

# Inverlochy Primary School Brochure



Session 2008 - 2009

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## **INTRODUCTION**

Inverloch Primary is a seven teacher school situated at the edge of **Inverloch Village** with a catchment area, which includes **Claggan, Glen Nevis, Torlundy** and **An Aird**.

It is a bright, well-cared for school, well equipped with a large gymnasium and playing field, allowing scope for all the children's physical education and games.

At the moment, the roll is 157. Currently we have seven straight classes but the composition may change depending on numbers.

We are very fortunate to have a stand-alone nursery for three and four year olds, the nursery telephone number is 07903471803. This building is also used for an out of school club called Lochaber Childcare Services.

At present in the Nursery there are 31 pupils. This is split into a morning and afternoon session. We are part of a Nursery cluster group which is supported by a Nursery Co-ordinator Teacher, Mrs MacColl. At present Mrs MacColl attends our Nursery on a Tuesday and Friday.

### **Lochaber Childcare Service**

Currently in Lochaber there is an after school and holiday childcare service which is situated at Inverloch Primary School.

The Lochaber Childcare Service operates from Monday - Friday at 2.45pm until 6.00pm.

During holidays and In-Service Days the service operates from 8.30am - 6pm.

Arrangements are in place to collect children from the schools in Greater Fort William during term time.

Further information on registration, bookings & fees is available from Ainsley Burns, Manager on 01397 702620 or 701287.

**Information for Parents**  
**Session 2008 - 2009**

Inverlochty Primary School

Earl of Inverness Road

Inverlochty

Fort William

PH33 6LS

**Head Teacher:** Mrs Ainsley Burns

**School Telephone Number:** 01397 702620

**School e - mail:** [inverlochty.primary@highland.gov.uk](mailto:inverlochty.primary@highland.gov.uk)

**Nursery Telephone Number:** 07903471803

**Canteen -** 07769878515

**Lochaber Childcare Service -** 01397 701287/ 01397 702620

**Telephone Information Service:**

**Highland Council No.** 0870 054 6999

**School Pin No.** 04 2280

**Area Education Office, Education, Culture & Sport, Camaghael, Fort William, PH33 7ND Tel: 01397 707350 Fax: 01397 705627**

**SCHOOLS DIAL-IN PHONE SERVICE**

Inverlochy has a dial-in service if there is a risk of closure due to adverse weather. This allows parents to listen to a recorded message from school staff.

You can also use the system to hear general information messages about events at the school.

How to use the service:

- Dial Highland Council's access number - **0870 054 6999**
- Now enter your own school's pin number **04 2280**

You have two attempts to enter the pin number and you will be disconnected after a second failed attempt. If this happens, check the number and redial. If you still have a problem check with your school.

- You will now hear the school's name. Ensure that this is correct before going on.
- You will now be taken to the **MAIN MENU** where you will be given 3 options:

**Press 1 to hear your school's message about the adverse weather** for example whether or not the school is to close or if transport arrangements have been affected.

**Press 3 to hear general information messages**

We use this as an additional way of informing parents about school events. Parents may hear up to ten messages with the most recent played first.

**Press 4 to enter the pin number for another school within the authority.**

Parents may have children who attend different schools. This option allows you to move from one school's messaging service to another without having to dial in again.

## ADVERSE WEATHER

### **ECS Winter Weather Website**

As you will be aware, the schools' PIN number service for adverse weather information has been running successfully for a number of years. However, with ever increasing access to ICT solutions, it is now appropriate for the Highland Council to expand its service to parents to include web based adverse weather information.

The Education, Culture & Sport Service, therefore, has now developed a new winter weather website, which parents will be able to log onto from home in order to access school closure information. There will be links to the website on both the Highland Council and the Highland Virtual Learning Community websites. You can access the winter weather website at the following web address: [www.winter.highlandschools.org.uk](http://www.winter.highlandschools.org.uk)

Please click on the relevant geographical area for local school closure information.

The winter weather website allows parents to access school closure information on the internet, thus reducing pressure on the very heavily used PIN number system. However, please note that schools will continue to update the PIN number facility as well as the new website. Our aim is to provide clear, unambiguous information to parents with regard to school closures during periods of adverse weather. I would therefore encourage you to use either the PIN number system or the new winter weather website in this expanded winter weather information system.

Please also remember that the local radio stations shown below will continue to provide regular winter weather updates with regard to school closures.

Finally, please remember that it is ultimately the responsibility of parents or carers to decide if a pupil should attempt to travel to school, by transport or on foot, in adverse weather conditions. The Education Authority encourages full attendance at school, but in severe weather conditions the safety of pupils is much more important. Parents should therefore continue to use good judgement in deciding whether it is safe to send a child to school.

## Inverloch Primary School

Dear Parent/Guardian

This brochure is intended to give parents of new entrants an overall picture of how we, as a staff, operate our school.

