

Drakies Primary School



School Information Booklet 2010-2011

Highland Council Education Department

Comhairlie na Gaidhealtachd

Dear Parents,



On behalf of Drakies Primary School I would like to extend a very warm welcome to you and your child. I hope your association with the school will be a happy and positive one. This information booklet has been compiled to answer some of the queries that you may have about the school. It contains important statements of school policy as well as practical information. Please consider the booklet, therefore, as a source of reference. I hope you will find it helpful.

At Drakies, along with all schools in Scotland are embarking on the new Scottish curriculum called the 'Curriculum for Excellence'. Through this, we aim to provide stimulating, progressive and meaningful learning and teaching experiences that provide your child with skills for learning, skills for life and skills for work. Children will have increasing opportunities to work collaboratively and actively to develop their capacities as successful learners, confident individuals, responsible citizens and become effective contributors to society. We aim to provide appropriate support and challenge to enable your child to develop as an independent and co-operative learner.

This document is not intended to replace personal contact between school and home. We are very much aware of the importance of the parental role in the child's education. We will endeavour to promote a good working partnership between school and home and seek your views on matters that concern your child.

Miss Shona Kelly
(Head Teacher)

DRAKIES PRIMARY STATEMENT OF VISION

At Drakies Primary School we promote well-being and respect for all. Our vision is to develop pupils who are successful learners, confident individuals, responsible citizens and effective contributors and to create a culture of ambition and achievement for all at the school.

DRAKIES PRIMARY SCHOOL AIMS

- To provide a relevant and stimulating curriculum to meet the needs of the 21st century pupil
- To provide a secure, caring and health promoting environment in which staff and pupils can work productively together
- To equip pupils with a lifelong culture of motivation, creativity and ambition in order to prosper in a changing society
- To promote positive relationships between pupils, staff, parents and the local and global community
- To aim to ensure that pupils enjoy greater choice and opportunities to help realise their individual talents
- To ensure that pupils acquire the full range of skills and abilities relevant to growing, living and working in the contemporary world
- To promote equality and worth of all individuals in the school community recognising that each individual has rights and responsibilities
- To have a commitment to Continuing Professional Development for all staff in order to develop and enhance professional expertise
- To establish an integrated approach to supporting all pupils and families through collaborative working
- To have a commitment to a culture of achievement and continuous improvement for all pupils and staff at the school

Redrafted in 2007

DRAKIES PRIMARY SCHOOL - SESSION 2010/2011

Head Teacher: Miss S Kelly
Depute Head Teacher: Mrs J Loutit

TEACHERS

Mr M Failes
Mrs M MacLeod
Mrs P Clark
Mrs M Strachan
Miss C Baker
Mrs S Auld
Mr S Sharp
Mrs C MacLeod/Mrs J MacKinnon
Mrs J Loutit/Mrs A Watt

Pupil total (as at June 2010)

223

Additional Support Needs Teachers Mrs A MacPherson, Mrs E Robertson
Class Contact Reduction teachers Mrs E Danby, Ms J. Murray, Ms M MacDonald
Piping Instructor Mr A MacAffer
Strings Instructor Ms R Mackay
Clerical Assistants Mrs D Fraser, Mrs L McMurchy
Janitor Mr R Alsop
Additional Support Auxiliaries Mrs A Thomson, Mrs E Nairne, Mrs J Duncan, Mrs S Fraser, Mrs L McDiarmid
Classroom Assistants Mrs T Kelly, Mrs H Douglas, Mrs A Scott
Cook vacant post
School Doctor Dr A. McPheat
School Nurse Miss M Ironside
School Chaplain Professor McGowan
Crossing Patroller Vacant post
Educational Psychologist Mrs H Donohue
Children's Service Worker Mrs A Maxton

THE SCHOOL DAY

Class	Morning Session	Afternoon Session
P.1-3	9.00 am - 12.30 pm	1.30 pm - 2.45 pm
P.4-7	9.00 am - 12.30 pm	1.30 pm - 3.15 pm

Morning break for P.1-7 classes is from 11.00 am until 11.15 am.

SCHOOL TERM & HOLIDAY DATES 2010/2011

School Opens

Tuesday 17th August 2010 (pupils)
Monday 25th October 2010
Monday 10th January 2011
Tuesday 26th April 2011

School Closes

Friday 8th October 2010
Thursday 23rd December 2010
Friday 8th April 2011
Friday 1st July 2011

Other closure days: Monday 14th and Tuesday 15th February and Monday 2nd May 2011 due to half term breaks

Monday 25th October 2010, Wednesday 16th, Thursday 17th and Friday 18th February 2011, and 1 day in June 2011 (date still to be confirmed) **due to Staff Training days**

Unexpected closure of school/Adverse weather

Parents will normally be notified if departure from normal school hours is to occur. Should the school be closed e.g. due to severe weather, an announcement will be made on the local radio station Moray Firth Radio. Parents can also access information about school closures on the school's telephone messaging service by phoning 0870 054 6999 followed by 041900. A new winter weather website has been developed by the Education, Culture and Sport Service - you can access the website at the following web address: www.winter.highlandschools.org.uk Please click on the relevant geographical area for local school closure. It is important that parents instruct pupils on the procedure to follow should there be an unexpected early closure. If the school has to close during the day, we will verify that there is someone at home or at emergency contact address before sending them home.

