

**MACDIARMID
PRIMARY SCHOOL
HANDBOOK**

January 2012



**Skye and Lochalsh
Highland Council**

LIST OF CONTENTS

	Page
1. Welcome	3
2. History of the School	3
3. School Name & Address	3
4. Staff	4
5. Roll of the School	4
6. Key Names and Addresses	4
7. Enrolment	5
8. School day	6
9. School Term Dates	7
10. Communication between Parents and School	8
11. Parent Council	9
12. School Aims, Vision and Values	9
13. Quality of the Curriculum	10
14. Assessment	14
15. Reporting	14
16. Homework	14
17. Behaviour	15
18. School Uniform	16
19. Social Development	17
20. Extra-Curricular Activities	17
21. Health and Welfare	17
22. Child Protection	18
23. School Meals	18
24. Attendance	19
25. Emergency and School Closure	19
26. Transport	19
27. School Fund	20
28. Educational Visits/Excursions	20
29. Transfer to Secondary School	20
30. Transferring Educational Data	20
31. Book Clubs and Library	23
32. Charges	23
33. School Improvement	23
34. Complaints Procedure	23
35. Disclaimer	24
36. Budget Information – Government statistics	24

1. WELCOME TO MACDIARMID PRIMARY SCHOOL

Dear Parent/ Carer

Welcome to Macdiarmid Primary School. This handbook is intended to inform you of our values, aims, organisation and the work we do in school.

We hope that you will find this booklet both useful and informative, that it will encourage and enhance your involvement in the partnership between home and school and that you will share our values.

This is a three teacher school, within the community of Skeabost. We aim to provide a happy and welcoming atmosphere, in which all children will learn and be able to equip themselves for life outside the school environment.

The school was awarded its first Eco Schools Green Flag in December 2008 and the second flag in June 2011; we are very proud of this achievement.

We look forward to working with you, as parents, in creating strong links between home and school. We will keep in touch with you by newsletters, meetings and social events; benefiting both your child and the school as a whole.

Please do not hesitate to contact school if there is anything that concerns you.

Yours sincerely

Mrs S Lumley, Head Teacher, January 2012

2. BRIEF HISTORY OF THE SCHOOL

Macdiarmid School (the present building) was built in 1893, having originally been situated at Borve. Money was bequeathed by Donald Macdiarmid, who had emigrated to South Carolina. His bequest of £1,025 sterling was “to establish an English school for the education of the poor people of my native parish”. The money was deposited with the Rev. Coll MacDonald.

Hugh Budge was the first headmaster of the school in Borve. Mr Budge retired in 1891 and was succeeded by a Lewis man who was the first headmaster of the present school built in 1893. According to the 1891 Census, however, Mr Budge’s immediate successor was William Morrison, also from Lewis.

Macdiarmid Primary is a non-denominational, equal opportunities school catering for nursery children and children from P1 to P7. The delineated area extends from Glenhinnisdale to Knott, including Peiness/Woodend. Macdiarmid and Kensaleyre Schools amalgamated in August 1998 and Kensaleyre School was closed down.

The present building was refurbished and extended during session 1999-2000, with the extension having been formally opened by Councillor Andrew Anderson, chairman of Highland Council Education committee, on 22nd June 2000.

The main building comprises two classrooms, one nursery classroom and a G.P. / dining room, which also serves as a P.E. facility; it also has a staffroom, a school office and three separate cloakroom areas. These toilet facilities are for the use of all the children, including the nursery.

In October 2010 a new demountable was constructed in the playground; this was completed in January 2011. Within the demountable is the P5-7 classroom, a teaching area, a cloakroom area and two toilets; this is a great asset to our school.

3. SCHOOL NAME

Macdiarmid Primary School

Carbost

Skeabost

Portree

Isle of Skye

IV51 9PD Tel: 01470 532229 Fax 01470 532 442

e-mail: macdiarmid.primary@highland.gov.uk

4. STAFF

Mrs S Lumley	Head Teacher of Macdiarmid and Knockbreck
Mrs P Nicolson	Class Teacher P5-7
Miss R Miller	Class Teacher P3-4
Mrs M MacAskill	Class Teacher P1-2
Mrs T Lancaster	Probation Cover Teacher
Mrs M Moir	Support for Learning Teacher
Mrs H Hunter	CCR Teacher
Mrs M McLean	Supply Teacher
Mrs J Robson	Nursery Assistant
Mrs A Gillies	Nursery Auxiliary
Mrs M Clutsom	Nursery Auxiliary
Mrs A Galloway	Classroom Assistant
Mrs S MacInnes	Care & Welfare Support
Mrs C MacLeod	Clerical Assistant
Mrs J Gillies	Relief Clerical Assistant
Mrs M Gillies	School Meals
Mrs J Stretch	School Cleaner
Mrs S Boyd	Principal Nursery Teacher
Mrs M Strachan	Music
Mrs J Yeats	Kodaly Music Teacher
Mr I Finlayson	Piping Instructor
Mr A MacDonald	Youth Music Initiative Instructor
Mrs S Ross	Active Schools Co-ordinator

5. ROLL

Our roll in January 2012 is 61 comprising 9 Nursery, 20 in P1/2, 15 in P3/4 and 17 in P5-7.

6. KEY NAMES AND ADDRESSES

Education Officer – Skye, Lochalsh & Lochaber

Mrs Norma Young
Area Education Office
Elgin Hostel
Dunvegan Road
PORTTREE
Isle of Skye
IV51 9EE Tel: 01478 613697 Fax: 01478 613698

Education Culture and Sport Manager – Ross, Skye and Lochaber

Mr Maurice MacIntyre
Education Centre
Castle Street
DINGWALL
IV15 9HU Tel: 01349 863441

Director of Education

Mr Hugh Fraser
Council Buildings
Glenurquhart Road
INVERNESS

Quality Improvement Officer

Mrs Julie Barton
Area Education Office
PORTREE

High School Head Teacher

Miss Catherine MacDonald
Portree High School
PORTREE

Isle of Skye Tel: 01478 61 2030/ 612973
IV51 9ET Fax: 01478 61 2154

Parent Council**Chairperson**

Mrs Samantha Wadham
Tel: 01478 611333
sam.wadham@btinternet.com

Treasurer/Secretary Mrs Kim Millar and Mrs Iona MacLeod
Macdiarmid Primary School
Tel: 01470 532 229

7. ENROLMENT

Parents wishing to enrol their children for the new session should watch the press for advance notice of enrolment date, Highland Council Area, usually in January/February. Parents should then contact the school to make arrangements for enrolment. On entry parents will be asked to give consent to various aspects of school life e.g. trips, photos, e-mail, internet, videos etc.