Our aim is to provide a happy and caring environment, where all children regardless of their sex, race or religion have an opportunity to achieve their full potential. It is essential that there is a partnership between home and school to ensure that the intellectual, social and emotional needs of each child are met.

We have tried to cover a variety of aspects of school life in Inverloch Primary but if you wish information on anything we have not covered in this brochure then do not hesitate to contact me.

Every care has been taken to ensure that the information in this brochure is correct; however changes can occur throughout the school year. Any such information will be communicated to parents through school letters or newsletters.

Parents who wish to look round the school are encouraged to make an appointment in order that a staff member can assist.

Yours sincerely

Ainsley Burns  
**Head Teacher**

## School Aims

### 1 MAXIMISING STANDARDS OF ATTAINMENT

**We aim to maximise standards of attainment through:**

- providing broad and balanced programmes of work based on the 5-14 guidelines and the 3-5 curriculum, including enterprise initiatives
- creating an ethos of achievement
- meeting pupils' needs
- regular monitoring of progress and achievement

### 2 LEARNING AND TEACHING

**We aim to enhance the learning and teaching processes through:**

- encouraging pupils to develop as successful learners, effective contributors, responsible citizens and confident individuals
- promoting personal responsibility for learning, independent thinking and active involvement in learning
- providing a health-promoting, stimulating and challenging learning environment to motivate pupils
- use of 'Assessment is for Learning' strategies to plan the pace of learning to enable each pupil to fulfil their potential
- providing the opportunity for pupils to work collaboratively in a variety of circumstances including enterprise initiatives
- using a variety of teaching approaches to match pupils' learning needs
- pitching explanations, expositions and instructions at an appropriate level
- purposeful questioning used to identify and rectify weaknesses in pupils' knowledge and understanding

### 3 ETHOS AND CITIZENSHIP

**We aim to promote an ethos of achievement through:**

- providing a well-organised and welcoming environment
- establishing clear expectations for the high quality of pupils' work and behaviour
- providing opportunities for staff and pupils to exercise responsibilities
- ensuring praise is appropriately and consistently used to motivate pupils in all aspects of school life
- valuing and recognising the achievements of pupils

#### **4 PARTNERSHIP WITH PARENTS AND THE COMMUNITY**

**We aim to develop partnerships with parents and the community through:**

- involvement of parents in extra-curricular activities and parent council
- community events e.g. Community Carol singing, school sports, etc
- links with local businesses e.g. class visits, visitors to school, to support pupils' learning in enterprise
- liaison with local partnership centre for 3 year olds

#### **5 STAFF DEVELOPMENT**

**We aim to promote staff development through:**

- Recognising the need for Continual Professional Development and ensuring it is well planned and matched to identified staff needs (whole school, team and individual)
- Ensuring all members of staff have a clear remit and senior staff are clear of their responsibilities for and are committed to staff review and development

#### **6 EQUAL OPPORTUNITIES AND INCLUSION**

**We aim to promote a sense of equality, fairness and inclusion and respect for culture and language, disability, gender, race and religion through:**

- Providing opportunities for each class to look at inclusion, equality and respect through a variety of curricular areas e.g. health, RME, assemblies, enterprise initiatives etc
- Creating an environment where all school members feel safe, valued and secure
- Identifying and addressing support needs that would promote inclusive and effective schooling

#### **7 HEALTH PROMOTING SCHOOL**

**We aim to actively promote the health and well being of all school members through:**

- Developing self-esteem with the whole community
- Enhancing community links
- Promoting partnership with parents
- Providing a wide range of physical and mental activities for all
- Encouraging a sense of ownership towards the environment of the school
- Implementing a balanced and progressive health programme of study school nutrition reflecting and supporting the health promoting school ethos

*We are currently updating our Vision, Values and aims statement in consultation with our Parent Council, Staff and pupils.*

*Updated June 2007*

## Teaching Staff

### Session 2008 - 2009

TEACHER	CLASS	ROOM
Miss Nicola Smith	P1	Room 1
Mrs Tanya Ross	P2	Room 2
Mrs Morag Muirhead	P3	Room 3
Mrs Alison Munro/Mrs Marion Holden	P4	Room 4
Miss Lia Hunter	P5	Room 5
Mrs Sharon MacDonald/ Mrs Margaret MacRae	P6	Room 6
Mrs Elaine Campbell	P7	Room 7
Mrs Aileen Coupland/ Mrs Susan Cameron	ASNT.	ASN Room

## Nursery Staff

Mrs Mairi MacColl	Nursery Co-ordinator Teacher
Sandra MacDonald	Nursery Assistant
	Position Vacant
Pauline Disher	Nursery Auxiliary

