

Strontian Primary School Handbook 2010



Head Teacher: Mrs M Ogilvie
Strontian, By Acharacle,
PH36 4HZ
Telephone: 01967 402363



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Introduction

Strontian Primary School accepts boys and girls from P1 to P7 from families living in, or around, the village of Strontian, from Ardery and Glen Cripesdale to Polloch, Kilmalieu and Kingairloch. The school has a Nursery Unit for three and four year olds. This is based in a wing of the Ardnamurchan High School about half a mile from the Primary School. A separate nursery brochure is available.

Strontian Primary has twenty-eight pupils on the roll at present, organised into two classes. There are nine children in the Nursery.

The school building is part of a complex which also contains accommodation for elderly people (Dailmhor House), the Doctor's Surgery and a Community Hall area. The building is situated in Dailmhor and is opposite the public play park. The unit was officially opened in April 1974.

Strontian Primary is one of the non-denominational schools in Lochaber in that it is not affiliated to or sponsored by any of the local churches. However, as part of our Religious and Moral Education curriculum we welcome representatives from different denominations into school to talk to the children.

The staff warmly welcome you and your family to the School. We hope that your child will be happy in our small school. Please remember that you are welcome to come into the School to discuss any aspect of your child's school life. If you wish to visit the school prior to enrolment please telephone the school to make an appointment.

The Scottish Government is continuing to implement a wide programme of education reform and improvement which aims to give more children a better start and greater opportunities in life. Details of some of these initiatives are outlined in this booklet.



School Aims

The school aims were reviewed with all stakeholders including the *children* in 2009 – 2010.

We aim:

1. To create an ethos of achievement by recognising and celebrating success and giving pupils a sense of personal fulfilment and satisfaction through their achievements.
2. To raise pupils' attainment.
 - by encouraging positive attitudes to learning
 - by fostering self-discipline and developing pupils' motivation
 - by providing a broad and balanced curriculum: *All pupils should be able to talk and listen, read, write and spell in English; Every pupil should learn Mathematics including times tables, different sums and numbers, decimals and fractions, shapes, measurements, graphs and problem solving; Pupils should learn about Science and do experiments; All pupils should learn how to do music, art, drama and dance; Everybody in school should learn technology to help them plan and build things; Learning Religious and Moral Education will increase our knowledge of different religions and parts of the world. We will learn about right and wrong and to be more tolerant of other people; We should start learning another language like Chinese, Gaelic, Spanish or French.*
 - by developing the four capacities of the Curriculum for Excellence: successful learners, confident individuals, responsible citizens and effective contributors. We aim to encourage co-operation and team effort in schoolwork and social situations and to use a variety of teaching methods, including active learning. *We need to learn to get on with people, to follow rules, to use good manners, to co-operate in groups and to help others. We need to learn to be confident.*
 - by ensuring that children develop an appropriate range of skills
 - by working in partnership with parents to enhance children's learning and welfare
3. To create equal opportunities for all pupils. *We should learn how to treat other people the way we would like to be treated and we would learn how to get on with others to keep everybody happy because lonely people are unhappy and angry.*
4. To provide a school in which pupils, teachers, parents and the local community can take a pride:
 - by encouraging high standards of behaviour and attendance
 - by fostering a sense of caring and concern for others in school and the wider community
 - through partnership with parents and the Parent Forum and Council and through links with the community
 - by continuing to improve the environmental credentials of the school through the Eco-Schools Award
5. To provide a pleasant, friendly and secure environment for the pupils in which learning can develop.
6. To ensure that the school is well resourced and organised, both in terms of staff and equipment.
7. To ensure that all staff have opportunities for continuing professional development.
8. To foster an interest in Gaelic culture and its place in Scottish history as a whole, and to acquaint children with the language through music, songs, local history and place names and by direct experience of the language.
9. To appreciate the benefits of healthy living and physical fitness. *All pupils should learn about exercising and good food. We need to be healthy and learn about what can be dangerous.*
10. To promote links within the local Associated Schools Group, including effective transfer of assessment information and well developed primary / secondary liaison.



School Facilities

Facilities include:

1. Hall and stage (shared with the community).
2. Gym Equipment - wall bars, large apparatus, basket ball and nets for short tennis, badminton and volley ball.
3. Interactive whiteboard.
4. Three laptop computers with CD Rom, two colour printers, digital camera and scanner.
5. Television, Video and DVD player.
6. Video camera.
7. Listening Centre and radio cassette player for each Classroom.
8. Coomber tape recorder and CD player.
9. Photocopier.
10. Keyboard and piano.
11. Both Classrooms have mobile white boards.
12. Separate Infant and Junior play areas. The Junior Playground is scheduled for further improvements in 2010.



Special Features

We are particularly proud of the children's achievements in local Festivals and Mods. Collections for Charities such as Comic Relief are entered into with gusto.

We are pleased to continue our association with the residents and staff of Dailmhor House. The children are invited to sing at various local events such as the Old Folks' Lunch Club. The pupils always perform with enthusiasm and to a high standard. Their Christmas Show has been a highly successful and popular feature for a number of years now, and much appreciated by the local community, including the local Lunch Clubs.