Nursery Admission 2012/13**For the Pre-School Year (4 year olds)**

Enrolments for session 2012/13 should be accepted for children born between 1st March 2008 and 28th February 2009 for a place from August 2012.

For the year before the Pre-School Year (3 year olds)

Children born on or between:

1st March 2009 – 31st August 2009 will be eligible for a place from August 2012.

1st September 2009 - 31st December 2009 will be eligible for a funded place from January 2013.

1st January 2010 - 28th February 2010 will be eligible for a funded place from April 2013.

Birth Certificates need to be checked at enrolment.

School Nurseries – English Medium

Those enrolling should all live within the catchment area of the school.

There are however certain circumstances in which an enrolment could be accepted for a child outwith the catchment area. These are:-

- 1) No school nursery provision in the child's own area.
- 2) When the parent has domestic or work arrangements that you judge are reasonable grounds for granting a place in your nursery e.g. the child is regularly cared for during the day by a relative or childminder who lives in your area.

In allocating places priority should always be given to children wishing to enrol from your own catchment area.

NB Enrolments should not be accepted for children on the basis that a placing request is to be made for them in your school for next year when they enter Primary1. In this instance they would still be expected to access their local primary school nursery.

School Nurseries – Gaelic Medium

Enrolments may be accepted for children from any catchment area that does not have Gaelic nursery provision.

Partner Centres

Those enrolling should be from areas where there is **no school nursery provision** unless:

- 1) The child is being provided with day care of 4 hours or more per day in your centre.
- 2) The child is regularly cared for by a relative or childminder who lives in you area.
- 3) Partner Centres offer Gaelic medium provision that is not available at the school nursery.
- 4) The parent has some other domestic or work arrangement which you judge to be reasonable grounds for granting a place e.g. the parent requires provision split between two centres to fit in with work patterns.

NB Enrolments should not be accepted for children on the basis that they are to submit a placing request next year for the child to attend the school in your area. In this instance they would still be expected to access their **local** primary school nursery.

Please ask us for details of partner centres.

Admission to P1

Admission to Primary 1 is arranged by enrolling your child at the school. There is one intake of pupils, in August each year. These children are usually five years of age by the end of the following February. Proof of birth date is a requirement of enrolment. The children's ages range between 4 and 12, from P1-P7.

During the spring or summer term, before admission to P1, parents are invited in as a group to meet with the class teacher, to be introduced to aspects of school life and are welcome to make individual appointments should they wish to discuss anything on an individual basis.

When pupils start in August they will attend full days after the first fortnight; the children will attend mornings only for the first two weeks. Older children help to settle the children in and take care of them on the bus etc.

Pupils are introduced to books gradually using "Jolly Phonics", before they are given books to read at home and school. Parents are a great support in reading. We will share a reading diary with you which can be multi-purpose. It also helps if children can recognise their own name. Please do not teach your child to write in capital letters!

8. SCHOOL DAY

P5-7	09.00 – 10.45	11.05 – 12.45	1.40 – 3.15
P4	09.00 – 10.45	11.05 – 12.15	1.15 – 3.15
P1, P2 and P3	09.00 – 10.45	11.05 – 12.15	1.15 – 3.15 (2.15 – 2.35 break)
Nursery	09.00 – 11.30		12.45 – 3.15

It is essential that children arrive at school to begin at the appropriate times.

The school is only open outwith school hours when an organised event has been arranged.

Visitors to the school

All visitors are required to enter the school by the front door in the main building. A Controlled Door Entry system operates at the Front Entrance Door. There is a sign-in book for visitors and contractors.

9. SCHOOL TERM DATES

Term dates 2011-2012

The following table lists the term dates for year 2011-2012

Open	Close
Monday 15 August 2011 (Staff Only)	
Tuesday 16 August 2011 (Pupils)	Friday 7 October 2011
Monday 24 October 2011 (Staff Only)	
Tuesday 25 October 2011 (Pupils)	Thursday 22 December 2011
Monday 9 January 2012	Friday 30 March 2012
Tuesday 17 April 2012	Friday 29 June 2012

Notes:

1. Holidays are Good Friday (6 April 2012), Easter Monday (9 April 2012), May Day - Monday (7 May 2012).
2. 2 Days Casual Holiday - Monday 13 February and Tuesday 14 February 2012.
3. The School calendar for year 2011/2012 can be downloaded as a pdf file from the Current Documents section on the right.

Regional Closures

- The first day back after summer - Monday 15 August 2011
- The first day back after October break - Monday 24 October 2011
- Three days following the February mid-term break - Wednesday, Thursday and Friday, 15, 16, and 17 February 2012

Term Dates 2012-2013

The following table lists the term dates for year 2012-2013

Open	Close
Monday 13 August 2012 (Staff Only)	
Tuesday 14 August 2012 (Pupils)	
Monday 22 October 2012 (Staff Only)	Friday 5 October 2012
Tuesday 23 October 2012 (Pupils)	Thursday 20 December 2012
Monday 7 January 2013	Thursday 28 March 2013
Monday 15 April 2013	Friday 28 June 2013

Note:

1. Holidays are Good Friday (29 March 2013), Easter Monday (1 April 2013) and May Day - Monday (6 May 2013).
2. 2 Days - Casual Holiday - Monday 11 February and Tuesday 12 February 2013.