## Non -Teaching Staff Session 2008 - 2009

<u>Head Teacher:</u>	Mrs Ainsley Burns
<u>Clerical Assistant:</u>	Mrs Fiona Livingstone
<u>Janitor:</u>	Mr Calum Smith
<u>Classroom Assistants:</u>	Mrs Dianne Bowman Mrs Shirley Jones Mrs Michelle MacDonald
<u>Additional Support for Learning Auxiliaries:</u>	Mrs Corrine Cant Mrs Muriel Cottam Mrs Michelle MacDonald Ms Jodie Voisey Mrs Dianne Bowman
<u>Kitchen Staff:</u>	Mrs Sheena Fox-Gillies Ms Bella Gourlay Miss Linda Marshall Mrs Anne Spence
<u>Cleaning Staff:</u>	Mrs Gina Pemble Mrs Ann Pryce Mrs Iona MacKillop
<u>Road Crossing Patrol Staff:</u>	Mr Willie Wilson Vacant Post

Visiting  
Instructors/teachers  
2008 - 2009

<b>Monday:</b>	PE (CCR)	Miss Sandra MacAuslane (am)
	Woodwind	Karen Thomson
	Chanter	Margaret Mac Master
<b>Tuesday:</b>	PE (CCR)	Miss Sandra MacAuslane (pm)
	Violin	Ms Monica Das
<b>Wednesday:</b>	CCR	Andy Sturrock
<b>Friday:</b>	Brass	Mark Reynolds

## **ENROLMENT**

Children who are due to begin school in August 2009 will enrol their child in January 2009. Enrolment of new entrants will be advertised in advance through a letter in school, poster and letter in nursery and in the local press.

Enrolments are invited from parents of children in Claggan, Torlundy, An Aird and Inverlochy. Children out with these areas can apply for a place by contacting the local Education Office.

Parents who are interested in a place for their child at Inverlochy Primary are welcome to visit the school and can telephone the Head Teacher (702620) for an appointment.

## **INDUCTION**

During the month of May and June we have a Rising Fives group who have six visits to the P1 classroom. These visits will be part of the normal nursery session.

Before the visits commence the P1 teacher will spend time in the Nursery talking to staff and observing children in an environment, which is familiar to them.

The types of activities that the Rising Fives take part in is as follows:

- School Tour and games
- Environmental Studies
- Maths based activities
- Language based activities
- Art
- P.E.

## ORGANISATION OF THE SCHOOL DAY

Primary 1 - 3: 9.00 a.m. - 12.15 p.m.

1.15 p.m. - 2.45 p.m.

Primary 4 -7: 9.00 a.m. - 12.15 p.m.

1.15 p.m. - 3.15 p.m.

### INTERVALS

▪ Morning Interval: 10.30 a.m. - 10.45 a.m.

▪ Lunchtime: 12.15 p.m. - 1.15 p.m.

### EXTRA PLAYTIME

In order to promote good behaviour all children are rewarded with an extra playtime on a Friday afternoon unless they have been involved in undesirable behaviour or if they have had a red card letter sent home.

▪ Friday Extra playtime: 2.15 p.m. - 2.30 p.m.

### P1

Primary 1 children attend full time from the start of the session.

## **TRANSPORT**

Children under the age of 8 year, who live more than 2 miles from school and within our catchment area, are provided with transport.

Children of 8 years and over must live more than 3 miles walking distance from school and within our catchment area before transport is provided.

Children from Torlundy and Tomacharrich have transport by taxi provided by the Area Education Office.

Parents of children who attend Inverloch Primary but live out with the catchment area are not entitled to transport costs.

## **ROAD CROSSING PATROLS**

Road Crossing Patrollers are on duty at the Claggan Road End and at Montrose Avenue, Inverloch, each day the school is open, at the following times: -

Before School	08.30 - 09.00
Lunch time	12.15 - 13.15
After School	14.45 - 15.30

## **SAFETY**

In the interest of safety, parents are not permitted to park or children to go through the car park at the following times:

08.30 - 09.00

12.15 - 13.15

14.45 - 15.30

Parents/guardians should park in Tulloch Place when dropping off and collecting their child.

To further ensure road safety for the children they will be encouraged to enter and exit school without crossing over the school gates. Children heading in the Claggan direction will be encouraged to enter the school by the gate on the left and children from the Inverloch direction should use the gate on the right. If a child enters or exits the school out with these hours then they would enter the building at the reception door, which is well sign-posted.