DRAKIES SCHOOL - DELINEATED AREA

Name: Drakies Primary School
Address: Drumossie Avenue, Inverness IV2 3SG
Primary school: (01463) 236032 Nursery: (01463 259885)
Fax: (01463) 236291
E-Mail: drakies.primary@highland.gov.uk

Drakies School Catchment Area covers Drakies and MacKenzie Park Estates, extending from Old Edinburgh Road in the west to Old Perth Road in the east and Culcabock Road in the north.

Drakies Primary School is accommodated in four separate buildings viz:

- (1) The Administration Block - Containing Assembly Hall, Head teacher's Room, School Office, Library /Music room,

Deputy Head teacher's Room, Medical Room, Janitor's Office, Changing Rooms, Staffroom, Dining Area and Kitchen.

- (2) Infant Block - 2 classrooms and 2 nursery rooms
- (3) Junior Block - containing 3 classrooms and a computer suite
- (4) Senior Block - Ground Floor - Two classrooms, Pupil Support Base and Resource Centre.
Upper Floor - Four classrooms.

In addition there is an annexe building on the west side of the school with 2 classrooms that are used to house our After School Club for primary 1 - 7 pupils. Each teaching block has its own toilet facilities. There is an attractive and extensive grassed area around the school with the main school playing field at the rear of the building. There is also a large tarmacadam area which is used for games activities and is lined for cycling proficiency instruction. In addition there is a tarmacadam quadrangle which is used for lines assembly, pupil meeting area, playground games, etc. Playground facilities include an outdoor basketball court and a variety of play materials such as balls, skipping ropes, bats etc. The infants have an Adventure Playground area to occupy them. The older pupils have an adventure trail to play on.



Enjoying a game of football



Pupil Enrolment:

Primary 1

Children who are due to begin school in August are usually enrolled the previous January/ February. A notice in the local press - Inverness Courier and Highland News - indicates at what dates and times parents should bring their child to school. Pupils who reach the age of five years on or before the starting date in August may begin to attend primary school in August. Parents should bring their child's birth certificate to school at time of enrolling. The school also contacts the two local playgroups to ensure that parents know to enrol their child.

Children who attend our nursery have very good transition arrangements with the primary 1 class. Children who attend other pre-school centres have opportunities to visit the school in the summer term prior to starting in August. Parents have an opportunity to meet with the Head Teacher where procedures for starting school are discussed. Parents also receive an information booklet that is a useful guide for parents preparing their child for starting school.

In addition a meeting with parents is held in September to give an illustrated talk on teaching methods and materials used in Primary One.

Nursery

We have nursery provision at Drakies Primary. Enrolment forms are available from the school office. We have 2 nursery rooms that cater for 3 and 4 year children. There are morning and afternoon sessions. The morning sessions are from 9.15 - 11.45a.m. and afternoon sessions from 12.30 - 3.00p.m.

The nursery also provides a 'wraparound care' facility that provides child care for nursery parents from 8.15a.m. - 6.00p.m.

School Uniform

The school encourages pupils to wear the official uniform. We believe that this helps pupils to identify closely with the school, and as a consequence, develop a loyalty to it. The school colours are maroon and grey.

Basic uniform for primary pupils

Girls - Grey/black skirt or trousers (no black/grey jeans)
White polo-shirt
*Maroon Sweatshirt

Boys - Grey/black trousers (no black/grey jeans)
White polo-shirt
*Maroon Sweatshirt

Nursery children - Blue polo shirts

Maroon sweatshirts (no fleeces available in smaller sizes)

* Our primary 7 pupils wear black sweatshirts as a recognition of their roles of responsibility in their final primary school year.

Sweatshirts, polo-shirts and fleeces embroidered with the school badge are ordered through the school.

Sweatshirts : £9.00 Polo-shirts : £7.00 Fleeces : £13.50

Pupils representing the school in inter-school events or on public occasions are expected to wear school uniform.

Personal Property

Children frequently lose articles of clothing at school. All clothing including jackets, sweatshirts, footwear, PE kit, etc - should be clearly marked with the child's name. It is also helpful to have names on packed lunches and other personal items. Tubs containing lost property are outside the Janitor's office. Unclaimed property is cleared out at the end of each term.