- The School Calendar for year 2012-2013 can be downloaded as a pdf file from the Current Documents section on the right.

Regional Closures

- The first day back after summer - Monday 13 August 2012.
- The first day back after October break - Monday 22 October 2012.
- Three days following the February mid-term break - Wednesday, Thursday and Friday, 13, 14 and 15 February 2013.

Term Dates 2013-2014

The following table lists the term dates for year 2013-14

Open	Close
Monday 19 August 2013 (Staff Only)	
Tuesday 20 August 2013 (Pupils)	
Monday 21 October 2013 (Staff Only)	Friday 4 October 2013
Tuesday 22 October 2013 (Pupils)	Friday 20 December 2013
Monday 6 January 2014	Friday 4 April 2014
Tuesday 22 April 2014	Thursday 3 July 2014

Note:

- Holidays are Good Friday (18 April 2014), Easter Monday (21 April 2014) and May Day - Monday (5 May 2014).
- 2 Days - Casual Holiday - Monday 17 February and Tuesday 18 February 2014.
- The School Calendar for year 2013-2014 can be downloaded as a pdf file from the Current Documents section on the right.

Regional Closures

- The first day back after summer - Monday 19 August 2013
- The first day back after October break - Monday 21 October 2013
- Three days following the February mid-term break - Wednesday, Thursday and Friday, 19, 20, 21 February 2014

10. COMMUNICATION BETWEEN PARENTS AND SCHOOL

Our aim is to continue the positive and supportive relationships between school and home. The Head Teacher welcomes parents' enquiries and will be happy to arrange interviews and meetings with the class teacher when necessary.

There is an Open Door policy in school which means that you may contact school at any time if you have any concerns or worries.

Parents' newsletters will be issued monthly either through email or a paper copy. Apart from being a means of conveying necessary information to parents, the newsletters are intended to give a picture of the on-going life of the school.

Macdiarmid Primary has an active Parent Council which addresses many issues of importance to the school. Whilst any issues relating to the staff and children should be addressed by the Head Teacher directly, the Parent Council has an important role to play in promoting home/school links. Parent Council meetings are open to all parents.

11. PARENT COUNCIL - 2010-2011

Regular meetings are held throughout the year, which you are welcome to attend.

“Over the past year Macdiarmid School & Nursery Parent Council has continued to support the school and provide a forum for parents and carers to use to relay any concerns, discuss any issues and share ideas.

The Parent Council's key achievement in the 2010-2011 year was working together and securing the demountable in the school playground. We showed our support by expressing our disappointment about the proposed plans to remove the role of Classroom Assistants from primary schools.

It's been a busy year for fundraising with an assortment of activities being held e.g. Smartie Tubes, Car Boot Sale, Bingo Evening, Bag Packing, Sponsored Walk, Christmas Raffle. Monies raised from these events benefited the school and children in many different ways, such as the P5-P7 Raasay Trip, new nursery equipment, extra books and the Halloween, Christmas and Royal Wedding parties taking place. Outside organisations also benefited, such as SCBU at Raigmore Hospital.

The parents regularly give up their time to organise and attend fundraising activities and provide much appreciated support to the school e.g. Garden Tidy Mornings, working with the Eco-Committee to achieve the second Green Flag.

We thank all the parents for their support throughout the past school year and look forward to working with the school and children in the forthcoming year.”

Samantha Wadham (Chair)

January 2012

12. SCHOOL AIMS, VISION AND VALUES

Macdiarmid Primary School seeks to provide a stimulating and caring environment in which each pupil can develop his/her own innate abilities.

Pupils are encouraged to develop a positive attitude to work and play, and to show respect and consideration for others, both within the school and in the wider community.

Within the school, we offer an environment in which learning will develop through a variety of teaching methods. For example: - class, group and individual teaching, catering for a range of abilities.

School Aims (currently being reviewed)

1. We believe that our children should enjoy their educational opportunities in a secure learning environment, which promotes good health and well being, encourages creativity and ambition and allows each child to achieve their individual potential.
2. We aim to develop positive and caring attitudes towards self and others, in school, the local and national environment.
3. We aim to provide a well-balanced and broad curriculum, based on 3-18 guidelines, which will meet the needs of each child and support raised attainment.
4. We aim to provide learning experiences which take account of achievements and individual needs of all children as individual learners.
5. We aim to encourage parents to be actively involved in their children's learning, by developing links with all parents through PTA, Parent Council and Parent Forum as well as other agencies in the wider community.
6. We aim to provide a welcoming environment through fostering a sense of identity and pride in the school and its environment.
7. We aim to make all pupils, parents and staff feel welcome and valued as individuals by promoting an ethos of equal opportunities for all.
8. We aim to encourage and support all staff to engage in Continuing Professional Development by accessing staff training opportunities and operating as valued team

members in the delivery of the National Priorities as well as local and authority led developments.

Reviewed December 2007 with all stakeholders.

Vision Statement

We strive to ensure our learners reach their full potential in a caring, happy and fun environment.

13. QUALITY OF THE CURRICULUM

A Curriculum for Excellence

“Curriculum for Excellence is the most radical reform of education in Scotland for a generation – different in scale, scope and approach to any kind of educational development we have undertaken before.”

“The reforms which Curriculum for excellence brings about are intended to raise standards by improved teaching and learning with Literacy and Numeracy a key focus.”(Quotes from Fiona Hyslop MSP Cabinet Secretary for Education and Lifelong Learning.)

“Curriculum for Excellence is about ensuring that we help develop and educate our young people and invest in them to become:

Successful Learners – with enthusiasm and motivation for learning and openness to new ideas and determined to reach high standards of achievement;

Confident Individuals – with physical, mental and emotional well being and self respect and ambition:

Responsible Citizens – with respect for others and a commitment to participate responsibly in political, economic, social and cultural life whilst developing a knowledge of the world and Scotland’s place in it;

Effective Contributors – with resilience and self-reliance, who can communicate, work in partnership and apply critical thinking, solve problems and be enterprising and creative.”

These are called the four capacities.