## INVERLOCHY PRIMARY SCHOOL CALENDAR

### Session 2008 - 2009

#### School Opens

Tuesday 19<sup>th</sup> August 2008  
Wednesday 29<sup>th</sup> October 2008  
Monday 5<sup>th</sup> January 2009  
Tuesday 14<sup>th</sup> April 2009

#### School Closes

Friday 10<sup>th</sup> October 2008  
Friday 19<sup>th</sup> December 2008  
Friday 27<sup>th</sup> March 2009  
Thursday 2<sup>nd</sup> July 2009

**Mid - Term Holiday:** Friday 13<sup>th</sup> February 2009 &  
Monday 16<sup>th</sup> February 2009

**May Day Holiday:** Monday 4<sup>th</sup> May 2009

**In-Service Days:** Monday 18<sup>th</sup> August 2008  
Monday 27<sup>th</sup> & Tuesday 28<sup>th</sup> October 2008  
Thursday 12<sup>th</sup> February 2009  
Tuesday 17<sup>th</sup> February 2009

### Session 2009 - 2010

#### School Opens

Tuesday 18<sup>th</sup> August 2009  
Thursday 29<sup>th</sup> October 2009  
Monday 11<sup>th</sup> January 2010  
Monday 12<sup>th</sup> April 2010

#### School Closes

Friday 9<sup>th</sup> October 2009  
Wednesday 23<sup>rd</sup> December 2009  
Friday 26<sup>th</sup> March 2010  
Friday 2<sup>nd</sup> July 2010

**Mid - Term Holiday:** Friday 12<sup>th</sup> February 2010 &  
Monday 15<sup>th</sup> February 2010

**May Day Holiday:** Monday 3<sup>rd</sup> May 2010

**In-Service Days:** Monday 17<sup>th</sup> August 2009  
Monday 26<sup>th</sup>, Tuesday 27<sup>th</sup> & Wednesday 28<sup>th</sup>  
October 2009  
Tuesday 16<sup>th</sup> & Wednesday 17<sup>th</sup> February 2010

## HOLIDAYS TAKEN OUTWITH THE NORMAL SCHOOL HOLIDAY PERIOD

We have embarked on a continuing programme of raising standards of achievement, part of which is targeted at reducing absences from schools. All schools are involved and have individually set targets for reducing absence.

While the vast majority of parents plan family holidays within the allocated 12 weeks during the year, there has been an increasing trend for some parents to remove pupils from schools during term time.

Parents are encouraged to carefully consider the implications on your son or daughter's education if you decide to remove him or her from school for a family holiday. It is acknowledged that, for some parents, it is not always possible to plan a holiday in the designated school holiday periods. For some parents, summer is a very busy time and a holiday cannot be taken then but we would encourage you to use the two-week October holiday period if you are in this category.

When considering whether or not to exercise your right to remove your children from school for a family holiday, please be aware that such a decision:

- will result in a significant loss in classroom experience;
- will result in a pressure to 'catch up' on missed work by pupils;
- could result in pupils missing assessments with consequential impact on pupils and teachers;
- could result in the loss of curricular activities;
- Will affect school attendance records and efforts to raise standards of attendance.

Under new guidance from the Scottish Executive, most family holidays will be coded as unauthorised absence; only in exceptional cases will the absence be recorded as authorised.

Parents are asked to be aware of these considerations when making decisions on planning holidays during term time. Holiday dates are included in this brochure to aid you in your planning of any holidays you may be considering. If you do decide to make holiday arrangements during term, you should confirm this in writing to the Head teacher.

In order to help you plan your holidays you can check on the school holiday calendar and many other Council details on the Highland Council website. It can be accessed at [www.highland.gov.uk](http://www.highland.gov.uk).

## **CURRICULUM**

### **A Curriculum for Excellence**

The Scottish curriculum is currently going through a national review called A Curriculum for Excellence with the aim of developing a streamlined curriculum for 3-18-year-olds and implementing new approaches to assessment.

The purposes of the curriculum are to enable all young people to become:

- successful learners
- confident individuals
- effective contributors
- responsible citizens.

### **How learning will be organised**

Curriculum areas provide familiar and important vehicles for learning; however, if young people are to play a full, informed part in society they need to develop their understanding and skills in different contexts.

The current curriculum areas and subjects will be grouped into eight new curriculum areas and will be refreshed and re-focused in accordance with the purposes of the curriculum, the principles underlying the curriculum, and an emphasis on cross-curricular activities.

### **The curriculum areas**

- [expressive arts](#)
- [health and wellbeing](#)
- [languages](#)
- [mathematics](#)
- [religious and moral education](#)
- [sciences](#)
- [social studies](#)
- [technologies](#)

### **Cross-curricular projects and studies**

The new curriculum will include space for learning beyond subject boundaries, so learners can make connections between between different

areas of learning. Through cross-curricular activities, young people can develop their organisational skills, creativity, teamwork and the ability to apply their learning in new and challenging contexts.

### **Expressive Arts**

The expressive arts include experiences and outcomes in art and design, drama, dance and music.

Through the expressive arts, children and young people can have rich opportunities to be creative and imaginative and to experience inspiration and enjoyment. They can come to understand the important roles of the arts in describing and changing society. The arts have a growing significance in the life and prosperity of Scotland. Through their experience of the expressive arts, children and young people can appreciate the contributions of the arts in the lives of individuals and communities.