Money and Valuables

Pupils should not carry large sums of money or valuables during school hours. If an occasion arises where they have to do so, the money or valuables should be handed to the school office for safe keeping during the day.

Jewellery

Children are discouraged from wearing jewellery to school. Hooped and dangling earrings should not be worn at any time for health and safety reasons. Please do not send children to school wearing expensive rings, bracelets and necklaces.

Mobile phones/electronic games

Pupils should not take mobile phones into school unless they have permission from the Head Teacher. We also ask that electronic games /toys are not brought into school.

Physical Education

Each child should possess a pair of non- marking gym shoes/trainers for use in the Hall. All pupils should wear dark coloured shorts and polo shirt/ plain T-shirt for use on PE days. **Items of football strips are not permitted.** Pupils who require to be excused from PE should have a note from their parent or guardian. For safety reasons, jewellery must be removed and hair tied back prior to any PE lesson.

Footwear in School

In order to keep the school buildings as clean and hygienic as possible, all pupils are required to change from outdoor to indoor footwear which should be kept at school. The type/style of this second pair is immaterial as long as it is suitable for indoor use.



Can I stand on my head?

Lunch Arrangements

It is school policy to encourage healthy eating and the importance of a balanced diet. School meals are provided at a cost of £1.65 per day. Pupils who require school meals will be provided with an envelope for school dinner money. Parents are asked to write on the envelope the days of the week they require their children to take meals. Casual meals may be purchased on the day if required. Parents are issued with a 4 week menu cycle so parents and children can see what is available.

Pupils lunching in school are not allowed out of the school grounds during the lunch break unless written permission is given by parents. Provision is also made for pupils taking packed lunches.

Free school meals will be available to pupils whose parents/guardians are in receipt of Income Support or Income-based Job Seekers Allowance or Child Tax Credit, but **not** in receipt of Working Tax Credit and an income below £16,040 or Child Tax Credit **and** Working Tax Credit **and** an income below £6,420 or Support under Part VI of the Immigration and Asylum Act 1999. Application for free school meal forms should be made at the office. Maximum confidentiality is exercised when dealing with such applications. Free meals are normally awarded on a yearly basis. Assistance with footwear and school clothing can also be claimed for on the same form.

Morning Breaktime

Pupils can buy toast, fruit and water and fruit drinks at the canteen.



Medical Inspections

The school doctor attends several times a term. It is normal for a child to have a Medical shortly after the fifth birthday. Parents are requested to be present at the examination. The School Nurse attends weekly - usually Friday mornings - for routine medical checks.

Medical Information

It is important that the school has up-to-date information relating to the individual health of pupils. A Confidential Medical File keeps staff informed of any relevant pupil ailments/problems that staff should be aware of and the appropriate action that should be taken where necessary. Parents should inform the school if there are any changes to medical records. Where staff are asked to administer emergency first aid, as in the use of an 'epi-pen', a signed authorisation form (obtainable from school) is required from parents.

Should a pupil require to take medicine during the school day, parents will be asked to complete a form giving permission for this to take place. Staff will not administer adhoc medication for minor complaints.

Illness or Injury at School

If a child is unwell at school, parents are contacted and asked to collect them. We have guidelines regarding infections and periods of absence recommended for infectious diseases which recommend how long your child should stay absent from school - we can advise you of this. It is recommended that pupils suffering from sickness/diarrhoea should stay off for 48 hours.

First Aid equipment is available in the Medical room and at points in every building. We do not have nursing provision in the school but minor cuts and bruises are treated by members of staff (or by Mr Alsop our janitor who possess a First Aid qualification). In cases where a doctor's opinion or help is thought to be necessary, strenuous efforts are made to contact parents so that they can make appropriate decisions and arrangements.

Parents should ensure that the school is kept informed regarding changes of emergency contact, address, telephone number, workplace etc.

Absence from School

Class teachers should be advised by letter of the reason for absence when pupils return to school, otherwise the pupil will be recorded as having had an unauthorised absence.

For child protection purposes, parents are asked to ring the school before 9.30am on the first day of a child's absence to inform staff of the reason for the absence.

Similarly, if a child goes home for lunch and the parent decides not to send the pupil back in the afternoon, the school should be advised by phone.

Details of infectious illness should be notified immediately by telephone.

Information about 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 using 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>

<http://www.nits.net/bugbusting>

Parents should advise the school of **all** cases of 'head lice' and pupils should not be returned to school until their hair has been treated (confidentiality is retained).

Hospital and Dental Appointments in School Time

Teachers should be advised by letter and pupils collected from school. Pupils are not allowed to leave the school unaccompanied on these occasions.

Supervision at Intervals

At interval times, the playground is patrolled by Mr Alsop (Janitor), Classroom Assistants and Additional Support Needs Auxiliaries.