“The experiences and outcomes are designed to enable new approaches to teaching and learning. They are set out in lines of development which describe progress in learning. Progression is indicated through curriculum levels, which are explained in the table below.”

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 – S6 and college or other means of study

The seven principles of curriculum design to ensure coverage are:

Challenge and Enjoyment, Breadth, Progression, Depth, Personalisation and Choice, Coherence and Relevance.

The curricular areas for all children from 3 – 18 are as follows:

1. Literacy and English, Literacy and Gaelic, Languages
2. Mathematics and Numeracy
3. Health and Well Being
4. Sciences
5. Social Studies
6. Technologies

7. Expressive Arts
8. Religious and Moral Education

There have been some changes to the curriculum as interdisciplinary learning planning is used for most of the children's learning experiences. A lot of topic led work has been included in the curriculum for many years.

Our school is successfully delivering the Curriculum for Excellence.

Should you wish to find out more, please contact school or visit the website below:

<http://www.ltscotland.org.uk/curriculumforexcellence>

Organisation of Teaching and Learning

A range of teaching styles based on Assessment for Learning are employed to enable summative assessment as well as formative assessment to take place. We differentiate according to the needs of the children within the class/group. Pupils work in groups or individually, according to the activity. Multi-composite classes necessitate teaching in this manner. We aim to ensure that the individual child has a balanced learning programme building on the activities and approaches in the Nursery.

Literacy and English, Languages

The language curriculum can be divided into areas of Listening and talking, Reading and Writing.

Our aim is to encourage children to develop skills which allow them to communicate fluently and confidently.

Listening and talking are incorporated in all areas of the curriculum. Skills must be taught in order that children become confident when expressing themselves.

In the Early Stages one of the skills is knowing when to talk and when to listen. Later children should be able to speak confidently with an awareness of their audience.

Children are encouraged to enjoy Reading. Basic skills are acquired using Jolly Phonics in the Early Stages as well as a focus on the child's comprehension of what is being read to them as well as what they are reading on their own. These are further developed as the child progresses. The school follows the Highland Literacy programme and has a variety of reading resources both in fiction and non-fiction.

In Writing, children are encouraged to express themselves in a variety of written forms. French is introduced in Primary 5 and Gaelic is taught throughout the school.

Opportunities are given to develop confidence, skills and strategies which will give children a basis for future language needs.

Mathematics and Numeracy

Mathematics plays an important role in our lives. It is used in everyday activities such as buying food, keeping time and playing games.

Mathematics includes areas of number, money and measurement, information handling, shape and position and movement. Children are encouraged to learn through practical experience using concrete materials. Children acquire mathematical concepts and learn number facts. Mental calculation is strongly emphasised. Methods of mental calculation are important in helping children to understand number and use it effectively. Regular oral and mental work develops children's calculation strategies and recall skills.

Calculators are in use from the early stages for calculations specified by the class teacher only.

Computer programs are used to reinforce work and to develop skills in information handling. Skills in problem solving are developed using various resources e.g. texts, computer, programmable toys etc.

Health and Well Being

Health education caters for the physical, mental, emotional and social health of our children. Through Health Education we aim to provide a curriculum that helps children to acquire knowledge of the human body and how it works and the social and

emotional factors which influence health. Children are encouraged to make informal choices and make appropriate decisions that help to ensure a healthy lifestyle. The school aims to foster links between school home and the community so that all are involved in a collective responsibility for promoting good health. Health Education covers a programme of sex education and drug awareness.

Throughout the school we are continually promoting positive behaviour and all children are given the opportunities to discuss and learn about the importance of citizenship and lifelong learning.

Macdiarmid School has achieved the highest level for being a Health Promoting School and we continually aim to build on this.

We aim to foster a positive attitude to recreation and leisure.

The School Sport Field is located a distance away from the school and is used for coaching organised games and sports. School sports are held annually.

Sciences

Science teaching consists of the development of knowledge, understanding, skills and informed attitudes in the following aspects:

- Earth and Space
- Energy and Forces
- Living things and Life Processes.

This last aspect has links with Health Education, now a separate subject in its own right.

Through learning in the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills 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.

Science is taught as a stand alone subject and linked to other curricular areas ensuring continuity and progression. The school plans to extend outdoor education through the use of the school grounds.

Social Subjects

These subjects consist of three broad areas, which are usually interlinked.

- People in the past
- People and place
- People in society.

Themes and topics are planned to co-ordinate these aspects.

Through the social subjects, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. As they mature, children and young people's experiences will be broadened using Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Children and young people learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

Technologies

The desired outcome of the technologies is *technology capability*.

To develop this at Macdiarmid School we aim to offer tasks which:

- are practical and creative, designing and realising practical responses to perceived needs and wants
- focus on the acquisition of specific knowledge and understanding, skills and attitudes

- help pupils appreciate the relationships between people, their technological activity and the environment

Particular regard to health, safety and hygiene is needed when working with ingredients and tools. This element forms an essential part of technology teaching. Pupils are therefore given opportunities to look at:

- needs and how they are met
- resources and how they are managed and
- processes and how they are applied

Strands for skills are related to the key processes of designing and making, where the element of “failure” can be used to improve successive models. Pupils also need to learn to be economic with resources, linking with the real world.

Learning in the technologies enables children and young people to be informed, skilled, thoughtful, adaptable and enterprising citizens.

As part of our ongoing Technology development the school will be networked. Each classroom has the use of two/three PCs as well as laptops. We also have three Smartboards in use and children are developing knowledge and skills in this area that will support their learning and prepare them for life long learning in the 21st century.

Expressive Arts

Expressive Arts is a term which is used to describe the teaching of Art and Design, Music, Drama and Dance. All of these areas encourage self-expression and the development of the child’s own ideas and imagination, and an appreciation of the expression of others – eg composers, artists, etc. Mrs Strachan visits the school nine times annually, forming around 25% of the music programme, to support this subject. From time to time other groups, e.g. Youth Music Initiative, support this area of study.

