

# Abernethy Primary School



**Eco Schools**  
Award 2007

## School Brochure 2009

# SCHOOL BROCHURE

## Welcome to Abernethy Primary School

This booklet has been produced to provide information about our school.

We believe that a positive partnership, based on an open friendly relationship between staff and parents is essential to every child's education.

Parents are invited to school to attend consultation meetings, assemblies, concerts and sports events so they can understand the aims, philosophy and organisation of the school.

The school is always open to parents.

Howard Edge.  
Head Teacher.

Abernethy Primary School  
Nethy Bridge  
HIGHLAND  
PH25 3ED

Telephone 01479 821274  
abernethy.primary@highland.gov.uk  
www.abernethy.highland.sch.uk

### The School

Abernethy Primary School is situated on the outskirts of Nethy Bridge in a woodland setting. The building is spacious and well equipped to meet the demands of today's curriculum.

The children enjoy the use of an attractive play area of field and woodland. A wildlife area and garden have been created. The school has a large gymnasium and an excellent stage.

Four full-time teachers currently staff the school. Specialists in Drama, Physical Education and Support for Learning visit the school. The Nursery class is staffed by a co-ordinator, assistant and an auxiliary. The school Chaplain

visits the school once a week, to talk to children in relation to RME and to hold assemblies.

The school has an active Pupil Council who meet regularly to discuss matters relating to the running of the school. The school's Eco School committee consists of pupils, staff, parents and members of environmental agencies. The school now has 'Green Flag' status after a successful inspection in April 2007. Information about this group and other school activities are available on the school's website: [www.abernethy.highland.sch.uk](http://www.abernethy.highland.sch.uk)

## **Admission to School**

All children who reach the age of 5 on or before 18 August 2009 may begin to attend primary school in August 2009. Children who will reach the age of 5 years after 18 August 2008 but on or before 29 February 2010 may also be enrolled and commence in August 2009. Parents of these children should be aware that they may choose not to enrol their child until August 2010.

Enrolment week will be in early February. Details will also appear in the local press. Admission forms can be obtained from the school office.

In the summer term parents and children will be invited to the school as part of our induction scheme.

Pupils at Forest Lodge, taking a break during the school's sponsored cycle.

## Staff

Head Teacher	Howard Edge	Nursery Co-ordinator Teacher	Liz Amphlett
Primary 1 & 2	Jackie Convery	Nursery Assistant	Jane Whitaker
Primary 3 & 4	Gillian McMillan	Nursery Auxiliary	Sammi Smith
Primary 5	Sylvia Evans	Supply teacher	Aileen MacEwan
Primary 6 & 7	Rhona Bootle	School Secretary	Jacqui Coulthard
Support for Learning	Bronwyn Crymble	School Chaplain	Jim MacEwan
Physical Education	Jane Nicol	Cook	Sarah Seffers
Drama and RME	Sally Pilkington	Lunchtime/Playground Supervisor	Sandra Irvine
Classroom Assistant	Mhairi Sandison	Cleaners	Julia Bird Anne Quinn
SfL Auxiliaries	Nancy Gordon Mhairi Sandison		
Pupil Support Auxiliary	Heather Tucker		

### School Hours for Pupils

Nursery	9.00am. - 11.30 am.
Primary 1-3	9.00am. - 2.45pm.
Primary 4-7	9.00am. - 3.15pm.
Morning interval	10.30am. - 10.45am.
Lunch break	12.15pm. - 1.15pm.

### School Aims

- To be a happy, secure, safe and caring school.
- To encourage positive working relationships with parents and the community which supports children's learning.
- To raise standards of attainment by building on a positive ethos of achievement
- To provide for individual needs through the provision of high quality learning and teaching experiences that promote active learning within a curriculum focussed on excellence.

- To encourage children to take a responsible and caring attitude for their own health and well being, for others and for their environment, following the aims of the Eco School Programme.
- To review and update practice through a commitment to the continuing professional development of all staff.
- To provide a fun and enjoyable experience for all our pupils. [Pupil Council]

Nursery and P1 pupils working together.

Primary 7 pupils working in the school garden.

## **School Ethos**

The school strives to create a positive ethos where children are able to learn in a safe and stimulating environment. Therefore, the school actively promotes a policy of anti-bullying and anti-racism.