The children have a keen interest in the local environment. We have a tree nursery and every year plant out trees in and around the village that we have grown from seed. We recycle paper and have a compost bin. In 2009 we were awarded the Bronze Eco Schools Award. We are working towards our next Eco Schools Award.

We are grateful to parents and the local community for their support in campaigning for playground improvements, for fund raising and for helping with activities such as sports days. We thank the Community Council for their generous donation to cover the cost of transport to take the pupils swimming in Fort William and to parents for driving the minibuses. We would like to thank Helen Tait and the Craft Fair for all the donations over the year: these have been used to buy toys and equipment to encourage active learning.



School Committees and Associations

Parent Forum and Parent Council

In August 2007 the Parent Forum and a Parent Council were set up under the provisions of the Scottish (Parental Involvement) Act 2006 to maximise and improve parental involvement. The legislation recognises the strength and value of parental involvement and aims to make it a central part of the education system. All parents and guardians of children at the school are automatically members of the Parent Forum. Members of the Parent Council are elected by the Parent Forum from all the parents on the Forum. Parents may co-opt other members including school staff, pupils and members of the community onto the Parent Council. A copy of the Parent Council constitution is appended at the end of this booklet.

Office bearers

Chairperson Aileen McCauley

Secretary Justine Dunn

Treasurer Jane Hamilton

Pupil Council

Every year a Pupil Council is elected by the children to represent their views. The Council consults with the other pupils in the school on any issues affecting them. The Pupil Council has organised fund raising activities, suggested playground improvements, alterations to the snack menu and also helped to review the school rules.



Staff and pupils

Staff

Full-time teachers

Mrs Alison Munro	Junior Class – 16 pupils
Miss Gillian Gallacher	Infant Class – 12 pupils

Head teacher

Mrs Mindy Ogilvie	Probationer Support
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Visiting teachers

Mrs Rhona Grant	Physical Education
Mrs Frances Sinclair)	Learning Support
Mrs Diana Snelgrove)	

Music instruction

Mr Chris Josey	Kodaly Musicianship
Feis Tutors	

Assistants

Mrs Lorna Michie	Acting Nursery Assistant
Mrs Eilidh Wilson	Temporary Nursery Auxiliary
Mrs Carol Duncan	Classroom Assistant/ Learning Support
Ms Candy McFarlane	Learning Support

Other staff

Mrs Eilidh Wilson	Clerical Assistant
Mrs Lorna Michie	Dining Attendant
Mrs Hilary Morris	Dinner Money Clerk
Mrs Anne McHale	General Auxiliary
Mrs Carol Duncan	Cleaner

School roll

Class	Pupils
Nursery	9
Infant class	
P1	2
P2	10
Junior Class	
P3	4
P4	2
P5	2
P6	5
P7	3
Total	37



The School Year 2010/2011

School & Nursery Close at usual times (i.e. school open as usual on these dates)	School & Nursery Open (i.e. these are the first days back after the holidays for pupils)
Tuesday 17 th August 2010	Friday 8 th October 2010
Monday 25 th October 2010	Thursday 23 rd December 2010
Monday 10 th January 2011	Friday 11 th February 2011
Monday 21 st February 2011	Friday 8 th April 2011
Tuesday 26 th April 2011	Monday 2 nd May 2011 Closed Public Holiday
	Friday 1 st July 2011 at 12.30pm
Tuesday 16 th August 2011	

There will be five days of In-service Training for teachers when the children will not come into School:

- Monday 16th August 2010
- Three days following the February mid-term break – Wednesday 16th, Thursday 17th and Friday 18th February 2011.
- One day in June 2011 – date to be agreed by the Ardnamurchan Associated Schools Group.

The School Day

We like children to be in school by 8.55 a.m. ready to start by 9.00 a.m. P1 entrants attend school in the mornings only, for the first two weeks, after which they finish their school day at 2.30 pm.

The school day is as follows:

Nursery 9.10 am—11.40 am.

School starts 9.00 am

Interval 10.45 am—11.00 am

Lunch 12.30 am—1.15 pm

P1—P3 home-time 2.30 pm

P4—P7 home-time 3.15 pm

Children completing their education at Strontian Primary School transfer to:

Ardnamurchan High School
 Strontian
 PH36 4JA
 Telephone: 01397 700105
 RECTOR: Mr Christopher Millar-Craig



Starting School

Before starting School in August 2010, the new Primary 1 pupils will be invited to School for some induction mornings, usually during the Summer Term. Parents will be advised of the dates nearer the time. Initially pupils join the Infant Class from 9.00 a.m. – 10.45 a.m. and then for the second half of the morning between 11 a.m. and 12.30 a.m. The final visits are for the whole morning.

It is helpful if children entering P1 are able to recognise and name colours and are able to count and recite nursery rhymes. Your child's progress will be better if you read regularly with your child at home, so that stories, poems and books become an important and enjoyable part of family life. Encourage your child to draw and colour in. Let your child help around the house with simple baking and other household activities – tidying, sorting, laying the table etc.

