

KIRKHILL PRIMARY SCHOOL
St Mary's Road
Kirkhill
Inverness
IV5 7NX



PROSPECTUS

CONTENTS	PAGE NUMBER
Letter of Welcome	1
Kirkhill School Aims	2
About Kirkhill Primary	3
Nursery Class	4
Placing Requests	4
Secondary Education	4
School Uniform	5
Application for Assistance with Footwear and Clothing	5
Indoor Shoes	5
Family Notebooks	5
Family Book Bags	5
Extra-Curricular Activities	5
After School Club	6
Residential Trips	6
Parking	6
Parent Helpers	6
School Hours	7
Pupil Absences	7
School Meals	8
PE/Clothing	9
Electronic Toys/Mobile Phones in School	9
Behaviour and Discipline	9
Transport	11
Schools Dial in Service	11
Phone Lines	12
School Website	12
Health	12
Head Lice	13
School Improvement Plan	13
Parents Council	13
Equal Opportunities	14
Progress Reports	14
Support for Learning	15
Class Organisation	15
Setting	16
School Policies	16
The Curriculum	17
English Language	18
Mathematics	18
Social Studies	19
Information Communication Technology	20
Enterprise Education	21
Expressive Arts	22
Religious and Moral Education	23
Health and Well being	23
French	24
Homework Policy	24
School Calendar and other information	28
Staff	29
Parent Council Contacts	30
Severe Weather Conditions Procedures	31
Guidance Notes – Child Protection	35
Scotxed Information Data	36
Schools Information Data	37



Please ask for: Mrs Christine Ford,
Head Teacher
Direct Dial: 01463 831543
E-mail: Kirkhill.primary@highland.gov.uk
Your Ref:
Our Ref:
Date: January 2009

Dear Parents

May I take this opportunity to welcome you as the parent of a new child to Kirkhill Primary.

Starting school life at Kirkhill School will be an exciting and challenging time for your child. However, usually we find new pupils soon settle down to the activities and work of the school. Please do not hesitate to come and discuss any queries you may have. The Staff are welcoming and will gladly assist you with any concerns that do arise for you or your child.

Kirkhill School has a genuine policy of encouraging all parents to come into school to discuss how we can help your child to gain the maximum success and benefit from all the educational opportunities that the School has to offer.

The School was inspected by Her Majesty's Inspectors of Education in May 2000 and received an excellent report and we endeavour to maintain this.

This prospectus explains certain aspects of the education provided in Kirkhill School and contains important information about your child's new school. I hope you will read and retain this prospectus for future information.

Yours sincerely

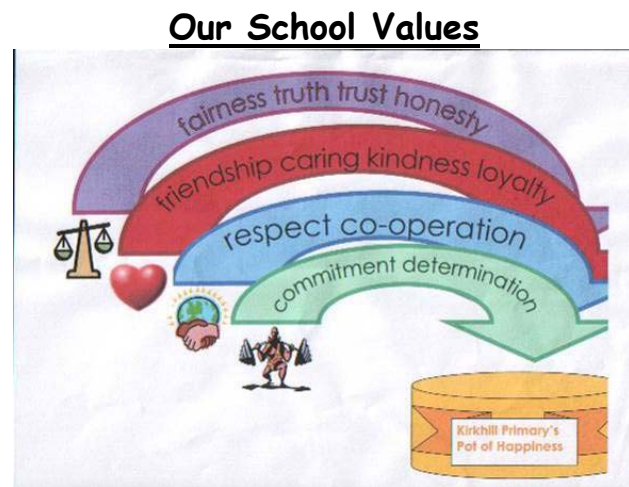
Christine Ford
Head Teacher

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KIRKHILL PRIMARY SCHOOL – SCHOOL AIMS

1. To enable our pupils to develop their full potential in all areas of their life and learning through providing challenging, relevant, progressive, coherent teaching that is broad and balanced and based on the 3-5 and 5-14 curriculum guidelines. Thus they will raise their standards of achievement and attainment and become successful learners.
2. To create a rich and varied learning environment that promotes thinking skills, encourages enterprising approaches to learning and helps pupils develop respect for themselves, others and their environment. They can then develop the skills and values for the future that will enable them to become effective contributors and responsible citizens.
3. To create a school ethos that encourages self discipline, fosters equal opportunities and inclusion to enable pupils to develop into confident individuals who feel valued and respected by the whole school community.
4. To encourage and support our pupils to be aware of their role in the wider society, responsible for themselves and their health and well being and to encourage them to develop a positive attitude to recreation, leisure and sport.
5. To work in partnership with parents and carers to encourage active involvement in their child's education and social development and the life of the school.
6. To create a centre for life long learning to support the needs of all staff, parents and pupils.



Reviewed by staff and pupils and shared with parents in June 2007
The aims will be reviewed again in June 2010

ABOUT KIRKHILL PRIMARY SCHOOL

Kirkhill Primary School is a busy, happy environment where we actively encourage Home/School/Community Links. We have an active, supportive and hardworking Parent Council.



The school caters for children from the Kirkhill, Inchmore, Lentrane, Drumchardine, Cabrich, Knockbain, Bunchrew, Clunes and Newtonhill areas. Children from outwith these areas also attend the school after applying for a placing request via the Area Education Office.

We are extremely fortunate to have excellent facilities, equipment and accommodation in our school. The school has 7 classrooms with generous resource and storage areas. We have a purpose built Nursery Classroom. The school is set in pleasant surroundings in the heart of the community. The school hall has staging facilities for assemblies and drama productions. It is multi purpose in that it is also used for dining and for PE.