Learning through the expressive arts enables children and young people to:

- express themselves in different ways and be creative
- experience enjoyment (and contribute to other people's enjoyment) through creative and expressive performance and presentation
- develop important skills specific to expressive arts and also transferable skills
- develop an appreciation of aesthetic and cultural values and ideas
- for some, prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.

### **Health and Wellbeing**

Health and wellbeing includes experiences and outcomes for personal and social development, understanding of health, physical education and physical activity, and contributions from home economics. It also includes approaches and activities such as physical activity and nutrition, planned by pre-school settings, schools or colleges to promote the health and wellbeing of their learners and the wider community.

Children and young people need to experience what it feels like to develop, enjoy and live a healthy lifestyle. They also need to learn ways of dealing with the many new and challenging situations they will experience throughout their lives. A healthy lifestyle supports physical, social and

emotional wellbeing, and underpins successful learning. Concerns about the health, diet and activity levels of Scotland's children and young people, social inclusion and inequalities in health emphasise the importance of a focus on health and wellbeing throughout education, starting in the early years.

Learning through health and wellbeing enables children and young people to:

- experience positive aspects of healthy living and activity for themselves
- develop the knowledge and understanding, skills, abilities and attitudes necessary for their physical, emotional and social wellbeing now and in their future lives
- make informed decisions in order to improve their physical, emotional and social wellbeing
- apply their physical, emotional and social skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- for some, open up opportunities to excel in sport or to pursue careers in health and leisure industries.

## **Languages**

There are two aspects of the languages area of the curriculum. The first covers experiences and outcomes in the language a young person needs in order to engage fully in society and in learning - whether that is English, Gaelic or, for young people who need additional support, the means of communication which enables them to communicate most effectively. The second covers experiences and outcomes in additional languages.

Language is at the core of thinking. We reflect, communicate and develop our ideas through language. Literacy offers an essential passport to learning, helping children and young people to achieve to the full and be ready for active involvement in society and work. Literature opens up new horizons, and a love of reading can be an important starting point for lifelong learning. As we communicate increasingly through digital technologies, we need to be able to interpret and convey information in new ways and to apply discernment.

Scotland has a rich diversity of language, including the different languages of Scotland and the growing number of community languages such as Urdu, Punjabi and Polish. This diversity offers rich opportunities for learning. Learning other languages enables children and young people to make connections with different people and their cultures and to play a fuller part as global citizens.

Learning through the languages area of the curriculum enables children and young people to:

- develop their ability to communicate their thoughts and feelings and respond to those of other people
- develop the high level of skills in listening, talking, reading and writing which are essential for learning, work and life
- use different media effectively for learning and communication
- develop a secure understanding of how language works, and use language well to communicate ideas and information in English and other languages
- exercise their intellectual curiosity by questioning and developing their understanding, and use creative and critical thinking to synthesise ideas and arguments
- enhance their enjoyment and their understanding of their own and other cultures through literature and other forms of language
- develop competence in different languages so that they can understand and communicate including, for some, in work settings.

## **Mathematics**

Mathematics includes specific aspects of numeracy which will be developed both in mathematics and through activities in other areas of the curriculum.

Putting mathematical knowledge and understanding to constructive use has been one of the decisive factors in shaping societies. Engineering, science, technology and business rely upon mathematics and continue to find new applications for mathematics. Cultural development and artistic endeavour are influenced by mathematics. Each of us uses mathematical skills and concepts in everyday life. To face the challenges of the 21st century, each young person needs to have confidence in using mathematical skills, and

Scotland needs both specialist mathematicians and a highly numerate population.

Learning through mathematics enables children and young people to:

- develop essential numeracy skills, including arithmetical skills which allow them to participate fully in society
- develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work
- have an understanding of the application of mathematics, its impact on our society past and present, and its potential for the future
- establish firm foundations for further specialist learning, including for those who will be the mathematicians of the future.

### **Religious and Moral Education**

Religious and moral education includes learning about Christianity and other world religions, and supports the development of beliefs and values. It also includes aspects of philosophical enquiry.

Scotland is now a nation which reflects a wide range of beliefs, values and traditions. Religious and moral education enables children and young people to explore the world's major religions and approaches to living which are independent of religious belief, and be challenged by these different beliefs and values. It supports children and young people in developing responsible attitudes to other people, their values and their capacity for moral judgement. The study of Christianity, which has shaped the history and traditions of Scotland and continues to exert an influence on national life, is an essential feature of religious and moral education for all children and young people.

Learning through religious and moral education enables children and young people to:

- develop a knowledge and understanding of Christianity and other world religions and recognise religion as an important expression of human experience
- explore moral values such as wisdom, justice, compassion and integrity

- investigate and understand the responses which religions can offer to questions about the nature and meaning of life
- develop the skills of reflection, discernment, critical thinking, and deciding how to act when making moral decisions
- develop their beliefs, attitudes, moral values and practices through personal search, discovery and critical evaluation, and make a positive difference to the world by putting their beliefs and values into action.

