day etc to enable the school to meet its requirement to provide the requisite amount of PE

Music/Ceòl

The school has a visiting music teacher one morning a week taking class groups. The programme follows Borders Music Programme ie; using the voice, creating and presenting, using pitched and non – pitched instruments.

A visiting teacher provides Chanter lessons weekly, which are optional and are paid for by pupils.

Youth Music Initiative also input to our Music provision and each class has a block of 4-8 weeks where they learn Scottish songs, Gaelic songs & tin whistle

Drama/Dràma

The whole school is involved in performing a Pantomime during the Christmas term. Drama is brought into other areas of the curriculum using role – play, mime, stories, songs etc. Drama activities encourage speech form, linguistic ability and confidence. Pupils are given access to Drama Productions performed within the school and also have opportunities to attend Eden Court

theatre. The Gaelic Medium class is also visited by groups who perform plays in Gaelic. This year an after school drama group is being formed.

RELIGIOUS EDUCATION/FOGHLAM CREIDEIMH

This subject must be taught in schools by law. Parents may, if they wish, withdraw their child from Religious Observance gatherings. Pupils are given the opportunity to study the Christian faith and Other World Religions. These topics improve the child's understanding of different cultures and customs and also allow the child to see similarities between all the different religions. The school has a weekly assembly and chaplains, one Free Church minister, one Church of Scotland and one Scripture Union pastor who come along alternately and help to enhance the Religious and Moral policy of the school.

SOCIAL STUDIES /FOGHLAM ÀRAINNEACHD

Social Studies includes **People, past events and societies; People, place and environment; People in society, economy and business.**

Younger pupils concentrate on their immediate environment, the 'Here and Now', 'My Family', 'My School' etc. Their learning and understanding comes from real experiences. The older pupils extend into the 'Then and There', studying their heritage, the world outside etc. In this they are encouraged to observe and investigate, to interpret and record their findings. In the course of their work, they learn many skills; mapping, drawing diagrams, sketching, note taking, interpreting photos, plans and graphs etc. Orienteering will be included as an after school club in the summer term.

The Social Studies Programme is based on a flexible cycle to ensure that each area of the Programme of study is covered in a balanced way. Three topics will be undertaken each session.

Science/Saidheans

Science is linked to the Social Studies Topic where appropriate. The new Curriculum for Excellence highlights the cross curricular links between all subjects. Topics from all areas of Science -Planet Earth; Energy in the Environment; Forces and Motion; Life and Cells; Communications; Materials; Topical Science will be visited within each level of attainment.

HEALTH and WELL BEING /FOGHLAM SLÀINTE

Health education encompasses Physical and Emotional Health and include lessons on Healthy Diet, Exercise as part of keeping healthy, Sport, Bullying, Mediation, Feelings, Keeping Safe etc. Substance Misuse and Sex Education are also part of our Health Education programme and Parents' consent is required before the start of the block. Parents are welcome to view the resources used prior to teaching.

SUPPORT FOR LEARNING/TAIC IONNSACHAIDH

The established monitoring programme enables staff to track each child's progress and where a child is having difficulty or is excelling in a particular area, a referral is made to the learning support teacher. She will meet with the class teacher and design a programme of work to allow the child to progress at the correct pace. Where possible pupils will have an Individual Education Programme drawn up by the SfL teacher and class teacher to ensure areas of need are met. There may be occasions where the teacher feels that input from outside agencies is required to support a child eg; Educational Psychologist, Social Work, School Nurse, Family Health worker etc. In this instance, parents will be consulted and School Liaison Group meetings arranged at regular intervals and all interested parties are invited to attend..

Gaelic/Gàidhlig

Gaelic is taught to the P5-7 English Medium class in the same way on a weekly basis.

