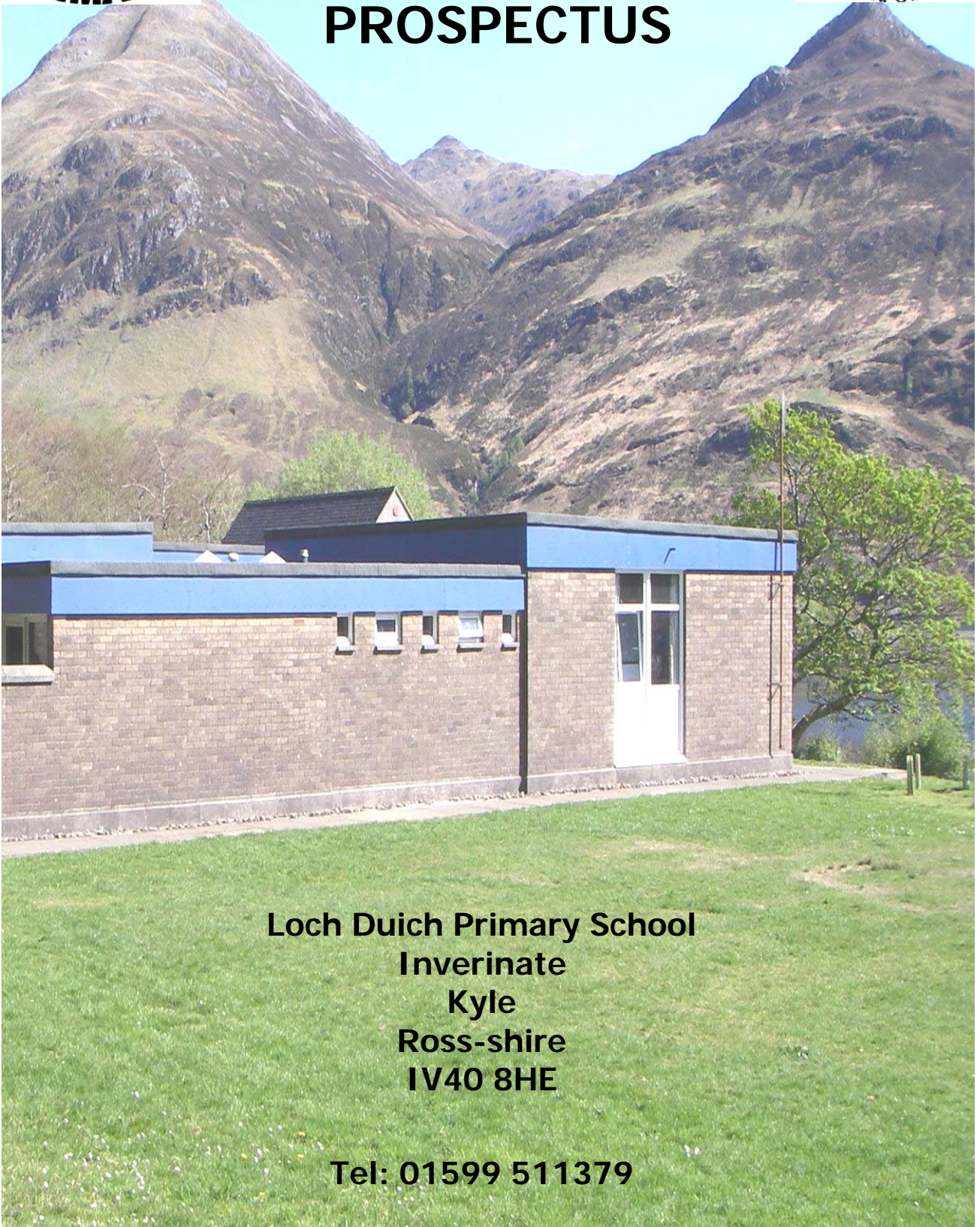




LOCH DUICH PRIMARY SCHOOL PROSPECTUS



**Loch Duich Primary School
Inverinate
Kyle
Ross-shire
IV40 8HE**

Tel: 01599 511379

Foreword

We hope that this prospectus provides you with all the information you require, and makes you feel that this school welcomes your support and participation.