There are experienced and committed staff members allocated to each class and additional expertise is provided by visiting part-time staff to assist with PE, Music and Support for Learning.

Nursery Class

We have a nursery class room within the school, which at present has morning and afternoon sessions. These are open to pupils who are in their pre-school year (4 years old before the end of February) and are due to start primary school the following August and pre-pre school pupils who are 3 years before the end of February. A separate prospectus on the nursery is available, giving further information.



Placing Request – Primary School

If you live outwith the designated school catchment area and want to send your child to Kirkhill Primary then a placing request form has to be submitted to the Area Education Office, 13 Ardross Street, Inverness, IV3 5NS. Forms can be obtained via the School Office or via our school website (www.kirkhill.highland.sch.uk – click on ‘parents’ and then the ‘enrol at Kirkhill’ tab). If there is any uncertainty about the catchment area please do not hesitate to get in touch with the school.

Secondary Education

Pupils from Kirkhill usually transfer from P7 to Charleston Academy in Inverness. The Head Teacher is Mr Calum MacSween and he may be contacted via Inverness 234324 for further information.

Placing Request – Secondary School

If your child attends Kirkhill Primary but lives outwith the catchment area of our associated secondary school - Charleston Academy, you will need to also complete the **placing request form prior to your child attending Secondary School**.

Please note that there is no guarantee that your placing request will be accepted. You should still enrol your child at the local secondary school for the area in which you live. You should do this well before your child’s entry to the school in the August.

School Uniform

School uniform is purely optional but a survey by the parents indicated they prefer to have an informal uniform of school sweatshirts and dark trousers or skirts.

The School Uniform can be purchased from The National Schoolwear Shop, Academy Street, Inverness throughout the year. Our school receives commission which we use to buy sportswear for our school teams, etc.

Application for Assistance with Footwear and School Clothing

If you are in receipt of Income Support, Working Families Tax Credit, Income Based Jobseekers Allowance or Widowed Mothers Allowance you can apply for the above. Forms are available from the school office in strictest confidence. These are also available via our school website.

Indoor Shoes

All the children must have named indoor shoes that they can change into while in the school buildings after being outside. This is important to maintain the floor coverings from mud etc.

Family Notebooks

The eldest child in each family is given a family folder at the beginning of the year. This folder will contain all notes sent home from the school. We ask **each parent to sign the sheet** after they have read the note or newsletter and return the folder to school the following day. Families and teachers have found this to be a very useful system.

If you prefer, weekly newsletters can be emailed to you from school to your preferred email address. This not only saves the cost of paper and printing but also ensures that you receive your news quickly. Please just email the school office and we shall add you to our email mailing list. Occasionally paper copies of information requires to be issued via the family folders but email recipients are notified when to check folders.

Book Bags

Each child is given a book bag which we hope will serve them for the duration of their stay in Primary School. These bags are **only for** reading books, letters, homework, etc. Please help us by encouraging your child to take care of the 'book bag' and use it appropriately. Replacement bags can be purchased from the school office for £3.00.

Extra-Curricular Activities

We are lucky to have a variety of extra-curricular activities at Kirkhill Primary which include the tuition of Scottish instruments (chanter and brass), art and craft, karate, tennis, badminton and country dancing. These are run by school staff, parents, volunteers or outside agencies.

After School Club

We have an After School Club from 3.15 pm to 5.45 pm Monday to Friday. Sessions will cost £8.00. Please contact Carolyn Cameron on 079799 43273 for more details or to book a place.

Residential Trips

The Primary 7 children have the opportunity to attend a one week residential outdoor course usually after Easter. This helps to develop independence, team work and social skills prior to moving from Primary to Secondary School.

Parking

The car park within the school grounds is for staff and visitors to the school only. The only parents allowed to park regularly in the school car park are any displaying a disabled sticker.

Parents wishing to drop off/pick up children are asked to park on the roads near the school in Fingask Drive or at the Community Centre. We are trying to encourage parents **not** to park on the road directly outside school when dropping off or collecting their children because this roads becoming increasingly busy and congested due to lorries etc accessing the building site/new houses at Groam Farm. This is a health and safety issue for our children and we strongly encourage you to consider their welfare and park around the village then allow your pupils to walk into school.

However, the playground and car park are available to parents to park for out of school events, eg Parents Evenings/meetings or collecting children from after school activities or if they have medical appointments, etc.

Parent Helpers

We welcome and need parent helpers. If you are able to offer any skills, time or energy we can use you! Being a parent helper gives you the chance to see us at work and to build an active partnership with the school which will benefit your child and others. Parent helpers are involved in ICT, baking, craft activities, play games, etc. We have guidelines if you wish to help so please contact the school office.

School Hours

ALL PRIMARY PUPILS START	9.00 am
NURSERY MORNING SESSION STARTS	9.00 am
BREAKTIME	10.30 am to 10.45 am
NURSERY MORNING SESSION FINISHES	11.30 am
P1-P3 LUNCHTIME	12.00 pm to 1.15 pm
P4-P7 LUNCHTIME	12.15 pm to 1.15 pm
AFTERNOON NURSERY STARTS	12.30 pm
P1-P2 AFTERNOON BREAK	2.15 pm to 2.30 pm
NURSERY AFTERNOON SESSION FINISHES	3.00 pm
ALL PRIMARY CLASSES FINISH	3.15 pm

Pupil Absences

Parents or Guardians must contact the school as soon as possible if their child is absent from school or nursery. The school office is manned from 8.30 am each school day. In the interests of child safety, please note that if we have not heard about the reason for a child's absence by 9.30am we try to contact the child's home by telephone. If no contact can be made, a record will be noted. If the child is still absent after 3 days and no contact can be made with the parent, the details have to be forwarded to the Education Office.

