

Background Information

Raasay Primary school is situated about a quarter of a mile north of the village of Inverarish, in a beautiful location, overlooking the Sound of Raasay and the Cuillin Hills of Skye.

The school is known to have been in existence since the early 19th Century. The admission register, still in use today, dates back to 1875. The building is of considerable interest as it was built with stone taken from the site of a nearby Pictish broch, the remains of which can still be seen.

The original school building contains two classrooms, a library area, a small computer room and the canteen area. The pupil toilets and the office were added in the 1960s. A new Nursery extension has been opened in January 2008.

Raasay Primary School is a non-denominational school, where all staff and pupils respect the beliefs and values of all, irrespective of race, colour, or creed.

A Nursery Brochure is available separately.

A plan of the layout of the school is enclosed.

Educational Aims

1. To deliver a curriculum encompassing all areas of the 5-14 Guidelines and to ensure that all the pupils develop an appropriate range of skills.
2. To ensure that all the children achieve appropriate levels of attainment, in line with National Guidelines and to create an ethos of achievement and celebration.
3. To ensure that the curriculum is accessible to all, as an equal opportunities school.
4. To create an atmosphere where the children co-operate with each other and have the confidence to become independent learners with a positive attitude towards their self-esteem, confidence, learning programmes and development.
5. To develop in the children a respect for the environment of the school and the wider environment through the curriculum and the fostering of positive qualities towards citizenship.
6. To ensure that the school is a safe, secure and welcoming environment for all pupils, staff, parents, community and visitors.
7. To create a partnership with parents and the wider community to value their contribution to the life of the school and the education of the pupils.
8. To provide opportunities for staff for continuing professional development including Staff Development and Review.

Staff

Miss Alicia Chapple	Head Teacher
Mrs Wilma Duncan	Class Teacher
Miss Mairi Nicolson	Class Teacher (part time)
Mrs Rhona Gillies	Nursery/Clerical Assistant
Mrs Ann Gillies	Classroom Assistant/Nursery Auxiliary
Mrs Ann Martin	Support for Learning
Mr J. Moore	Music Specialist
Mrs J. McGuire	Physical Education Specialist

School Hours

9.00 am – 10.30am
10.30 – 10.45 (interval)
10.45 – 12.30pm
12.30pm – 1.15pm (lunch)
1.15pm – 3.00pm

Nursery Staff

Mrs Rhona Gillies	Nursery Assistant
Mrs Ann Gillies	Nursery Auxiliary

Nursery Hours

Monday, Wednesday, Friday	9.00am – 11.30am
Tuesday, Thursday	12.30pm – 3.00pm

School Transport

The school is open to receive pupils at **8.50pm**.

Pupils living within the delineated area of Raasay Primary are eligible for free school transport if the following conditions apply:

1. They live at least two miles from the school and are under 8 years of age.
2. They live at least three miles from the school.

If contracted transport is not available, parents whose children meet the criteria may obtain financial assistance, as per Highland Council guidelines. Special arrangements may also be available through consultation with the Highland Council eg. Gaelic Medium Pupils. Further information may be obtained from the Head Teacher or the Senior Education Officer, Portree. Parents may obtain a transport application form from the Head Teacher or the Area Education Office, Portree.

Primary one pupils end their school day at 12.30pm for the first four weeks in the autumn term ie Aug.- Sept. School transport is not provided and parents are asked to make their own arrangements.

Enrolment

Parents seeking to enrol a child(ren) should contact the Head Teacher. Infant enrolment takes place on a date or dates intimated by the Senior Education Officer 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 attained the age of 5 years on or before the last day of February of the following year. Open days are held during May/June for children who start school in August.

School Policies

All policies are written in consultation with all staff, parents and the Parent Council (eg. Anti bullying policy). Policies are available to the Pupil Council and to parents on curricular evenings as curricular areas are developed. Should parents wish to view school policies at any other time, they may do so by contacting the Head Teacher.

Organisation For Learning

Class teachers provide a stimulating and caring environment in which each pupil can develop his/her own innate abilities.

Pupils are encouraged to develop a positive attitude to work and play, and to show respect and consideration for others, both within the school and in the wider community. Within the school, we offer an environment in which learning will develop through a variety of teaching methods. For example: - class, group and (when necessary) individual teaching, catering for a wide range of abilities. The simultaneous use of all

learning experience cuts across subjects and the work of the day is continuous, with each day following into the next. This also ensures that the children have a balanced learning programme.

