

Foreword:

The Education (School and Placing Information Scotland) Regulations 1992 require that information be made available to parents about each school.

The information in this brochure is correct at January 2009.

I would like to welcome your child to St Bride's School. It is a small village school with a pleasant and happy atmosphere. I trust that your child will enjoy his/her time with us, and I look forward to co-operating with you in your child's development. You, as parents, are invited to play an active role in your child's education and in the life of the school.

Equal Opportunities

St. Bride's Primary School is an Equal Opportunities School. Access to all subjects will, therefore, be provided to all pupils without reference to the sex of the pupil.

The school believes that each pupil, regardless of his/her sex, should have equal opportunity to pursue his/her subject choices and subsequent career, free from sex discrimination.

St. Bride's School was originally a single room, one teacher school founded in 1886, and serving the children in the North Ballachulish area. In 1978, the neighbouring Onich School was found to be in need of major repairs. Consequently, a modern extension was added to St. Bride's and in November 1980, on the closure of Onich School, the children in the catchment area from Camus-na-heiridh to Corran Ferry were included in the roll. There were two classrooms and a large G.P. area. When the roll increased sufficiently to merit a third teacher, in January, 1993 work was started converting the adjoining Schoolhouse into a classroom. The top floor of the house was fitted with a loft ladder and is now used for storage. This conversion was completed in March 1993. The roll dropped and the school now has two classes again. The third classroom now houses our nursery unit established in August 1997.

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St. Bride's School, Onich

Tel: 01855 821 280

Roll: 23

At present this school has two full-time teachers including the Head Teacher.

We have two nursery staff in our nursery unit. The school also enjoys a contribution from several specialist visiting teachers and a music instructor.

Staff

Head Teacher Primary P5/6/7	-	Miss Susan Kemp
Class Teacher Primary 1/2/3/4	-	Mrs Christina Fraser
<u>Visiting Teachers Instructor</u>		
Management Teacher	-	Mrs Rhona Lawson
Learning Support	-	Mrs Margaret Clark
Music (2 & 4 Term))	-	Mr. Peter Duggan
PE (1 & 3 Term)	-	Mrs Rhona Grant
Piping/Chanter (Weekly)	-	Miss Margaret MacMaster
<u>Nursery Staff & Others</u>		
Nursery Nurse	-	Miss Claire Pardoe
Nursery Assistant	-	Mrs Kate Macintyre
Classroom Assistant	-	Mrs Karin Hormann-Cooper
Chaplain:	-	Father John Paul MacKinnon & Rev. Alison Burnside
Dining Assistant	-	Mrs Sandra Shaw
School Auxiliary:	-	Mrs Alexandra Young

Holiday Dates 2009/10

School Opens

School Closes

2009 Monday 17 August (Staff)

2009 Tuesday 18 August (Pupils)

Friday 9 October

2008 Monday 26 October

Wednesday 23 December

2010 Monday 11 January

Friday 26 March

2010 Monday 12 April

Friday 2 July

(NB Holidays Good Friday 2nd April 2010, Easter Monday 5th April 2010
May Day Monday 3rd May 2010)

Pupils normally transfer to: Lochaber High School, Fort William

(Tel: Fort William 01397 702512)

Starting School

New entrants to Primary 1 come into school for three afternoons in June to have a brief experience of school before starting in August.

School Day

Morning Session - 09:00a.m. - 12:30p.m.

Afternoon Session P1-4 - 13:30p.m. - 14:45p.m.

P4-7 - 13:30p.m. - 15:15p.m.