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1. School Aims – The School Aims are being reviewed to make them more accessible for our pupils

We aim to:

1. promote a happy, stimulating and welcoming school community, where children, parents and staff feel valued and safe to contribute to its growth, treating each other with appropriate levels of respect: regardless of race, gender or ability
2. deliver a broad and balanced Curriculum in line with the 5/14 national guidelines, using challenging and stimulating programmes of work which:
 - cater for children at their own levels
 - allow them to enjoy success and confidence in their work
 - develop skills, habits and attitudes that will enable them to work and play on their own and in co-operation with others
 - foster in each child a positive attitude to life long education
3. use assessment to ensure that programmes of work meet the needs of each child and encourage pupils to take part actively in their own learning
4. encourage high expectations in our staff and our pupils, raising standards of achievement to a level where each child can achieve their maximum potential
5. to make the best use of available teaching methods and resources to provide good educational materials and a well kept school environment, fostering in each child and adult a positive attitude to its care and maintenance
6. encourage parents to be actively involved in their child's education and keep them fully informed of their child's progress in school
7. encourage all staff to undertake professional development taking into account the priorities in the current school development plan through the review process
8. encourage pupils to have a sense of pride in their school, their community and their cultural heritage, and to encourage a caring, respectful attitude to the environment
9. promote physical and mental health in school staff and pupils

2. Introduction

Loch Duich Primary School opened in 1970 to replace the old schools, Shiel School and Inverinate School. Set in the magnificent countryside of Kintail, it stands on the shores of Loch Duich where it is overlooked by the 'Five Sisters' mountains.

The school is ideally situated for natural studies. It has an extensive grassed playground and a tarred area to the back of the school which facilitates sporting activities.

The school is currently part of the Loch Duich and Auchtertyre Associated Schools Group. The Associated Schools Group share the same Headteacher and come together for a number of activities, but they very much retain their separate identity. The building has two classrooms and a general purpose room. This serves as a gym hall and a dining room. Adjacent to this room is the kitchen.

3. Staff

Head Teacher	Mr Alasdair Earnshaw
Class Teacher	Mrs Mardi Wood
Class Teacher	Ms Sarah Houston
Learning Support Teacher	Mrs Anne Campbell
Classroom Assistant	Miss Dawn Lupton
School Clerical Assistant	Mrs Jane MacRae
School Auxiliary	Mrs Carol MacRae
Physical Education Specialist	Mrs Rosie Butler
Art Specialist	Mrs Sarah Berry
Piping Instructor	Mr Niall Stewart

4. Hours of the School Day

School opens - 9.15 am

School closes - 15.30 pm

- Morning interval - 10.45 - 11.00 am
- Lunch break - 12.30 - 13.30 pm

The pupils have a 5-hour teaching day.

5. Arrangements for Parental Visits and suitable times to telephone

Please telephone to make an appointment if you wish to talk over any matter. We would rather sort out misunderstandings or queries than have them linger on unnoticed by us.

If you need to telephone the school, someone will usually be able to answer the phone, but the best times to telephone are:

- before 9.15 am
- 10.45 - 11.00 am
- - 1.30 pm
- 3.30 - 4.30 pm

During these times the staff will not be working with pupils so phone calls will not interrupt your child's education.

Sometimes an answer machine is used. Please leave a message; we will pick up your call.

6. Medical care

All Primary 1 entrants are medically examined during their first year at school.

Primary 7 pupils are given medicals during their final year.

Questionnaires are issued to parents before the medicals.

7. Special clothing

We have a school uniform which we hope children will adopt and this is available through the school.

Modern Play and Art activities can be messy, so it is recommended that each child brings an old shirt or paint apron to be stored in the school for such activities.

Pupils require shorts, tee-shirt and suitable soft shoes for PE lessons.

We ask the children to change into indoor shoes when they come in to school. It helps us to keep the mud outside the classroom in the winter time and the cut grass outside

8. Transport

Pupils aged under 8 years, who live more than 2 miles from the school, are eligible for free transport.

Concessions are sometimes made where space is available on the contract vehicle.

Application forms are available from the school.

9. School meals

The school has its own kitchen and our own cook. A tasty varied two-course meal is provided for £1.65 per day. Dinner money should be sent on the first day of the school week.