The Curriculum

The traditional curriculum was dominated by a series of fixed goals based on what adults thought their children should learn. Today, the curriculum is closely related to the personal needs of children growing up in a literate society. The pupils are learning through understanding, rather than through being told. This way, children will develop the basis of thinking and reasoning skills.

All areas of the 5-14 curriculum are undertaken by all pupils as per the time allocation guidance 'Structure and Balance of the Curriculum'. This is further enhanced with 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 the 5-14 programme cover 5 main curricular areas:

English Language:	Listening, Talking, Reading & Writing;
Mathematics:	Information Handling, Number, Money, Measurement, Shape, Position & Movement, Problem Solving & Enquiry.
Environmental Studies:	Social Subjects, Science, Technology, Health Education Information and Communication Technology.
Expressive Arts:	Arts & Design, Music, Physical Education.
Religious & Moral Education	

Each curricular area is divided into: Outcomes, Strands, Targets and Levels. These are ways of analysing a curricular area and terms to aid understanding and discussion. They are not to prescribe teaching approaches.

Attainment Outcomes: Broad competence within a subject area.

Strands: Sub-divisions of an attainment outcome.

Attainment Targets: Specific learning goals.

Levels: A group of attainment targets at 5 broad levels of progression

Level A should be attainable in the course of P1-3 by almost all pupils.

Level B should be attainable by some pupils in P3 or even earlier, but certainly by most in P4.

Level C should be attainable in the course of P4-6 by most pupils.

Level D should be attainable by some pupils in P5 -6 or even earlier, but certainly by most in P7.

Level E should be attainable by some pupils in P7/S2, but certainly by most in S2.

Mathematics

As well as mental arithmetic and number work, the pupils deal with shape, graphs, time, weight, money, length, volume, area, problem solving etc.. A fair percentage of time allocated to mathematics is spent on practical work. The pupils are provided with opportunities to explore and discover for themselves. The language of mathematics and an understanding of mathematical concepts are constantly being developed. Calculators and computers are being used increasingly, allowing the pupils to concentrate on the problem solving process, rather than being involved in tedious long calculations.

Language

The pupils are given a variety of ways in which 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, most of the work is closely linked with Environmental Studies and other areas of the curriculum.

Listening

We aim to extend the pupils span of listening concentration, and to improve the child's powers of aural discrimination.

Listening is developed by games, stories, radio & television programmes, music, listening centres etc..

Talking

We aim to develop fluency and clarity of expression and to extend vocabulary.

Talking is developed by role playing, mime, reporting, interviewing etc..

Reading

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 develop the ability to read to follow instructions.

Reading is taught using Oxford Reading Tree, developed and supplemented by other books, in order to give pupils a wide range of vocabulary, styles and composition.

The use of the school / mobile library is encouraged on a regular basis.

Poetry

The pupils experience various styles of poetry and are encouraged to write their own poetry beginning with line poems.

Functional, Imaginative and Personal Writing

This is a natural instrument for the expression of pupils' experiences. Creative Writing is given every opportunity in the school and is developed using a specific planning approach.

Expressive Arts

Drama & Puppets

The pupils are encouraged to create their own dramatic situations. These are developed by mime, stories, poems, songs etc.. This subject encourages speech form, linguistic ability and confidence. The pupils have first hand experience of Drama groups as they are invited to the school to provide workshops for the pupils and the pupils are taken to the Aros Theatre and when appropriate, Eden Court Theatre.

Physical Education

The specialist teacher visits the school on a rolling programme of visits, and develops skills which are complimented by the class teacher.

Music

As with the other specialists of the Expressive Arts, the Music Specialist visits the school. Class teachers further develop the skills of pupils using the suggested activities in the school's music pack.

Art

The Art Specialist visits the school on a rolling programme. Class teachers further develop the skills of pupils as per the Art programme.

Religious Education

This subject is ordained by law to be taught in schools. Parents may remove their children from Religious Observance gatherings. Pupils are given the opportunity to study the Christian faith and investigate 'Other World Religions'. Factual books on other faiths are available from the school, on loan. The pupils also learn Gaelic/English psalms/hymns.

The school is visited, as directed by the Head Teacher, by the local minister who enhances the Religious & Moral Education policy of the school.