The aims of our 'Creating a Positive School Ethos' policy are as follows:

To create a happy, safe and effective school environment for pupils, staff and visitors.

To foster co-operation and understanding amongst the pupils and staff.

To create a challenging and stimulating environment.

To encourage communication between parents and the wider community.

To provide equality of opportunity regardless of race, gender, class or ability.

## **The School Environment**

Teachers must ensure that they provide a challenging and stimulating environment for their pupils. Work must suit individual children's needs and abilities. Good use should be made of display areas, both in and out of the classroom, to inform and stimulate pupils. The classroom layout should enable pupils to work effectively and allow them to access the resources they require.

Thought must be given to providing pupils with enough space to work comfortably and therefore achieve success.

Primary 3 and 4 working with Miranda Whitcomb from Forest Enterprise.

### **Communication**

In order to maintain good links with parents and the wider community the school produces a newsletter each month to inform parents about school activities and upcoming events. Information about school can be found on the school's website. If parents are unsure about anything they are invited to contact their child's class teacher, the office and the head teacher. The school encourages parents to become involved in the school by helping with school trips and with a variety of other activities both in and out of the classroom. A parental help questionnaire has helped to draw up a list of those parents willing to help the school. Regular assemblies are held, to which parents are invited, and special events such as the Christmas and summer concerts, Burns Supper and Sports Day enable the school to invite members of the wider community to come into the school.

### **A Positive School Discipline Plan**

Our positive school discipline plan aims to help pupils develop socially and academically.

Good behaviour means that everyone in the school should be:

**Careful and kind  
Polite and friendly  
Helpful to each other  
Quiet and hard-working**

Our positive discipline plan is tied in to our use of Circle Time and Golden Rules.

### **Good behaviour is encouraged by:**

Explaining and demonstrating the kind of behaviour we wish to see.

Recognising and highlighting good behaviour as it occurs.

Praising children for behaving well and informing parents about their child's good behaviour.

Rewarding children for behaving well.

Reminding children of the school's good behaviour policy.

## **Giving Praise and Rewards**

As well as praising children for good behaviour the school has devised a rewards system to promote good behaviour. In the classroom these may be stamps and badges, individual or class merit charts. At fortnightly assemblies, certificates will be given for good work and for being 'star pupils'. Children from each class will be awarded these certificates. A good work board in the corridor shows examples of particularly good work as it relates to each child's individual ability.

## **Summary of Procedures used to Encourage Good Behaviour**

Be clear about appropriate behaviour.

Teach appropriate behaviour.

Give verbal and non-verbal praise.

Involve parents.

Certificates given out at assembly.

Good work board.

Individual and group rewards.

## **When dealing with behaviour the school uses the 'Praise - Ignore' system**

### Why use praise?

To contribute to an ethos of friendly acceptance.

To encourage positive self-esteem.

To reinforce rule following.

To draw attention to good behaviour.

To emphasise wanted behaviour.

The school has decided to ignore poor behaviour when it does not disrupt the class or pose a threat to others.

### Ignore Procedure:

1. Ignore the target child but praise a nearby child who is behaving appropriately.
2. Once the target child behaves, wait a few minutes, then praise.
3. Praise the target child at least twice more if possible through the remainder of the lesson.

If procedure fails, use the warning procedure or reprimand.

Warning Procedure:

1. Get the child's attention.
2. Specify the rule.
3. Return to normal activity, giving praise to rest of group.
4. If child behaves appropriately give praise.
5. Praise at least twice more during lesson.

Alternative warning procedures are used in relation to the school's Golden Rules and Golden Time. These are explained in the section about Golden Rules below.

If procedure fails follow Discipline Procedure:

1. Separation from group.
2. Separation from group without work. No longer than 15 minutes.
3. Removal from class to work with an auxiliary, in another class or with the Head Teacher.
4. Kept in at playtime.
5. Kept in at lunchtime.
6. Work sent home as a punishment. This to be signed by parent. Work must be accompanied by an explanation to parents.
7. Child sent to speak to Head Teacher.
8. Parents invited to school to discuss the situation.
9. Exclusion procedures brought in to operation.

N.B. If at any time during the above process the child's behaviour improves, the child must be praised and the parents informed. Depending on the type of behaviour it may be necessary to miss one or more steps in the procedure.