Where parents are in receipt of Income Support or Income-Based Job Seekers Allowances, their children are eligible for free school meals. Application forms are available on request from the school. These should be completed and sent with the appropriate documentation, as detailed on the form.

Some children prefer to bring packed lunches to school. Glass bottles, however, are not allowed for safety reasons.

Our cook runs a healthy eating tuck shop each morning interval. Children can buy yogurts, fresh fruit and healthy drinks.

10. Absences

If your child is ill or absent from school for any reason, it is Important that you contact school by 9.30 am on the first morning of your child's absence from school. It is Highland Council policy that if a child does not turn up for school, that the school contacts the family. If the school is unable to contact the family within 3 days of an un-notified absence then we are required to inform the Area Education Office that there is a cause for concern. If they are unable to contact the family, then the child is likely to be reported as a missing person. Although this action may appear extreme, this policy has resulted from a number of tragic incidents in recent times which have resulted in the deaths of children. All absences must be explained by a written note which your child must bring to school on his/her return.

11. Absences for reasons other than illness

It is vital that children's education be disrupted as little as possible, and it is essential that parents will arrange family holidays during the school holidays. Only in exceptional circumstances can headteachers authorise holidays during term time. In all cases parents must inform the head teacher of their intention to remove a child from school during term time to go on holiday.

12. Request for change in transport arrangements

If a parent wishes a change made to the normal travel arrangements to suit some special situation, a written note must be sent to the school, and the driver of the vehicle must be informed.

13. Emergency closure procedure

Guidelines on procedure in severe weather conditions are sent out annually to all parents (see Appendix 2). However, an emergency, at any time of year, such as a lack of water or electricity, could necessitate a closure, and in such an event we try to telephone all parents/emergency contacts. If we are unable to contact anyone, we will keep a child with us in school.

The school must be kept informed of the emergency contact's address and telephone number and any change in arrangements. We send out forms regularly to check our records.

14. Learning in infant class

Our infant classroom has a warm caring atmosphere in which children thrive.

We have close contact with the local nursery school at Auchtertyre and nursery staff use a pre-school profile, which is sent on to the infant class teacher to inform us of each child's developments and achievements. This helps the school to cater for each child's needs.

A broad curriculum, as detailed elsewhere in this document, is provided by the class teacher and by a number of specialists.

We use a variety of focussed teaching methods, which include the development of phonological awareness, and have adopted a synthetic phonics scheme, "Jolly Phonics", which helps us to develop spelling and writing in P1 pupils onwards.

We use a range of attractive and stimulating reading schemes to facilitate the children's reading development and the classroom has a large selection of attractive non-fiction and

fiction books which children are encouraged to borrow and read. They discuss the contents, author, and illustrator with the teacher.

Parents are encouraged to support their children's learning. The class teacher holds meetings to explain the teaching and homework strategies to parents. Please see the homework section of this brochure for further details of homework diaries and homework packs.

Although high achievement is considered important, the happiness and self-esteem of the children are paramount with success being celebrated at every level.

THE CURRICULUM THROUGHOUT THE SCHOOL

The Curriculum in Scotland is currently undergoing a change. The 5-14 curriculum which has been in place for some time now is being replaced over the next few years by A Curriculum for Excellence (ACfE). The central theme of this curriculum is to produce citizens for the future who are: Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens. All learning and teaching across the range of subjects should be undertaken to develop these 4 Capacities. As the curriculum changes there is an increasing emphasis on links between subjects and the use of real life situations as a focus and purpose for learning. We are currently working with the 5-14 curriculum, but developing approaches to help us prepare for ACfE.

15. Language

Where possible language work, speaking, listening, reading and writing is set in a meaningful context with the emphasis is on the children's active involvement.

The skills are, however, considered of the utmost importance and are developed gradually throughout the school to enable children to understand and communicate to the best of their abilities.

Reading in the infant years is based on graded readers: We use a variety of schemes to cover a variety of genres. The children are also encouraged to borrow and read real books. A sense of understanding and pleasure is considered essential. In the junior years, we use novels which are at an appropriate level for the children's stage of learning.

Games are used to involve the children as they learn sight vocabulary, sounds, word structures, and word attack skills.