Environmental Studies

The younger pupils concentrate on their immediate environment, the 'Here and Now' . 'My Family', 'My Home', 'My School' etc.. Their learning and understanding come from real experiences. The older pupils extend into the 'There and Then', 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, interpreting photographs, plans and graphs etc.. The Environmental Studies programme is based on a flexible cyclic programme in order to ensure a balanced curriculum.

In order to cover all aspects as required by the 5-14 guidelines, children undertake 4-5 topics per session. This covers all the required attainment outcomes.

Health Education

The Health education programme offered provides a variety of experiences. Pupils build on the experiences of the infant years. Substance Misuse and Sex Education are undertaken as part of the school's policies. Resources used to support these subject areas are discussed with parents on a regular basis.

Road Safety

All aspects of safety are dealt with throughout the school. We work on the belief that accident prevention is much more than a negative list of rules designed to restrict normal, healthy and adventurous play. It is on the contrary, a method of equipping a child to act responsibly. Road safety rules are taught and reinforced.

If parents wish, pupils from **P3 onwards** may cycle to school if they have a suitable bike and safety helmet.

Support for Learning

The established monitoring programme, enables staff to track each child's progress from day to day and design an individual learning programme which will enable a child to progress at his/her own pace with a view to achieving satisfaction and success at his/her level. There may be occasions when the Child Guidance Service is invited to give support. Parents are informed of this and the Psychologist visits the home and the school. The visiting Support for Learning teacher works closely with the class teacher in all aspects of a child's education, not only with those who may have a learning difficulty, but also with pupils who require to be challenged.

Gaelic (Bi-lingual)

Gaelic is taught in main-stream throughout the school. The Gaelic that is presented is child based and child centred, starting with the surroundings with which the child is familiar. All this work is oral. In the Upper Primary, the emphasis continues on oral work, but we begin to introduce reading and writing. It is through play, role play, song and games that the pupils retain and reproduce Gaelic.

French

As part of the modern European Language initiative, the pupils in the upper primary are introduced to French. This is done by beginning with colours, numbers, weather, time, school life, pets. etc.. As with Gaelic, the emphasis is on oral work and role play. Reading and writing single words and simple sentences is introduced during the session. French is also introduced to the Infant pupils - through games, songs and play situations.

Homework

Homework is given at the discretion of the class teacher and may be used to reinforce classroom learning. Specific set written homework may also be given as per the school policy. Class work, which was not completed, may be given as homework. Work sent home will be clearly marked by the class teacher and should not be exceeded. **quality not quantity.**

The preparation of reading for the infant classes is most important. Parents should ensure that they do not spend so much time with their child's reading, that they end up with 'rote reading' where the child knows the phrase without relating the spoken work to the text. Spend time talking about the picture, what do you think will happen next etc. On occasions, pupils may be given an open ended task where they have to read, observe etc.. to obtain information related to a school project.

Paired reading and other activity packs are also sent home as homework.

Pupils have a homework diary which will inform parents of work to be undertaken and also be a means of further developing the communication between home and school, on a regular basis. The diary should be signed by parents/carers and the class teacher and pupil, on a weekly basis.

Assessment & Records

Assessment policy within the school is aimed at:

- a) Supplying the pupil and his/her parent with information about his/her progress.
- b) Providing signposts for the direction of the next stage of learning.
- c) Monitoring the school's success in achieving its educational aims.

We do not use tests, which place the pupils in rank order. Any tests, which are used, are diagnostic in character, that is, they are designed to reveal a pupil's strengths and weaknesses so that his/her learning programme can be adjusted accordingly.

National Assessments are used when the class teacher is confident that the pupils have completed the areas of study, as identified in the 5-14 documents. The results are reported to the Parent Council in a manner so as not to identify individual children.

Parents' Meetings

Apart from general meetings which may be held from time to time, parents are invited to the school to view and discuss pupils' work in November and May of each session. Pupil Progress records will be sent to parents prior to the meetings. Samples of work and assessment records are kept on each child and are shown to parents at meetings. In addition, staff may contact parents to discuss progress or a particular problem, which may arise during the school year. A note of the meeting is kept by the Head Teacher or relevant member of staff and placed in the pupil's record. Parents may also contact the school to make an appointment to see staff. The time most appropriate is from 3.15pm to 3.45pm each school day.

Such appointments should be arranged through the Head Teacher.

In an **emergency** parents may contact the Head Teacher at home. Non-emergency contact can be made by telephoning the school from 8.40am to 9am each school day. Parents are discouraged from contacting staff at their homes unless it is an emergency and they have been unable to contact the Head Teacher. This includes catering and cleaning staff.