## **Science**

Science includes experiences and outcomes in biological, chemical, physical and environmental contexts.

The most important goal for science education is to stimulate, nurture and sustain the curiosity, wonder and questioning of children and young people.

Young children have a natural sense of wonder and curiosity and are active and eager learners endeavouring to make sense of the world. They develop ideas through play, investigation, first-hand experience and discussion. As they grow older children ask searching questions based on their everyday observations and experiences of living things, the environment and the materials, objects and devices they interact with. Young people are fascinated by new discoveries and technologies and become increasingly aware of, and passionate about, the impact of science on their own health and wellbeing, the health of society and of the environment.

Learning through the sciences enables children and young people to:

- investigate their environment by observing, exploring, investigating and recording
- demonstrate a secure understanding of the big ideas and concepts of science
- make sense of evidence collected and presented in a scientific manner
- recognise the impact science makes on their lives, on the lives of others, on the environment and on culture
- express opinions and make decisions on social, moral, ethical, economic and environmental issues informed by their knowledge and understanding of science

- establish the foundation where appropriate, for more advanced learning and future careers in the sciences and technologies.

## **Social Studies**

Social studies includes experiences and outcomes in historical and geographical, social, political, economic and business contexts.

It is important for children and young people to understand the place where they live and the heritage of their family and community. Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances, and how their environment has been shaped. They learn about human achievements and to make sense of changes in society, conflicts and environmental issues. With greater understanding comes the opportunity to influence events by exercising informed and responsible citizenship.

Learning through social studies enables children and young people to:

- broaden their understanding of the world by learning about human activities and achievements in the past and present, political, social and environmental issues, and the values underpinning their own society and other societies
- develop the capacity for critical thinking, through accessing, analysing and using information
- form their own beliefs and view of the world and develop their understanding of different values, beliefs and cultures
- establish firm foundations for lifelong learning and, for some, for further specialised study and careers.

## **Technologies**

This curriculum area includes creative, practical and work-related experiences and outcomes in craft, design, engineering, graphics, food, textile, and information technologies.

To participate fully in modern life, children and young people need to be skilled and knowledgeable users of technologies and be ready to embrace further developments in the future. The technologies consider how knowledge can be applied for practical purposes. They provide exciting

opportunities to develop children's creativity and the enterprising attitudes which Scotland needs, not least to compete in a global economy. Technologies are developing at an unprecedented rate. Such dramatic change brings risks as well as benefits, and children and young people need to be able to assess the impact of technologies so that they can take action in an informed way.

Learning through technologies enables children and young people to:

- develop an understanding of technologies and their impact on society - in the past, present and future
- apply knowledge, understanding and practical skills to design and create products, processes and solutions that meet needs in play, work and daily life
- gain the confidence and skills to embrace and use technologies now and in the future
- evaluate technological processes and products critically and constructively, taking account of cultural, ethical, environmental and economic factors
- experience work-related learning and for some, establish the foundation for more advanced learning and careers in the technologies.

## HOMWORK

Parents, carers and other family members can and do make a real difference to children's education. When parents and schools work together, children do better.

Children learn a great deal at pre-school and school and you can add to that learning by supporting them at home. For example, showing an interest in their homework and talking to them about it really helps them to learn. With support and encouragement, children find it easier to get into the homework habit.

Homework helps teachers to check your child's understanding of class work and keep track of their progress.

It lets you find out what your child is doing at school and get involved in their learning.

### What's helpful to know about homework?

It's quality that matters, not quantity - the *kind* of homework your child does is often more important than the amount.

Even if you have little time, or don't know much about the subject or level your child is studying, you can still be involved. It's not your time or ability, but a positive and encouraging attitude to your child's learning that really matters. Homework is for children to do, not for parents.

How we learn is unique, so every child might well approach homework differently. Taking this into account the homework diaries this year have a revised format which reflects the government's Curriculum for Excellence promotion of the four capacities.

### Homework helps your child to become:

#### **Successful Learners**

Enthusiasm and motivation for learning

Learning independently

Use literacy and numeracy skills

Determination to reach high standards of achievement

Take more responsibility for their learning

Practise and build on what they have learned at school

**Effective contributors**

Develop confidence to deal with frustrations, overcome difficulties and solve problems

Learn how to organise and manage their time

**Confident Individuals**

Achieve success in different areas of activity

Managing to organise and timetable homework activities

Encourage independence

**Responsible citizens**

Make informed choices

Develop knowledge and understanding of the world

Evaluate environmental and scientific issues

Learn and work independently in the future

**Homework Support**

The school will be able to give you further advice on how you can support homework. We currently run a Homework club on a Tuesday and Thursday. P1-3 is from 2.45 - 3.15pm and P4-7 is from 3.15 - 3.45pm.

The Homework Club offers somewhere for your child to do their homework, get help from teachers, and get access to books, materials, computers and printers. A booking form is sent home at the start of each term for you to complete which sessions you would like your child/ren to attend.