Please remember that on the child's return to school for any reason of absence, it is important that you send your child with a written note explaining their reasons for not being at school.

For pupils who are to be taken out of school for a reason other than illness, eg for an appointment or holiday, a note must be provided prior to the absence seeking permission from the Head Teacher, Mrs C M Ford.

The Scottish Executive Education has issued very clear guidelines regarding pupils being taken out of school during term time. The school dates are set and published well in advance to enable parents to make arrangements. Therefore most holiday absences will have to be recorded as an unauthorised holiday.

School Meals

We are very fortunate in having our own school kitchen with excellent kitchen staff, who provide a healthy and varied menu. The menu changes weekly, running on a 4 week rota and a copy is available from the office and on the school website. The standard of food served in the school is high. Special diets - medical, religious and vegetarian are catered for by the staff – please ask at the kitchen for details.

A two course meal is offered daily. This is payable on Mondays in advance to the cook - cheques should be made payable to **Highland Contract Services**. However, children can pay on a daily basis, if they want to 'mix and match' school and packed lunches. Hot and cold drinks, toast and healthy snacks are on sale from the kitchen at break. The prices of drinks etc. are reviewed in August every year and you will be informed of this. Current pricing of school meals can be found in Appendix 1.

If you are in receipt of Income Support or Job Seekers Allowance (Income based) you may apply for free school meals from the authority. Forms are available from the school in strictest confidence.

All children are supervised by staff during meal times.

Children with packed lunch eat with the school meals children in the hall. Packed lunches must be carried in an appropriate container and for health and safety reasons no hot food or drinks, glass containers or cans are permitted in school. The Authority cannot be held responsible for any loss or damage to packed meals or their containers.



We are fortunate to operate a popular fruit and raw vegetable snack bar, usually on a Thursday, which is run by parents. The cost is 30 pence for a cup full of fruit or veg.

PE/Spare Clothing

- Shorts, T-shirts and gym shoes/soft trainers are required for PE. These should be kept in school during the week.
- It is also useful to have a change of clothing in school especially for the younger pupils in case of accidents!
- The labelling of garments e.g. jackets, gym shoes, sweatshirts etc. aids identification for the pupil and staff. A large number of unclaimed/unnamed items of clothing and personal belongings are handed in throughout the year. Each term these boxes are emptied and clothing donated to a local charity if unclaimed.
- We have lost property boxes on each floor for clothing and a box in the school office for small personal items.



Electronic Toys/Mobile Phones etc

We request that children do not bring these into school as they can be a distraction, and may also get damaged or lost. If a child must have their mobile phone with them in school, it should be handed in to the school office first thing in the morning and collected at the end of the school day.

Behaviour and Discipline

Our aim is to create an atmosphere of mutual respect, trust and corporate responsibility. Positive behaviour strategies are used in the school and children are rewarded for good behaviour and are actively involved in the setting of codes of behaviour in their classrooms. If a child is experiencing behavioural difficulties then, initially, he/she will be dealt with within school.

If he/she is still experiencing difficulties then advice and help will be sought from the parents and appropriate outside agencies. School rules are common sense ones that allow us to live in harmony with one another. We have a Promoting Positive Behaviour Policy which can be viewed on our website.

General Guidance

- Pupils are required to conduct themselves in an orderly manner.

- Pupils may **not** leave the school grounds during the normal school hours without first having obtained permission.
- Proper care must be taken of all school property and equipment.
- Absences are only justified: (a) in the case of illness (b) when permission has been granted by the school.
- After an absence every pupil must bring an explanatory note from his/her parents or guardian.
- Money or valuables should not be left in the cloakrooms.
- Pupils with pierced ears should wear only studs on gym days to avoid accidents.

Procedures for dealing with behavioural difficulties

1. Minor incidents are dealt with by classroom teachers or auxiliary Staff
2. More serious incidents or repeated incidents are dealt with by the Class Teachers or Head Teacher and are noted in the pupil log. Parents are informed if appropriate. (A home/school diary may be set up)
3. If poor behaviour continues a behaviour programme is set up in consultation with the parents.
4. Advice from outside agencies e.g. Educational Psychologist, Child Psychiatrist, School Doctor are sought if on-going negative behaviour persists after all of the above have not been successful.

Sanctions used for negative behaviour:

Verbal rebuke and reinforcement of correct course of action by member of teaching/auxiliary staff

Sanctions such as:

- withdrawal of privileges/loss of awards/House points/Golden Time
- detention during break-times
- an incident during break may require a pupil to spend short time in 'time out circle' while they cool off!
- change in seating arrangements within the classroom/their name being moved to orange or red on traffic lights in class to make them aware that they have to rethink their behaviour/attitude
- writing letter of apology
- pupil sent to see Head Teacher
- Completing behaviour modification form with Head Teacher/Support Staff
- Record of incident in incident log folder/appropriate incident forms
- Notice to parents of unacceptable behaviour
- Interview requested with parents and pupil
- Individual Targeted Behaviour programme and/or home –school diary set up
- Advice sought from outside agencies e.g. Educational Psychologist, Child Psychiatrist, School Doctor
- Possible exclusion

We have a Bullying and Anti-Racist Procedural Policy and all incidents or bullying and racism are dealt with according to these procedures.

