

*Rum
Primary School*



*SCHOOL HANDBOOK
2008/09*

FOREWORD

This booklet is designed to provide parents with some basic information about Rum Primary School. Should you require more detailed information, please do not hesitate to get in touch.

Rum Primary School aims to provide a happy and safe environment in which children are encouraged to take an active part in their education. They have access to all parts of the curriculum as prescribed by the Scottish Executive.

The school is non-denominational, provides equal opportunities for all children and fosters a positive attitude towards other cultures.

The Isle of Rum is owned by Scottish Natural Heritage and is run as a nature reserve. It is an area of outstanding natural beauty and has a varied terrain and abundant wildlife. The children are encouraged to both appreciate and learn from their local environment, and to develop a wider interest in the natural world generally.

Education is a partnership between home and school and parents are invited to participate in all aspects of the school life.

Finally, Rum Primary School aims to contribute significantly to community life on the island, whilst also forming part of the wider community of the Small Isles.

CONTENTS

Page	
2.	Foreword
3.	Contents page
4.	School Aims
5.	School Information
6.	School Buildings
	Enrolment
	School Hours
7.	Holidays
	Attendance
	Classroom Equipment
8.	Staff
	School Meals
	School Uniform
9.	Pre- School Children
	Teacher – Parent Contact
	Secondary School
	Personal Property
	School Transport
10.	Early Closure
	Health Care
	Community and Social Links
11.	School Fund
	Curriculum Information
12.	Language
13.	Reading
	Writing
	Listening
	Talking
14.	Core Mathematics
	Calculators
	Art and Design
	Drama
15.	Music
	Physical Education
	Environmental Studies
16.	Religious Education
	Homework
17.	Levels of Attainment
	Assessment
	Special Needs
18.	Budget and Attendance Figures: Rum
19.	Budget and Attendance Figures: Highland
20.	Budget and Attendance Figures: National

RUM SCHOOL AIMS

1. To make school an exciting experience and to make sure they are successful learners.
2. To make sure that the children receive a balanced curriculum each year in line with A Curriculum for Excellence.
3. Teachers should try to give us the best education, by going on courses and reading about all the new things that make school a better place.
4. To help children become confident individuals.
5. To make school a happy place and to make sure the children are responsible citizens, effective contributors and successful learners.
6. To provide opportunities to mix with other children and experience life on the mainland.
7. To give parents the opportunity to be involved in the life of the school.
8. To involve the local community in school wherever possible.
9. To improve the learning environment by involving all community members in the positive promotion of health issues which will improve the quality of learning in the school and allow pupils to become responsible for their own health.

SCHOOL INFORMATION



**Rum Primary School
Isle of Rum
Inverness-shire
PH43 4RR**

Tel: 01687 462034

E-mail: stuart.poole@highland.gov.uk

Associate Head Teacher

Stuart E. Poole

Class Teacher

Vacant

Clerical Auxiliary

Julie Poole

Present Role

3

Agreed capacity

19

Stages Covered

Nursery – Primary 7

School Chaplain

Janet Anderson (Arisaig)

Parent Council Members

Chair Fliss Hough/Caroline Kilpatrick

Treasurer: Fliss Hough

Clerk: Julie Poole

Staff Member vacant

Co-opted member Ali Donald/Rhys Thomas

SCHOOL BUILDINGS

Rum Primary School is located on the shores of Loch Scresort at the Southern End of Kinloch village. It was built around 100 years ago, has had a major refurbishment and now comprises one classroom and one office and staffroom accommodating the School (P1 – P7). The classroom and office are at the front of the building facing the loch, the cloakrooms are in an adjoining extension to the rear.

The grounds include small areas of grass, climbing frame, shelter and decked walkway. We are continuing to develop the playground to further enrich experiences for pupils. To the rear of the school is the start of a marked nature trail, which meanders through a section of woodland. Full use of this is made when appropriate.

ENROLMENT

During February pre-enrolment forms are sent out to parents of all prospective pupils. These may be returned to the head teacher. Nursery children can enter the Nursery class the term following their 3rd birthday.

SCHOOL HOURS

MON – THURS	Open	09:00 a.m.
	Playtime	10:45 – 11:00 a.m.
	Lunch	12:45 – 1:30 p.m.
	Close	3.00 p.m. (P1 – P3)
		3:30 p.m. (P4 – P7)

FRI	Open	09:00 a.m.
	Playtime	10:45 – 11:00 a.m.
	Close	12:30 p.m.