Homework/Obair Dachaigh

Pupils will be given a variety of homework tasks covering various subjects. The most regular tasks will include Reading, Spelling and Maths throughout the school. Some Social Studies tasks will also be included. Pupils from P1-7 will have a homework diary in which the pupils have included a learning journal. This allows parents to see what homework tasks their child has and also to be informed of what their child has learned the previous day and how they felt they achieved in the tasks. The Learning Journal is an important home/school link and gives parents a clear idea of what happened that day and whether the child experienced any difficulties. Parents are encouraged to use the diary/journal as a simple means of communication with the teacher. Parents will be provided with a booklet on how best they can support their child at home which is full of fun ideas on how best to help their child in a variety of ways.

In the lower school Reading preparation is important but does not only involve practicing the written word but also discussing characters in the book, what the child thinks is going to happen next, talking about illustrations and clues that can be taken from them to aid understanding, making up an alternative ending etc. Pupils may have unfinished class work sent home to complete. Pupils may also be asked to complete a piece of research on a topic at home.

Assessment and Records/Measadh agus Clàradh

Assessment policy within the school is aimed at:

- a) Supplying the pupils and parents with information about their child's/ children's progress
- b) Providing signposts for the direction of the next stage in learning
- c) Monitoring the school's success in achieving its educational aims.
- d) Encouraging pupils to take part in self and peer assessments to aid learning and teaching

The school has adopted Formative Assessment strategies, which ensures that work is not just marked 'right or wrong' but useful comments by the teacher or another pupil are written to help pupils see how to best improve their work. Any class tests are used to highlight weaknesses in the children's learning and next steps in learning are planned accordingly. .

Assessment is for Learning/Measadh Airson Ionnsachadh

The school uses 'Assessment is for Learning' Strategies which involves the pupils taking part in self and peer assessment eg reading over a partner's story and offering some constructive criticism on punctuation or use of a different adjective, making up a Maths problem for a member of their group, working out whether an answer is right or wrong and if it is wrong, why it is wrong, etc. each pupil has 'I Can Targets' for each curricular area at the relevant level. This allows the pupil/ the teacher/ the parents to see progression through a level and what skills need to be worked towards.

Parents' Meetings/Coinneamhan Phàrantan

Parents' consultations are held twice a session in November and May where Parents are invited to the school to view and discuss the pupils' work. Parents will be sent Progress Reports prior to the May consultation. Samples of the children's work and assessment records are kept to show and

discuss with parents. In addition, staff may contact parents to discuss progress or a particular problem which may arise during the session. Parents may also contact the school to make an appointment to see a class teacher. These appointments should be made through the Head Teacher and a suitable time will be arranged.

CURRICULAR WORKSHOPS/CEÀRD LANN A' CHLÀIR-OIDEACHAIDH

Workshops are held every session to inform and support Parents / Carers as partners in their child's learning. These workshops are fun, informative and supportive.

SCHOOL DISCIPLINE/SMACHD SAN SGOIL

The school has an ethos of firm, fair control. Pupils are involved in making Golden Rules using 'Do' rather than 'Don't' statements. Lochcarron Primary uses a Gold Card Award scheme within each class where good effort is rewarded. Children are encouraged to discuss inappropriate behaviour and how it affects others and are asked to suggest how any problem should be dealt with. When there is a persistent problem, parents will be contacted and asked to come to the school to discuss possible solutions with the parties involved. School rules are in place to ensure;

- a) Development of respect and consideration of others
- b) Pupils develop a sense of responsibility for property, equipment and materials.
- c) Pupils' safety at all times.

Golden Rules

1. Be caring towards everyone
2. Try your best in everything you do.
3. Be Honest
4. Be Healthy
5. Be Safe
6. Be Environmentally Friendly
7. Be mannerly at all times
8. Be a Good Citizen
9. Be a Team Player
10. Be respectful of property.

Na Riaghailtean

1. Thoir an aire air a h-uile duine
2. Dèan do dhìcheall sa h-uile nì
3. Bi onarach
4. Bi fallain
5. Bi sàbhailte
6. Bi math dhan àrainneachd
7. Bi modhail an còmhnaidh
8. Bi nad shaoranach math
9. Bi na phàirt dhen sgioba
10. Thoir an aire air a h-uile càil

The school has an Anti – Bullying policy in operation. Should parents, pupils or staff suspect any form of bullying, they should immediately bring it to the attention of the Head Teacher who will implement the policy, which has been agreed by parents.