**The above procedures all depend on close liaison between the school staff, including Support for Learning staff and Visiting Specialists, and parents.**

Primary 1 and 2 making an Autumn Collage.  
Golden Rules and Circle Time

The school uses the Jenny Mosley Whole School Quality Circle Time Model. Circle Time is the major focus for dealing with and developing personal and social education. Teachers have agreed the following points:  
Circle Time must take place each week.

- Each session should consist of opening game, a round, an open forum, celebration of success and a closing game.
- Staff will use the Quality Circle book lessons as a guide when relevant issues arise. These lessons may also be used when dealing with issues relating to work in RME and Health.

Golden rules are used to promote positive behaviour in school.

The rules are:

Do be gentle

Do be kind and helpful

Do work hard

Do look after property

Do listen to people

Do be honest

Do not hurt anybody

Do not hurt people's feelings

Do not waste your or other people's time

Do not waste or damage things

Do not interrupt

Do not cover up the truth

- Golden Time is provided for all pupils to promote Golden Rules. Golden Time will last for 30 minutes, and take place at the same time each week for each class.
- The breaking of Golden Rules will result in the loss of 5 minutes of Golden Time.
- Children will receive a verbal warning followed by a visual warning, in the form of a card.  
All school staff will be involved in the promotion of Golden Rules.

We as a staff attempt to build on our school aims in order to create a positive atmosphere.

- Children must be made aware of their importance to the school and know that the school cares about them.
- All children must know that the school is concerned about bullying.
- Children must be encouraged to talk about bullying and be able to trust their teachers.
- Messages about good behaviour and effective relationships should be transmitted through the curriculum where possible. This is done in a number

of ways, e.g. through topics about themselves and relationships, by using drama and via Religious Education. The school actively encourages positive attitudes about race and gender. Multi - cultural issues are addressed via class lessons and projects.

## **Bullying**

Bullying behaviour is discouraged via our 'Creating a Positive School Ethos' policy. However, a specific policy, and procedures for dealing with this behaviour have been drawn up.

At Abernethy Primary School we take the issue of bullying very seriously. One of our major aims is to create a safe and caring environment in which children can learn. Bullying behaviour has no place in such an environment. Children are made aware of this through classroom lessons and by highlighting the issue in assemblies.

### **What is bullying?**

Bullying is any deliberate action, which is intended to hurt, frighten or threaten anyone else. Bullying is aggressive and may take the form of emotional, psychological or physical aggression.

### **Aims of this Policy.**

Prevent bullying.

Give practical advice to pupils and staff on how to deal with bullying.

Make all members of the school community aware of bullying and our policy.

Make children aware of their importance to the school and that the school cares about them.

Encourage children to talk about bullying.

Be able to trust their teachers.

### **Procedures for Dealing with Bullying**

Any incidents of persistent bullying must be reported to the Head Teacher immediately.

Once reported the following action will be taken:

1. The children involved will be asked about the incident. Where appropriate the bully and the victim will be asked to record their accounts of the incident

in writing and to sign the account. Such written accounts will be discussed with parents should there be any recurrence of the bullying behaviour.

2. An appropriate punishment will be given to the bully, in line with our discipline policy. An apology will be sought for the victim.

3. Persistent bullying by any pupil will result in the parents of the bully being invited into the school to discuss the problems. They will be shown the written accounts of the bullying incidents and will be informed that should the bullying continue the school's discipline procedures will be followed, which may result in the child being excluded from school.

4. Appropriate advice will be given to the victim in order to minimise or discourage the possibility of future bullying. Pupils who seem to be repeated victims of bullying will be given help to raise their self esteem.

5. Playground supervisors, classroom auxiliaries and all school staff will be alerted to the problem so that they can be extra vigilant and supportive.

6. Friends and classmates should be encouraged to disapprove of any bullying behaviour. The bully should see that their behaviour sets them apart from their peers. Children should be encouraged to see "telling" as positive behaviour and their positive contribution to stamping out bullying.

## **Preventing Bullying**

During each school session bullying will be highlighted at an assembly. Disapproval of inappropriate behaviour will be emphasised strongly.

Dealing with bullying will be included in the health education and moral education programme of each class.

The whole school community must be made aware of our aims with regards to social education and discipline. Everyone must also be aware of our policy entitled " Creating a Positive School Ethos".

The school attempts to create a stimulating, challenging and caring environment for all pupils and staff. The school also attempts to provide equality of opportunity regardless of race, gender, class or ability.