Formal writing is best left to the school, but please check that your child is holding his / her pencil correctly as this enables them to write more easily and legibly.



Correct letter formation is the foundation of later handwriting fluency and if not learnt correctly from the start, will lead to problems and frustration. Please do not encourage your child to write his / her name in capital letters. A letter formation sheet is attached for guidance if your child is already starting to copy letters in his/her drawings. Although we live in a computer age most of the national assessments and Scottish qualification awards your child will undertake in their school career will be completed by hand. So a fluent, legible style of joined handwriting is an essential skill. Correct pencil grip, posture and letter formation are therefore important.

Computer games and television are part of our common culture now. Computer games can help with hand-eye-co-ordination and they can be a powerful motivational tool as well as educational. However, current advice suggests indiscriminate choice of games and playing for long periods may be harmful!

Equipment

School bag and PE Kit

Children are issued with a maroon school bag. Children will have a reading book or homework most nights.

Children are expected to have a pair of indoor shoes for wearing in school because the Classrooms are carpeted. Boots or shoes worn in the outside play areas must be changed before the children enter the Classrooms.

Every child should have a P.E. Bag containing a T-shirt, shorts (preferably with an elasticated waist) and a pair of gym shoes. These can double as indoor shoes. Leather shoes and some types of trainers are not suitable as they are not flexible enough and they damage the apparatus – crash mat, mats and box. The P.E. Bag should be brought to the School on a Monday morning and left on the child's cloakroom peg until Friday, when it can be taken home and the kit cleaned, ready for the next Monday.

The shorts can double as spare clothes in case of an emergency e.g. getting muddy in the playground.

Please label your child's property, particularly similar items such as Gym Shoes, Wellingtons and Sweatshirts. Pencils, rulers, wax crayons and some felt-tip pens and colouring pencils are provided by



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the School. Many children enjoy having their own pencil case with their own pencils, rubbers and felt-tips.

School uniform

This consists of a burgundy sweatshirt with a light blue logo showing the hills above Strontian. A burgundy fleece or jacket and white or blue polo shirt are also available with the logo on them. The logo was chosen by the parents from a number of designs made by the children. It is available in child and adult sizes by Mail Order. The Head Teacher issues Order Forms for the sweatshirts at the end of each school year and the order usually arrives in August, ready for the new school year. School uniform can also be ordered at other times during the year. Please ask at the school office for an order form. The price of uniforms last session was £7.00 for sweatshirts, £5.50 for polo shirts and £12.00 for fleeces. Children in receipt of free school meals are also entitled to financial assistance with uniforms. We have a number of second hand items of school uniform available – please ask at the school office.



General information

Attendance and reporting absences

As part of Highland Council's child protection procedures, any absence from School must be explained by a parent/guardian, either by telephone or by letter.

Where a child is absent for more than three days and the school has not been informed of the reason, we are required to phone home using the numbers provided in the emergency contact list. If a child has not attended school for a substantial period of time we are directed by Highland Council guidelines to find out what has happened to the child by making further enquiries.

To prevent the spread of infection please note that NHS Highland have issued schools with recommendations on exclusion due to infectious illness. After diarrhoea or vomiting children should not return to school for 48 hours from the last episode of diarrhoea or vomiting and should be excluded from swimming for two weeks following the last episode. In cases of chicken pox children should stay away from school for five days from the onset of the rash.

Book Club

Pupils are given the opportunity to purchase books from a postal book club about twice a term. The service used is The Scholastic Book Club or the Puffin Book Club. Children are given a copy of the current leaflet and order form. If children wish to purchase books, they should return the completed form to the School by the date specified, with the correct money (cash or cheque). Books will be handed out to the pupils about a week later. Pupils do not have to purchase a book!

School Fund

The profits from various activities are lodged in the School Fund, which is administered by the Head Teacher and Clerical Assistant. The Fund is used for subsidising school trips and swimming; for purchasing extra books and equipment and for improving School facilities beyond the level provided by Highland Council.

School meals

A school meal is served on the stage of the School Hall at 12.30 p.m. The food is cooked in the kitchens of Ardnamurchan High School and transported in insulated containers to Strontian Primary. The meals are served by the Dining Attendant from the kitchen cubicle that adjoins the stage. A Teacher supervises the children.

The meals vary, consisting of a main course and pudding or a starter and a main course. The meals are wholesome and follow the Scottish Executive healthy eating guidelines from the publication *Hungry for Success*. Meals served include roast pork with potatoes, gravy and two vegetables followed by rice pudding and mandarins. Please let us know if your child requires a vegetarian option or requires a special diet.

The children are offered a choice of fresh fruit or yoghurt instead of a pudding. Milk, fruit juice and water are available and bread is offered with every meal. Menus are changed so that they are appropriate for the Winter time (October to March) and Summer time (April to September).

School meals are £1.65 at present. Dinner money should be sent to School on Monday mornings in the money pockets provided by school or in an envelope with the child's name on it and the amount enclosed. Dinner money is collected and banked by Mrs Hilary Morris. Please send dinner money to school in a separate money pocket to any other money sent in. Children who have occasional dinners should bring their dinner money on a Monday as well. Cheques should be made payable to Highland Council.