Transport

If your child is under 8 years of age and lives more than two miles from the school or if your child is over 8 and lives more than 3 miles from the school then free transport will be provided. Please note you must live within the school catchment area to qualify. There are public service buses that run from Inverness to Kirkhill and from Beauly to Kirkhill.

If your child uses school transport, please ensure that you advise the driver or school office if your child is not using the transport service for any reason. This communication is vital and is the parents' responsibility. Only those children who have been authorised to use the bus service may do so for insurance purposes.

Schools Dial-In Phone Service

Kirkhill has a dial-in service if there is a risk of closure due to adverse weather. This allows parents to listen to a recorded message from the Head Teacher. You can also use the system to hear general information messages about events at the school.

How to use the service.

- Dial Highland Council's access number - 0870 054 6999
- Now enter your own school's pin number 04 **2410**
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 3 options:

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

Press 3 to hear general information messages

The school may use this as an additional way of informing parents about school events and school closures not due to severe weather. Parents may hear up to ten messages with the most recent played first.

It may be helpful to listen to both options to ensure that you receive all up-to-date information about the School.

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.

Highland Council also operate a 'Winter Weather Website' where parents can log on to from home in order to access school closure information. You can access the winter weather website at www.winter.highlandschools.org.uk . Please click on the relevant geographical area for local school closure information.

Please see full information on adverse weather information at the end of our prospectus.

Phone Lines

There is only one phone line into the school (01463 831543). Very occasionally parents have mentioned that they have had trouble getting in touch with the office due to the line being busy or due to telephone faults. The office is manned from 8.30 am until 3.00 pm each day by Mrs Linda Mackintosh and afterwards by Mrs Ford and staff however you will appreciate that there are times, outwith our control, that for some reason we are unable to answer a call.

In the event that you cannot get through to the school office on the landline number, we have obtained a school mobile where **text messages only** can be left – remember to leave your name on the message. We shall endeavour to deal with your text messages as promptly as possible and reply by phone if necessary. **However please only use this method in the event of being unable to contact school in any other way.**

Mobile Number	0 7 7 8 4 5 1 1 9 3
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School Website

Kirkhill Primary School has its own website which can be located at

www.kirkhill.highland.sch.uk

We try to update and improve this regularly and it contains information about the school, what is happening, the weekly school dinner menu, School Policies, amongst other things.

Health

The school doctor and school nurse will visit the school periodically to check hearing and sight. You will be informed and invited to attend if your child is required to have a full medical in either P1 or P7. Please feel free to contact the school if you wish to speak with the doctor about anything. The school also has the service of a visiting speech and language therapist. We have procedures for administering medicines in school.

Head Lice

Head Lice are a common problem in school aged children. They can't be prevented, but regular checking ensures early detection and treatment if necessary. Parents and carers should check their children's head once a week during hair washing. You need your usual shampoo, conditioner, and a detection comb – ask your local pharmacist to recommend a suitable one. Remember that you are looking for living moving lice – the only evidence that your child is infected.

If you find a living louse, ask your local pharmacist, school nurse, health visitor or GP for advice regarding treatment.

For further information see:

<http://www.healthscotland.com/uploads/documents/headlice.pdf>

School Improvement Plan

All Highland schools have to produce an Improvement Plan showing the areas under review within the school and the planned school developments. These developments may be ones highlighted by the Scottish Executive, the Highland Education Authority or school priorities .A copy of the School Improvement Plan is available in school for any interested parent.

The priorities developed in the school for session 2007-2008 were the embedding of Assessment for Learning, the review of Spelling and Reading plus a Transition Project directed at P7s. The Nursery developed Assessment As Learning. Current priorities for session 2008-2009 are development and engagement with Curriculum for Excellence, the development of independent learners, developing literacy, numeracy and health and wellbeing across the P7/S1 transition.

Parents Council

In August 2007 Parent Councils were introduced to replace School Boards. Each parent/guardian of children in school is automatically a member of the Parent Forum. Representatives from the Forum then volunteer to serve on the Parent Council supporting the school, fundraising and actively encouraging all Parents to work in partnership with the school to enhance the pupils learning and educational experiences in order that all children can become successful learners, confident individuals, responsible citizens and effective contributors.

Our present Parent Council has 11 members, most of whom are also active on the fundraising committee. The role of the Parent Council will be defined more exactly during the coming year. If you wish to become involved or have views you wish to express about educational issues, please contact the Parent Council (see page 28 for contact details).

Equal Opportunities

The School is required to inform all parents that it conforms to the wishes of the Equal Opportunities Commission and would ask you to note the following: Kirkhill School is an Equal Opportunities School and :

- has an Equal Opportunities Policy
- is opposed to all forms of prejudice and discrimination;
- provides equality of opportunity through its ethos and working practices;
- promotes understanding and respect of other people's cultural identity and beliefs;
- aligns itself with the Education Service's Anti-Racist and Multi-Cultural Guidelines for Primary and Nursery Schools (May 1997).

Progress Reports

Assessment of the pupil's progress in all areas of the curriculum is mainly by means of continuous assessment (observation of each child's ongoing daily work.) Assessment is also made by means of regular revision work. Much of this helps to identify pupils difficulties and strengths and enable the staff to adapt the curriculum accordingly.