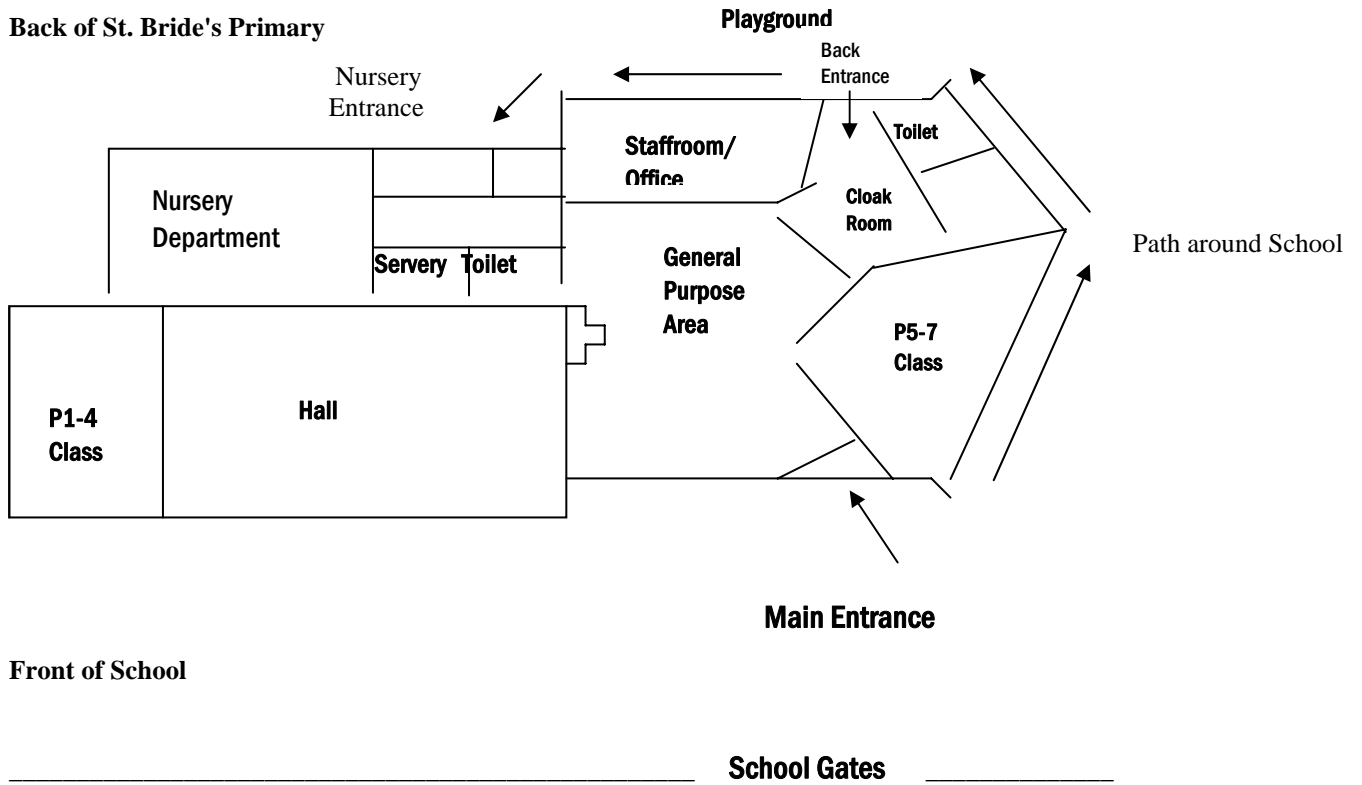
Primary 1 pupils attend mornings only for the first month. Although they will be transported to school in the morning, parents are asked to arrange transport for 12:30.

Pupils in P1/2/3 who live within walking distance of the school are expected to leave at 14.45. If for any reason, you wish your child to remain at school until 15:15, please inform me either by telephone or letter.

Nursery Day 9:15 - 11:45

School Plan

St. Bride's Primary School Layout



Transport

Transport is provided for the children, and the drivers ensure that no child has to cross the road unescorted. The bus is due at Corran about 8:40a.m. and leaves the school about 3:15p.m. to transport the children home.

For specific eligibility and application forms for such transport, please contact the Head Teacher.

Parental Visits

Parents are welcome to visit the school. Apart from official Parents' Evenings, which may be somewhat formal, they are welcome to come and discuss any matter, which concerns them. It is more convenient if parents make an appointment, preferably for 3:30p.m.