ATTENDANCE/FRITHEALADH

Parents are requested to inform the Head Teacher by phone if their child is to be absent from school. Children who become ill during school hours must inform the teacher who will then phone the parents

or emergency contact to make arrangements for the child to be taken home. Every child who is absent should return with a note from a parent/ carer to explain the absence and should be signed and dated. **If no note appears then the absence will be recorded as unauthorized.** If you wish your child to be off school for a special reason, you should contact the Head Teacher to make your request. Long term absences eg; family holidays during term time, are discouraged.

EMERGENCY ARRANGEMENTS/ÈIGINN

Parents are asked to supply the head Teacher with a telephone number where they can be reached in an emergency during the school day, should the need arise. Parents should also supply the school with an alternative number. Parents who are not normally at home during school hours, are asked to supply another address that their child can go to should the school be required to close early. If parents can not be contacted and there is no-one available at the emergency contact number, pupils will have to remain in school until collected by a parent.

COLLECTION OF PUPILS DURING SCHOOL HOURS/A' TOGAIL SGOILEARAN RÈ ÀM NA SGOILE

Parents are asked to inform the Head Teacher if they intend to collect their child during the school day, eg doctor's appointment. When collecting a child, parents must inform a member of staff in person that the child is being taken from school.

WELFARE OF PUPILS/MATH NAN SGOILEARAN

The school should be informed if a child is suffering from anything that may necessitate special care being taken. This information is always treated in the strictest confidence. The school has access to a team of health workers and Educational support workers who they can call upon should the need arise. These include an Educational Psychologist, Speech Therapist, Occupational Therapist, Family Liaison worker, Autism Outreach worker, Support for Learning Staff etc. The School Nurse visits the school regularly and children in P1 and P7 receive a full health check. The nurse will also carry out hearing and eyesight checks at the school's request. Parents will always be consulted before any of these specialists see their child.

Staff do not administer any medicine eg, tablet for headaches. Parents who wish their child to take any medication during school hours, must send a letter to the Head Teacher with all the relevant details. Guidance on this issue is given to the parents. The Head Teacher may contact the school doctor, if she is concerned about any medication sent to school. Pupils with specific needs are integrated into the school as per Regional Guidelines.

ACCIDENT AND EMERGENCY TREATMENT/TUBAISTEAN AGUS ÈIGINN

Small cuts and grazes are dealt with by staff according to guidelines issued. If there is a concern, parents are notified. If a child has a suspected fracture or if the HT is concerned in any way, parents are contacted and arrangements are made for the child to see a doctor. If the parents are unable to be contacted, the HT or nominated member of staff will accompany the child to the doctor's surgery.

FIRE DRILL/TEINE

Fire Drill is held at regular intervals. The signal is a long continuous blast of the siren. There is an informed Fire Drill to allow all children to become familiar with the procedure then future Fire Drills are unannounced.

TRANSFER TO SECONDARY/BUN-SGOIL GU ÀRD-SGOIL

P7 Pupils from Lochcarron Primary will transfer to Plockton High School. All P7 pupils receive a Plockton High School Prospectus in February which provides lots of information. During the third term, a support teacher from the High School will visit the school and meet the children who are due to transfer. At this time, pupils will be given a list of their subjects, class group and other information about the school. In the fourth term, P7 pupils will spend a week at Plockton, following a timetable and helping to allay any fears and misgivings. The P7 pupils will travel on the Plockton High School bus during the designated week and no charge is made. Primary staff will meet with High school staff to pass on information about pupils, especially those with particular needs, so that any necessary arrangements can be in place at the start of term. Several sporting events are held throughout the year at Plockton High which include P7s from all the feeder schools. This allows pupils a chance to get to know their future classmates.