Parents are formerly contacted 3 times each school year about their child's progress. There will be an informal parents evening in the Autumn term which will either be short individual meetings with parents or a curriculum meeting for parents given by their teacher with opportunities for parents to ask questions. There will be teacher/parent meetings in the Spring Term and finally a written report in the Summer Term.

At the Parents Meeting an appointment system is used and creche facilities are available on these nights. Parents have an opportunity to discuss their child's progress during the year. The reports are based on the teachers' continuous assessment and classroom assessments. This is supported by National Assessments which the pupils sit when the teacher has the evidence that the child has achieved the appropriate level in their classwork. National Assessments will be administered during the normal routine of the class.

National Assessments are at present only carried out in Maths, Reading and Writing. Parents are informed by letter when their children attain a new level in the above subjects.

The results of National Assessments are also included in reports. The format of the reports is in line with Regional/National Guidelines on reporting to parents.

We encourage all parents to contact us immediately for an appointment at any other time if they have concerns about their child's education or well-being.

Support for Learning

At present, we have 2 Support for Learning Auxiliaries working in classes plus a Support for Learning Teacher for 2 days a week.

Our Support for Learning team supports all the pupils and staff at the school. Although they may give additional support to pupils with specific difficulties or needs, they do at times work with all groups of children in the school in all areas of curriculum. The Support for Learning teacher also assist the Class Teachers in designing and obtaining appropriate materials/resources for use in the classroom.

Where a child has specific needs, the most appropriate help is given through negotiation and consultation between Head Teacher, Class Teacher, Support for Learning Staff, parents, and where appropriate, pupils. We hold interagency meetings involving all the above plus other agencies such as School Doctor/Nurse/Social Workers/Support Specialists, etc when required.

If a child's needs are such that further guidance is necessary, then it may be necessary to refer the child to specialists e.g. Educational Psychologist, Speech Therapist, English as an additional language teacher, Occupational Therapists, Outreach Workers. Their expertise lies in assessing how the child is learning and where difficulties lie. As with any learning problem the parents/guardians would be involved every step of the way. Pupils with identified needs are monitored and reviewed regularly and Individual Education Programmes (IEPs) are set for pupils with specific needs.

Class organisation

At present we have 7 straight primary classes with numbers varying between 20-30 pupils. All classes are equipped to take up to 33 pupils if necessary.



Setting

To aid effective teaching and learning we sometimes use 'setting' in core curricular areas eg Maths, Reading. This means that pupils working at the same 5 - 14 level can be taught together although they are in different classes. This is made possible by blocking time where classes involved are teaching maths or language together, and children can move from one class to another. 'Setting' is also used in Support for Learning to group children from different classes who would benefit from similar activities.

School Policies

A range of school policies are available to view on the school website (www.kirkhill.highland.sch.uk) that are particularly relevant for parents. However, the major school policies relating to curriculum, learning and teaching, welfare, health and safety and the Nursery are all held in school but can be made available to interested parents.

THE CURRICULUM

A Curriculum for Excellence aims to achieve a transformation in education by providing a coherent, more flexible and enriched curriculum for 3-18, firmly focussed on the needs of the child and designed to enable them to develop the 4 capacities, which are:

- **Successful Learner**
- **Confident Individual**
- **Effective Contributor**
- **Responsible Citizen**

The curriculum is divided into 8 parts:

- **Mathematics and numeracy**
- **Languages and literacy**
- **Health and wellbeing**
- **Religious and moral education**
- **Expressive Arts**
- **Sciences**
- **Social Subjects**
- **Technologies**

Any significant changes to what is taught or how it is taught will be passed on to parents either in the regular school newsletters or at special curricular meetings to deal with the changes, where we would welcome your support and interest. We aim to work in partnership with our parents and your involvement with your child's education is welcomed by us and necessary to aid your child success in Primary school.

The Curriculum taught takes account of the National Priorities in Education for Scotland and also includes the initiatives such as Health Promotion, Raising Achievements, Citizenship and Inclusion and Assessment is for Learning, etc.

We also aim to ensure that all pupils have equal access to all areas of curriculum irrespective of gender, ethnicity, ability or background.



Language and Literacy

Language is at the heart of children's learning. Through language they receive much of their knowledge and acquire many of their skills. Language enables children both to communicate with others effectively for a variety of purposes, and to examine their own and others' experiences, feelings and ideas, giving them order and meaning. Because language is central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

The following are the aims for the teaching and learning of literacy at our school. Literacy composes of writing, reading and talking and listening.

Aims:

- To provide experiences for developing pupils' capacities to communicate, think, feel and make through language.
- To introduce pupils to books and literature, including Scottish materials, as sources of these experiences.
- To take full advantage of dialects, ethnic diversity and bilingualism, in teaching cultural tolerance and knowledge about language.
- To help pupils to develop confidence and pleasure in their own use of language and make them aware of the importance of language.
- To provide alternative modes of communication for pupils with special needs.
- To ensure appropriate support for pupils with English as an Additional Language.
- To take advantage of the rich contexts for language development provided by the mass media, ICT and drama.

Mathematics

Mathematics and Numeracy is a core subject of the school curriculum.

We aim for all pupils to reach their full potential in all aspects of maths and that they are able to use and develop their knowledge as a lifelong skill.

We aim to ensure that all pupils have equal access to the programme for mathematics irrespective of gender, ethnicity, ability or background.