Other skills necessary for spelling, grammar and handwriting are taught from the early stages onwards and children are trained to use a dictionary to select the correct meaning for the context.

We use a range of resources to develop a foundation of skills which enable children to tackle reference work, report writing and creative work. Such activities are integrated into project work. Children discuss with the teacher or by themselves predicting what will happen next and making value judgements. Other language work is done around the novel and the children absorb language structures and vocabulary.

We have developed writing in the school over the last few years. Children work to detailed targets and planning sheets before writing, and as their writing develops they learn to self-correct and take a critical approach to their own and others' writing.

Teachers ensure the children have experience of many poems of different types. The children are involved in reading, discussing and reciting poems. They also write their own.

The use of I.C.T. has enabled children to redraft work, create appropriate forms of writing in attractive presentations. Children love to see their work published in booklets or displayed.

Real contexts are used where possible, such as creating invitations, or designing posters and programmes for school shows.

Listening and talking are given an important place in the language programme. Pupils are given opportunities to talk and listen in the various project topics. Pupils make oral report at the end of topic work and may use PowerPoint presentations.

We hope to develop in our pupils the ability to communicate appropriately and confidently.

16. Mathematics

The mathematics programme consists of the elements: Number; Money; Measurement; Shape-Position-Movement; Information Handling; and Problem Solving.

We endeavour to present maths as a problem-solving activity, asking questions throughout and developing a questioning attitude in our pupils.

We hope our presentation will make maths challenging and enjoyable, especially as the children are actively involved.

Mental maths is considered essential. Children are encouraged to learn facts and give quick responses to appropriate mental questions.

The computer and calculator are used in problem-solving situations and real or simulated contexts are used where possible to keep them meaningful.

Throughout the years, the children are observed and assessed as they move through the National Attainment Levels.

When our continuous assessment indicates the child has completed one level, a National Assessment will be used to confirm the teachers own assessment.

17. Environmental Studies

Environmental Studies includes the study of society, science and technology. We follow the 5/14 National Guidelines on these subjects.

Science

Enquiry and investigation are encouraged in science. We have a range of equipment which is used in experiments and practical work.

Pupils learn to observe, plan, record, set up fair tests, draw conclusions etc.

Technology

This subject is taught within our environmental cyclic plan, which also includes the study of society.

There are two elements of technology: Understanding Technology in Society and Understanding and Using the Design Process.

We encourage the pupils to use a variety of equipment including construction materials, a workbench, hand tools, safety saw and low temperature glue guns.

Study of Society (History and Geography)

Our cyclic plan includes history, geography as well as the study of society. Some elements such as mapping and weather are taught separately throughout the year to ensure progression.

We use a range of materials to prepare work for our composite classes using appropriate topics with which we hope to foster in our pupils an awareness of the world around them past and present and interest and involve them in the history and heritage of the Highlands.

Children will be involved in short or long projects, which will include some direct teaching and some finding out activities. Children will plan, record, present and display their project work. Pupils make oral and written reports, often using PowerPoint presentations.

The children are encouraged to see the way things develop and look for relationships and make comparisons.

We use the Internet, television programmes, books and encyclopaedias to carry out research and use camcorders to record pupil project reports.

Information and Communication Technology

This subject is used and developed in contexts from Environmental Studies work, as detailed above, and in other areas of the curriculum.

Children work on the inter-net to guidelines and under the supervision of teachers. Children can access favourite search engines and sites. These are used in topic work.

Under supervision children have corresponded with children in other schools by e-mail.

We have five PCs which have filtered internet access.

Children work with databases, spreadsheets, word processing and graphic software.

Health Education

We achieved level 4 for our Health Promoting School accreditation which indicates the importance that we attach to the health and well being of our school community. We make every effort to foster an active interest in developing a healthy lifestyle in our pupils and staff.

We are happy to provide a copy of our health education policy and programmes on request. Our programme, which is based on Highland Guidelines, includes personal safety, fitness, healthy eating, sex education and substance misuse.

We use a range of resources, television programmes and videos. We have involved health workers, a mountain rescue volunteer, a policeman, and a representative for the Highland Council for Alcohol when delivering elements of our programme.