PARENT FORUM

The School Board has been replaced by the Parent Council. All parents are automatically part of the Forum, but parents elect a committee to run the Forum. The Committee then becomes the Parent Council. Parents may ask for items to be placed on the agenda of any meeting and may attend the meeting subject to the guidelines on such attendance.

The Parent Council Chair: Rebecca Dean Morrice

Secretary: Robert Shillaker

Treasurer: Robyn Teago

Contact numbers are available from the school.

SOCIAL DEVELOPMENT/LEASACHADH SÒISEALTA

School offers the child the first major opportunity to socialise and, under guidance from staff, take the first steps towards becoming a social being and learn the rules which control a democratic society. Visitors to the school and trips out are also a good source of learning opportunities. Every child will get the opportunity to go outward bound in P5-7. This is an outstanding opportunity for the pupils and they benefit from so many ways by taking part eg self confidence, working as part of a team etc. The school strongly urges parents to encourage their child to go.

As the pupils develop, more emphasis is put on involving the children in making decisions regarding the group. Our aim is to foster in children a sense of caring, sharing, co-operation, good relationships, care for the environment and a sense of respect for each other and others' attainment.

SCHOOL FUND/MAOIN NA SGOILE

The school usually hosts two main fundraising events a session, one around October and the other in spring. The school requires funds as it has to pay for all sports transport, interior decoration and repairs and the budget does not allow for large decorating or repair bills. The fund is also used to pay for travel costs for trips out and any prizes or gifts that are required. Our fundraising events are supported by the Pupils, Parent Council and the community. The School Fund Account is placed in the Bank of Scotland in Lochcarron and the books are audited yearly by an independent person and a copy can be seen at any time by request.

SCHOOL AND THE COMMUNITY/AN SGOIL IS A' CHOIMHEARSNACHD

A school can provide a focal point in a community. To ensure this is the case, we welcome the involvement of parents and other members of the community who have a particular skill or knowledge which may benefit the children and involve the community in the work of the school. Any parent or member of the community involved with the children has a Disclosure Check before work commences. If you have a skill to offer do not hesitate to get in touch with the Head Teacher.

LOHCARRON PRIMARY SCHOOL WEBSITE

This website contains all the school policies, School Handbook, Current Parent Summary Report, recent newsletters, dates of upcoming events, school calendar of holidays and inset days, severe weather contact numbers and websites and much more. The web address is

<http://www.lohcarron.highland.sch.uk>

LOHCARRON PRIMARY BLOGS

Pupils post their blogs on the blogsite for each class. To access the sites

Google: lochcarronseniors.edublogs.org

lochcarroninfants.edublogs.org

lochcarrongaelic.edublogs.org

You will find examples of the pupils' work and pictures etc and can leave comments on what you see.

SCHOOL MEALS/BIADH NA SGOILE

Lohcarron Primary is A Health Promoting School and ensures that all dinners cooked on the premises, make up a healthy, balanced diet. Theme days are encouraged and the school works in partnership with the catering service to support these days. Payment for the whole week is made on a Monday morning and at present the cost is £8.50 per child which works out at £1.70 a day. Where a child wishes only to have school meals on three days, the money should still be brought on a Monday. In emergencies, a meal may be purchased through the week. Children whose parents are in receipt of Income Support/ Income Based Job Seeker's Allowance or Child Tax Credit (but not Working Tax Credit) are entitled to a free meal. Further information and application forms can be obtained from the Head Teacher.

PACKED LUNCHES/BOGSAICHEAN BÌDH

Any pupils bringing a packed lunch should ensure that it does not consist of unhealthy foods or fizzy drinks. Ideas for a healthy packed lunch can be obtained from the school by request. The school does not allow sweets or crisps or fizzy drinks for breaks or lunch.

BREAK CLUB/CLUB A' PHLEATHA

The school provides a Break Club every day for the cost of £1.25 per week, payable on a Monday. The pupils are provided with toast and a piece of fruit and also a glass of milk or fresh juice.