Occasionally, parents meet in an informal way e.g. school concerts, sales, sports, field trips and various fund-raising activities.

We have a very effective and enthusiastic Parent Forum. All parents are automatically members and are welcome to attend all meetings.

School Aims

Education is now an even closer partnership between the School, Parents, Children and the wider Community.

We aim to provide a friendly, happy and stimulating environment where pupils can achieve their full potential through a wide variety of experiences. The curriculum is carefully planned throughout the School. We place an emphasis on creating a positive ethos. It is hoped that as well as developing intellectually, the children will develop socially from infants dependent on adults and not familiar with a structured day, to independent 11/12 year olds. They should be able to work and play together, to recognise the necessity for rules, be polite and friendly to staff and visitors to the school. We have in place Anti-Bullying Strategies and re-assess our programme on a regular basis.

We intend to keep parents fully informed of all developments within the school through their elected members on the School Board, the PTA and to inform them of their child's progress through our Staff/Parents meetings.

Aims

- 1 To work in partnership with parents and the wider community - promoting positive links for the benefit of all pupils.**
- 2 Promote the health and well-being of all the children and to help our children to become confident individuals, responsible citizens, effective contributors and successful learners**
- 3 Provide a welcoming, safe, happy and caring environment for nursery and school that fulfils the National Care Standards for early education and childcare as set by the Care commission.**
- 4 Provide learning and teaching opportunities that follow the 3 to 5 and 5 - 14 national guidelines that are stimulating and enjoyable where your child can learn through meaningful and constructive play in the Nursery, and ensure breadth, balance, continuity and progression for all levels of ability in the school in order to meet pupils' needs.**
- 5 To encourage each child to raise his/her level of attainment and celebrate pupil achievements.**
- 6 To encourage all pupils to develop self-confidence, self-esteem and self-discipline, to encourage responsible attitudes and encourage pupils to display acceptable social behaviour at all times.**
- 7 To offer equal opportunities for all pupils and involve pupils in decision making through the pupil council.**

School aims (Continued)

- 8 To provide opportunities for personal and professional staff development through review meetings and the annual Highland council Staff Development Programme.
- 9 To promote Health in the school, and encourage pupils and staff to understand the important effect that improving their health and well-being, will have on raising attainment, fulfilling potential and improving quality of life.
10. Maintain Health Promoting School Status.

The Role of the Parent

Education is now an even closer partnership between Schools, Parents, Children and the Community.

Parents are the child's first teachers, and when the school takes over this role the parents and teachers become a team. Parents can be most supportive by ensuring that their child attends regularly, by supervising any homework (a limited amount is given), by reading to the child and encouraging conversation at home.

From time to time staff may ask for 'parent helpers' to assist us with craft, baking, outings, storytelling, gardening etc.

Occasionally, we may call on parents to co-operate in disciplining their child in the event of serious misbehaviour. We also ask them to nominate an emergency contact so that, if the child should take ill at school and the parents are not available, we can call on the "contact" to care for the child.

Curriculum

A broad and balanced curriculum covers Language, Mathematics, Religious Education, Environmental Studies, Geography, History, Science, Expressive Arts and Physical Education.

Language

We aim to achieve a balanced curriculum in which all aspects of language - reading, writing, talking and listening, have their proper and integrated place.

Language (Continued)

The teaching of Language begins with talking and listening. Children are encouraged to talk about themselves and their experiences, and also to listen to other. This leads on to group and class discussions. Once children have

acquired the basic skills of writing, they are encouraged to write about themselves and daily events. As they progress through school and widen their experiences, their use of language, both spoken and written, is expanded through other areas of the curriculum such as Environmental Studies and Expressive Arts.

Our school has been involved in the Highland Literacy Project and are committed to the approaches for phonics, reading, spelling and writing.

The school has a fairly well equipped library which children are encouraged to use regularly. As well as this, the Region's Mobile Library calls every two weeks.