Nursery hours – Mon – Thurs: 09:00a.m. – 12:15 p.m.

SCHOOL HOLIDAYS 2009/2010

	OPEN	CLOSE
2009	Mon 17th August (staff only)	
2009	Tues 18 th August	Fri 9 th October
2009	Mon 26 th October (staff only)	Weds 23rd December
2009	Thurs 29 th Oct (pupils)	Weds 23rd December
2010	Mon 11th January	Fri 26 th March
2010	Tues 12 th April	Fri 2 nd July

In – Service

Mon 17th August

Mon, Tues & weds 26th - 28th October

Tues & Weds 16th & 17th February

The Parent Council or Head Teacher can allocate two additional casual days. Usually a long weekend in February.

ATTENDANCE

It is the responsibility of parents to ensure their children attend school regularly.

However, a child should not be sent to school if they are unwell or not able to participate in normal school activities. Parents are asked to inform the school if their child is likely to be absent and to provide an explanation.

School attendance figures are published annually.

CLASSROOM EQUIPMENT

The main classroom has three computers. Two of these are accessible to pupils at all times. There is two colour printers and we have access to a large selection of educational CD-ROMs. Each child has his or her own e-mail address. In addition there is a smartboard, , video, cassette, CD player and digital camera.

The Book Corner has an extensive supply of books.

General educational aids are in plentiful supply, and are reviewed annually and are updated or replaced regularly.

STAFF

Since the clustering of the school with Canna Primary the head teacher is now based on Rum and visits the school fortnightly weather permitting.

The class teacher has a full-time class commitment, and is responsible for teaching the whole curriculum. There is an allocation of class contact reduction time of 2.5 hours per week which the head teacher covers. Due to the geographic location it is not possible for this to be given weekly so the time is blocked and taken at a suitable time for all stakeholders.

There are times when extra cover is required to allow staff to attend courses etc. For this supply teachers usually well known to the pupils, relieve the teacher.

They may bring with them additional skills and are often subject specialists. This adds variety to the curriculum. Specialists, living on the Isle of Rum or visiting, help when appropriate in school. There are no nursery age children at present.

In addition, children from P4 – P7 benefit from classes with specialist teachers during the “Small Isles Week” in Fort William in June. Tuition is provided in subjects as diverse as Physical Education, Music, Art, Swimming and Drama.

SCHOOL MEALS

There is no provision for school meals, but pupils are welcome to bring a packed lunch, which may be eaten in the classroom under the supervision of school staff.

SCHOOL UNIFORM

A school sweatshirt and fleece are available with the school logo. Adult sizes are also available. A homework bag with the same logo is also available. The only clothing requirements are a gym kit (shorts, t-shirt and gym shoes) and indoor footwear for the school building. A man’s shirt is also useful as a painting smock.

PROVISION FOR PRE-SCHOOL CHILDREN

Rum Primary School incorporates a nursery class whenever there are pre-schoolers on the Island. Provision can be made for three or four year olds. A separate nursery handbook is available.

TEACHER - PARENT CONTACT

In a small community much information is exchanged between the parent and the teacher on an informal basis, but formal meetings may be set up at any time at the request of either party. At least on two other occasions throughout the year 'parents' evenings will be arranged. All information is treated in the strictest of confidence. Curriculum evenings are held occasionally and reports for each pupil are produced twice yearly, an update report in November and a more detailed report in June.

TRANSFER TO SECONDARY SCHOOL

Pupils transfer from primary to secondary school at the end of P7. There are three schools traditionally favoured by Small Isles children. It is school policy to try and arrange a visit to at least one of these for pupils in their final year at primary school. However, it is recommended that parents also try to visit the school of their choice to ensure that they are satisfied with the facilities available for their child's ongoing education.

Provision for residential accommodation varies from school to school – further details can be provided on request.

Malliaig High School, Malling, PH41 4RG	01687 462107
Lochaber High School, Fort William, PH33 7ND	01397 702512
Portree High School, Portree, Isle of Skye, IV51 9ET	01487 612244

PERSONAL PROPERTY

The Highland Council does not provide cover for the loss of private property.

TRANSPORT

There is no school transport provided by the Highland Council. As the distance between houses and the school are small, most children usually walk or cycle.