When the weather is unsuitable for children to be outside, staff supervise the children with help from P.7 buddies. A variety of wet-weather games and activities are available in each classroom to occupy pupils - these have been financed by FIDO our Parents' Association.

Some staff are trained in 'playground games' and organise games outside. playground leaders.

Playground Facilities

FIDO (Funds Into Drakies Organisation) our parents' association, financed the setting up of an Adventure Playground for P1-3 and Adventure Trail for P4-7. Pupils have access to playground equipment which includes basketballs, footballs, small stilts, skipping ropes and hoops etc. We also have older pupils trained as 'Playground Leaders' who help play games with younger pupils during breaks.



Hold on tight



Building sandcastles

Mr Alsop the school janitor, lays out pitches for games during the better weather. The tarred areas are marked out for a number of playground games.

Clubs

After-school clubs are run at appropriate times during the year and can include:-

Badminton (P6/7)

Gymnastics (P4-7)

Football (P4 - 7)- run by parents, evening and weekend

Athletics (P6/7)

Cross Country Training (P6/7)

Table tennis (P6/7)
Dancing/Cheerleading (P1 -7)
Music (P. 1-3)

All pupils attending after-school clubs will leave the school via the front school access as the back gates are locked at 3.30p.m.

After school Club

We have an after-school club for primary pupils that runs from 2.45 - 6.00p.m. every school day and also during most of the school holidays. This is presently run by Care and Learning Alliance (CALA). Please phone **07876542621** for information about this facility.

Breakfast Club

We have a breakfast club at the school. Breakfast will be available from 8.15a.m. and pupils will be supervised thereafter until the bell rings at 9.00a.m. It currently costs £3.00 for each breakfast club session.

Security and Safety of Pupils

We have an 'electronic security system' at our front door. In order to gain entry to the school during the school day you should follow the following instructions. When you arrive at the inner front door you will see a keypad on the left hand side. Please press the 'visitor' button and stand in front of the small camera lens which you will see at the top of the panel. This will allow the office staff to see who is at the door.

We have security fencing around the perimeter of the school. Whilst we encourage an active partnership between home and school regarding each child's education, and whilst we welcome parental access to the school, we have to at the same time ensure that there is no-one on the school premises who should not lawfully be there. The following security measures are currently being practised:-

- (1) All visitors - parents, tradesmen, sales reps etc must report to Reception in the foyer area.
- (2) Where parents have come to collect their children for dental appointments etc, they will meet them at the Reception area at the arranged time.
Parents, or other adults, coming into school during the school day on other business will likewise require a 'Visitor Sticker' should their business involve moving beyond the Reception Area..
- (3) Any adult arriving at school on business - e.g. a tradesman, company rep, authority official etc - will be obliged to fill in the relevant details in the Visitor File and then to wear a 'Visitor Sticker' unless they have their own identity card clearly displayed upon their person. Staff will wear identity badges.
- (4) During the school day, gates around the school will be locked. Children going home for lunch will have to go out of school **by the front door**. The gates will be open for the end of the Infant Day at 2.45pm.

Road safety/cycling

If the school community feels we need to address any road safety issues it can apply for funding through the Scottish Executive Safer Routes to School initiative. It aims

to impose safety and remove barriers to children walking to and from school. To date funding has been received to build a pedestrian crossing at the main distributor road and a path to connect the crossing to the estate.

Primary are given an opportunity to take cycling proficiency training in primary 6. We are currently planning to undertake some basic cycle training with P. 4 and 5 children prior to allowing them to cycle to school

Bullying

Bullying is unacceptable in all schools and when it arises we have procedures for dealing with it. We try and be proactive and discuss effects of bullying with the children through class discussions and school assemblies.

The traditional image of physical intimidation of a weaker child by a more dominant child is only one form of bullying. Many unfortunate 'victims' may experience bullying in other more subtle forms - name calling, exclusion from play, having belongings hidden etc. The task of staff is to identify bullying and to take action to remedy the situation. Discussions with pupils of the desirability of considerate behaviour, is a normal part of a teacher's work. At Drakies we:

- Provide the pupils with information on what bullying is and what to do about it
- encourage pupils to report genuine complaints of bullying
- take prompt action
- keep records of bullying incidents
- have our Anti-Bullying and Anti-Racist Policy available for parents requesting it

Child Protection - Pointers from the Highland Education Authority

- From time to time incidents 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 staff have to report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation.
- All agencies involved in Child Protection regard the welfare of children as paramount and this will be their priority.
- More information about Child Protection Procedures within Highland can be obtained from the Child Protection Development Officer, Cath Neil, Highland Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness IV3 8NN Telephone (01463) 703483 - Fax (01463) 713237

All staff are trained in Child Protection Procedures.