Primary 7 pupils from Abernethy and Deshar on a residential trip to Edinburgh.

## Curriculum

Currently our curriculum is based on the Scottish Executive's 5-14 curriculum guidelines. However, with the publication of 'A Curriculum for Excellence' the school has begun work on implementing these new guidelines. This new curriculum from 3-18 is built on the following four capacities that will enable all young people to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

To achieve these purposes we will be looking at our environment for working, the choice of teaching and learning approaches and the ways in which learning is organised.

Along with colleagues from the other schools in the Grantown Associated School Group, we have been developing topic plans and programmes that reflect the new guidance. Designing the new curriculum is based on the following principles:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

Our aim is to provide a wide range of opportunities for learning. The children's learning experiences are linked where possible across the following curricular areas.

### Language

Talking, listening, reading and writing are at the heart of children's learning: it is through language that they acquire much of their knowledge and many of their skills. The curriculum gives high priority to developing the functional language processes and the ability to express ideas and opinions.

The teaching of writing skills is given a strong emphasis in the school with weekly lessons. The school follows the North Lanarkshire scheme. This structured programme develops imaginative, personal and functional writing. Achievement is rewarded with our star writer awards, publication of stories in the School Story Book and in newsletters.

This session the school is taking part in the Highland Council Literacy Project. The following information is from Highland Council:

Your child's school has been invited to participate in The Highland Literacy Project. This is an exciting initiative based on practice proven to be successful in equipping pupils, of all abilities, with the skills and motivation necessary to become improved and more enthusiastic readers.

Many of these and other good practices are already happening in your child's school. However, this information is intended to briefly outline what happens/will happen in your child's class and how you can help them at home.

### **P1 – P3**

#### In School

Your child will be practising their reading *every* day in school. Sessions will include reading aloud for fluency and for expression, word and sound recognition, understanding and comprehension, prediction and retelling. They will be playing text related games, using the computer to practise their reading skills and embarking on a wide variety of written activities. They will be learning how to use their knowledge of phonics to decode words and will also be given opportunities to read fiction, Non-fiction, plays and poetry.

#### At Home

Whilst in the process of learning to read, children need to be given as much practice as possible. We therefore ask that you help at this crucial stage by practising what has been taught in class that day. This may include

- ✓ Reading the book **to** your child & talking about it
- ✓ Reading the book **with** your child (at the same time)
- ✓ Listening to your child read. Remember to praise them.

**\* Please note** - Encouraging your child to retell the story and to talk in detail about the book are two of the most worthwhile activities a parent can do with their child at this stage.\*

## **P4 - P7**

### **In School**

Your child will be consolidating and improving their skills during three main group reading sessions per week. These sessions will encourage development in the following - reading for fluency, comprehension, reading aloud and with expression, prediction and word meanings. They will also be looking at the author's craft such as style, character analysis and settings and using this to help improve their imaginative and personal writing. They will be tackling follow up activities based on the text and will be practising their punctuation, grammar and spelling.

In addition, a further weekly whole class lesson will be focusing on either Non Fiction or Writer's craft.

Although the children will continue to work individually and as a whole class, there will be a much greater emphasis on collaborative learning, where the pupils work in pairs and trios.

### **At Home**

Most pupils in P4 - P7 will no longer be taking their group reading books home to practise. Research has shown that by this age, children need to have a **choice** in what is read at home, how much is read and when and where reading takes place or there is a real danger that they may simply lose the pleasure in reading and in turn, the motivation to become a better reader.

However, pupils *will* be bringing home separate books that they have chosen themselves. These will be at the same reading level as work done in class but are to be read simply for enjoyment. We are asking your help in encourage your child to do so. Please also see the back page of the booklet.

Pupils who receive extra support will continue to do so. The above reading sessions will be in addition to their usual routine.

### **Maths**

Through a problem solving approach children learn about number, shape, pattern, measure and data handling. These skills are applied to real life situations. There is an emphasis on the development of mental arithmetic skills. The school uses the Scottish Heinemann Mathematics scheme as the core teaching material.

Primary 6 pupils on a residential trip to the Isle of Raasay

Pupils enjoy taking part in a Romans theme day.

### **Health Education**

Health education should aim to enable young people to explore and clarify their beliefs, attitudes and values, develop personal and interpersonal skills, and increase their knowledge and understanding of a range of health issues.