18. Expressive Arts

Expressive Arts consists of Art and Design, Drama, Music and Physical Education.

Class teachers currently work together with specialist teachers, for P.E. and Art to provide continuity of the development of skills which are integrated into Environmental Studies, Religious and Moral Education or Personal and Social Education when appropriate.

Not only do our pupils learn the necessary techniques and skills of the subject but also learn to express feelings and ideas; and learn to evaluate and appreciate their own work and the work and performance of others.

19. Music

Class teachers, plan the children's music programme to incorporate work with the voice, work with tuned and untuned instruments, creative work, where children compose short pieces of music, and listening work, where children listen and respond to a variety of music.

We have a variety of instruments including a piano, an electronic keyboard and several guitars.

Instruction in playing the chanter and bagpipes is provided for interested pupils in P4/7 by our piping instructor.

Over the past few years, the local Feis movement has undertaken a project with Highland Council to provide whistle and voice sessions for classes with pupils in P5. This has been a rewarding project for the pupils at Loch Duich.

The children are given opportunities to perform to parents at concerts and at local Mods.

20. Art and Design

The class teachers and our specialist art teacher, teach skills involved in understanding and using line, shape, form, colour, tone, pattern and texture.

We incorporate the teaching of skills and the use of a wide variety of media such as clay, pencil, charcoal, crayon, print, paint and fabrics into the themes being studied.

Pupils take a pride in the presentation of their work, which is displayed throughout the school.

A local artist/parent, Helen Robertson, gives valuable assistance to the children in the creation of props and backdrops for our concerts. She also works on projects with the children during each term of the year.

21. Physical Education

PE is taught by the class teacher with some specialist input into planning and delivery of the curriculum from a specialist teacher, Mrs Rosie Butler who covers part of the reduced class contact time in the school. Children do not simply learn the appropriate skills, but learn to be creative and thoughtful about each aspect whilst they co-operate, share and compete.

They are given opportunities to demonstrate and evaluate work, and perform to each other and parents.

Our pupils take part in festivals or tournaments in basketball, shinty, New Image Rugby, football and athletics.

Shinty - A parent, Colin Fraser, takes indoor and outdoor shinty throughout the year for all ages.

Football – A parent, Roddie MacRae, takes indoor football from October to Easter for pupils of all ages, and outdoor football in the other two terms, August to October and April to June.

Athletics - Each summer our P4/7 pupils compete in the Inter-school Sports at Plockton High School. We also hold our own school sports in the summer term.

Swimming - Each class is given a block of swimming lessons in the Kyle Swimming Pool. We compete in the annual Swimming Gala.

22. Drama

Our pupils experience Drama in play activities in the infant room and as they continue through the school they work with role-play, mime, improvised work and scripted work for school concerts.

Puppets and masks are sometimes used and can greatly help children who lack confidence.

Context from Language Work, Environmental Studies, Religious and Moral Education, Personal and Social Education are used in Drama.

Issues such as bullying, racism, drug abuse make challenging contexts for pupils' role-playing and improvisations.

Mrs Wood runs a Drama Club after school and enters the Plockton Drama Festival in March.

Drama contributes greatly to the pupils' self awareness, confidence and self esteem.

23. Religious and Moral Education

We work with the Fife Religious and Moral Education 5/14 scheme which is in line with National Guidelines. We now cover three areas: Christianity, Other World Religions and Personal Search.

Our school has traditionally been visited by Reverend Graham Craig, Free Church of Scotland, by Roddie MacRae, Church of Scotland and Father James MacNeil, Catholic Church, who act as our chaplains. They have contributed to our programme for religious observance. This programme is currently under review, but it is envisaged that they will be continuing in their involvement with the school.

N.B. Parents can request the withdrawal of their children from religious education and observance.

24. Gaelic

We aim to promote Gaelic and the appreciation of Kintail's history, culture and heritage.

The class teacher teaches Gaelic to P5/7 aiming to bring children up to the 5-14 Learners' Elementary Level. She uses games and songs in conjunction with the Highland programme.

25. French

P5/7 pupils will be taught French by the class teacher, mainly through conversation and games. They will work to a core scheme shared by the other primaries feeding into Plockton High School. This core scheme will be enhanced to meet the capabilities of the pupils.