To achieve these aims we need to develop in our pupils:

- A positive attitude to maths as an interesting, purposeful and engaging subject.
- An ability to think clearly, logically and creatively in mathematics with confidence, independence and flexibility of mind.
- An awareness of the usefulness of mathematics in the world beyond the classroom.
- An understanding of mathematics through a process of problem solving, enquiry and experiment.
- An understanding of the nature and purposes of mathematics.
- An appreciation of the importance of sharing mathematics by discussing, explain and reporting.
- An awareness of the personal qualities such as perseverance when working.

Social Studies

Social Studies is the curriculum area in which children acquire and develop the skills, attitudes, knowledge and understanding which they need in order to understand themselves and the world around them.



Aims

Pupils should:

- Develop an understanding of the environment, their place within it and the factors, past and present, that have shaped it.
- Acquire knowledge and skills that will enable them to interact effectively with the environment in all aspects of life.
- Progressively recognise the knowledge, understanding and skills associated with social subjects.
- Develop informed attitudes and values relating to the use of resources and sustainable global development.

Information Communication Technology

We have excellent Information Communication Technology Resources including PC computers with access to the Internet, Scanners, Digital Cameras, Interactive White Board and a wide selection of software, appropriate for all curricular areas.



The use of ICT is integrated into all areas of the pupils curriculum, the skills are taught in a progressive manner and applied to work in maths, language and where appropriate to all other curricular areas.

Enterprise Education



One of the National Priorities in Education is to equip children with the foundation skills, attitudes and expectations necessary to prosper in a changing society and to encourage creativity and ambition. To this end, we encourage the development of these skills across all areas of the curriculum and specifically undergo Enterprise Challenges in P3 and P6. These involve planning, cooperating and carrying out particular projects.

Expressive Arts

The areas of the curriculum which we describe as the Expressive Arts include music, art and design, drama, PE, dance and movement. The sharing of expertise between the specialist teacher and the class teacher gives rise throughout the year to a great deal of lively work.

The Expressive Arts, is an essential part of the pupil's curriculum and develops and provides outlets for talents, creative abilities, individual expression and response. Although much of the work done in this area is integrated across the curriculum, our specialist teachers ensure that a planned development of skills and techniques takes place within the individual areas of the Expressive Arts programme.

Expressive Arts aims to promote pupils development in all areas plus developing confidence and self-esteem and a growing awareness of cultural heritage, values and diversity.



Religious and Moral Education

Religious Education in Kirkhill School is approached on a non-denominational basis. The aim of our Religious Education programme is to provide our pupils with an understanding and appreciation of the stories from the bible, the moral values and attitudes they impart and an awareness and tolerance of other world religions, beliefs and festivals. The teaching of Religious and Moral Education aids the development of the understanding of religion as a significant area of human experience. It enables the pupils to explore questions relating to the meaning of life and to develop responsible attitudes.

We have weekly assemblies which are conducted by the local minister, speakers from other faiths, promoted members of Staff and our own classes. We sometimes have speakers from organisations and charities in to talk to the pupils.

Moral issues are dealt with in a sensitive way in the classroom or at assemblies. We have a Personal and Social Development Policy in which our aims are:

- To help the pupils have an appropriately positive regard for self, and for others and their needs
- To develop life skills to enable them to participate effectively and safely in society
- To identify values held by pupils and society and how they affect thoughts and actions and to encourage increasing responsibility for their own lives

We also have a programme for developing Citizenship.

As Religious Education is required by statute to be included in the curriculum, parents who wish to have their child withdrawn from religious activities should inform the school.

Health and Well being

Health and wellbeing are positive and dynamic concepts that embrace physical, emotional and social dimensions. We have a comprehensive Health Programme that considers the 3 above dimensions. We aim to enable the children to explore and clarify their beliefs, attitudes and values, develop personal and interpersonal skills and increase their knowledge and understanding of a range of health issues.

We are providing children with a variety of health promotion initiatives, for example, healthy snacks and free fruit for P1 and P2, providing drinking water, sporting activities and promoting citizenship and achieved our award as a Health Promoting School at Level 4 in June 2005.

French

French is taught in the Primary 6 and Primary 7 classes by teachers who have received training in this area. This helps prepare the pupils for taking up a second language in Secondary School. However children in lower school often use other spoken languages for counting, colours and naming of objects as part of their environmental studies projects or daily work. French activities are mainly oral but also include simple reading and writing exercises.

Homework Policy (updated 2008)

Rationale for Homework

Research has shown that the completion of homework has a very positive and significant effect on children's achievement and embeds positive learning habits to support life long learning.

Purposes:

- **It allows consolidation of work done in school**
- **It allows for children to prepare for the work to come**
- **It develops research skills such as using libraries and other resources which may not be available in the classroom**
- **It provides opportunities for individualised work**
- **It provides structured opportunities for parental involvement and support**
- **It provides information for parents about the on-going work of the class**
- **It encourages the children to develop a sense of ownership and responsibility for learning**
- **It develops good habits of independence and self-discipline in learning**
- **It trains pupils in planning and organising their time**

Homework – general information

Pupils are given out homework weekly usually on a **Friday**, it should then be handed in on a **Thursday unless the teacher informs the pupils and parents otherwise**. Class teachers will always explain carefully their personal procedures to their pupils and parents will find a note in the child's homework jotter to clarify the homework arrangements etc.