School Discipline

Corporal punishment is not used. The emphasis is based on firm, fair control. The relationship between teacher and pupil is similar to that between child and parent, requiring mutual consideration on both sides.

The aims of the following rules are:

- a) to foster the development of respect and consideration for others
- b) to develop a sense of responsibility for property, equipment and materials
- c) to safeguard the children from harm

School Rules

- 1) No one is allowed to leave the school grounds without permission from a member of the **teaching staff**.
- 2) Running in the school building is forbidden.
- 3) Litter must be placed in the bins provided.
- 4) Older children are expected to use their discretion, that their activities in the playground do not endanger themselves or younger children.
- 5) Any pupil who is not applying him/herself to his/her work, or who is constantly being reprimanded will be given the opportunity during break times to finish work.
- 6) An Anti-Bullying policy is in operation. Should parents, pupils or staff suspect any form of bullying, the Head Teacher will implement the policy immediately, which has been agreed by parents.

Attendance

Parents are requested to inform the Head Teacher if their child is to be absent from school. This can be done by telephoning the school between 8.40am and 9am each school day.

Children who become ill during school hours should inform staff and will be sent home after parents or emergency contact has been informed.

Every child who is absent requires to bring an absence note on returning to school. This note should give your home address, the reason for the absence and be dated and signed. If a note is not brought then the absence is recorded as unauthorised. If the absence is likely to last for some time, please inform the Head Teacher.

If you wish your child to be off school for a special reason, you should send a note with this request to the Head Teacher. Long term absences eg. family holidays during term time, are discouraged

Emergency Arrangements

Parents are asked to supply the Head Teacher with a telephone number where they can be contacted 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 the school day, are asked to inform the Head Teacher of an alternative address for their child to go to, if for some reason the school has to close early. If parents can not be contacted and there is no one available at the emergency contact address, pupils will be kept at school until they are collected by parents.

Collection of Pupils During School Hours

Parents are asked to inform the Head Teacher if they intend to collect their child(ren) during the school day, e.g. doctor's appointment. If collecting a child(ren) during playtime, parents must inform a member of **teaching staff, in person**, that they have collected their child(ren).

After School

Parents are asked to inform the school if pupils are to go to friends, or to any other place rather than their normal destination, at the end of the school day.

Welfare of Pupils

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 of confidence. Mr. Smith, the school dentist, comes to the school once a year to check the pupils' teeth. Parents will be advised of any treatment. In an emergency, he can be contacted at 01478 612777.

The School Doctor visits the school at various times during the year. Parents will be advised if their child(ren) is/are to be seen by the doctor. The school nurse often visits to undertake health checks.

The Speech Therapist and Audiometrician may also visit the school. Parents are informed if their child(ren) is/are to be seen by either.

Staff do not administer medication of any kind, eg. a tablet for a sore head. Parents, who wish their child to take any medication during school hours, must send a letter to the Head Teacher stating all relevant information. Guidance on this is issued to parents. The Head Teacher may contact the school doctor, if she is concerned about any medication sent to the school.

Pupils with specific needs are integrated into the school as per Regional Guidelines.

Accident & Emergency Treatment

Small cuts and grazes are dealt with by staff. If there is concern, parents are notified. If a child has a suspected fracture or if the Head Teacher is concerned in any way, parents are contacted and arrangements made for the child to be seen by a Doctor. If the Head Teacher is unable to contact parents, then the Head Teacher or nominated member of staff will accompany the child to the Accident Department of the nearest or nominated hospital.

Fire Drill

Fire drill is held at regular intervals. The signal is a long continuous blast of the siren. Prior to their first drill, P1 are informed, so as not to frighten them.

Transfer To Secondary

Pupils from Raasay Primary will transfer to Portree High School. During the third term, a Support Teacher from Portree High School will visit the school and meet the Primary 7 pupils. At this time the pupils will be given a list of their subjects, class group and other information about the school. A date will also be set for the pupils to visit the High School before the end of June. All of this information is shared with parents.

The pupils travel on the 8am ferry and then by bus to and from Portree High School, returning on the 4.15 ferry. There is no cost associated with the travel arrangements.

Parent Council

The Parent Council consists of 6 parent members, 2 co-opted members of the

community who have no children at the school and the Head Teacher. All parents, except staff with children at this school, are eligible for election, which is held every two years for two parent members on a rolling programme. Further information may be obtained from the chairperson of the Parent Council. The secretary contacts parents via school bag mail as to the dates of meetings. 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.