Mathematics

The teaching of Mathematics begins with sorting and matching, leading on to number recognition and gradually, to an understanding of place value and the four rules - addition, subtraction, multiplication and division. This is not taught merely by "Text book" exercises, but much of it is through practical activities.

The Maths curriculum, includes Investigative activities and the problem solving and making use of the environment and children's everyday experiences.

The areas covered include Number, Money and Measurement, Shape, Position and Movement, Problem solving and Enquiry, Information Handling.

The main courses used are Teejay Maths and Heinemann Mathematics. We are introducing new resources to develop mental mathematics skills.

Modern Languages - French

French is taught in the P4/5 - 7 class. As with the main language curriculum we aim to deliver all aspects of the modern language though the main emphasis will be on listening and talking.

Environmental Studies

This is basically learning about the world through the child's own experience and investigation. It begins with observation of their homes, the school and their immediate surroundings. It includes studies in History, Geography, Science and Technology mostly carried out as Projects. These projects will also include aspects of Expressive Arts, Mathematics and Language.

Visits are arranged to places of interest in our area and local people come into school to pass on their specialised knowledge.

Children are encouraged to investigate, to observe, to attain reference skills and to plan and organise his/her own work. This is carried out individually, in small groups or as a class exercise. In Primary 1 and 2 Environmental Studies are based on topics with which children are familiar e.g. families, pets, homes etc., and the quantity of written work is limited. As children progress, they cover a wider range of topics leading to an understanding of their country, its History and Geography, the importance of environment and the interdependence of themselves, other people, animals and plants throughout the World. Radio and television programmes are of assistance, depending on the subject.

Religious and Moral Education - In teaching of R.E. we aim:-

1. To develop in children a knowledge of the basic beliefs of Christianity with particular emphasis on the teachings of Jesus as they apply to our everyday lives.
2. To know the history and meaning of the main Christian festivals.
3. To develop an appreciation of the needs and emotions of others, to respect themselves, their neighbours and those in authority, and to acquire a caring attitude towards people, animals and the environment.
4. To enable children to share thoughts and experiences regarding God, the Natural World, illness, disability, death and various moral issues.
5. To instil some knowledge of Old Testament events and people.
6. To acquire a knowledge of and respect for other world Faiths and compare different customs and Festivals.
7. To organise regular assemblies in which the children participate with readings, prayers and hymns.

Our School Chaplains visits regularly leading a whole school assembly.

We also attend Church on a termly basis.

Expressive Arts

Music

Children are involved in singing and music making. We have a good variety of musical instruments. We produce a Christmas Musical show each year with all children having the opportunity to participate.

A piping instructor Miss Margaret MacMaster visits on a weekly basis. Pupils from Primary 5 upward have an opportunity to learn chanter, and piping.

We are supported through the Youth Music Initiative. Tutors in Gaelic / traditional song, Penny Whistle etc visit our school for four weekly blocks. All pupils participate in the variety of sessions.

Art and Craft

As well as teaching formal lessons and techniques, art and craft are incorporated into projects. We make use of the surroundings e.g. sea, mountains, woodland etc., to encourage an artistic appreciation of the environment.

Physical Education

All children take part in P.E. and this covers a wide range of skills to encourage co-ordination, movement, a sense of rhythm, competitiveness and a team spirit. Although indoor space is limited, the school is fairly well equipped with small apparatus.

When the weather permits, we make extensive use of our large playing field. P1-4 Pupils have a block of swimming lessons each year.

Pupils P5-7 have the opportunity to participate in ski-ing instruction (5 sessions). Although pupils have to pay for this activity approximately (£55), it has proved great value for money.

The Primary 5-7 pupils also visit the Glencoe Outdoor Centre for three days in May allowing them the opportunity to try a variety of activities including abseiling, archery, canoeing, sailing, orienteering, hill walking etc.

The Active Schools Co-ordinator supports staff to organise and deliver a variety of sport activities throughout the year.