EARLY CLOSURE

Due to the unique circumstances that govern life on an island, there are occasions when early closure of the school may be necessary. Parents will be notified as far in advance as possible, or in the event of an emergency closure arrangements will be made to ensure each child is returned home safely. If the head teacher thinks it is unsafe for pupils to walk home alone then parents will be asked to collect from the school.

WIDER SCHOOL ISSUES

HEALTH CARE

The school doctor and nurse make regular visits to the school for routine inspections including medical examinations, hearing and sight tests.

Specialist treatment for hearing, speech defects or psychological problems must be carried out on the mainland.

COMMUNITY AND SOCIAL LINKS

Both parents and other members of the Canna community are encouraged to visit the school whenever they wish. In addition, regular open days, end of term parties and performances by the school children are held, to which the whole community are invited. The local community has always actively supported the school by attending these events, by helping with fund raising, giving talks on specialist subjects and donating time and resources where necessary. This support is very much appreciated.

The wider community of the Small Isles and Lochaber District also play an important part in the life of Canna School. Regular contact is maintained with other local schools and visits are made whenever possible. We are in contact with all the schools in the Lochaber district by e-mail. Children from P4 – P7 attend the Small Isles Week in Fort William each June where they meet other Island children.

School trips are a further link with the mainland community. The school has, in the past, included a range of activities such as swimming in Mallaig pool, kayaking and Highland 2007 activities

SCHOOL FUND

The school fund is used to buy extra facilities for the children. Money which goes into the school fund usually comes from fund raising.

THE CURRICULUM

GENERAL CURRICULUM INFORMATION

The curriculum at Canna Primary School endorses the National Guidelines issued by the Scottish Executive. There are five main subject areas, each of which is allocated a percentage of the time spent in school.

English Language	20%
Mathematics	15%
Expressive Arts	15%
Environmental Studies	15%
Religious & Moral Education	15%

The remaining 20% of the time is used at the teacher's discretion, but complies with the Scottish Office publication "The Structure and Balance of the Curriculum". Copies can be seen at the school.

A Curriculum for Excellence

Rum Primary School is fully committed to providing a curriculum for excellence. We aim to enable children to become

- responsible citizens
- effective contributors
- confident individuals
- successful learners

The teaching methods employed to deliver the curriculum are as varied as possible to ensure that the children remain motivated. They are encouraged, for example, to work both on their own and as part of a group which might include other pupils or the teacher. Particular subject areas may be taught in isolation or combined with other subjects where appropriate. Activity based learning is used wherever possible. Computers are used to facilitate learning across the whole curriculum and frequent use is encouraged for pupils of all ages. All school PCs have Windows 95 or above and a Microsoft Office suite of programs including Word and Excel. There is an extensive range of software, which provides additional educational tools.

In a small, remote school, constraints on teaching methods are imposed by factors such as the small number of pupils and the limited access to certain resources and facilities which are freely available to teachers in larger communities. However, there are certain advantages to attending a small school. The teaching is intensive and projects can be specifically developed to meet the needs of individual pupils. In addition, the children benefit from working with children of other ages, whose perspectives are often different from their own. Due to an awareness of the limitations that exist, extra efforts are made by the teacher to enlist the help of outsiders (e.g. Community members) who contribute to specific projects in which they have specialist knowledge. Finally, school trips become an important part of the curriculum as they allow integration with other communities and community members.

SUBJECT AREAS

Language

Language is an essential factor in the training of a child in all subject areas, and is also the key to their own personal development. Consequently, the school aims to develop each child's knowledge and understanding of language in order that they can use it accurately and appropriately as an effective method of communication. Children follow a structured progression in the four main strands of language: reading, writing, listening and talking. Specifically planned language sessions are given in addition to the language skills which are acquired through carefully designed integration with other curricular subjects.

For the younger children greater emphasis is initially placed on the listening and talking aspects of language development.

French is taught in school through games and activities, the emphasis being on conversation and communication.

Reading

Following the recommendations of the Highland Literacy Project no single scheme is used to teach reading but rather books are selected from a number of reading schemes across the stages. Phonics are taught using the 'Jolly Phonics' scheme for infants which uses video, workbooks and wall chart backup. Children are encouraged to select both fiction and non-fiction books from an extensive collection in the school library.