WATER IN CLASS/UISGE SA CHLAS

As part of Health Promotion, children are asked to bring a bottle of water to have on their desk daily, as it helps pupils to remain hydrated. Bottles can be refilled at the water fountain. No juice is permitted in class.

ECO SCHOOL

Lohcarron Primary has attained the Silver award and is well on the way to full Green Flag Status. Pupils are involved in reducing- re-using- recycling; growing plants; saving energy and water. The Eco Committee is made up of pupils, parents and members of the community.

SCHOOL LETS/AIR MÀL

The school is available to let in the evenings, subject to the approval of the Head Teacher and if necessary, the School Council. Application forms are available from the Head Teacher.

VALUABLES AND TOYS/RUDAN LUACHMOR IS DÈIDEAGAN

Children are discouraged from bringing unnecessary money and valuables to school. The school will not be responsible for any toys that pupils may bring.

LOST PROPERTY/AIR CHALL

Any items found are taken to the office and checked for identification. All items of clothing should have the children's names marked on with permanent marker to make identification easy. Items not claimed are stored and if not claimed by the end of the session will be given to a good cause.

HOW CAN PARENTS HELP?/PÀRANTAN A' CUIDEACHADH

Prior to sending children to school, parents should work with children to encourage them to master certain skills such as; tying shoe laces, do up zips and buttons, dress themselves and able to go to the toilet independently. Parents should spend time reading to their children and discussing pictures. Colours could also be taught. After a child has started school, parents should take time every day to discuss the child's school day. Further information on how best to support your child's learning can be obtained from the Head Teacher.

CLOTHING/AODACH

Parents are asked to provide their children with warm, waterproof clothing and strong shoes or boots in the winter time. Children should have gym shoes to change into if their feet get wet.

School Uniform: White Polo shirt

School Sweatshirt (available from the school)

Appropriate trousers with no logos

PE Kit: School T-shirt (available from school)

Blue Shorts (available from school)

Gym shoes

Parents will be informed of gym days at the start of the session.

Parents in receipt of Income Support, Family Credit (but not Working Tax Credit) or Income Based Job Seekers' allowance may apply for a clothing grant and forms are available from the Head Teacher. **To avoid confusion, please ensure that all clothing has the child's name marked on the label with a permanent marker.**

SCHOOL TERM/TEIRM NA SGOILE

Parents are advised of term dates and holidays, staff in-set days etc under separate cover.

EXTRA CURRICULAR ACTIVITIES/TAOBH A-MUIGH NA SGOILE

The school offers a range of activities such as Highland Dancing (Wednesday 3:15pm) in the school. Shinty, Football, Cross Country, orienteering and Badminton are run outwith school hours and more information is available from the Head teacher.

CHILD PROTECTION/DÌON CHLOINNE

From time to time, incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering some form of abuse.

In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service Staff **must** report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation.

All agencies involved in Child Protection Procedures within Highland can be obtained from the Child Protection Development Officer.

COMPLAINTS PROCEDURE

From time to time parents may wish to make a formal complaint about a particular issue.

This should be done via the Head Teacher either by letter or by making an appointment to discuss the issue.

When the complaint is made the following action will be taken by the school –

- Any investigation will be carried out or evidence gathered immediately.
- The Class Teacher will be informed if the issue relates to a specific class.
- The school's response will be relayed to the parent either by letter, by a telephone call or by a further appointment with the Head Teacher, Class Teacher and parents and pupils.
- Formal documentation will be kept of each complaint and its resolution.

We want to reassure parents that we take seriously any complaints and endeavour to resolve them as expeditiously as possible. If need be then subsequent meetings will be arranged in an effort to resolve the situation to everyone's satisfaction.