Health Education

We encourage the children to become health conscious through general hygiene, sensible diet and regular exercise. Health Education also covers their relationships with others and their attitudes to authority. Some of this is taught through a formal programme but some aspects of Health Education crop up in other lessons and discussions.

Road Safety

Our volunteers train the children in cycling proficiency. They are available to speak to the children on various aspects of safety.

Record Keeping and Assessment

We issue the Regional Reporting sheets at the end of the Summer Term. Its sections relate to curriculum of excellence and to the 5-14 curriculum areas and are relatively easy to understand. National Testing is now part of the normal school assessment procedure. Pupils will be given the appropriate test in Language or Mathematics when the class teacher decides that the child has reached the required level.

Assessment of pupil progress is embedded in our curriculum planning process to allow us to respond to the needs of each pupil.

We hold up to six parent/staff consultation evenings per year.

Homework

Purpose

- (1) To reinforce work done at School.
- (2) To involve parents in children's learning.
- (3) In the early stages especially, to work in a one-to-one situation.
- (4) To encourage children to take some responsibility for their own learning out with school.
- (5) To acquire the necessary skills for working independently.
- (6) To prepare children in P6 and P7 for the greater demands of Secondary School.

School Rules and Discipline

We expect a level of behaviour at school such as would be tolerated in the normal, reasonable home. Any breach of these 'rules' will always be examined in context to decide what sort of action should be taken. If any serious breach of discipline occurs, the parents will be contacted.

This code requires complete backing from parents to be successful.

Behaviour and Discipline

Children are expected:

1. To behave in a socially acceptable manner.
2. To show respect to members of staff and visitors.
3. To treat fellow pupils with fairness and consideration, so that everyone can enjoy the same privileges and freedom.
4. To respect school property. (Books, musical instruments etc.)
5. To take pride in themselves and their school.

Any child disobeying school rules may be:

1. Given a verbal reprimand.
2. Excluded from some leisure activity.
3. Given work under supervision during breaks.
4. Given 'lines' to be written at home and signed by a parent.

If the above measures should prove ineffective, parents will be informed and asked to take appropriate action with regard to their child's behaviour.

Bullying

This subject has received a lot of publicity recently and parents are naturally concerned about the possibility of their own child being a victim of this ugly practise.

Bullying Policy

Bullying must first of all be identified and can be of such an insidious nature that it may go undetected if it is not reported.

We are always watchful for signs of bullying e.g.

1. Change in personality
2. Becoming withdrawn
3. Making an effort to avoid another child

What is bullying?

Bullying takes many forms:

- Short term or continue over a lengthy period.
- Can be physical, verbal, body language (looks, laughing etc.).
- Ganging up, following.
- Hiding or damaging property.
- Exclusion of the victim.

BULLYING IS THE WILFUL, CONSCIOUS DESIRE TO HURT OR THREATEN OR FRIGHTEN SOMEONE ELSE.

For some pupils this sort of behaviour is legitimate in their life out of school, where they may show strength through bullying. Some parents may teach children to stand up for themselves, and may also teach them to get their retaliation in first.

However, not every physical or psychological encounter between pupils should be labelled as bullying. Children will face conflict as they grow up and bullying must be positively identified by differentiating between a game gone wrong and a genuine case. **ALL BULLYING IS AGGRESSION**, either physical, verbal or psychological, although not all aggression is bullying.

Recognising Bully / Victim

This can be a difficult task. Pupils are often concerned that speaking out about bullying is 'sneaking' and 'telling tales'.

It is impossible to describe a bully. They can be boys, or girls, achieving less, or as well, or more than their peers, unpopular, insecure, secure and happy - in other words - ANYONE.

Bullies tend to pick on vulnerable children. The child who is bullied could be:-

- a) Different in appearance, speech or background
- b) New to class or school
- c) Suffering from low self-esteem.
- d) Demonstrating obvious reactions when bullied - tantrums, loss of control.
- e) More nervous or anxious.