Pupils having a packed lunch sit on the stage with the children taking school dinners. When the meal is finished, children go out to play until 1.15 p.m. and the start of the afternoon session.



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At Christmas the whole school and staff sit down together to celebrate by eating Christmas Dinner together in school. The emphasis is on sharing a festival together and children may prefer to bring their own packed lunch.

Free school meals are available to pupils whose parents / guardians are in receipt of Income Support. Application Forms are available from the School.



Transport

Save in exceptional circumstances, the policy of the Education Authority is that children under eight years of age may be expected to walk up to two miles to School and children of eight years and over may be expected to walk up to three miles. Children living outwith these distances are entitled to free conveyance to and from School and parents should apply accordingly. Application Forms are available from the School.

Adverse weather conditions

The School rarely has to close early, but occasionally it is necessary to do so due to worsening weather conditions. The following procedure will be adopted:

11. 1. Where possible, parents will be advised by telephone before the pupils are dismissed.
12. 2. Where there is no reply, the Emergency Contact Number for the pupil will be tried.
13. 3. Failing this, the children will be kept at School or sent home to their Emergency Contact.

The school is lucky to share the back up water and electricity services supplied to Dailmhor House Residential Home, so we rarely have to close the school due to power or water failure. Parents can check whether the school is open by phoning 0870 054 6999 and keying in the security pin 04 3090 for a recorded message concerning adverse weather and school opening. Nursery parents must phone the Ardnamurchan High School emergency number to find out if the building is open. (Details are given in the Nursery brochure.)

Road safety

Children cycling to School are encouraged to wear Safety Helmets. Children are issued with fluorescent waistcoats on loan for the year. This initiative was kindly sponsored by the Ben View Hotel, the Strontian Hotel and Kilcamb Lodge.



Child welfare

Child Protection

The Highland Council imposes a duty on schools to report through its referral procedures any incidents which may give rise to a suspicion that a pupil has been subjected to abuse in any of its forms.

This might involve information being passed onto other agencies without reference to a pupil's parents or guardians. The children's safety is a prime concern.

Healthcare

The School Dentist visits Strontian every year to inspect P1 and P7 pupils with the permission of the parents. The inspection is part of a national survey for the Scottish Executive. Letters are issued to parents with the results of the inspection. Parents can opt to take their child to the School Dentist in Fort William if treatment is recommended.

The School Nurse visits once a year for routine height, weight, hearing and eyesight checks. Please let the Head Teacher know in time if you wish to be present when the Nurse comes.

If there is any medical problem which might affect a pupil in School, parents are asked to inform the School.

Healthy Snacks

We have a healthy eating policy in school. Sweets are not allowed: this decision was taken in consultation with parents many years ago and has recently been endorsed. The no sweets policy includes fizzy drinks. In addition snacks are served before the mid-morning break, consisting of fruit juice or milk, wholemeal bread or plain cracker and butter and a piece of fruit. Each child in P4 – P7 pays £1.50 per week for the snacks, be it full or part week. Pupils in P1 – P3 pay £1 per week as they receive an extra portion of free fruit as part of a government initiative. Any profit from snack money is directed back to the children e.g. special or exotic food for festivals, celebrations or designated 'health' weeks or towards 'treats' on school trips. Please send snack money to school in a money pocket.

First aid and emergencies

The fire alarms are controlled and monitored in Dailmhor House. The School has regular fire drills and the alarms are tested every week. There is a no smoking policy throughout the building. The front door has a security system and staff conduct health and safety checks.

The parents or a representative are always contacted when a child becomes ill or is injured in School and requires more than immediate First Aid. It is essential that the School should have an Emergency Contact for every pupil in case parents / guardians cannot be contacted.

Illness and administration of medicines

School and Council policy is to enable children with special health needs to attend school. The Head Teacher accepts responsibility, in principle, for staff giving or supervising pupils taking prescribed medication during the school day e.g. an inhaler. Staff do so on a voluntary basis as there is no legal requirement upon staff to administer medicine. The parent / guardian must give written permission and medication must be in the original packaging with the child's name on it. Medicines will be kept in a locked cabinet in the classroom or in the school office. Special health needs include asthma, diabetes and allergies. It does not include, for instance, the taking of antibiotics, following a throat or chest infection or medication for relieving headaches or fever. In these instances the child should remain at home until they are well enough to come to school.



Please refer to the section on Attendance and Reporting Absences page for recommendations on exclusion from schools due to infectious illness.

Insurance cover

Highland Council provides cover for pupils for accidental injury while taking part in School organised out-of-school activities. There is no insurance to cover accidental injury in School (unless negligence can be proved), nor of theft or loss of personal property, including money.

Discipline policy

A good discipline policy is of vital importance to teachers and parents for the welfare of the children. It is a central issue. The key note is firm but fair.

Discipline is a positive, not a negative strategy: it is not to stop the children doing wrong, it is to help them to do right. Emphasis is given to considerate behaviour, good manners and self-discipline.

We try to deal with each situation fairly, by listening to both sides of the story. The children need to see that discipline is just and that those in authority are striving to be unbiased. Motives and consequences are openly discussed with the children. Counselling about future actions and reactions is vital.