## Additional Support Needs

The amount time allocated to a school is based on the identified needs of a school. Additional support can take many forms in a school from working as an individual, in a small group, in a large group with a particular curriculum focus or with two teaching staff team teaching.

There are equal opportunities for all children regardless of ability, race, and creed. Support for Learning is available to help children who are having difficulties with specific curricular areas, children who are in a focus group to assist with difficulties or to give additional support prior to formal assessment and to provide extension activities for more able pupils.

Children will be supported in their learning by a number of adults in the classroom in addition to the classroom teacher:

- Classroom Assistants ~ support mainly numeracy and literacy
- Additional Support Needs Auxiliary ~ work with children who require support either academically, with behaviour or to assist where there are physical needs identified
- Other agencies such as Occupational therapy, physiotherapy, speech and language therapy, behaviour support , vision support and the deaf outreach service are also involved with some children to support their learning
- Additional Support Needs Teacher ~ supports a range of identified needs in consultation with class teachers. The role of the Additional Support Needs Teacher is varied and can be used for consultation, providing resources, team teaching, working with individuals or supporting children with Individualised Education Programmes.

All children have the same right to a good education. This includes children who have additional needs caused by disability, learning difficulties or circumstances which, for whatever reason, require additional support, long or short term, in order to make the best of their education.

A new Act, the Education (Additional Support for Learning) (Scotland) Act 2004 came in to force on 14th November 2005. It changed the system for identifying and meeting the needs of ALL children who may need support with their learning.

Staff in Highland Schools follow a Staged Approach to identifying and assessing the needs of the children and young people in their care to ensure that they receive the help they need.

**Stage 1** ~ Most children and young people's needs will be met at the classroom level by the class teacher's observations, assessments and planning for the class as a whole, for groups and for individuals.

**Stage 2** ~ Where your child has needs identified which cannot be met wholly by the class teacher's planning then assistance from support staff within the school will be requested. Observations and further assessment will help the staff plan for and monitor how your child is achieving.

**Stage 3** ~ Should your child continue to have difficulties in moving forward with his/her learning help, advice and direct involvement may be requested from Education Services available to the school. For example; Area Support for Learning staff, Psychological Services, Autism Outreach Service or Services for Hearing or Visual Impairment. At this stage an Individualised Educational Programme (IEP) may be drawn up. This will record your child's needs, the support required to meet those needs, the learning outcomes and the planning needed for the programme. You and your child should be involved in drawing up and reviewing their IEP.

**Stage 4** ~ A few children and young people may need more help from wider services such as Health and/or Social Work. Help from these services would be requested at this stage at a multi-agency Liaison Group level.

If your child's needs are:

- significantly complex,
- likely to last for more than a year and
- are proving a barrier to their learning

They may need a high degree of co-ordination of support from the Education Authority and other agencies. A Co-ordinated Support Plan may then be required. A Co-ordinated Support Plan is a legal document. If, at any time, you feel your child needs this high level of support you can request that the Education Authority considers whether or not they should have a Co-ordinated Support Plan. You can also request that particular assessments are carried out as part of the process.

At Inverloch, we would advise parents at Parents' Evening if their child were at a stage 1. As soon as a child moves on to stage 2 then class teachers will inform parents and will arrange a meeting to discuss the needs identified and support in place. **Regular reviews are held throughout the year.**

## HEALTH

The School Nurse visits the school on a regular basis to carry out routine medical checks. Vision and hearing tests are carried out at various stages and all new entrants have a full medical examination carried out by a school doctor or the Nurse, to which parents are invited. She also works in consultation with individual class teachers to deliver parts of the Health programme.

The School Paediatrician is available to consult with individual pupils. Parents are notified by the office in advance and invited to attend. Teachers are notified if any child in their class has to be seen.

### **ADMINISTRATION OF MEDICINES**

Some children may require taking medication in order that they can continue to attend school.

Parents are kindly requested to note that:

- A child may only take medication (including non-prescription) if the parent/guardian has given written permission.
- Only medication supplied by the parent/guardian will be administered to a child.
- Pupils will take medication only when supervised by an adult.
- Parents should deliver the medication to school.

### **ILLNESS OR INJURY**

If a child is taken ill in school, what action is taken will depend on the assessment of the situation. It may involve being supervised until a parental contact has been reached or calling a doctor etc. In any serious case, parents will be informed as quickly as possible. Therefore any changes to emergency contact details should be notified to school immediately in order that records can be kept up to date.

## **HEAD LICE**

Unfortunately head lice are often a problem within school and the wider community. Weekly wet combing is advisable for all children throughout their school years. If head lice are detected, Pharmacists are able to advice on the management of a head louse infection. Please remember that children are entitled to free prescriptions and insecticide lotions and the "Bug Buster" Kit (a non-insecticide alternative) are both available on prescription.