All the above are possibilities. The victim may be the child who is in the wrong place at the wrong time, or who reacted wrongly.

What can we do?

If the class teacher suspects bullying in class the Head Teacher must be informed as soon as possible.

Course of action

The victims, bullies and witnesses will be interviewed.

1. The victim and witnesses (if any) must be reassured.
2. Who started the incident?
3. Are there any witnesses? If so, are they, reliable or are they party to the bullying.
4. Remind the bully that everyone has feelings and can be hurt in varying degrees. Make it plain to the bully that we disapprove of such behaviour.
5. Ask if the bully would like to be on the receiving end.
6. Attempt to reconcile two sides.
7. The bully may have to be punished.
8. Monitor the situation carefully - it is important that action continues until the situation is resolved.
9. If it is a serious case of bullying, parents from both sides must know the action taken by the school and may be asked to co-operate by helping at home.

Other pupils must be made aware of our feelings about bullying.

Pupils must feel comfortable enough with staff to be able to come forward with their problems.

The Development of good staff / pupil relationships can be of great help in destroying the barrier of 'silence' which often protects the bully.

Activities in our curriculum such as Drama - role playing, designing posters, class debates, R.E.M.E. topics, ensure the subject of bullying is constantly addressed.

Child Protection

In terms of its child protection guidelines, the Authority imposes a duty on schools and all staff to report, by way of laid down referral procedures, any incidents which may give rise to a suspicion that a pupil has been subjected to abuse in any of its forms. This might involve information being passed to other agencies without immediate reference to a pupil's parents or guardians.

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

In terms of Highland Child Protection committee Inter-agency Protection Guidelines, Education Service staff must report such incidents to Social Work Services, which can lead to a joint Social Work/Police investigation.

All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff.

More information about Child Protection Procedures with 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)*

Health

The school doctor and Health visitor come to school several times a year. Pupils in Primary 1 and Primary 7 are selected for medical inspections. Forms are issued to parents before the check-up.

The Dental unit also visits the school each session.

Highland Health Board have altered their policy with regard to HEAD LICE. It is now the responsibility of the parent to check for such problems. All parents must be on their guard for signs of infestation as this problem is on the increase nationally. If any child does have a problem, the school **MUST** be informed to allow us to check other persons in our building.

It is important that the school is informed of any medical problems facing the child, and parents may be assured that all such information will obviously be held in strictest confidence.

School Meals

School meals (£1.65) daily are available, and are delivered from Ballachulish School Kitchen. These are served under supervision in the hall. Any parents who think that their child may be eligible for free meals may obtain the appropriate form from school.

The dining assistant finds it convenient to collect the week's money in advance on a Monday if possible.

Some children bring packed lunches and these are also consumed in the Hall.

- All food should be carried in a rigid / semi rigid container with secure lid.
- PLEASE BE CAREFUL NOT TO SEND DRINKS IN GLASS CONTAINERS.
- Vacuum flasks containing HOT LIQUID are NOT PERMITTED due to the danger of scalding.

SCHOOL UNIFORM / CLOTHING

Our uniform consists of red sweatshirts with the School logo, and polo-shirt. These may be ordered through the School. We need a minimum order of 20 garments so the annual order is placed at end August / September once all pupils have returned after the break.

Girls: Black, Navy or Grey skirts

Boys: Black, Navy or Grey Trousers

Shorts, tee shirts are required for P.E. Children must remove outdoor shoes before coming through to the classroom area and should have slippers/sandshoes to wear in class.

We wish to discourage the wearing of football strips. We regard them as inappropriate school wear. All pupils should bring a suitably waterproof / windproof jacket to school each day, especially during autumn and winter terms.

Emergency Closure

In the event of severe weather conditions, extended power cuts or any other factor which would necessitate early closing, the procedure would be as follows:-

- a. Organise transport.
- b. Contact parents.
- c. If parents are not available, inform the emergency contact.
- d. Ensure that all children can go either to their own home or to an emergency contact.
- e. If severe gales or blizzard conditions prevail, those who walk home would be escorted by a member of staff.