However some classes in Upper school have slightly different arrangements. In the class, where we have job - share teachers, the two teachers may organise the homework slightly differently from a straight class. This is because each teacher may take responsibility for different aspects of the homework and pupils may be asked to hand in aspects of their homework on different days of the week. Homework is given out as a weekly assignment to help the children from an early age to plan when to do their homework. It also allows flexibility if children have other activities on during the week, for example, Cubs or Swimming Lessons.

Homework is not usually given out for the first and last week of each term.

In the Nursery the parents are given opportunities to be involved in their child's learning through bringing in articles related to projects, use of story bags and through suggested activities relayed to parents through the Nursery newsletters.

If pupils or parents have any problems with homework /instructions given or expectations then please contact the class teacher immediately so that the problems can be discussed and sorted out.

Homework Folders/Diaries and Reading Diaries

Every child will have a homework folder, into which weekly homework sheets are placed and stored, and/or a homework diary in which the activities for the week are written. The folder/diary can be used to pass on any comments about the homework between parents and staff.

This should be signed by the parent to indicate that they have overseen the homework and are happy with the effort that has been made by the child. Pupils may also have a specific reading diary.

If a parent has corrected work with a child they could put a 'C' beside it, which shows the teacher that the child had made an error – we use this in the classroom setting also.

If you have any comments about the homework or your child has any encountered difficulties, please add your comments to the diary, worksheet etc

Reading

Parents will be informed at the start of the year of specific reading arrangements and any changes as they occur. As pupils progress through the school they may be given Home readers only for enjoyment because their school reading book is used in class to teach the necessary reading skills.

The parents of children who may be on alternative reading schemes, e.g. Wellington Square, Skyways or Fuzzbuzz will have the scheme explained to them by the teachers and be advised of any associated work to be completed at home.

Children will have other books at their appropriate level chosen from the library van to take home to share with parents.

Spelling and Spelling Strategies

The children will be given out spelling words to learn during the week. Often these will be words with a common letter pattern but they will also be expected to learn to spell basic words relevant to their ability and sometimes they will have spellings relating to their project.

To help the children really **learn** the words, parents should ask the children to spell them **throughout the week** – writing them out on one occasion is not usually enough to memorise the words.

The children should be encouraged to use the **Look, Read, Cover, Write, Check** method so they are looking at and trying to remember the whole word and not sounding it out (as many words are not spelt the way they sound!)

Each August, we will issue a booklet containing a range of spelling strategies that you and your child/children may enjoy trying, to vary the way in which the spellings for the week are

learnt. These strategies have been trialled previously and enjoyed by many pupils and parents as they encourage interaction and fun.

The spelling tests to check that the words have been learnt will be completed at the back of the homework jotter so that you can see the results and discuss them with your child/children.

Other Homework

All children from Primary 4 to 7 may be asked to complete a short personal project and/or prepare a personal talk during the course of the school year. **Any other class homework will be adjusted to take account of the time required to complete these tasks.**

Homework tasks may often include a practical activity if it has links to their class projects eg making a Black house during the Clearances project or a model from recycled junk during a Recycling project etc

Catching up

If a child begins to fall behind his/her group, or does not complete given work in school then they may be given work home to catch up but this should only be on the odd occasion and if there are any ongoing problems with this, the class teacher should contact the parents to try and resolve them.

Where should the children do their homework?

Individual children have their preferences, but in general the following conditions are thought best:

1. In a warm, well lit area of the house.
2. On a flat surface, preferably a table/desk for all written activities.
3. For reading find a comfortable chair.
4. Away from distractions like TV, pets or other family members who are not involved in the homework.

Time allocation for homework

Each child is an individual and will take differing amounts of time to complete their homework depending up on circumstances personal to their home life and ability. We ask you to contact us if you feel your child is spending an inappropriate amount of time completing homework tasks. Similarly if there are difficulties at home which mean homework is not completed and handed in on time, please send in a note or call in to speak to the class teacher.

Role of parents

Parents have an active role in supporting children with their homework. If any parent has any queries about any aspect of homework they should not hesitate to discuss this with their child's class teacher as soon as it arises.

Checklist for parents

- ❖ Check what homework has to be done and when it is to be handed in.

- ❖ Supervise the homework, discuss it with your child and encourage them to do the best they can.
- ❖ Please sign their homework.
- ❖ Help your child to organise his/her homework into a little a night rather than the whole lot the night before it is to be handed in.
- ❖ If your child fails to hand in her/his homework twice within a month without a genuine excuse, we will enlist your support in ensuring that the homework is completed in future.

Suggestions on how parents can help their children at home is discussed at parent's evenings and is included in the written pupil report issued to parents in the summer term.

Monitoring and Review

A copy of the Homework policy is included in the School Prospectus and is reissued to parents periodically to take account of any changes in practice or to highlight changes in the school's homework priorities. Homework is reviewed within the cycle of school development planning. The Head Teacher samples homework diaries throughout the year.