We try to provide the children with an annual opportunity to attend a live theatre production.

Instruction in Chanter and String is available to those in the upper school with particular aptitude and interest.

We encourage the children to enter the local Mòd.

Religious and Moral Education

The presentation of religious education is based under three main headings: Christianity, Other World Religions and Personal Search.

Christianity is studied in various ways, for example, through celebrations, customs, beliefs, stories, sacred writings and key figures.

The local clergy in this parish usually visit the school on a rota basis, to conduct an assembly.

Other world religions are studied through the year in assemblies or through resources such as television series or books.

Personal search is a very important area where the children learn and share ideas about the natural world, relationships and moral values, etc., and also intimate questions about God suffering death.

Moral Education is linked with Religious Education and children are encouraged to be caring and behave responsibly. Children are encouraged to be charitable and to think of the less fortunate.

Parents have the right to withdraw their child for Religious Observation. If so, they should consult the Head Teacher.

Enterprise Projects

The school has a well established programme of Enterprise Education throughout the school. The enterprise programme for this year is to create a mural on the long corridor wall inside school and a mosaic to be hung on an outside wall.

Early Stages

As many of the parents who are reading this booklet for the first time will be parents of future primary 1 children we have decided to include some information about education at the early stages. The main aim of the school's induction programme for entrants is to ensure an easy, trouble-free and happy transition from home to school. The children who have attended the Nursery Class in Macdiarmid Primary School will have become familiar with the school and will already feel secure in its environment. In the term before your child starts Primary 1 opportunities will be given for you to meet the staff and be given an insight into the various activities which take place in the infant classroom.

Much of the work in the infant classroom is achieved through the child being given a wide array of practical experiences. The infant classroom is often an area full of bustling activity. When your child comes home during these first crucial weeks ask him/her about what he/she has been doing. Perhaps more than at any time in your child's school career his/her attitude will be influenced by your attitude. Please share with your child his/her experiences and remember – never hesitate to approach the school if there is anything we can clarify or help with.

14. ASSESSMENT

Our aims are:

- ◆ to provide pupil and parent with information about progress
- ◆ to give signposts for the direction towards the next stage of learning
- ◆ to monitor the school's success in achieving its educational aims
- ◆ to steadily develop literacy, numeracy, aesthetic awareness, curiosity, knowledge and understanding

Both formal assessment and assessment while teaching are ongoing aspects of our work and help us to plan ahead for each child. It also forms the basis on which we can report to you on pupils' learning and attainment across the curriculum.

15. REPORTING

The main reporting period is in May. The report will indicate strengths and development needs, as well as the proposed next steps. The report form gives parents an opportunity to respond to their child's report. This response will form part of the agenda for the subsequent parent/teacher interview, which will take place shortly after the reports have been issued.

Parents' Evenings are held in November and May/June; a further meeting is held in September for parents of P1 children. We also hold two Open Afternoons each year in February and June when parents have the opportunity to see children's jotters and assessment files.

16. HOMEWORK

We would hope that homework builds upon and develops self-discipline, as well as taking an element of responsibility for the child's own learning. Homework should always be viewed as part of a process developing positive home-school links.

Homework packs are issued on a weekly basis to all classes. A copy of the current homework policy is available on request.

Practice

All children are issued with homework.

Spelling homework is set from P2 upwards, on a regular basis. Not only does this develop good spelling practice for all children but also it can be used as a medium through which to reinforce problem areas for individual children.

Multiplication tables are to be learned at home and reinforced through practice and application in school. Tables are taught from P2 upwards, whilst number facts (both addition and subtraction) may be given for revision at home, in the earlier stages. Children from P2-7 will also have Mathematics homework linked with their course work.

As per Highland Literacy guidelines, children are taught Reading in class with home readers of the child's choice being taken home to consolidate the learning process. Reading homework is recorded in the children's reading record book.

Occasionally extra work may be sent on an individual basis to support a child with a particular need. This will usually be arranged with the teacher, Learning Support teacher and parent. We are sometimes asked to set work on occasions when an absence is known in advance such as a holiday and we will always try to accommodate individual needs wherever possible. The same will be true for when children return after a long illness for example.

If homework is not completed on time on several occasions then it is essential for the school and home to work together in order to improve the situation.

Children are always welcome to follow up topic work at home and we will try to give them the title of the next topic as soon as we can. They will benefit from using the Library in order to gain access to information. P6 and P7 will be given regular opportunities to do some personal study or open ended activity, such as to prepare a report, for example.

We recognise that the school is one of many places where children learn and would like to continue to encourage them to bring in and share with us any other work and achievements.

Time spent on homework will vary according to the task; with no longer than 20 minutes being envisaged at any time. Research will of course take a while longer, but to prevent discouragement we would advise that not much more than half an hour at a time is spent on these tasks.

Children should be encouraged to read for pleasure.

17. BEHAVIOUR

All classes are encouraged to follow the 'Golden Rules' for both classroom and playground.

We are gentle	We do not hurt anyone
We are kind and helpful	We do not hurt people's feelings
We work hard	We do not waste time
We look after property	We do not waste or damage things
We listen to people	We do not interrupt
We are honest	We do not cover up the truth

We insist on a high standard of behaviour and courtesy in school. Good manners, consideration and toleration of others are high priorities at Macdiarmid. We aim to set a positive example and seek to reward at every opportunity children who behave well. The children are well supervised and cared for.

Children must remain within the school boundary, unless accompanied by a teacher or an appointed adult. These guidelines are specifically for the safety of the children.

Anti-Bullying Policy

Statement of what bullying is:

1. Intimidation
2. Excluding other children/child from play
3. Threatening
4. Persistent name calling
5. Being nasty

6. Pushing and shoving
7. Any physical threatening behaviour
8. Teasing /making fun of others, for whatever reason eg. Different accent, physical Disability, speech impediment etc.
9. Ridicule

Action

Key elements in combating bullying

1. A clear lead and active support by staff.
2. The belief by the school that bullying is a serious issue which needs to be tackled.
3. A sense of ownership of the policy by the school community, teachers, parents, non-teaching staff and pupils.
4. An open discussion as to what counts as bullying.
5. An ethos which encourages victims and witnesses to speak up.
6. A readiness to treat incidents seriously however trivial they may seem at first.
7. A willingness to take action, and be seen to take action, when bullying is reported.
8. Encourage the bully to see the victim's point of view.
9. Identify situations which may lend themselves to children being vulnerable.