26. Equal opportunities

All children are treated fairly and with equity. They are given the same opportunities to excel in all subjects regardless of race, gender or ability.

27. Assessment and record keeping

The school strives to encourage a high level of achievement.

Pupils are assessed in a number of ways.

Continuous Assessment

Throughout the years pupils are assessed whilst teachers work with them. Pupil profiles are kept with checklists of skills which have been acquired and examples of work which have been assessed.

Reading records are kept and older children keep lists of the novels read.

Spelling abilities are tested regularly in the upper stages and a spelling "age" is recorded to see how each child progresses in spelling.

Teachers share learning and assessment criteria with pupils to enable children to be aware of these processes and share the responsibility for their achievement.

After a topic in Maths has been completed the teacher will test to see if it has been fully absorbed or if more work needs to be done to reinforce it.

We share our assessment criteria with pupils, when appropriate, to let pupils know what is expected of them.

Screening and Diagnostic Tests

Screening and diagnostic tests are used to check on pupils' progress and get a detailed picture of pupils' needs if required. The Educational Psychologist, too, may be asked to visit and may administer diagnostic tests to establish needs of a pupil and advise staff on appropriate methodology.

28. National Assessments

When children have completed one level of work in maths and language, they will be tested using the National Assessments. We forecast the levels of attainment of our pupils and work to targets. Children's attainment in National Assessments is tracked and monitored throughout the school. Although we are ambitious for our pupils, and work to ensure they achieve to the best of their abilities, we do not pressurize our children to work beyond their capabilities. Children must feel success not failure.

29. Reporting to Parents

We hold two parents' evenings each year when appointments are given to allow parents to discuss their children's work with class teachers and support staff.

A report form is issued in the summer term and we welcome a written response from parents.

We would, however, be glad to see parents at any time of the year to discuss any concerns. Please telephone and make an appointment.

30. Data Protection

Any information you have supplied/any information gathered from or about pupils will be used only for the purpose for which it was provided and any relevant procedures following from this.

This data will be maintained in accordance with the Act and will not be passed onto any other organisation without your prior approval unless this is a legal requirement.

31. Special education and learning support

The staff liaise with the Learning Support Teacher and educational specialist, speech therapists and health workers when necessary.

32. Liaison Groups

Throughout the Highland Council area there is close working between Education, Social Work and Health Services. To facilitate the best possible support for children and families, there may be a need for agencies to meet within the school to discuss meeting the needs of an

individual pupil. In such cases the parents/carers and pupil (if appropriate) will be invited to those meetings.

33. 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 01463 713237.

34. How to help your child at home

The most important help you can give your child is to give positive reassurance and encouragement. If he or she is worrying, let us know so that we can help.

Hearing your children's reading, and talking about the content in a happy, relaxed atmosphere is very helpful.

Any simple counting and sorting activities are helpful to younger pupils. When they are helping you around the house, you might ask them to sort washing into bundles by colour and count the items with you. Encouraging them to count money, read the time, and weigh out ingredients for cooking, as they get older these activities can help their mathematics.

Setting aside quiet times for homework and insisting that it is done will help older pupils.

Games such as snakes and ladders, card games or monopoly, and games sent home in homework packs, all help children to learn.

Giving your children the opportunity to read, and encouraging them to borrow books from school is very beneficial. The school has a book club and we occasionally invite a company to hold a book sale in school, giving pupils, parents and teachers the opportunity to see and purchase books.

35. Homework

As mentioned in the previous section, help with homework is appreciated and valued. Pupils will be expected to do some homework each evening of the school week.

The infant teacher has devised games and simple activities for reading and maths which will be sent home with a homework diary. This allows parents to be involved in their children's work and helps the children's progress.

Hearing your child read with graded readers, or in paired reading activities is considered vital. The Class Teacher will advise parents on how best to help with home reading. We also have guidelines: "Helping Your Child With Literacy" which explain the activities in the homework packs.

Understanding and pleasure in reading are considered essential.

Homework diaries are used in the P5/7 classroom. In the upper stages pupils will be expected to do some maths twice a week and spelling, reading each night and at times to work on finding out assignments.

We believe regular homework is essential.