Getting It Right For Every Child 'GIRFEC'

Everyone has the right to life, to be heard, to feel safe, to an education, to be listened to and to be included, but sometimes things go wrong and young people can be deprived of these basic rights. *Getting It right for every child* is about ensuring the wellbeing of **every** child and young person in Scotland. Through the *Getting it right for every child* programme children and their carers are central to the process of finding solutions and having their needs met. Everyone working with children is expected to use a constant, fair approach, actively sharing information to agreed protocols and working together to improve outcomes for children. Everyone needs to be clear about their personal responsibility to do the right thing for each child. Parents and children, together with

schools, professionals and others working with young people will benefit from an approach which results in the development of one plan to meet all the child's or young person's needs.

The desired national outcomes for children and young people, from the Curriculum for Excellence, are that all children can be:

Confident Individuals, Effective Contributors, Responsible Citizens and Successful Learners.

To achieve this all children need to be **Safe, Healthy, Active, Nurtured, Achieving, Respected and Responsible and Included.**

These are known as the 'wellbeing indicators' and are remembered by the acronym **S.H.A.N.A.R.I.**

The *Getting it right for every child* programme affects the working practices of all Integrated Children's Services (Health, Education, Social Work, Police, Children's Reporter and Voluntary Agencies) who work with children and families, including services to adults who are also parents.

There is a responsibility to consider a child's wellbeing across the S.H.A.N.A.R.I. spectrum by everyone involved with children and young people.

Each child or young person will have a Named Person in universal services (health and education) who is the point of contact for the child, parents, professionals and the community. The Head Teacher will take over as Named Person on starting primary school. Children, young people, parents and carers should have clear information from the school about who is their child's Named Person.

In partnership with parents, child and, with consent, the Named Person will consider what additional support is needed to meet the child's needs. The Additional Support Needs teachers and auxiliaries are involved along with class teachers in supporting children who require additional needs.

If there is a risk of harm to a child, information will be shared without seeking consent following Child Protection Guidelines.

Where a child's support needs require different agencies to work together, a Child's Plan will be developed. At this stage a Lead Professional will ensure the Child's Plan meets the identified needs and everyone is doing what they agreed. It must be clear to all involved in the Child's Plan what actions are to be taken and by whom, the desired outcomes for the child and the arrangements for reviewing the plan. This may be as simple as a particular strategy to ensure a child's inclusion in certain activities to a plan addressing more complex needs.

The Lead Professional will ensure the active involvement of a child and family and ensure the Child's Plan is reviewed with progress and challenges noted. Partners contributing to the plan may be asked to contribute to this review.

More information about the *Getting it right for every child* policy and practice can be found at the website: www.hvlc.org.uk/gir

To contact direct: Email: GIRFEC@highland.gov.uk

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: Drakies is an Equal Opportunities School.

Other staffing

The Class Contact Teachers (CCR) are teachers who are employed to cover the primary 4 - 7 classes while the teachers at these stages have non -contact time out of the class for marking, planning and preparation. The primary 1- 3 teachers have reduced pupil contact time as the pupils are in school for a shorter day.

The CCR teachers are Mrs E Danby who teaches P.E., Ms M MacDonald who teaches Art & Design and Ms J Murray who teaches music.

The Piping Instructor visits the school one afternoon per week and gives instruction to selected pupils. At the moment, the Education Authority charges a tuition fee for this specialist instruction.

The Violin/Strings Instructor visits the school for half a morning per week and gives instruction to selected pupils. Again the Authority charges a fee for this specialist instruction.

School Curriculum

All schools in Scotland are embarking on curriculum changes known as '*Curriculum for Excellence*'. This embraces a wider definition of how and what children should learn and experience in their journey through their education. It sets out values, purposes and principles for a new 3 - 18 year old curriculum.

"The curriculum needs to promote learning across a wide range of contexts and experiences. It should equip young people with high levels of literacy, numeracy and thinking skills and support development of their health and wellbeing. It should enable every child to develop his or her potential through a broad range of challenging, well-planned experiences which will help them develop qualities of citizenship, enterprise and creativity." (Quote from '*Curriculum for Excellence*' document) The Curriculum for Excellence aims to create *successful learners, confident individuals, responsible citizens and effective contributors*. Drakies Primary will be engaging with the new curriculum over the next number of school sessions.