Although fluency and accuracy are of great importance when reading, understanding and enjoyment of reading matter are equally important. It is hoped that the children will develop a desire to read of their own accord, whether for a specific purpose or for their own enjoyment.

Writing

As adults we write for a number of reasons. These include functional communications, personal letters and even perhaps imaginative writing for our own enjoyment. The school aims to instil in children the realisation that writing has these same purposes for them.

Through a variety of contexts, the children are taught the skills they need in order to write accurately and appropriately. Spelling is taught alongside the rudiments of language itself, including vocabulary, structure and punctuation. Children are encouraged to take pride in the presentation of their work and to write neatly and consistently.

A variety of textbooks and workbooks support the 'Storyworld' reading scheme. Work is discussed regularly with the children and changes to the schedule are made as appropriate.

Listening

A variety of listening situations are incorporated into the curriculum. These range from formal planned scenarios designed to target a specific need, to more informal discussions which encourage personal interaction and the build up of relationships.

Talking

Talking situations are often closely linked to listening situations, and are designed to encourage confidence in the children, to allow them to speak freely and concisely for a given purpose. Drama is a regular part of the curriculum.

Mathematics

Mathematics, possibly more than any other subject, is used on an everyday basis in the real world. The school aims to help the children see the purpose of mathematics, teach them basic skills and equip them with the knowledge required to apply these skills in daily situations. Mental arithmetic is regularly practised in a 'fun' way.

Core Mathematics

'Scottish Heinemann Mathematics' course is used throughout the school alongside the 'Educational Network' materials. This has the advantage of incorporating sufficient flexibility to allow children to progress at their own pace whatever their standard. It provides practical examples to illustrate each new idea and includes workbooks which contain exercises, games and puzzles which help facilitate learning whilst maintaining the child's interest. Board games, 'shopping' projects, computer software and other tools, which use mathematical concepts, are used to supplement the course and add enjoyment to the instruction process.

Calculators

The use of calculators is encouraged where appropriate. They assist children to tackle problems of greater complexity than would otherwise be possible. They increase the children's ability to work independently, but are not intended to be used as a replacement for mental or paper calculations.

Expressive Arts

Art and Design

Children are encouraged to explore the world around them and to express feelings and ideas which they experience using a variety of media, techniques and processes. Tone, colour, pattern, form, texture and shape are investigated and pupils' imaginations and aesthetic awareness extended as they learn to combine these elements into compositions, expressing emotions or just to be creative.

Drama

Children experiment with many forms of expression including mime, movement, role playing and improvisation. Through these activities they develop confidence and learn to co-operate with others as well as having the opportunity to explore the world around them through different medium.

Music

The aim of the music curriculum is to encourage the children to understand a wide variety of music. They explore progressively more complex sounds as they proceed through school. Children are given the opportunity to create musical compositions themselves. Taped music provides access to professional musicians, and the ocarina is taught in classes P1 – P7.

Physical Education

Physical Education classes are conducted in as varied a way as possible, given the constraints imposed by class numbers. Ball games, circuits and races are held outside. Modern dance and movement is taught with the aid of BBC Radio tapes. All these exercises are designed to promote the development of both physical and social skills.

Equally important is the wider issue of long-term health and fitness and the school aims to foster positive attitudes which will stay with the children when they leave the school environment.

Environmental Studies

Environmental Studies is designed to equip the children with the skills they need to develop informed attitudes about the environment in which they live and to acquire practical abilities for day to day living. The integrated course incorporates the following disciplines:

Science and Technology
Geography
History
Health Education
Home Economics
Modern Studies

Project work takes place both inside and outside the classroom. A whole school science programme has recently been introduced and materials purchased to support this.

Religious and Moral Education

Religious and Moral education within the school aims to develop the children's understanding of the social environment in which they live. They are encouraged to appreciate that values, attitudes and practices differ from one society to the next, with religion often forming an integral part of the thinking.

Whilst Christianity plays a significant role in the teaching at the school, the Religious Education programme is used to provide an insight into all six major world religions. Religious Education will not be used to indoctrinate children, but will rather encourage a respect for other people's opinions and beliefs.

The curriculum is also designed to enable children to identify important underlying moral values in society and to develop a personal code of conduct which they consider to be fair and just.

The school chaplain visits at least once a term . Arrangements will be made for children whose parents wish to withdraw them from Religious Education classes.