36. Discipline

We have a very good ethos and high expectation of behaviour. Much of this is due to work throughout the year involving pupils in developing their own sense of responsibility. We have a positive approach to discipline with school rules and "Golden Rules". Children are rewarded throughout the year with stickers and certificates for good behaviour. Bullying and racist behaviour is not tolerated in our school. Please ask to see our behaviour and discipline policy for more details.

37. Parent Council

Parents are very much involved in school life at Loch Duich. All members of the parent body are members of the Parent Forum which meets at least once per year. The school also has a Parent Council which represents the views of the Parent Forum and meets more regularly. The Parent Council is comprised of the following people.

Ms H Robertson	Chairperson
Mrs C/Mr A MacRae	Secretary
Mrs F MacDonald	Treasurer
Mrs F Fraser	
Mrs C MacRae	
Ms S Lindsay	
Mrs M MacRae	
Mrs J MacRae	

We have had help from parents in badminton, football, shinty, cycling proficiency, art, and computing. During these group activities, the children have the advantage of learning from someone with special talents. The children have shown great enthusiasm for these and we appreciate such contributions and welcome any others. Parents also help with transport on fieldwork trips and we are always looking for help with simple tasks such book covering or organising the class libraries.

We have had tremendous support and hope that this will continue.

39. Links between the school and the community

We hope to foster good relations between the school and the community, and are happy to distribute any local information sheets via our pupils.

The community is very supportive of our concerts and fund raising.

The Community Christmas Party is valued and we are happy to meet any requests for co-operation in preparation for this event.

Our National Trust Rangers help us in our Environmental Studies, such as in the creation of our butterfly garden and hedge of native trees.

Pupils enjoy visiting our local old folks' home, Graham House.

40. Session dates

For a list of session dates please see Appendix 1. It should help you to book your holidays outwith term time.

We inform parents of times, dates and activities in notes and newsletters throughout the year.

Appendix 1

School Calendar

Year	Open	Close
2009	Monday 17 August (Staff only)	
2009	Tuesday 18 August	Friday 9 October
2009	Monday 26 October (Staff only)	
2009	Thursday 29 October	Friday 23 December
2010	Monday 11 January	Thursday 11 February
2010	Tuesday 16 February (Staff only)	
2010	Thursday 18 February	Friday 26 March
2010	Monday 12 April	Friday 2 July

May Day Holiday Monday 3 May 2010

Days when school is closed for staff training

Year	Date
2008	Monday 17 August 2009
2008	Monday & Tuesday & Wednesday 26, 27 & 28 October 2009
2009	Tuesday & Wednesday 16 & 17 February 2010

Guidelines For Adverse Weather Information 2008/2009

In case of severe weather, we endeavour to inform parents as soon as possible of school closures. On snowy mornings, I normally try visit both schools between 7.00 and 7.30 am to see if it will be possible for the school transport to get to the school and to offload the children in the playground. However it is often difficult to ascertain whether it will be possible to open the school or not before the morning traffic has begun to move on the gritted roads. On such occasions I will use the 0870 number to inform you that the final decision will be postponed until about 8.00.

TRAVELLING TO SCHOOL DURING ADVERSE WEATHER

Highland Council – Guidelines for Parents

It is the responsibility of parents or carers to decide if a pupil should attempt to travel to school, by transport or on foot, in adverse weather conditions. The Education Authority encourages full attendance at school but in severe weather conditions the safety of pupils is much more important. Parents and pupils are often concerned that important examinations may be missed, but this should not over-ride good judgement. Schools normally make alternative arrangements for missed examinations.

The school updates its procedures for adverse weather closure annually, therefore:-

- ***parents*** should advise schools of an alternative address, as close as possible to the school, which may be used by their children in emergencies.
- ***the school*** will advise parents of normal local arrangements for school transport and any special arrangements in the event of adverse weather.
- ***the school*** will establish a system of communication with parents and transport operators and ensure that parents are fully informed of the arrangements. This may include an 0870 telephone information service, details of which will be issued separately. The website www.winter.highlandschools.org.uk will also be updated with information for individual schools.