IT IS VITALLY IMPORTANT THAT THE EMERGENCY CONTACT LIST IS KEPT UP TO DATE

ADVERSE WEATHER CONDITIONS

1. Safety of pupils is the prime consideration.

2. If conditions become so bad that the school has to be closed early, parents will be informed using the same procedures as in other emergencies. For this reason, it is vitally important that the emergency contact list is kept up to date.
3. Where such conditions prevail, it is likely that children living close to the school will continue education while those involved in longer journeys will be sent home.
4. Information concerning the school during a closure will be relayed through Radio Highland. Notices will also be placed in local shops and the village notice board.
5. During severe weather conditions, information can be obtained directly from the Head Teacher:-

01855 821 280 (School) or 01855 811 532 (Home)

All parents are now issued with Guidance notes on procedures during Adverse weather. There is also a Telephone Messaging Service, which has been put into place by Highland Council. Parents are able to telephone the schools own dedicated pin number and listen to a recorded message which has been left by the Head Teacher.

Attendance

From 1996, we are required to publish attendance rates for each stage. Authorised and unauthorised absences will be shown. It is important that parents are aware of this situation and act accordingly.

An attendance register is required to be kept by law, containing the name of each pupil. An attendance will be recorded in respect of each morning and afternoon of every day. The new regulations stipulate that the attendance register must now show either an absence is authorised or unauthorised.

Authorised Absence

This is identified as an absence due to:-

Bereavement

Education in another establishment

Exemption (this applies to a child over fourteen years of age where, because of exceptional hardship at home, the education authority has granted an exemption).

Judicial purposes

Sickness / ill health (including visits to doctor, dentist optician, therapist)

Sporting / artistic event

Study leave

Visits abroad through exchange (although may not be accompanied by a teacher)

Work experience

Any other reasonable excuse approved by the Head Teacher

Reasonable Excuse

The Education (Scotland) Act 1980 states that if a child has been prevented from attending school in circumstances which, in the opinion of the education authority or court, afford a reasonable excuse, this would be deemed an authorised absence.

Holidays taken during term time always cause concern to parents. Where parents have no control over the dates of their annual leave, 10 full school days in any school year is taken as a guideline figure for authorisation of absence. Parents must request the permission of the Head Teacher to remove a child from school during term time to go on holiday.

PARENT COUNCIL

August 2007 saw the commencement of the remaining sections of the Scottish Schools (Parent Involvement) Act 2006, including the introduction of Parent Councils. This marked the end of the School board era and the PTA, and all business was brought to an end.

Our first Meeting of the new Council was on Thursday 13th September 2007.

The Council members and office bearers at present are:-

Mr. D. Wrigglesworth	-	Chairperson
Mr. P. MacIntyre	-	Minutes Secretary
Mr. G. Daynes	-	Treasurer
Lucy Hall	-	Correspondence secretary
Jenny Ward		
Alison Farr		

The School in the Community

The children are encouraged to play an active role in the community, taking part in many community events. Local people including Senior Citizens are invited to functions provided by the school.

We utilise skills and knowledge in our community to enhance learning. For example the National Trust Ranger provides input on a regular basis.

Our nursery serves the local area and brings together families from four villages.

School Fund

We try to keep this at a fairly 'healthy' level, and administer it in such a way that children receive as much benefit as possible from our resources.

The money is raised in a variety of ways - Sales of Work, Concerts, Whist Drives Sponsored activities and Parents' donations. The fund is held in a bank account, the cheques requiring two signatures. The account is audited every year. It is spent on the Christmas party and presents, the Summer Outing, to supplement our travel allowance for swimming lessons, on any educational visits, and on any extras required in connection with current topics.

LUNCH MENU

(New menu from 22nd Oct '08)

All Meals include assorted Breads and a choice of Milk, Fruit Juice or Water.