The new curriculum covers the ages of 3-18. Instead of the 5-14 levels there will be 6 new levels:

Level	Experiences and outcomes for most children
Early	in pre-school and in primary 1
First	by end of P. 4, but earlier for some
Second	by end of P. 7, but earlier for some
Third	In Secondary 1- 3, but earlier for some
Fourth	Fourth level broadly equates to SCQF level 4
Senior	In secondary 4- 6, but earlier for some

The new range of experiences and outcomes for the learning outcomes for the Curriculum for Excellence are grouped into following areas:

- Health and Well-being (to include personal and social development, health, physical education and activity)
- Languages (to include modern languages/Gaelic/classics)
- Mathematics and numeracy
- Sciences (to include biological, physical, chemical and environmental contexts)

- Social Studies (people, past events and societies; people, place and environment and people in society, economy and business)
- Expressive Arts (drama, dance, music and art)
- Technologies (craft, design technology, graphics, computing and home economics)
- Religious and moral education

Health and well-being

Learning in health and well-being ensures that children and young people develop the knowledge and understanding, skills, capacities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

It enables children to apply their mental, emotional, social and physical skills to pursue a healthy lifestyle which will be continued into adult life. Drakies is a Health Promoting School and we aim to uphold this by engaging the pupils in a variety of healthy experiences. We have a Health Promotion Group at the school that consists of pupils, staff and parents. We enhance our health and well-being programme with a variety of additional experiences e.g. sports, playground games, after school activities, cycling training, dancing and other physical activities. We invite other agencies to share their expertise with pupils e.g. ambulance service, emergency services, school nurses.

In all aspects of school life we are concerned with developing personal and social skills such as the ability to work independently, coping with emotions, making informed decisions, showing respect and tolerance for others.

Language

Language is at the heart of children's learning across the curriculum and is regarded as one of the core subjects within the Curriculum for Excellence. Through language they receive much of their knowledge and acquire many of their skills. Language enables children to communicate effectively with others for a variety of purposes, and to examine their own and other's experiences, feelings and ideas, giving them order and meaning. The development of literacy and English skills i.e. listening, talking, reading and writing is integrated into all areas of the curriculum and pupils are taught to make links between the reading and writing. Foreign languages are included within the language area and we teach French at Drakies Primary. French is taught by class teachers who have undertaken training in French. This involves listening, talking, reading and writing activities.

Numeracy and Mathematics

Pupils enter school as active thinkers, having already experienced mathematics informally through play and in everyday activities such as dressing, eating, shopping and travelling. Being numerate and having an understanding of numeracy and mathematics helps us to function responsibly in everyday life and contribute effectively to society. Wherever possible the pupils will actively engage with learning experiences that will enable them to be equipped with the skills, the concepts, the facts and techniques required to deal with numbers and maths in the real world.

Sciences

Through learning in the sciences, pupils develop their interest in, and understanding of, the living, material and physical world. The main areas covered in sciences are planet Earth, forces, electricity and waves, biological systems, materials and understanding some of the current issues of science. Most science will be integrated into other topics

being studied e.g. if studying 'Weather' the pupils will look at aspects of water science, but some aspects will be taught separately.

Social Studies

Through Social studies, pupils develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. They also develop their understanding of their environment and how it has been shaped. This includes for example, understanding principles of democracy, history, heritage and culture of Scotland, engaging in activities which encourage enterprising attitudes. A topic or theme approach is normally used to integrate the various aspects of the curriculum and make it meaningful for the pupils e.g. in lower school 'Shops', 'Houses & Homes' or in Upper school 'Invaders', 'Climate'.

Expressive Arts

Expressive Arts play an important role in enabling the pupils to enhance their creative talent and develop their artistic skills. By engaging in experiences within expressive arts the pupils will recognise and represent feelings and emotions, both their own and those of others.

Whilst our CCR teachers have a particular input with the primary 4 - 7 pupils in art, music and dance, the classroom teachers at all stages, outside bodies like Feis Ros, the National Music Initiative all play a part in the implementation of the expressive arts programme. Drama is taught by class teachers or outside bodies e.g. Eden Court Outreach workers.

Religious, Social & Moral Education

Religious and moral education is a process where pupils and young people engage in a search for meaning, value and purpose in life. The pupils will learn about and from beliefs, values, practices and traditions of Christianity, the world religions and views which are independent of religious belief. They will develop respect for others and an understanding and tolerance of beliefs and practices which are different from their own.

The teaching of Religious and Moral Education aids the development of the understanding of religion as a significant area of human experience.

We hold weekly assemblies and sometimes have speakers from organisations and charities in to talk to the pupils during the assemblies.

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

Technologies

Learning in this area of the curriculum enables pupils to gain the skills and knowledge to use technologies now and in the future, at home, at work and in the wider community.

Learning in the technologies provides a strong foundation for the development of life skills that are recognised as being important for success in the world of work. This enables pupils to develop a better understanding of the role and impact of technologies in changing society. This involves the skills of computing science, researching, problem solving and exploration of materials and applied technologies.

Drakies is fortunate in having a well-equipped computer suite as well as having computers in each classroom. We have a variety of ICT equipment at the school that enhances the learning and teaching at the school. All our present classes have interactive whiteboards and mini- recording studios.