It should provide opportunities for young people to value themselves, gain in confidence and develop skills and knowledge.

Help pupils to acquire the relevant knowledge and understanding, not just of the human body and how it works, but also of the social and emotional factors that influence health. Health education is supported by external health and caring agencies: school nurse, dentist and the Police.

### **Drugs Education**

Our health programme covers work on drugs education. The following summarises the knowledge and understanding covered at each stage of the school.

Early Years

- simple ways of keeping safe, e.g. safe use of medicine
- respect and care for themselves and others
- simple ways of getting help, e.g. telling, dialling 999
- identify ways in which the local environment can affect health, e.g. smoke
- identify ways in which they can contribute to keeping the environment clean, safe and healthy.

#### Middle stages of Primary

- understanding the impact of harmful substances on the body
- simple decision-making strategies about keeping healthy and safe in a range of situations
- safe ways of responding to risks to health and personal safety in the community

#### Upper stages of Primary

- strategies for keeping healthy and safe, e.g. choosing not to use harmful substance
- peer and media influences
- the link between body image, self-worth and external influences
- understanding the wider environmental influences on health, e.g. passive smoking

### **Sex and Relationships Education**

Sex and relationships education is a key element of personal, social and health education in the school and is an important part of children's preparations for adult life. The purpose of sex education is to provide knowledge and understanding of the nature of sexuality and the processes of human reproduction within the context of relationships based on love and respect.

Pupils are encouraged to appreciate the value of stable family life, parental responsibility and family relationships in bringing up children and offering them security, stability and happiness.

The following Sex and Relationships Education programme operates within the school's overall health education programme.

### Early Years

- Awareness of the way bodies grow and change
- Uniqueness of the body
- Where living things come from
- Family and other special people who care for them

### Middle stages of Primary

- Exploring changes in the body
- How human life begins
- Being part of a loving family

### Upper stages of Primary

- Physical and emotional changes at puberty
- Body image and self-worth
- Understanding of own developing sexuality
- Developing an awareness of gender identity
- Changing nature of friendship
- Dealing with love and sexual feelings
- Contraception and family planning issues
- Menstruation, pregnancy and birth

Anyone wishing to see Sex and Relationships Education materials may do so by appointment.

Parents have the right to withdraw their pupils from Sex and Relationships Education. Any parent or guardian wishing to do so must inform the school in writing.

P1/2 Enjoying making a shelter.

## **Science**

Science is taught as a distinct subject, and is timetabled for every week, however, where possible links are made to other aspects of the curriculum. In the teaching of science we aim to develop children's knowledge and understanding, to promote children's investigative skills and to develop their ability to plan and evaluate their own investigations.

Teachers promote an active approach to science amongst pupils, encouraging them to plan and carry out investigations and interpret and evaluate their findings.

The school has adopted the Ginn Star Science scheme as the core resource for the science programme and our programme is based on the science 5-14 National Guidelines.

### **Social subjects**

In this curriculum area the subjects of history and geography are taught. At the early stages these subjects are often taught within the context of small topics based on the child's environment. At the later stages children find out about the wider world. Social subjects enable children to develop their knowledge and understanding of the world around them. It also provides an opportunity to encourage research and investigative skills.

### **Expressive Arts**

We encourage children to express their feelings, emotions and impressions through movement, drama, art and music. Expressive arts encourage the exploration of values and promote imagination and creativity. They develop practical skills, communication skills and promote understanding of the importance of physical and emotional well being.

Children are given the opportunity to learn to play the recorder and guitar in the upper years. A chanter instructor also visits the school once a week. The school encourages children to perform, and values the benefits to confidence, communication skills and self-esteem that performance offers. Regular concerts, special celebrations, talent shows and assemblies provide children with many opportunities to share their talents and interests.

### **Religious and Moral Education**

Children will learn about themselves, their Christian heritage and the cultures and religions of other people. It is important that children are encouraged to develop an understanding of, and respect for the beliefs of other people. Appropriate moral values and attitudes are explored and developed, with the ethos of the school and the example of adults within the school being powerful

influences. Mr. MacEwan, the school chaplain, is involved in the RE programme, both in the classroom and at assemblies.

### **Information and Communication Technology**

This subject is taught across the whole curriculum. Computers are used in most subjects to support and develop the children's learning.