This takes time, but is worthwhile as it helps the children to develop a sense of justice, to learn to be understanding and to be tolerant of others.

Children do not resent punishment if it is deserved and fair. Punishments include a verbal rebuke; sitting out for a set time (e.g. two to five minutes) watching the 'count down' clock, withdrawal of privileges, including exclusion from playtime, carrying out a useful task (e.g. tidying) or writing about the incident.

In the case of serious or persistent misconduct, parents will be invited to the School to discuss the problem and to develop a joint strategy with the Teachers to help the child.

There is one basic rule:

"Do as you would be done by."

i.e. children are expected to behave towards others as they would expect to be treated themselves.

Pupils and teachers have worked together to draw up a School Behaviour Code:

We talked about the things we should or should not do to keep us safe and happy in school. The rules that we came up with are displayed on the next page.



School Behaviour Code and policies

Rules to keep us safe

- Do not hurt other people – no grabbing, punching, kicking, hitting or “play” fighting.
- No playing with sticks or stones.
- No running in the school or jumping down the stairs.
- Don't climb on trees when you go to the play park.
- Be honest and truthful – don't tell lies.
- Listen to teachers and obey the instructions of adults in school and on school trips.
- No leather footballs, cricket balls or shinty balls in the playground. Play football on the village green.
- Look after property. If you break something or find something is damaged tell an adult.
- Ask if you are allowed on the grass.
- Watch out for other people in the playground and around the school, so that you don't bump into each other.
- Be careful around doors.

Rules to keep us happy

- Treat other people the way you would like to be treated.
- Try to include people in your games and don't spoil other people's games.
- Share your games and equipment.
- Ask before you borrow from someone and look after the things you have been lent.
- Don't call anyone names.
- Don't talk about anyone behind their back.
- Be polite – use good manners. Call people by their proper names or their nick name if they like it and are happy for you to use it. Say please, thank you and excuse me...
- Be kind, gentle and helpful. Don't fuss or argue when you are told to do something.
- Don't use bad language.
- Learn to control your feelings. We all feel angry, upset, sad or jealous sometimes. That's OK. But it's not all right to hit people, shout at them, call names, spoil games and so on because you are angry or upset. Instead you could: talk to someone like an adult or your friend about your feelings; go away and have a little sulk by yourself until you calm down or feel better; try and get rid of your feelings by doing something (run around, count to ten, have a good cry, take some deep breaths and think of happy things...)

These rules are reviewed annually by the Pupil Council in consultation with all the pupils and staff.

Anti-bullying policy

Our policy is aimed at preventing bullying at its inception. Children require sound moral guidance and a firm, but fair discipline policy to encourage kind and considerate behaviour towards others.

Any parent who suspects their child is being bullied is urged to contact the School. In our experience bringing the problem into the open is the key to resolving it.



The Curriculum for Excellence

The Curriculum for Excellence (CfE) is a new curriculum for children and young people from 3 to 18 years. All Nursery, Primary and Secondary schools have been given CfE guidelines that detail national expectations of learning and progression from the early to fourth curriculum level, i.e. from Nursery to the end of S3. The CfE aims to enable children to become successful learners; confident individuals, responsible citizens and effective contributors. Schools need to incorporate enterprising learning and teaching in all curricular areas with children developing thinking skills and taking responsibility for their own learning as much as possible. There are eight curriculum areas: Health and Wellbeing, Languages, Mathematics, Science, Social Studies, Expressive Arts, Technologies, and Religious and Moral Education.

The Curriculum for Excellence has four underlying values: wisdom, justice, compassion and integrity.

When planning the curriculum activities and experiences teachers are expected to consider seven principles of curriculum design: challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance.

Strontian Primary School is an equal opportunities School. Access to all subjects will be provided to pupils without reference to the sex of the pupil.

The School Improvement Plan and a standards and Quality Report are published each year detailing our progress in implementing initiatives from Highland Council and the Scottish Government. Curriculum and other workshops are run by the teachers approximately twice a year. These are to give information to parents about aspects of the curriculum and children's learning in school or other developments of importance to the parents and the school community.

Curriculum Areas

Health and Wellbeing

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

All pupils have a weekly PE lesson with a specialist PE teacher and we are working towards the government target of two and a half hours of physical activity for every pupil each week through swimming lessons and extra physical activity sessions.

As well as the healthy snack at break time, we take part in the Highland Council tooth brushing scheme. Class work includes learning about hygiene, keeping safe, healthy eating and physical fitness. Older pupils also follow a structured programme of Drugs and Sex Education. Children are encouraged to think about the choices they make e.g. try a carrot stick or a piece of fruit instead of a chocolate biscuit or pudding at lunch time. Children are expected to be polite and considerate at all times, e.g. to say please and thank you, to call people by their proper names. Children are taught to consider other people's feelings. They are encouraged to talk about their own feelings to help prevent upset or conflict.



Literacy and Languages

Literacy is the set of skills which allow us to participate fully in society and in learning. Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of *Curriculum for Excellence*. Literacy is the responsibility of all practitioners, not just English and language teachers.