Our computer suite

Assessments

5-14 Attainment

The following is the attainment for Drakies for session 2009 - 2010:

Drakies 5-14 attainment June 2010

Reading	Writing	Mathematics
94%	91%	85%

(% of P3, P4, P6 and P7 pupils attaining or exceeding minimum 5-14 levels for their stage.)

The school session 2009 - 2010 is the last session that we will undertake 5-14 assessments with pupils as we will be embarking on assessment procedures for the new Curriculum for Excellence from session 2010 - 2011.

Drakies also uses standardised testing, the results of which, along with the class teacher's assessment can give a picture of a pupil's progress in school as they progress through the school. These can help identify the pupils' strengths and weaknesses. Most assessments are made by teachers on a day to day basis based on the pupil's achievement of lesson targets or learning outcomes. Pupils are also involved in assessing their own work and work of their peers, against the same targets.

Setting

To aid effective teaching and learning we may use 'setting' in some curricular areas. This means that pupils working at the same level may 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' may also be used by Additional Support Needs Staff to group children from different classes who would benefit from similar activities.

Parents' Evenings & Pupil Reports

Parents will have the opportunity to meet with parents twice a year to discuss their children's progress. One of these will follow the receipt of a written pupil report in May/June. Parents who are anxious about their child's progress may of course contact the school at any time during the session.

Homework

The school views homework as an introduction to a regular period of private study and a valuable discipline for the future. It provides an opportunity for reinforcement of work covered in school time, provides structured opportunities for parental involvement and trains pupils to plan and organise their time.. Homework will not involve skills that have not been previously taught in class and will be graded to match individual abilities and requirements.

Homework should take up to 15 minutes a night for P1 - P3, up to 25 minutes for P4 - 5 and up to 35 minutes for P4 - P7 to complete. Written homework is given out on a Monday and handed in by the Friday. A copy of the homework policy is available from the school if required.

Educational Excursions

Educational excursions are an important part of the school curriculum for they enable pupils to gain first hand experience of their environment and carry out practical investigations in a meaningful context. They will vary from local visits which can be made on foot to more ambitious outings which will require considerable preparation and planning. Details of excursions are sent to parents before the event. All trips out with the school boundaries are risk assessed.

Liaison with Parents/Community Contact

Parents are encouraged to take an active interest in the work of the school and are kept informed by newsletters which are issued through pupils from time to time. In addition, we hold a curriculum evening in September and consultative evenings are held in November and May. There is also an open afternoon held during the Spring Term, when parents visit classrooms to view pupils' work, class assignments and project activities undertaken during the session.

Parents are welcome to participate in school life e.g. playing games in classes, helping on class outings, contributing towards concert preparations, helping in the school library, sharing skills and interests etc. Please let us know if you are interested in becoming involved. All parents working regularly with children are required to undertake checks by Disclosure Scotland.

Funds Into Drakies Organisation (FIDO)

Our Parents Association, FIDO, is involved in running a number of events throughout the year which apart from raising funds for the school add a social dimension to be enjoyed by all.

When such events are run, they tend to be well-supported and many parents willingly lend a hand. To date FIDO fund-raising has provided the school with a range of activities and resources e.g. 'wet weather day' games for the classrooms, basketball stands for an outdoor court, CD players & laser printers, playground games, theatre productions at the school, library/supplementary reading books, Adventure

Playgrounds, transport costs and an Interactive Whiteboard. Any parent interested in becoming involved with FIDO can contact the Chairperson on 07817000881.

Parent Council

The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents play in supporting their children's learning by modernising and strengthening the framework for supporting parental involvement in school education. We have a Parent Council at the school. The group aims to help parents to be involved with their child's education and learning and welcomed as an active participant in the life of the school. They are encouraged to express their views on school education generally. If you wish to find out more about the Parent Council you can contact the Chairperson Lee Dowie on 01463 255889.

The Community

Drakies has links with members of the school community e.g with Community Police, local councillors and community groups meet at the school e.g. SWRI, Senior Badminton Club, Brownies/Guides, National Youth choir.

Visiting speakers with specialist expertise or life experiences are frequently invited to speak to pupils involved in thematic studies.

Fund-raising activities are often run by individual classes to support charity groups in the local community.

School Rules

Order and discipline in the school are obviously important to ensure that pupils feel secure and that work can continue without disruption. Respect for the facilities and fabric of the school along with a respect for the rights and property of others will be a reflection of the good behaviour and good manners we expect.

In January 2010 we introduced a new behaviour system called 'Go for Green'. The pupils are expected to follow the 'Go for Green' rules and if they do not they are issued with a warning card and if they continue to break the rules they receive a red consequence card. The sanctions may be a loss of 'Golden Time' minutes (time for choice of activities for good behaviour), loss of School 'House' points or sanctions agreed by the staff and pupils. Pupils are given recognition for being 'green' all week and can also be issued with a 'privilege' card where they are awarded further rewards.