Social Development

School offers the child his first major opportunity to socialise and under the guidance of staff he takes his first steps towards becoming a social being and learning the rules which control a democratic society. Visitors and school trips are also a good source of learning opportunities. As the pupils develop, more emphasis is put on involving the children in making the decisions regarding the group. Our aim is to foster in children a sense of caring, sharing, co-operation, good relationships, care for the environment, sense of spirit and respect for each other and others' attainments.

School Fund

Fundraising is ongoing through out the session and is supported by the Parents, Community and the Parent Council. The money raised is kept in a current account at the Royal Bank, Portree. Each year the Head Teacher has the accounts audited by an independent person and a copy is available for the parents. The money is spent on buying extra equipment, trips, prizes etc.. No charge is made for materials and equipment.

School and the Community

A school can provide a focal point in the community. With this aim in mind, we welcome the involvement of parents and other members of the community who have a particular skill or knowledge which may benefit the pupils and involve the community in the school. A system is presently being considered where the school can make use of a parent's skill and invite that parent into the school to work with the children.

School Meals

Dinners are cooked on the premises. Money for the week's meals should be paid on Monday morning, @ £1.65 per day. In cases of emergency, meals may be purchased

during the week. Children of parents in receipt of Income Support / Income Based Job Seekers Allowance are entitled to a free meal. Information and application forms may be obtained from the Head Teacher.

Children may bring a packed lunch, which may be eaten in the canteen under supervision. No glass bottles are allowed. All containers must be of a non-breakable substance. All warm drinks must be in a suitable safety flask.

A Healthy Eating programme is promoted by the school for school meals and packed lunches.

School Lets

The school is available for let after 4pm and in the evenings, subject to the approval of the Head Teacher and if necessary the School Board. Application forms may be obtained from the Head Teacher.

Valuables & Toys

Children are encouraged not to carry money and valuables to school that they do not require. The school is not responsible for toys that pupils may bring to school.

Lost Property

Any items found are taken to each class for identification. Items not claimed are stored and anything which remains unclaimed at the end of session, is sent to Oxfam or some other deserving cause.

How Parents Can Help

Prior to sending children to school, parents should ensure that their child can tie laces, zips, buttons and be able to go to the toilet. Parents should spend time reading to their children and discussing pictures. Colours can also be taught.

After a child has started school parents should take time to talk to their child about their school day.

For further information regarding individual children, parents can consult staff.

Clothing

Parents are asked to provide their children with warm water proof clothing and strong shoes or boots for the winter. Children should bring a change of footwear to wear in class. Pupils should have a complete change, including underwear, of old clothing which can be used if a child should fall and become wet.

School Clothing;

White polo shirt (available from the school)
School Sweatshirt (available from the school)
Appropriate trousers/skirts with no sports logos.

P.E. Kit

Shorts
Gym Shoes
T-shirt

Art

An old shirt to cover school clothes

Parents in receipt of Income Support, Family Credit or Income Based Jobseeker's Allowance may apply for a clothing grant. Application forms are available from the Head Teacher or Area Office.

Similarity in the pupils' clothing creates confusion over ownership and it cannot be stressed too strongly that all items of clothing must have a name tab, which can be ordered from the Head Teacher.

School Term

Parents are advised of the school term dates under separate cover.

Extra Curricular Activities

From time to time, team games such as basketball, hockey and football are organised. This enables the pupils to take part in teams with their peers. Information regarding arrangements is circulated to parents, prior to events.

School Brochure

If there is an area, which is not included, and you consider that it may be helpful to parents, please do not hesitate to inform the school. This is your guide and is open to additions / improvements.

Child Protection

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 are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff.

More Information about Child Protection Procedures within Highland can be obtained from the *Child Protection Development Officer, Mrs Susan MacLaren, Highland Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness, IV3 8NN - Telephone (01463 703483)- Fax (1463 713237)*

KEY NAMES & ADDRESSES

Raasay Primary School
Isle of Raasay
By Kyle
IV40 8PB
Tel/Fax 01478 660219

Miss Alicia Chapple
Head Teacher
School House
Carbost
07909898193

Rosemary Bridge
Area Education Officer
Lochaber Office – 01397 707350
Portree Office – 01478 613697

Chairperson Parent Council
Miss Anna Kenny
49 Inverarish Terrace
Raasay

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