The CfE Literacy and English framework promotes the development of critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal and team-working skills which are so important in life and in the world of work. The CfE provides broad descriptions of the range of learning opportunities which will contribute to the development of literacy, including critical literacy, creativity, and knowledge and appreciation of literature and culture.

The school follows the Highland Literacy strategy to develop children's literacy skills. Pupils learn to talk, listen, read and write in collaborative groups with an emphasis on active and co-operative learning. Strands of learning include phonics and word recognition, spelling and handwriting, grammar and punctuation, creating and presenting. The main reading scheme in the early years is the Oxford Reading Tree with supplementary books from other schemes and the library used increasingly as pupils progress through the primary years.

Learning an additional language contributes to learners' wider education and life experiences. P4 – P7 pupils receive lessons in French and some Gaelic through the Feis tutors and the local Mod. With the help of parents and through the Highland Council's Gaelic Action Plan we are hoping to increase the children's experience of Gaelic.

The study of Gaelic will support learners in gaining a deeper understanding of Gaelic language, culture and heritage. Children and young people will find out what is special, vibrant and valuable about Gaelic culture and heritage.

Numeracy and Mathematics

We are numerate if we have developed the confidence and competence in using number which will allow us to solve problems, analyse information and make informed decisions based on calculations. Mathematics should help the children understand the world about them and prepare them to act effectively in work, play and in their role as citizens.

The children's experiences are designed to cover:

Number, money and measure

- Estimation and rounding
- Number and number processes
- Multiples, factors and primes
- Powers and roots
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Mathematics – its impact on the world, past, present and future
- Patterns and relationships
- Expressions and equations.

Shape, position and movement

- Properties of 2D shapes and 3D objects
- Angle, symmetry and transformation.

Information handling

- Data and analysis
- Ideas of chance and uncertainty.

Good mental arithmetic skills and knowledge of times tables underpin children's progress and we work on these at all stages of attainment.



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Children are provided with opportunities to tackle practical aspects of the work to help them understand mathematical concepts. Various maths schemes are used in School including Heinemann, SPMG and Teejay, supplemented by other resources and materials.

Teaching programmes are structured to enable pupils to learn skills that help them to tackle problems that require maths or mathematical thinking to solve. The programmes help children to learn concepts, facts and techniques that will enable them to use and apply mathematics.

Science

Through science children develop their interest in and understanding of the living, material and physical world. They collaborate on investigations and experiments and begin to develop skills that will help them to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy. The curriculum includes Planet Earth; Forces, electricity and waves; Biological systems, Materials and Topical Science.

Social Studies

In Social Subjects in the CfE pupils will learn about people, past events and societies; place and environment; and people in society, economy and business. These areas are covered through planned topics, involving the children in research, practical work and investigations.

Expressive Arts

Expressive arts includes art and design, dance, drama and music. Learning about and through expressive arts enables children and young people to:

- be creative and express themselves in different ways
- experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation
- develop important skills, both those specific to the expressive arts and those which are transferable
- develop an appreciation of aesthetic and cultural values, identities and ideas

Technologies

The CfE experiences and outcomes in technology are relevant to business, computing science, food, textiles, craft, design, engineering and graphics. They involve creative and practical activities that can be related to the world of work. These experiences and outcomes offer a rich context for the development of the four capacities and for developing the life skills that are recognised as being important for success in the world of work. They also introduce learners to the idea of technology-related careers.

Religious and Moral Education

Scotland is a nation whose people hold a wide range of beliefs including Christianity and the world's other major religions as well as beliefs which lie outside religious traditions. The CfE states that such diversity enriches the Scottish nation and serves as an inspiring and thought-provoking background for our children and young people to develop their own beliefs and values. Religious and moral education encourages responsible attitudes to other people. This awareness and appreciation promote tolerance and counteracts prejudice. Religious and moral education is a process where children and young people engage in a search for meaning, value and purpose in life. This involves the exploration of beliefs and values and the study of how such beliefs and values are expressed. Children will understand that beliefs and values are fundamental to families and to the fabric of society in communities, both local and global. Investigating and discussing these issues will enhance children's skills of reflection and critical thinking.

Younger children learn about celebrations, homes, toys, food and clothes from a variety of cultures and about the Christian religion through bible stories. In P4 – 7 Religious Education is delivered through a planned programme of topics. In the Autumn term pupils find out about the origins and beliefs of Christianity by studying the Old Testament, the New Testament and the lives of saints and other distinguished figures of service and leadership.

In the Spring term pupils follow a programme to find out about some aspect of all the major world religions, e.g. sacred places or sacred texts. In the Summer term pupils find out about philosophy and



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morals through games, stories and debates. They are encouraged to think for themselves. A sense of responsibility and values is developed through role-play and discussions.

Parents have the right to withdraw their child from Religious Education.