When appropriate, specific lessons are given in the subject. All children are taught how to use the technology in order to retrieve information and communicate with other people.

### **French**

French is taught at the upper stage of the school.

It is timetabled for two sessions per week. French is taught throughout the curriculum, with new topics and vocabulary, being introduced where appropriate.

French will be taught by using games and songs, based upon materials from the Modern Language in Primary Schools folder and other published resources.

## **Teaching**

### **Methodology**

Teaching approaches must take account of the individual child's needs, abilities and aptitudes. By evaluating what children have learnt and how they learn, staff will decide the kind of groupings and type of teaching that is appropriate. We aim for active, inquiring and independent learners.

### **Assessment**

Teachers continually assess whether children are learning successfully. This is done by observing, questioning, setting tasks and the use of tests. Once children have completed a level of work within the 5-14 curriculum in Language and Mathematics, they then take the appropriate National Assessment. Using Assessment for Learning approaches; pupils play an active role in classroom assessment and target setting.

### **Reports**

Interviews are arranged for a parents' evening in November. Written reports are sent home during the summer term and parents are invited to the school to see classrooms and children's work. Parents may request an appointment with their child's teacher at this point if required. Levels achieved in National Tests are included in the report.

## **Homework**

Homework can provide children with the extra practice they may require to consolidate the skills they have learned in school. This extra practice can improve children's speed and confidence in maths, reading and spelling etc. More detailed information about homework can be found in our booklet: 'Homework. Information for Parents'

## **Extra Curricular Activities**

Throughout the year children are given the opportunity to take part in a wide range of after school activities. This is dependant on support from the Active Schools Co-ordinator, parental volunteers and the amount of funding available each year from Highland Council and grant awarding bodies. In past years pupils have had the opportunity to take part in the following: gymnastics, yoga, badminton, basketball, flag football, athletics, orienteering, netball, drama and art clubs.

## **General Information**

### **Absence**

It is important that parents let the school know either by telephone or note if a child is to be absent for an appointment during school hours. If your child is absent due to illness we would appreciate a phone call that morning. A note is required after each absence.

### **Emergency Closure and Severe Weather**

The school requires the name of a neighbour or relative who is willing to look after a child should parents be unobtainable.

The following information is a guide to parents on how to gain information about the 'open/closed' status of the school during severe weather conditions. Due to severe weather conditions the school may not open. To gain information about the current situation parents can do the following:

1. Phone the Highland Council School Information Line. Each school will have a special pin number; this will give parents information about the situation regarding their school.

Telephone number: 0870 054 6999

Abernethy pin number: 041290

2. Listen to BBC Radio Highland or Moray Firth Radio who broadcast school closures during their morning shows.

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

### **Broadcast times**

#### BBC Radio Highland

**6.55am - 7.00am      7.50pm -8.00pm**

**12.55pm - 1.00pm    4.55pm -5.00pm**

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

#### Moray Firth Radio

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

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

3. If your child travels to school by taxi, you should contact your driver. The school will have informed them about closure due to snow.

4. Telephone the school : 01479 821274 after 8.00 a.m.

The Council also has a website at [www.winter.highlandschools.org.uk](http://www.winter.highlandschools.org.uk)

If the school closes during the day parents or emergency contacts will be notified and asked to transport children home. No pupils will be sent home until contact has been made with parents or emergency numbers.

It is the responsibility of parents or carers to decide if a pupil should attempt to travel to school, by transport or on foot, in adverse weather conditions. The Education Authority encourages full attendance at school but in severe weather conditions the safety of pupils is much more important.

Primary 1 and 2 pupils enjoy food grown in the school garden.

## **Health**

The school has regular visits from the Doctor, Dentist and School Nurse. General health, eyesight, hearing, speech and teeth are checked and parents are entitled to attend such examinations if they wish. The speech therapist also visits the school regularly.

## **Administration of Medicines**

Abernethy Primary School aims to meet the needs of, and provide equal opportunities for, all the pupils. In trying to fulfil this aim it is accepted that some children may require taking medication in order that they can continue to attend school.

In following the procedures set out below the school staff will take full account of the Highland Council policy on 'Administration of Medicines in School'.