N.B. The terms "bully" and "victims" are primarily used in this document as a means of identification and not with the intention of labelling individual children.

Adult role models of Anti-Bullying Behaviour

All adults in the school have a vital role as role-models.

Anti-bullying role models –

- ◆ show respect for every child as an individual
- ◆ are aware of vulnerable children
- ◆ criticise the behaviour rather than the child
- ◆ avoid playing favourites
- ◆ are seen to be fair
- ◆ avoid labelling
- ◆ have high expectations of pupils
- ◆ avoid reference to other members of the family (just like your brother/sister)
- ◆ never give ammunition to use against each other
- ◆ be consistent in responding to bullying

No child deserves to be bullied. Children should learn in an atmosphere free from fear and intimidation.

We believe in giving children opportunities and responsibilities in order to allow them to care for other younger children and become part of a happy integrated team.

Equal Opportunities and Anti-Racist Policy

Macdiarmid Primary School provides equality of opportunity through its ethos and working practices. Access to all subjects will be provided to all pupils without reference to gender, race or colour. Through our teaching we oppose all forms of prejudice and discrimination.

18. SCHOOL UNIFORM

Although not compulsory, we would encourage all children to wear their uniform whenever possible and particularly on school trips and on special events.

Parents are asked to ensure all clothing is clearly marked with their child's name.

The uniform comprises:

For boys: School sweatshirt, blue or white polo shirt and dark trousers

For girls: School sweatshirt, blue or white polo shirt, dark or grey skirt, or dark trousers.

Footwear: All children **must** have a pair of plimsolls for indoor use.

Football tops must **not** be worn at any time during school hours/events. This is primarily to avoid arguments.

PE: Children **must** bring shorts, jogging trousers/leggings depending on the activity.

All children from primary three upwards may participate in outdoor shinty practices in Uig on a Tuesday evening.

The children have the opportunity to attend Portree High School after school for indoor shinty practice during the winter months. All children from Primary 1 upwards may attend indoor practice.

19. SOCIAL DEVELOPMENT

Our aim is to help children grow up respecting other people and their needs. We would hope to guide them towards being responsible children, who will hopefully become equally responsible adults.

20. EXTRA CURRICULAR ACTIVITIES

We have blocks of swimming lessons at the pool at Portree High School for all primary classes.

We also participate in the Isle of Skye Primary School Cross Country Championships, the Hockey Festival, the Dance Festival and the Basketball Festival.

The P7 children have a week's excursion to the mainland in May. We join up with children from the other Skye schools for this event. It is an excellent opportunity for social interaction. Parents pay for the cost of the trip. Funding is sought elsewhere for the admission costs etc incurred.

P7 children are also involved in Fitness Training, Safe Highlander, Life Saving with the Scottish Ambulance Service, Drug Awareness and Snorkelling.

We offer blocks of After School Activities which include Board Games Club, Science Club and Games Club. Kensaleyre Church also run a Discovery Club.

21. HEALTH AND WELFARE

The school doctor or school nurse make two scheduled visits per session.

Mrs Helen Gilpen is the school nurse.

Visits are made to -

- ◆ see new enrolments
- ◆ see primary seven children prior to transfer to secondary school
- ◆ to test vision and hearing in primaries three and five.

The community dentist, Mr Smith, visits periodically. Children, whose parents wish to continue with treatment with their own dentist, may choose to do so. Please inform the school prior to an appointment during school time, otherwise your child may be marked with an unexplained absence in the register. Under government regulations, unexplained absences are recorded as truancy.

The Health Visitor and Speech Therapist also make routine visits to the school.

Support for Pupils

Macdiarmid Primary actively supports the inclusion of pupils with special educational needs and provision is made within the school to address the individual learning of children with a Learning Support Teacher who is in school 1.5 days a week; Individual Education Plans and support plans are drawn up accordingly.

Children deemed to be having educational or behavioural difficulties can be assessed by the Educational Psychologist. No child will be seen by him without the parents having first been consulted.

Speech Therapist

We have access to the services of the Speech Therapist. Her time is very limited as she also serves the wider community and not only educational establishments. Again children cannot be assessed by the Speech Therapist without parental consent.

Medicine in School

We will support you if we are able to help in administering prescribed medicines, but please note that it is not a requirement of the staff.

Please keep us informed if your child has a condition e.g. asthma/eczema and also discuss any prescribed medication with us fully in order to make sure we feel able to administer it ourselves.

From time to time there are other occasions when other prescribed medicines need to be taken during the day – all such medicines need to be labelled clearly with written instructions – provided your child's GP has said that he/she is fit to attend school and that you have contacted us first by telephone to arrange it.

All medicines must be presented to school in their original prescribed container.

First Aid, Sickness and Accidents

First Aid supplies are kept in the staffroom, staff toilet and the demountable.

Parents can help teachers by impressing upon pupils that any accident, however minor, must be reported to a teacher.

The following procedures are adhered to in instances of sickness and accidents:

Contacting of Parent and Transport

Where it is desirable that a pupil should return home, contact will be made with either one of the pupil's parents or, in the event of both parents being unavailable, with the Emergency Contact who has been nominated by the parent, with a view to arranging collection and transportation of the sick child from school.

Medical Assistance

If medical assistance and/or X-Ray are required due to injury or illness every effort will be made to contact and advise parents.

22. 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 Guidelines, Education Services must report such incidents to Social Work/Police Investigation.

All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service Staff. More information about Child Protection procedures within Highland can be obtained from the Child Protection Development Officer, Highland Child Protection Committee, Kimylies Building, Leachkin Road, Inverness IV3 8NN.