6.1 COMPLAINTS / ENQUIRIES PROCEDURE:

It is hoped that parents will have little or no reason to complain about either the standard of the education offered or the manner in which it is taught. On occasions parents may feel that they would like to discuss some matter regarding their child's education more thoroughly with either the class teacher or the Head Teacher. Parents are always welcome to make an appointment - please contact the School Office in order that a suitable time may be found for both parties. In the unlikely case of a failure to solve a problem, parents have the right to pursue the matter by contacting the Area Education Manager at The Education Centre, Castle Street, Dingwall.

Transferring Educational Data About Pupils

Education authorities and the Scottish Executive Education Department (SEED) collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus SEED has two functions: acting as a 'hub' for

supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Executive itself.
What pupil data is collected and transferred?

Data on each pupil is collected by schools, local authorities and SEED. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to SEED. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Dates of birth are passed on as 'month and year' only, again to ensure that individuals are never identified. Data is held securely and no information on individual pupils can or would be published by SEED. Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

Why do we need your data?

In order to make the best decisions about how to improve our education service, SEED, education authorities and other partners such as the SQA and Careers Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils,
- plan and deliver better policies for the benefit of specific groups of pupils,
- better understand some of the factors which influence pupil attainment and achievement,
- share good practice,
- target resources better.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net).

SEED works with a range of partners including HM Inspectorate of Education and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of SEED, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith SEED.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at Peter.Whitehouse@scotland.gsi.gov.uk or write to The ScotXed Support Office, SEED, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are

available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

Want more information?

Further details about ScotXed are available on the ScotXed website, www.scotxed.net, which contains a section on 'frequently asked questions' at <https://www.scotxed.net/jahia/Jahia/lang/en/pid/220>.

INFORMATION FOR PARENTS 2010 PRIMARY SCHOOLS

| | |
|--|------------------------------|
| School: Lochcarron Primary School | Id No.: 270 - 5116120 |
|--|------------------------------|

Budgeted Running Costs For Financial Year 2010-2011

| | |
|---|---------|
| School Roll at September 2009 | 46 |
| Total School Running Costs at April 2010 (£) | 230,490 |
| Cost per Pupil (£) | 5,011 |

Key to symbols: The symbol ## indicates that the data are not available.

Attendance And Absence For School Year 2009/2010

| | Stage | | | | | | | |
|---|-------|----|-------|----|-------|----|-------|--------|
| | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P1-7 |
| Total Number of Possible Attendances (Pupil Half Days) | 2,604 | ** | 2,012 | ** | 2,976 | ** | 4,004 | 16,803 |
| Percentage Authorised Absences | 3.8 | ** | 2.8 | ** | 2.3 | ** | 3.7 | 3.4 |
| Percentage Unauthorised Absences | 0.2 | ** | 0.0 | ** | 0.0 | ** | 0.0 | 0.1 |

Key to Symbols:

Asterisks (**) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

Minimising Overall Absence

| | Absence recorded (2008/2009) Average number of half days absence per pupil | Absence recorded (2009/2010) Average number of half days absence per pupil |
|----------------|--|--|
| Absence | 8.2 | 13.4 |

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

Key to Symbols: The symbol (##) indicates that the data are not available or comparable with other years.

INFORMATION FOR PARENTS 2010 PRIMARY SCHOOLS

Education Authority: Highland

Budgeted Running Costs For Financial Year 2010-2011

| | |
|--|------------|
| School Roll at September 2009 | 16,816 |
| Total School Running Costs at April 2010 (£) | 67,408,003 |
| Cost per Pupil (£) | 4,009 |

Key to symbols: The symbol ## indicates that the data are not available.