- A child may only take medication (including non-prescription) if the parent/guardian has given written permission. #
- Only medication supplied by the parent/guardian should be administered to a child.
- No child should take any form of medication in school without the written permission of the parent/guardian. #
- Pupils should take the medication only when supervised by an adult. #
- Whenever a child takes medication it should be entered in the "Administration of Medication" Record Book which is kept in the staffroom. Pupils who require long term medication should have an individual record sheet.
- Staff should discuss the medical needs of pupils in the first instance with the Head Teacher. It is also likely that it will be necessary to liaise with the school nurse, school doctor and the parents on specific issues.

All medication will be stored securely in the school office. Arrangements are made so as to ensure that it is readily accessible at all times of the school day. Exceptions to this will include inhalers or any medication which needs to be administered quickly.

- Parents should deliver the medication to schools but where this is not possible the pupil should hand in the medication to the Head teacher upon arrival at the school. Where possible the pupil should only carry the amount for one day.
- Where a child has long term or complex medical needs all the teaching staff, including visiting and supply teachers, relevant classroom assistant/auxiliary and playground supervisor should be informed (staff will be reminded about the need for confidentiality). Following discussion with the parent/guardian and a representative of the health authority from the Department of Community Child Health of the Highland Primary Care Trust, a written set of procedures for the individual child will be drawn up. Where required, staff will be trained by Highland Health Authority staff in dealing with specific conditions.
- In an emergency situation the emergency services must be contacted immediately. A nominated adult will ensure that the emergency vehicle has ready access to the school.

***PLEASE NOTE :\_***

# Health Service staff advise that exceptions to this include inhalers or an aspirin or equivalent product - contact your school doctor for further advice.

## **Child Protection**

From time to time incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering some form of abuse.

In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service staff 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, Mrs Susan MacLaren, Highland Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness, IV3 8NN - Telephone (01463) 703483- Fax (01463 713237)*

## **School Uniform**

Blue sweatshirts and T-shirts with the school logo are available from Yo! and Stitch Up, High Street Grantown-on-Spey. These worn with grey or navy skirts or trousers provide a smart and comfortable uniform. Jogging trousers and jeans are not acceptable. The school hopes parents will support us, in ensuring that school uniform is worn at all times.

## **School Meals**

School meals are cooked on the premises and cost £1.65 per day. They are eaten in the dining hall, where tables are also provided for children with packed lunches. Pupils may be eligible for free meals under certain circumstances and application forms are available from the school office.

Dinner money is payable on Mondays for the full week. Pupils will be able to hand this in to the canteen. Menus will be issued to parents to enable pupils to make their daily choices and this procedure helps the cook with orders and prevents waste.

## **Tuck Shop**

The school runs a daily tuck shop. This is run by the canteen and promotes healthy eating.

## **Pupil Council**

The school has a Pupil Council. Members are elected by their classmates. The Pupil Council gives all pupils an opportunity to have their say in the running of the school.

## **Transport**

Transport is provided according to statutory requirements. Pupils aged under eight living more than two miles from the school by the shortest route are entitled to transport. For pupils over eight the relevant distance is three miles. If there are spare seats on school transport these are usually made available to other children on the route according to age and distance.

## Physical Education

It is important that pupils have the appropriate clothing for this activity, e.g. shorts, T-shirt and gym shoes / training shoes. Children have two sessions per week and should be encouraged to bring the correct equipment. In the winter term some classes attend swimming lessons at Abernethy Trust.

## Transfer to Secondary School

At the end of Primary 7, pupils transfer to Grantown Grammar School. Before the end of the Summer Term, P7 pupils are taken on a visit to familiarise them with their new school and members of Grantown staff visit this school to talk to pupils about their courses.

Primary 4-7 pupils taking part in a soccer sevens tournament.

## Cycling

The school strongly recommends that only pupils in Primary 5 - 7 should be allowed to cycle to school unaccompanied. This recommendation was made after consultation with the School's Police Liaison Officer. Children in Primary 1 to 4 should only cycle when accompanied by parents. The safety of pupils cycling to school unaccompanied is the responsibility of the parent or guardian.

## Transferring Educational Data About Pupils

Education authorities and Scottish Government have collected data about pupils on paper forms for many years.

We now work together with schools to transfer data electronically through the ScotXed programme. Thus Scottish Government has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within Scottish Government itself.

### Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Careers Scotland need

accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

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

### Data policy

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

A subset of this information is passed to Scottish Government for research and National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish

or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be published by Scottish Government.