For pupils using school transport

- *Parents should advise their children on how long they should wait at the pick up point for their transport. This will depend on the prevailing weather conditions and the availability of shelter at the pick-up point. During adverse weather conditions no pupil is expected to wait longer than twenty minutes past the normal "pick-up" time.*
- *All out transport is provided by **contract** vehicles. Drivers of **contract** vehicles are advised not to drop off children where there is any doubt that they may not safely reach home or other place of shelter.*
- *Where parents are concerned about weather conditions at "drop-off" points, they should contact the school as early as possible.*

When weather conditions are poor, parents should arrange to have children met at the "drop-off" point, especially where public service transport is used.

Loch Duich Primary Guidelines For Closure During Adverse Weather Conditions.

There are 3 main ways for you to check if the school will be closed.

1. The Website:

You can access the winter weather website at the following web address: www.winter.highlandschools.org.uk Please click on the relevant geographical area for local school closure information. (*You have to click over Skye, it doesn't recognise it if you try to click over Lochalsh*).

2. The 0870 telephone information:

This is an adverse weather information line for our school.

➤ Dial Highland Council's access number - **0870 054 6999**

➤ Now enter our school's pin number **04 2480**

(You have two attempts to enter the pin number and you will be disconnected after a second failed attempt. If this happens, check the number and redial. If you still have a problem check with your school.)

➤ You will now hear the school's name. Ensure that this is correct before going on.

➤ You will now be taken to the MAIN MENU where you will be given 4 options:

Press 1 to hear the school and nursery's message about the adverse weather for example whether or not we are to close or if school transport arrangements have been affected.

Press 4 to enter the pin number for another school within the authority. Parents may have children who attend different schools. This option allows you to move from one school's messaging service to another without having to dial in again.

➤ *If you have a child in **nursery** you will also need to access the **Auchtertyre** number for information*

➤ *Dial Highland Council's access number - **0870 054 6999***

➤ *Now enter our school's pin number **04 1440***

3. Local Radio:-

Local radio stations issue news and weather bulletins on traffic conditions and school closures. Transmissions may not cover all households and may be subject to re-scheduling but should be helpful. Parents are advised to remain "tuned in" to ongoing road weather, or school information updates. The following stations may be of use

• BBC Radio Highland at	6.55 - 7.00	7.50 - 8.00	12.55 - 13.00	16.55 - 17.00
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- **Radio nan Gaidheal**

- In extreme conditions Radio Highland will interrupt Radio Scotland transmissions, usually on the hour, to carry emergency bulletins.

Moray Firth Radio

Normally hourly news bulletins and half-hourly summaries will carry local information on weather, roads and conditions affecting schools. In severe conditions normal programmes will be interrupted more frequently to carry emergency bulletins.

Please do not telephone local Radio for advice but listen to appropriate broadcasts.

For pupils using School Transport

- **Parents** should advise their children that they should not wait longer than 20 minutes at the pick-up point for the transport. It really would be best if you waited with your child if conditions are doubtful.

- **Drivers** of contract vehicles are advised not to drop off children where there is any doubt that they may safely reach home or another place of shelter.

When conditions are bad parents should arrange to have children met at the drop off point

Appendix-3-

INFORMATION FOR PARENTS 2008 PRIMARY SCHOOLS

Loch Duich Budgeted Running Costs For Financial Year 2008-2009

School Roll at September 2007	21
Total School Running Costs at April 2008 (£)	128,683
Cost per Pupil (£)	6,128

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

National 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)	School	**	**	**	**	**	1,900	**	7,980
	Highland	823,218	879,569	901,186	901,018	1,019,376	986,524	958,200	6,469,091
	National	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	School	**	**	**	**	**	3.4	**	4.1
	Highland	4.6	4.2	3.9	3.8	3.8	3.9	4.1	4.0
	National	4.3	4.1	3.8	3.8	3.7	3.7	3.8	3.9
Percentage Unauthorised Absences	School	**	**	**	**	**	0.0	**	1.0
	Highland	0.4	0.5	0.4	0.5	0.5	0.4	0.5	0.5
	National	0.9	1.0	1.0	1.0	1.0	1.0	1.0	1.0

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 are not printed because they could be misleading or lead to the identification of individuals.

Minimising Overall Absence

		Average number of half days absence per pupil	
		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	Loch Duich	14.9	19.2
	Highland	17.1	17.1
	National	18.0	18.6