Extra-curricular activities and school enterprise activities

Children are able to participate in a wide variety of after school activities including football, badminton and Youth Club. These are held at the nearby Ardnamurchan High School, which has excellent facilities. P4- P7 pupils have access to swimming tuition and by P7 some are achieving Gold and Silver Awards and their 1500m distance badge. Older pupils have an overnight stay at the Abernethy Trust Outdoor Centre with the opportunity to try new activities such as abseiling and kayaking. All pupils take part in the Ardnamurchan Inter-School Sports Day and older pupils go to cross country events and the Summer Sports day in Fort William.

The school has a good reputation for music. Pupils take part in the Ardnamurchan Mod and the P4 – P7 class usually perform at the Lochaber Music Festival. This includes group and solo performances. Older pupils also entertain the old folks with their songs and music.

Pupils have collected tree seeds with the Forest Ranger and planted them in a tree nursery in the local wood. They have planted tree seedlings along the perimeter of the village show field, shop car park and fire station. They have started a hedge round the school playground and planted trees in areas of the Community Woodland that have been cleared of rhododendrons. Pupils have made bird boxes for the trees near the school. We have achieved our Bronze Eco-School Award and we are working towards the next.

Assessment and reporting

The Teachers are continually assessing pupil performance and progress in the classroom through observation of the children and their day-to-day work, including mini-tests, (e.g. spelling) to check up on what has been learnt. Standardised assessments in reading, spelling and maths are also used if necessary. We are awaiting guidance on assessment and reporting on children's progress in the Curriculum for Excellence. These are the expected CfE levels of attainment:

Level	Stage
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to SCQF level 4.
Senior phase	S4 to S6, and college or other means of study.

Parents are advised individually of their child's results, usually in the Report Cards, which are issued twice a year, prior to Parent – Teacher Evenings. These are usually after the October holiday and early in the Summer Term. Parents have a chance to see their child's work and to discuss progress made and areas to be developed next. We are also expected to provide a report on children's progress in the four capacities of the new curriculum: successful learner, confident individual, responsible citizen and effective contributor. Another significant feature of the Curriculum for Excellence is the involvement of children in self-assessment and setting targets for themselves.

Additional support needs

The school has the experience and expertise to cater for a range of additional support needs and can access specialist services after a process of school based assessment following the Additional Support Needs Staged approach. These services include the Speech & Language Therapist, Physiotherapist,



Community Disabilities Nurse, the Social and Communication Outreach Worker and the Educational Psychologist. Referrals can only be made by the school with the permission of the parents, but parents have the right to refer their child directly to the Educational Psychologist or through their own GP to other services without informing the school. The Support for Learning Teachers visit school two or three days a week at present. Children's progress is reviewed regularly and an Individual Education Plan or Individual or Group Support Plan developed if necessary.

Highland Council is also implementing the Getting it Right for Every Child strategy (Girfec). This is a multi-agency approach to support any child in need, not just those in need of protection. Parents and professionals work together using the protocols and procedures of the Girfec approach to ensure that every child is safe, healthy, achieving, nurtured, accepted, respected and included (Shanari).

Homework

Regular homework is essential to supplement the work done in Class and to encourage pupils to acquire the habit of completing tasks at home. In P1 – P3 homework is nearly always reading and related tasks. Studies have shown that children who read at home regularly, with their parents, make much better progress than children whose only reading is done in school.

Regular reading practice at home is the key to becoming a fluent reader.

In addition children from P2 onwards may have sounds to practice (from the Phonic Code Cracker) and from P3 some exercises to promote agility in mental arithmetic.

P3 – P7 pupils have spelling words and spelling activities each week to do for homework. They also have other activities to reinforce and practise work done in school, e.g. times tables and maths related to the maths topic they are doing in school. Sometimes, homework will consist of finding information relevant to the current topic in school, or it may take the form of a practical project. For some of the year the older pupils have to find out about an aspect of current affairs for debating or to give a talk to the rest of the class. Children are given homework on a Monday to be completed by Thursday or Friday that week or at a later date given by the Teacher. When they transfer to the High School, homework is usually set with a date for handing it in and this is rarely the following day. It is helpful if children can learn to pace their homework over several evenings and organise themselves to leave time for other interests (hobbies, clubs and social activities).

All pupils have a Homework Diary containing information about their homework or reminders about school activities. It is helpful if parents check this on a regular basis.



And finally...

We hope this Handbook has given you an insight into our School.

A child's education is the concern of both the School and the parents. Please come into the School or telephone if there is anything you wish to discuss.

Welcome to Strontian Primary School.

The Head Teacher



INFORMATION FOR PARENTS 2009 PRIMARY SCHOOLS

School: Strontian Primary School	Id No.: 270 - 5131324
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Budgeted Running Costs For Financial Year 2009-2010

School Roll at September 2008	29
Total School Running Costs at April 2009 (£)	141,823
Cost per Pupil (£)	4,890

Attendance And Absence For School Year 2008/2009

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	3,306	**	**	**	**	**	2,660	11,443
Percentage Authorised Absences	4.7	**	**	**	**	**	3.6	4.3
Percentage Unauthorised Absences	0	**	**	**	**	**	0	0

Minimising Overall Absence

	Absence recorded (2007/2008) Average number of half days absence per pupil	Absence recorded (2008/2009) Average number of half days absence per pupil
Absence	15.3	16.7