Homework

The school's policy is to issue homework from Monday to Thursday only. The following guidelines give an indication of the type of work to expect:

P1, P2	Reading, Jolly Phonics, Maths worksheets
P3, P4	Reading, Handwriting practice, Heinemann Home Link UP, Language, Comprehension.
P5, P6, P7	Heinemann Home Link Up, Assignments to encourage research, Language worksheets, reading.

The school is grateful to parents for their support concerning homework especially at the early stages. Homework books have been introduced so parents can comment on their child's homework.

Homework is seen as an important link between home and school and comments are welcome from parents.

LEVELS OF ATTAINMENT

Throughout primary school and the first two years of secondary school, pupils work at their own ability levels to achieve a series of five carefully planned attainment levels within each of the five main curricular areas.

Level A	should be attainable in the course of P1-P3 by almost all pupils.
Level B	should be attainable by some pupils in P3 or earlier, but certainly by most in P4
Level C	should be attainable in the course of P4-P6 by most pupils.
Level D	should be attainable by some pupils in P5-6, but certainly by most in P7.
Level E	should be attainable by some pupils in P7/S1 but certainly by most in S2.

ASSESSMENT

Both formal tests and informal observation on an ongoing basis are used to assess pupils. This enables the teacher to evaluate the methods being employed and to plan effectively for the future.

National Tests are administered in Mathematics and English only. Working to his or her own ability, each child is tested when the teacher considers that they are working consistently at a particular level. Results of the National Tests are formally communicated to the parents in the child's written report.

SPECIAL NEEDS ASSESSMENT

Should a pupil be identified as having a specific learning problem, the parents will be consulted in the first instance. If it is agreed that special provision is required, specialist advice will be sought to determine the best course of action. School, parents and specialists will then work together to establish an appropriate plan of work which meets the child's individual needs.

**INFORMATION FOR PARENTS 2008
PRIMARY SCHOOLS**

School: Rum Primary School	Id No.: 270 - 5135028
-----------------------------------	------------------------------

Budgeted Running Costs For Financial Year 2008-2009

School Roll at September 2007	3
Total School Running Costs at April 2008 (£)	80,733
Cost per Pupil (£)	26,911

Attendance And Absence For School Year 2007/2008

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	**	**	**	**	**	**	**	**
Percentage Authorised Absences	**	**	**	**	**	**	**	**
Percentage Unauthorised Absences	**	**	**	**	**	**	**	**

Minimising Overall Absence

	Absence recorded (2006/2007) Average number of half days absence per pupil	Absence recorded (2007/2008) Average number of half days absence per pupil
Absence	**	**

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.

INFORMATION FOR PARENTS 2008 PRIMARY SCHOOLS

Education Authority: Highland

Budgeted Running Costs For Financial Year 2008-2009

School Roll at September 2007	17,029
Total School Running Costs at April 2008 (£)	60,594,613
Cost per Pupil (£)	3,558

Attendance And Absence For School Year 2007/2008

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	823,218	879,569	901,186	901,018	1,019,376	986,524	958,200	6,469,091
Percentage Authorised Absences	4.6	4.2	3.9	3.8	3.8	3.9	4.1	4.0
Percentage Unauthorised Absences	0.4	0.5	0.4	0.5	0.5	0.4	0.5	0.5

Minimising Overall Absence

	Absence recorded (2006/2007) Average number of half days absence per pupil	Absence recorded (2007/2008) Average number of half days absence per pupil
Absence	17.1	17.1

INFORMATION FOR PARENTS 2008 PRIMARY SCHOOLS

National Data

Budgeted Running Costs For Financial Year 2008-2009

School Roll at September 2007	372,265
Total School Running Costs at April 2008 (£)	1,352,956,701
Cost per Pupil (£)	3,634

Attendance And Absence For School Year 2007/2008

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	18,444,479	19,145,177	19,526,465	19,941,323	20,669,987	21,017,565	21,092,362	139,837,358
Percentage Authorised Absences	4.3	4.1	3.8	3.8	3.7	3.7	3.8	3.9
Percentage Unauthorised Absences	0.9	1.0	1.0	1.0	1.0	1.0	1.0	1.0

Minimising Overall Absence

	Absence recorded (2006/2007) Average number of half days absence per pupil	Absence recorded (2007/2008) Average number of half days absence per pupil
Absence	18.0	18.6