Through the child's life at primary we aim to encourage the growth of self-discipline. We depend upon parental co-operation and support regarding behaviour and attendance at school.

Children are made familiar with and are expected to adhere to all rules regarding :

General Behaviour in and out of school premises

Use of Toilets

Wet Weather Procedures

Behaviour in the Dining Hall

Pupil Council

We have a pupil council with representatives from P1 to P7 classes. The council meets with the Head Teacher to discuss school issues and developments. Members bring requests and suggestions from their fellow pupils to be discussed at meetings. Once the minutes of the meetings have been drawn up they report back to their individual classes.

Road Safety

Road Safety is an important part of our Health and Safety curriculum. The school aims to make best use of outside agencies involved in road safety, including the police, the school crossing patrol officer and local road safety officer. Cycling proficiency courses are run by staff/parents. The school encourages children to walk and cycle to school. It should be noted that all children under 8 years old should be accompanied by an adult if cycling to school. All children cycling to school are required to wear a helmet. It should also be noted that children should not cycle on the pavements. Parents are responsible for children cycling to school.

Parents need to be aware of the traffic congestion problems that can arise around the school and we would ask you to try and not park on Drumossie Road as the road is used by service buses. The school is opposed to all acts of illegal and inconsiderate parking of vehicles - close to road junctions, on footways or blocking private driveways. It will work with the appropriate agencies to ensure that the safety of its pupils is not compromised in any way when travelling to and from school.

Parents are requested not to drive into the school car park during the school day. Parking is limited and reserved for staff and visiting teachers. The obvious exception is where a child is unwell or injured and needs to be taken home by a parent or relative.

Junior Road Safety Officers

Two pupils have been appointed who raise issues concerning road safety, hold surveys e.g. about travel arrangements to school or competitions to encourage safe behaviour in many areas such as roads, water etc.

Health Promotion Group

We have a group in the school that looks at how we can improve the health and eating habits of the pupils at the school. This group consists of parents, pupils, staff and our Health Promotion Officer.

ECO School group

A committee of teachers, pupils and interested parties has been formed in Drakies, the purpose of which is to encourage pupils to think of ways in which they can help take care of their immediate school environment and also become more aware of issues which can have a beneficial or otherwise effect on our planet. We presently have gained our silver award for the Eco Schools initiative and this session we will be working towards our Green Flag award.

Collections for Charity

We receive requests from many charities each year. We endeavour to address some of these - sometimes through a specific fund-raising event, sometimes from the proceeds of a Christmas Concert, sometimes through an assembly collection. Many pupils opt to run small class sales prompted by issues they have read about or seen. This demonstration of care and concern is to be commended and those involved undoubtedly benefit from the experience of the fund-raising exercise.

School Fund

A School Fund is maintained to meet costs in various areas of school provision not financed by the local authority. We also receive considerable support from FIDO our

Parents Group. We are extremely grateful to parents for their support for concerts, sponsored events, etc which enable us to subsidise educational travel and visiting entertainment, purchase additional library resources and computer accessories, etc.

Transfer to Secondary School

On completion of Primary Education, Drakies pupils normally transfer to Millburn Academy for their Secondary Education. Primary 7 pupils visit Millburn Academy on a number of occasions prior to transferring to Millburn in August.

Pupils with additional support needs have additional visits to Millburn. In the June prior to transfer the P.7 pupils attend Millburn for two whole days, following a secondary school curriculum. Millburn Guidance and Additional Support Needs staff also visit the school during the third term to talk to pupils and teachers. Information is exchanged and transfer is achieved smoothly.

Ms Delia Thornton (Rector)
Millburn Academy
Diriebught Road
INVERNESS
IV2 3QS Tel: 233573

Pupils outwith the school's catchment area.

If you live outside the catchment area of Millburn Academy but wish your child to attend Millburn, you will need to ask the school office for a placing request form that you require to send to the Area Education Manager, Area Education Office, 13 Ardross Street, Inverness, IV3 5NS. This applies for nursery pupils who may attend the Drakies Nursery but who are out with the catchment area for Drakies Primary.

There is no guarantee that your placing request will be granted.

Please note that you should still enrol your child at the local secondary/primary school for the area in which you live. You should do this well before your child's entry to the school on August.

Transferring Educational Data About Pupils

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

What pupil data is collected and transferred?

Data on each pupil is collected by schools, local authorities and SEED. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to SEED. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than

specific addresses. Dates of birth are passed on as 'month and year' only, again to ensure that individuals are never identified. Data is held securely and no information on individual pupils can or would be published by SEED.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

Why do we need your data?

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

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

Your data protection rights

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

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

Concerns

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

Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large **print**.

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>.