Attendance And Absence For School Year 2009/2010

| | Stage | | | | | | | |
|---|---------|---------|---------|---------|---------|---------|---------|-----------|
| | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P1-7 |
| Total Number of Possible Attendance s(Pupil Half Days) | 877,251 | 837,971 | 837,953 | 869,224 | 894,997 | 886,799 | 989,736 | 6,193,931 |
| Percentage Authorised Absences | 5 | 4.8 | 4.6 | 4.3 | 4.3 | 4.4 | 4.3 | 4.5 |
| Percentage Unauthorised Absences | 0.6 | 0.7 | 0.6 | 0.7 | 0.6 | 0.7 | 0.6 | 0.7 |

Key to symbols:

Asterisks (**) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

Minimising Overall Absence

| | Absence recorded (2008/2009) Average number of half days absence per pupil | Absence recorded (2009/2010) Average number of half days absence per pupil |
|----------------|---|---|
| Absence | 17.5 | 17.7 |

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

Key to symbols: The symbol (##) indicates that the data are not available or comparable with other years.

INFORMATION FOR PARENTS 2010 PRIMARY SCHOOLS

National Data

Budgeted Running Costs For Financial Year 2010-2011

| | |
|---|---------------|
| School Roll at September 2009 | 367,146 |
| Total School Running Costs at April 2010 (£) | 1,478,797,126 |
| Cost per Pupil (£) | 4,028 |

Key to symbols: The symbol ## indicates that the data are not available.

Attendance And Absence For School Year 2009/2010

| | Stage | | | | | | | |
|--|------------|------------|------------|------------|------------|------------|------------|-------------|
| | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P1-7 |
| Total Number of Possible Attendance (Pupil Half Days) | 19,136,227 | 19,091,222 | 18,545,411 | 18,823,231 | 19,175,554 | 19,573,622 | 20,175,467 | 134,520,734 |
| Percentage Authorised Absences | 4.3 | 4.1 | 3.9 | 3.8 | 3.9 | 4 | 3.9 | 4 |
| Percentage Unauthorised Absences | 1.1 | 1.2 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 |

Key to symbols:

Asterisks (**) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

Minimising Overall Absence

| | Absence recorded (2008/2009) Average number of half days absence per pupil | Absence recorded (2009/2010) Average number of half days absence per pupil |
|----------------|---|---|
| Absence | 18.3 | 19.4 |

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

Key to symbols: The symbol (##) indicates that the data are not available or comparable with other years.

Attainment Figures 09,10

| Stage | Reading (attaining at or exceeding National Targets) | Writing (attaining at or exceeding National Targets) | Maths (attaining at or exceeding National Targets) |
|-------|---|---|---|
| P3 | 100 | 100 | 100 |
| P4 | 100 | 100 | 100 |
| P5 | 100 | 100 | 100 |
| P6 | 100 | 80 | 100 |
| P7 | 90 | 70 | 80 |

These figures reflect pupils attaining level A by P3
 Level B by P4
 Level C by P6
 Level D by P7

In Reading Writing and Maths:

P3: 5 out of 5 pupils have attained or exceeded targets.

P4: 3 out of 3 pupils have attained or exceeded targets.

P5: 8 out of 8 pupils have attained or exceeded targets.

P6: 3 out of 5 pupils have attained or exceeded targets. Remaining 2 pupils have made great progression

P7: 7 out of 10 pupils have attained or exceeded targets. The remaining pupils have made superb progress.

Gaelic Medium

| Stage | Reading (attaining at or exceeding National Targets) | Writing (attaining at or exceeding National Targets) | Maths (attaining at or exceeding National Targets) |
|-------------------------|---|---|---|
| P4 (one pupil in class) | | | 100 |
| P5 (no pupils) | | | |
| P6 (no pupils) | | | |
| P7 (2 pupils) | 100 | 50 | 50 |

| Stage | Gaelic Reading (attaining at or exceeding National Targets) | Gaelic Writing (attaining at or exceeding National Targets) | |
|----------------|--|--|--|
| P4 (one pupil) | 100 | 100 | |
| P5 (no pupils) | | | |
| P6 (no pupils) | | | |
| P7 (2 pupils) | 50 | 50 | |

'Please note that National assessment has been phased out from August 2010 across Scotland. As an authority we are prioritising a variety of ways of tracking the progress of the children and this is linked to our Curriculum for Excellence strategic plan and current school improvement priorities.'