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

### **Your data protection rights**

**The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection**

**Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we**

**will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website ([www.scotxed.net](http://www.scotxed.net)).**

**Scottish Government works with a range of partners including HM Inspectorate of Education and the SQA. On**

**occasion, we will make individual data available to partners and also academic institutions and organisations to carry out research and statistical analysis. In addition, we will provide our partners with information they need**

**in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, which will ensure that no individual level data will be made public as a result of the data**

**sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish**

**Government.**

### **Concerns**

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

### **[Want more information?](#)**

**Further details about ScotXed are available on the ScotXed website, [www.scotxed.net](http://www.scotxed.net), which contains a section**

**on ‘frequently asked questions’ at <https://www.scotxed.net/jahia/Jahia/lang/en/pid/220>.**

## INFORMATION FOR PARENTS 2008 PRIMARY SCHOOLS

<b>Education Authority:</b> Highland
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### *Budgeted Running Costs For Financial Year 2008-2009*

<b>School Roll at September 2007</b>	17,029
<b>Total School Running Costs at April 2008 (£)</b>	60,594,613
<b>Cost per Pupil (£)</b>	3,558

### *Attendance And Absence For School Year 2007/2008*

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
<b>Total Number of Possible Attendances(Pupil Half Days)</b>	823,218	879,569	901,186	901,018	1,019,376	986,524	958,200	6,469,091
<b>Percentage Authorised Absences</b>	4.6	4.2	3.9	3.8	3.8	3.9	4.1	4.0
<b>Percentage Unauthorised Absences</b>	0.4	0.5	0.4	0.5	0.5	0.4	0.5	0.5

### *Minimising Overall Absence*

	Absence recorded (2006/2007) Average number of half days absence per pupil	Absence recorded (2007/2008) Average number of half days absence per pupil
<b>Absence</b>	17.1	17.1

## INFORMATION FOR PARENTS 2008 PRIMARY SCHOOLS

<b>National Data</b>
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### *Budgeted Running Costs For Financial Year 2008-2009*

<b>School Roll at September 2007</b>	372,265
<b>Total School Running Costs at April 2008 (£)</b>	1,352,956,701
<b>Cost per Pupil (£)</b>	3,634

### *Attendance And Absence For School Year 2007/2008*

	Stage
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	P1	P2	P3	P4	P5	P6	P7	P1-7
<b>Total Number of Possible Attendances(Pupil Half Days)</b>	18,44 4,479	19,14 5,177	19,52 6,465	19,94 1,323	20,66 9,987	21,01 7,565	21,09 2,362	139,8 37,358
<b>Percentage Authorised Absences</b>	4.3	4.1	3.8	3.8	3.7	3.7	3.8	3.9
<b>Percentage Unauthorised Absences</b>	0.9	1.0	1.0	1.0	1.0	1.0	1.0	1.0

***Minimising Overall Absence***

	<b>Absence recorded (2006/2007) Average number of half days absence per pupil</b>	<b>Absence recorded (2007/2008) Average number of half days absence per pupil</b>
<b>Absence</b>	18.0	18.6

**INFORMATION FOR PARENTS 2008  
PRIMARY SCHOOLS**

<b>School:</b> Abernethy Primary School	<b>Id No.:</b> 270 - 5145023
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***Budgeted Running Costs For Financial Year 2008-2009***

<b>School Roll at September 2007</b>	83
<b>Total School Running Costs at April 2008 (£)</b>	322,313
<b>Cost per Pupil (£)</b>	3,883

***Attendance And Absence For School Year 2007/2008***

	<b>Stage</b>							
	P1	P2	P3	P4	P5	P6	P7	P1-7
<b>Total Number of Possible Attendances(Pupil Half Days)</b>	4,283	3,270	3,720	6,678	5,208	3,270	4,796	31,225
<b>Percentage Authorised Absences</b>	4.2	4.2	5.2	2.7	2.9	3.6	3.9	3.7
<b>Percentage Unauthorised Absences</b>	0.0	0.1	0.1	0.0	0.1	0.2	0.3	0.1

***Minimising Overall Absence***

	<b>Absence recorded (2006/2007) Average number of half days absence per pupil</b>	<b>Absence recorded (2007/2008) Average number of half days absence per pupil</b>
<b>Absence</b>	16.2	14.3

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