KIRKHILL PRIMARY SCHOOL STAFF – JANUARY 2009

CLASS	STAFF NAMES	JOB TITLE
	Mrs Christine Ford	Head Teacher
Nursery	Ms Helen Forsyth Mrs Elizabeth Robertson Mrs Janis Smith	Nursery Co-ordinator/Teacher Early Years Assistant Early Years Auxiliary
P1	Mrs Tracey Fraser-Lee	Class Teacher
P2	Mrs Angela McKay	Class Teacher
P3	Mrs Maureen Case	Class Teacher
	Mrs Kay Horne	Classroom Assistant <small>(generally lower school)</small>
P4	Mrs Jean Gibson	Class Teacher and Principal Teacher
P5	Mrs Anita Munro	Class Teacher
P6	Mrs Henri Shepherd	Class Teacher
P7	Mrs Susan Muir	Class Teacher
	Mrs Isobel Maclean (Izzy)	Support for Learning Auxiliary <small>(generally upstairs)</small>
Support for Learning	Mrs Judith Jardine Mrs Helena Stewart	Teacher Support for Learning Auxiliary
Visiting staff	Mrs Katie Phillips Mrs Suzie Dobson Ms Catherine Milne	Music PE CCR Teacher
	Mrs Kerrie Norrie Mrs Catherine MacLennan Position to be filled Mrs Linda Mackintosh Mrs Helen Ironside Ms Alison Campbell	School Cook Assistant Cook School Janitor Clerical Officer School Cleaner School Cleaner

KIRKHILL PRIMARY SCHOOL - PARENT COUNCIL – JANUARY 2009

NAME	I HAVE CHILDREN IN:	CONTACT ME AT
Caroline Crawford	P6	01463 831503
Jane Byham	P7	01463 831143
Lesley Courts	P2	01463 831014
Carolyn Cameron	P1, P7	01463 831217
Owen Cochrane	P3, P4	01463 831686
Margaret Macrae	P6	01463 831319
Alison Hay	P4, P6	01463 831042
Mhairi MacDonald	P1, P4, P7	01463 831116
Aileen Armstrong	P6	01463 831558
Karen Blagden	Nursery, P1, P4, P5	01463 831531

HIGHLAND COUNCIL EDUCATION, CULTURE AND SPORT SERVICE - GUIDELINES FOR PARENTS

Travelling to School During Adverse Weather

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.

When weather conditions are poor:-

- **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.

Broadcast times

BBC Radio Highland

6.55 am – 7.00 am 7.50 pm – 8.00 pm

12.55 pm – 1.00 pm 4.55 pm – 5.00 pm

In extreme conditions Radio Highland will interrupt Radio Scotland transmissions, usually on the hour, to carry emergency bulletins. Nevis Radio will carry bulletins at roughly ten minute intervals between 7.00 am and 8.00 am and Lochbroom FM at quarter-hour intervals between 7.15 am and 8.45 am.

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 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.
- Parents should note differences between **contract** vehicles and **public service** 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. Drivers of **public service** vehicles must travel their normal routes and cannot make special provision for the individual pupils.
- 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.

KIRKHILL PRIMARY SCHOOL **TELEPHONE MESSAGING SERVICE**

To enquire about school closures in times of adverse weather please phone:

- Highland Council number: **0870 054 6999**
- Enter the school's own pin number when prompted: **04 2410**



Dear Parent

Adverse Weather – ECS Winter Weather Website

As you will be aware, the schools' PIN number service for adverse weather information has been running successfully for a number of years. However, with ever increasing access to ICT solutions, it is now appropriate for the Highland Council to expand its service to parents to include web based adverse weather information.

The Education, Culture & Sport Service, therefore, has now developed a new winter weather website, which parents will be able to log onto from home in order to access school closure information. There will be links to the website on both the Highland Council and the Highland Virtual Learning Community websites. 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.

The winter weather website allows parents to access school closure information on the internet, thus reducing pressure on the very heavily used PIN number system. However, please note that schools will continue to update the PIN number facility as well as the new website. Our aim is to provide clear, unambiguous information to parents with regard to school closures during periods of adverse weather. I would therefore encourage you to use either the PIN number system or the new winter weather website in this expanded winter weather information system.

Please also remember that the local radio stations shown below will continue to provide regular winter weather updates with regard to school closures.

BBC Radio Highland

6.55 am -7.00 am 7.50 pm -8.00 pm
12.55 pm -1.00 pm 4.55 pm -5.00 pm

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.

Finally, please remember that it is ultimately 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 should therefore continue to use good judgement in deciding whether it is safe to send a child to school.

I trust you find this information helpful, and thank you for your continuing co-operation.

Yours sincerely

Head Teacher

Guidance Notes

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)*

Education authorities and Scottish Government have collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus Scottish Government has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within Scottish Government itself.

Why do we need your data?

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

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

Data policy

The ScotXed programme aims to support schools and Local Authorities by supporting the collection, processing and dissemination of statistical information required for planning, management and monitoring of Scottish education services.

A subset of this information is passed to Scottish Government for research and National Statistics publications. Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be published by Scottish Government.

The individual data collected by Scottish Government is used for statistical and research purposes only. We hope that the explanations contained on the ScotXed website will help you understand the importance of providing the information.

Your data protection rights

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

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

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at Peter.Whitehouse@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

Want more information?

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

**INFORMATION FOR PARENTS 2008
PRIMARY SCHOOLS**

School: Kirkhill Primary School	Id No.: 270 - 5142326
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Budgeted Running Costs For Financial Year 2008-2009

School Roll at September 2007	150
Total School Running Costs at April 2008 (£)	496,482
Cost per Pupil (£)	3,310

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)	7,396	8,586	7,220	5,522	10,006	8,522	11,396	58,648
Percentage Authorised Absences	8.7	3.6	2.9	5.3	3.6	4.3	3.5	4.4
Percentage Unauthorised Absences	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0

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	18.6	16.7

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

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

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)	18,44 4,479	19,14 5,177	19,52 6,465	19,94 1,323	20,66 9,987	21,01 7,565	21,09 2,362	139,8 37,35 8
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