Fresh Fruit or Yoghurt are available as alternatives to pudding.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Macaroni Cheese Peas & Carrots Chocolate & Pear Sponge & Custard	Homemade Soup Egg Mayonnaise <u>or</u> Tuna Salad Wrap Carrot & Cucumber Sticks	Roast Beef & Gravy Roast Potatoes Broccoli & Sweetcorn Rice Pudding & Fruit	Homemade soup Baked Ham or Salmon Nibbles Boiled Potatoes, Spaghetti Hoops Green Beans & Tomato	Fish & Chips Peas & Mixed Salad Winter Fruit Salad
Week 2	Homemade Soup Cheese & Tomato Pizza Coleslaw	Spaghetti Bolognese <u>or</u> Fish Pie Peas & Broccoli Fruit Crumble & Custard	Homemade Soup Tuna Mayonnaise Or Chicken Baguette Green Salad & Sweet corn	Beef Stew Potatoes Turnip & Mixed Vegetables Carrot Cake & custard	Fish Fingers & Potato Wedges Carrots & Cauliflower Toffee Muffin & Ice Cream
Week 3	Chilli Mince & Rice Peas & tomato Chocolate Crispie & Milkshake	Homemade soup Ham or Cheese Sandwiches Mixed Salad Carrot Sticks	Roast Beef or Salmon Nibbles Mashed Potato Broccoli & Mixed Vegetables Apple Pie & Custard	Homemade Soup Fish & Chips Sweetcorn & Coleslaw	Baked Chicken tomato Pasta Cauliflower & Pick'n Mix Salad Semolina & Fruit
Week 4	Homemade soup Shepherds Pie Green Beans & Mixed Vegetables	Pork Sausages & Gravy Mashed Potato, Turnip & Peas Sticky Toffee Pudding & Ice Cream	Homemade Soup Baked Potatoes & Egg Mayonnaise or Baked Beans Coleslaw & Beetroot	Roast Pork & Gravy <u>or</u> Salmon Kebabs& Roast Potatoes, Broccoli & Carrots Fresh Fruit Salad	Chicken Curry & Rice Sweet corn & Cucumber Oaty Fruit Crumble & Custard

INFORMATION FOR PARENTS 2008

PRIMARY SCHOOLS

School: St Bride's Primary School	Id No.: 270 - 5134722
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Budgeted Running Costs For Financial Year 2008-2009

School Roll at September 2007	25
Total School Running Costs at April 2008 (£)	134,275
Cost per Pupil (£)	5,371

Attendance And Absence For School Year 2007/2008

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	**	1,900	**	1,900	**	1,900	**	9,498
Percentage Authorised Absences	**	2.8	**	1.5	**	1.7	**	2.6
Percentage Unauthorised Absences	**	0.0	**	0.0	**	0.0	**	0.0

Minimising Overall Absence

	Absence recorded (2006/2007) Average number of half days absence per pupil	Absence recorded (2007/2008) Average number of half days absence per pupil
Absence	7.8	9.8

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.

INFORMATION FOR PARENTS 2008 PRIMARY SCHOOLS

Education Authority: Highland

Budgeted Running Costs For Financial Year 2008-2009

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

Attendance And Absence For School Year 2007/2008

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

Minimising Overall Absence

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

INFORMATION FOR PARENTS 2008 PRIMARY SCHOOLS

National Data

Budgeted Running Costs For Financial Year 2008-2009

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

Attendance And Absence For School Year 2007/2008

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	18,444 ,479	19,145 ,177	19,526 ,465	19,941 ,323	20,669 ,987	21,017 ,565	21,092 ,362	139,83 7,358
Percentage Authorised Absences	4.3	4.1	3.8	3.8	3.7	3.7	3.8	3.9
Percentage Unauthorised Absences	0.9	1.0	1.0	1.0	1.0	1.0	1.0	1.0

Minimising Overall Absence

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

St. Bride's Primary School



SCHOOL BROCHURE **2009/10**

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