Education Authority: Highland

Budgeted Running Costs For Financial Year 2009-2010

School Roll at September 2008	16,954
Total School Running Costs at April 2009 (£)	65,492,706
Cost per Pupil (£)	3,863

Attendance And Absence For School Year 2008/2009

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendance s(Pupil Half Days)	834,249	840,416	874,520	906,856	888,768	1,008,417	978,095	6,331,321
Percentage Authorised Absences	4.6	4.3	3.9	3.9	3.9	4.0	4.0	4.1
Percentage Unauthorised Absences	0.5	0.6	0.5	0.5	0.5	0.5	0.5	0.5

Minimising Overall Absence

	Absence recorded (2007/2008) Average number of half days absence per pupil	Absence recorded (2008/2009) Average number of half days absence per pupil
Absence	17.1	17.5

Key to symbols: Asterisks (**) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.



INFORMATION FOR PARENTS 2009 PRIMARY SCHOOLS

National Data

Budgeted Running Costs For Financial Year 2009-2010

School Roll at September 2008	368,411
Total School Running Costs at April 2009 (£)	1,454,313,470
Cost per Pupil (£)	3,948

Attendance And Absence For School Year 2008/2009

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendance (Pupil Half Days)	18,770,340	18,657,477	18,947,576	19,308,118	19,728,279	20,392,937	20,734,700	136,539,427
Percentage Authorised Absences	4.1	4.0	3.7	3.6	3.7	3.7	3.7	3.8
Percentage Unauthorised Absences	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0

Minimising Overall Absence

	Absence recorded (2007/2008) Average number of half days absence per pupil	Absence recorded (2008/2009) Average number of half days absence per pupil
Absence	18.6	18.3



Appendix

Strontian Primary and Nursery Parent Council Constitution

This is the constitution for Strontian School Parent Council.

1. The objectives of the Parent Council are:

- To work in partnership with the school, the pupils and all the parents.
- To develop and engage in activities which support the education and welfare of the pupils.
- To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils.
- To organise and co-ordinate fundraising; to apply for and receive grants; and to accept gifts for the benefit of the school.

2. The membership will be a minimum of three parents or carers of children attending the school, with a maximum of 9.

3. The Chair, Secretary and Treasurer of the Council will be agreed by the Parent Council members immediately following its formation. Office bearers will be selected by the Parent Council on an annual basis.

4. The Parent Council will be selected for a period of 2 years, after which members may put themselves forward for re-selection if they wish. If a Council member's child finishes P7 before the end of their two years on the Council, they must step down when their child leaves. All the parents of children at the school can volunteer to be a member of the Council. Parents can take part in the selection process by submitting their name by post or email. In the event that the number of volunteers exceeds the number of places on the Committee, council members will be selected by secret ballot. The parents will have 3 weeks to select their representatives in event of a ballot.

5. The Council may co-opt up to 3 people to assist it with carrying out its functions. Co-opted members will be invited to serve for a period of 2 years.

6. The Parent Council is accountable to the Parent Forum for Strontian School and will make a report to it at least once each year on its activities on behalf of all the parents.

7. The Annual Meeting will be held in September of each year. A notice of the meeting including date, time, and place will be sent to all members of the Parent Forum at least two weeks in advance. The meeting will include:

- a report on the work of the Parent Council and its committee
- selection of the new Parent Council
- discussion of issues that members of the Forum may wish to raise
- approval of the accounts and appointment of the auditor.

8. The Parent Council will meet at least once in every school term.

8. Should a vote be necessary to make a decision, each parent member at the meeting will have one vote, with the Chair having a casting vote in the event of a tie. The quorum for meetings will be 2/3rds of the membership of the Council.

10. Any 2 members of the Parent Council can request that an additional meeting be held, and all members of the Parent Council will be given at least one week's notice of date, time and place of the meeting.

11. If a Parent Council member acts in a way that is considered by other members to undermine the objectives of the Parent Council, their membership of the Parent Council shall be terminated if the



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majority of parent members agree. Termination of membership will be confirmed in writing to the member.

12. Copies of the minutes of all meetings will be available to all parents of children at Strontian School and Nursery and to all teachers at the school. Copies will be available from the Secretary of the Parent Council/Clerk to the Parent Council and from the school office.

13. Meetings of the Parent Council shall be open to the public, unless the Parent Council is discussing an issue which it considers to be confidential. In such discussions, only members of the Parent Council and the Head Teacher, or his or her representative, can attend.

14. The Treasurer will open a bank or building society account in the name of the Parent Council for all Parent Council funds. Withdrawals will require the signature of the Treasurer and one other Parent Council member.

15. The Treasurer will keep an accurate record of all income and expenditure, and will provide a summary of this for each Parent Council meeting and a full account for the Annual Meeting. The Parent Council accounts will be audited by the auditor appointed at the previous Annual Meeting.

16. The Parent Council shall be responsible for ensuring that all monies are used in accordance with the objectives of the Parent Council.

17. Should the Parent Council cease to exist, any remaining funds will be passed to the school to be used for the benefit of the school, where this continues.