Telephone 01463 703488 Fax 01463 713237

23. SCHOOL MEALS

Lunches are transported daily from Portree High School canteen. Money for the week's meals should be paid on Monday. Children may bring a packed lunch if they prefer. All containers should be non-breakable. All hot drinks/soup must be carried in a suitable safety flask. Children of parents in receipt of Income Support may be entitled to a free mid-day meal. Information and application forms may be obtained from the local D.S.S. office or from the school. School meals currently cost £1.75 per day. Payment of school meals should be made on a Monday for the whole week. Cheques must be made payable to HIGHLAND COUNCIL.

Healthy Snacks

We encourage Healthy Eating and a range of healthy snacks are available each morning break.

Clothing Grants

Application forms are available from the school for parents who are in receipt of benefit.

24. ATTENDANCE

To maximise the opportunities we offer your child in school it is essential that he/she attends school each day. Any absence from school has an adverse effect on teaching and learning. Schools are required to record all authorised absences of pupils. It should be noted that absences for which the school receives no explanation are recorded as unauthorised absences.

For Child Protection reasons parents are asked to notify the school of any absence before 9.15am on the first day of absence otherwise the school will make efforts to contact parents. Parents should inform the Head Teacher (usually by note to the Class Teacher) of any need to withdraw a child from school during normal school hours. If a parent has arranged for a child to attend an appointment with a dentist, doctor or optician during school hours, the Class Teacher should receive written notification of the date and time of the appointment. Where possible these should be made outwith school hours.

It should be noted that parents must request the permission of the Head Teacher if there is a need to remove a child from school during term time.

25. EMERGENCY AND SCHOOL CLOSURE

Where known in advance, parents will be informed of planned early closures. Should an emergency closure become necessary you will be contacted to ensure that someone will be at home to await your child. An emergency contact number **must** be left with the school.

Adverse Weather Conditions

Please refer to the circular issued from Highland Council on Advice to parents in Adverse Weather Conditions – November 2011. We issue this annually to parents around November time each year. Should the weather be severe, we will delay opening the school until roads have been gritted etc.

You may telephone 0870 054 6999 (local rate), (school pin number: 042550) for up to date guidance as regards the school. We also operate a local contact system.

You may also access this information through the Highland Council Website. Details are issued in November each year.

Major Incident in the School

If a major incident occurred in the School (e.g. a fire) the children will be evacuated from the building and taken to **Skeabost Hall** to await collection by an adult. The Education Office would endeavour to contact parents by telephone. Hopefully we shall not have to face such an event.

Fire Precautions

Fire Drill Notices are displayed throughout the building and Fire Drill Practices are held at least once a term. Fire alarms and fire exits are checked on a regular basis.

26. TRANSPORT

School transport is available free of charge to pupils, who live outwith the statutory walking distance of two miles for children under eight years of age and three miles for those eight years and over. If space is available, concessionary travel may be granted to others. When you enrol your child you will be issued with a travel application form. If your child/children are to be absent please inform the drivers

Route No	Description	Contractor	Phone Number
6110/01	Kingsburgh	Calum MacPherson	01478 613456

6110/02	Borve	Calum MacPherson	01478 613456
6110/03	Knott, Bernisdale	Norman MacKillop	01470 582296

Safety note:

From January 2002, all school buses are required to have seat belts. Please regularly remind your child about the importance of good behaviour and the need to wear seat belts which are properly adjusted. We will do our best at school to ensure safe use of the bus, but we rely on your help too.

27. SCHOOL FUND

The school fund pays for transport and incidental costs incurred in extra-curricular activities. We also pay for items for special events such as Christmas parties, school sports, extra equipment, prizes, etc. Each year the headteacher prepares the account for audit. This is then independently audited for submission to the finance department of the Highland Council.

28. EDUCATIONAL VISITS/ EXCURSIONS

These vary from nature walks to trips involving transport and form an important part of the school curriculum. Due to increasing transport costs, and in order to avoid restrictions on these activities, pupils may sometimes be asked to contribute towards the cost involved. Parents will receive notification of proposed arrangements. Written permission for visits is sought at enrolment.

29. TRANSFER TO SECONDARY SCHOOL

During the summer term a guidance teacher from the High School will visit the school to speak with the P7 children transferring to secondary school the following August. He/she will follow them throughout from secondary one to secondary six. P7 children will visit the High School in June for two days.

30. TRANSFERRING EDUCATIONAL DATA

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us. 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 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

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The

Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce 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 made publicly available by Scottish Government.

The individual data collected by Scottish Government is used for statistical and research purposes only.

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 note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (www.scotxed.net).

Scottish Government works with a range of partners including HM Inspectorate of Education, Skills Development Scotland and the SQA. On occasion, , in order to help meet our aim of improving our education system, we may make individual data available to partners and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This 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. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at Peter.Whitehouse@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, 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.

Transferring data about school staff

The Scottish Government and its partners collect and use information about school staff to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

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 HMIE,

GTC Scotland and teaching unions need accurate, up-to-date data about our teachers. In particular individual level staff data is vital for use by Scottish Government in education workforce planning. As a consequence of receiving this information, Scottish Government will be better able to

- plan more accurately the number of new staff to be trained each year,
- identify shortages in particular sectors and subjects
- monitor movements in and out of the profession at a national level.
- better understand the factors affecting education
- share good practice

Data Policy

Information about school staff is collected through our statistical surveys in partnership between Scottish Government and Local Authorities through the ScotXed programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce 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. Scottish Government will not make publicly available any information that allows individual members of staff to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. No information on individual members of staff can or would be published by Scottish Government. Providing sensitive information such as national identity and ethnic background data is entirely voluntary. The staff census is supported by teachers unions who helped draw up the list of data collected.

The individual data collected by Scottish Government is used for statistical and research purposes only.

Your data protection rights

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

Scottish Government works with a range of partners including HM Inspectorate of Education, GTC Scotland and the SQA. On occasion, , in order to help meet our aim of improving our education system, we may make individual data available to partners and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This 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. At all

times individual's rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at **Peter.Whitehouse@scotland.gsi.gov.uk** or write to The ScotXed Support Office, Area 2D, 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

31. BOOK CLUBS AND LIBRARY FACILITIES

The school runs one book club, Scholastic Club. News-sheets are issued frequently. The children return their order slips with the money to the school or parents can order on line. Delivery is usually within two weeks of the order being placed. The mobile library visits the school every third Wednesday. Children from primary one upwards are allowed to borrow books. The Nursery borrows books to use with the children in Nursery.

32. CHARGES

Normally children are not charged for materials used in Arts and Crafts. Books and other school materials damaged or lost will require to be replaced or paid for. The charge will be the replacement cost.

33. SCHOOL IMPROVEMENT

From our self-evaluation, we have identified the need to develop the following aspects to improve the learning experiences of all children and young people:

The priorities for this year's School Improvement Plan are:

- Further develop work sampling across the school
- Monitoring pace and challenge in order to maintain and progress attainment levels especially Mathematics, Reading and Writing
- Further develop tracking, assessment and recording of children's progress in line with the Curriculum for Excellence
- Children's learning logs to be developed
- Continue to develop Co-operative Learning
- Continue to develop GIRFEC throughout the school to meet children's needs

Associated School Group:

- P7 children to undertake the Discovery Level of the John Muir award
- Further develop sharing standards of children's work in both the ASG and in line with Highland Council Guidelines

34. COMPLAINTS PROCEDURE

From time to time parents may wish to make a formal complaint about a particular issue.

This should be done via the Head Teacher either by letter or by making an appointment to discuss the issue.

When the complaint is made the following action will be taken by the school –

- Any investigation will be carried out or evidence gathered immediately.
- The Class Teacher will be informed if the issue relates to a specific class.
- The school's response will be relayed to the parent either by letter, by a telephone call or by a further appointment with the Head Teacher, Class Teacher and parents and pupils.
- Formal documentation will be kept of each complaint and its resolution.

We want to reassure parents that we take seriously any complaints and endeavour to resolve them as expeditiously as possible. If need be then subsequent meetings will be arranged in an effort to resolve the situation to everyone's satisfaction.

It is hoped that parents will have little or no reason to complain about either the standard of the education offered or the manner in which it is taught. On occasions parents may feel that they would like to discuss some matter regarding their child's education more thoroughly with either the class teacher or the Head Teacher. Parents are always welcome to make an appointment - please contact the School Office in order that a suitable time may be found for both parties. In the unlikely case of a failure to solve a problem, parents have the right to pursue the matter by contacting Mr John Ritchie, the Area Education Manager at The Education Centre, Castle Street, Dingwall.

35. DISCLAIMER

It should be noted that much of the information contained in this brochure is correct at the time of printing in January 2012, but it should not be assumed that there will be no change affecting the details given during the school year 2012/13.

36. BUDGETED INFORMATION – GOVERNMENT STATISTICS

Please refer to the attached information.

January 2012

INFORMATION FOR PARENTS 2011 PRIMARY SCHOOLS

School: Macdiarmid Primary School	Id No.: 270 - 5127122
--	------------------------------

Budgeted Running Costs For Financial Year 2011-2012

School Roll at September 2010	56
Total School Running Costs at April 2011 (£)	204,644
Cost per Pupil (£)	3,654

Key to symbols: The symbol ## indicates that the data are not available.

Attendance And Absence For School Year 2010/2011

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	4362	4467	**	**	1919	2611	3348	20437
Percentage Authorised Absences	5.4	2.9	**	**	5.9	3.7	3	4.1
Percentage Unauthorised Absences	0.9	0	**	**	0	0	0	0.3

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.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

Minimising Overall Absence

	Absence recorded (2009/2010) Average number of half days absence per pupil	Absence recorded (2010/2011) Average number of half days absence per pupil
Absence	16.2	16.5

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.

Key to Symbols: The symbol (##) indicates that the data are not available or comparable with other years.

INFORMATION FOR PARENTS 2011 PRIMARY SCHOOLS

Education Authority: Highland

Budgeted Running Costs For Financial Year 2011-2012

School Roll at September 2010	16,493
Total School Running Costs at April 2011 (£)	67,958,685
Cost per Pupil (£)	4,120

Key to symbols: The symbol ## indicates that the data are not available.

Attendance And Absence For School Year 2010/2011

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances (Pupil Half Days)	849493	884460	843749	840054	870714	895368	876570	6060408
Percentage Authorised Absences	4.8	4.4	4.1	4	4	4.1	4	4.2
Percentage Unauthorised Absences	0.8	0.8	0.8	0.8	0.7	0.8	0.8	0.8

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.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

Minimising Overall Absence

	Absence recorded (2009/2010) Average number of half days absence per pupil	Absence recorded (2010/2011) Average number of half days absence per pupil
Absence	17.7	19

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.

Key to symbols: The symbol (##) indicates that the data are not available or comparable with other years.

INFORMATION FOR PARENTS 2011 PRIMARY SCHOOLS

National Data

Budgeted Running Costs For Financial Year 2011-2012

School Roll at September 2010	364,284
Total School Running Costs at April 2011 (£)	1,490,002,771
Cost per Pupil (£)	4,090

Key to symbols: The symbol ## indicates that the data are not available.

Attendance And Absence For School Year 2010/2011

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendance (Pupil Half Days)	18951308	19116971	18672816	18136151	18404407	18748517	19075039	131105209
Percentage Authorised Absences	4.2	4.1	3.9	3.8	3.8	3.9	3.9	4
Percentage Unauthorised Absences	1.2	1.2	1.3	1.3	1.2	1.3	1.2	1.2

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.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

Minimising Overall Absence

	Absence recorded (2009/2010) Average number of half days absence per pupil	Absence recorded (2010/2011) Average number of half days absence per pupil
Absence	19.4	19.8

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.

Key to symbols: The symbol (##) indicates that the data are not available or comparable with other years.