We would be grateful if you would contact us if your find your child has head lice. Children should be returned to school once they have been treated. We will contact you personally or by letter if we detect head lice and will be able to give advice and support about treatment.

The school will participate in regular 'Bug Busting Days' where it is hoped if all cases are identified and treated successfully at the same time then there will be fewer opportunities for lice to circulate amongst children and their families. We will also provide the opportunity for the School Nurse to hold workshops and talk to the children. Termly newsletters will contain any updated information with regards to head lice treatments and guideline changes.

## **WINTER EMERGENCIES**

There are detailed guidelines for winter emergencies, and copies of these are issued to parents each winter.

## **MAJOR SCHOOL EMERGENCY**

In the event of a major school emergency, children and teachers will be evacuated to the 'Braxi' Inverloch Village Hall. It is essential that parents co-operate with the Head Teacher and teaching staff and the wishes of the Emergency Services, who will be following Highland Council's Major School Emergency Procedures. It is essential that 'Emergency Contact' details are kept up to date.

## **SPEECH AND LANGUAGE THERAPY**

A number of therapists from the speech and language department work in the school throughout the week with various children. Teachers or parents who have concerns about any child should discuss referral with the Head teacher.

## **EQUAL OPPORTUNITIES**

The School is required to inform all parents that it conforms to the wishes of the Equal Opportunities Commission and would ask you to note the following:

Inverloch Primary School is an Equal Opportunities School and:

- Is opposed to all forms of prejudice and discrimination
- Provides equality of opportunity through its ethos and working practices
- Promotes understanding and respect of other people's cultural identity and beliefs
- Aligns itself with the Education Service's Anti-Racist and Multi-Cultural Guidelines for Primary and Nursery Schools (May 1997)

## **ASSESSMENT AND REPORTING TO PARENTS**

As part of forward planning, records are also kept by the Staff of the work carried out in class.

Assessment records are kept as a cumulative record of each child's progress, to give teacher's information, to support and develop individual strength and weaknesses of each child and to report to parents.

Record keeping in the main areas of the curriculum is carried out regularly. Where necessary, diagnostic tests are administered in order to recognise specific areas of weakness and develop individual education programmes.

At the end of the year reports are send out to parents. Detailed pupil profiles are completed at the end of P7 for transfer to Secondary School.

## PARENTS' EVENING

Parents' Evenings are arranged twice a year. Parents are given an appointment time in which they can view their children's work and discuss their progress with their class teacher.

**At Inverloch, we would advise parents at Parents' Evening if their child were at a stage 1 in the staged approach process. As soon as a child moves on to stage 2 then class teachers will inform parents and will arrange a meeting to discuss the needs identified and support in place. Regular reviews are held throughout the year.**

At this time there is an opportunity to have an appointment with the Additional Support Needs Teacher. Class teachers will indicate on appointment forms if your child works with our Additional Support Needs Teacher.

A formal written report is sent home to parents prior to the Parents' Evening at the end of the session.

At Inverloch we value parental involvement highly and we encourage parents to contact the school immediately should they have any queries or concerns. An appointment can be made to meet with the class teacher and the Head teacher.

On the last Thursday of each month, class teachers are available for an informal chat about your child.

You can use this session to discuss:

- concerns that you may have
- your child's progress
- support issues
- behaviour issues
- homework

## NATIONAL ASSESSMENTS

Currently with the Curriculum for Excellence the national assessment process is under review. The levels of achievement are being changed and the use of National Assessments is under review.

National Assessments are administered each year (as appropriate) as a means of confirming the teacher's judgement about a pupil's attainment. Each class teacher uses a variety of assessment to make judgements about a child's learning and progress which means that children are usually only presented when we feel confident that a child will pass an assessment. However, sometimes children can feel uptight about an assessment and don't perform as they normally do in class. In this situation children may be extracted to have a test administered on an individual basis.

The definition of levels is as follows: -

Level A ~ should be attainable in the course of P1 -P3 by almost all pupils.

Level B ~ should be attainable by some pupils in P3 but by almost all pupils in P4.

Level C ~ should be attainable in the course of P4 - P6 by most pupils

Level D ~ should be attainable by some pupils in P5 - P6 but by almost all in P7.

Level E ~ should be attainable by some pupils in P7 - S1 but by almost all in S2.

It is important to emphasise that National Assessments is part of the ongoing assessment process of teaching and learning and does not disrupt the normal work of the class.

Parents will be notified in the homework diary when their child has successfully attained a new level.

## Raising Standards - Setting Targets

The national Target Setting initiative aims to improve standards of attainment in Scottish schools.

Literacy and numeracy are priority areas because they are essential core skills for everyday life. They provide the basis for improvements in all other areas of the curriculum.

Every school is expected to make its contribution to national improvement by setting its own targets to improve within a consistent framework.

The table below allows you to compare our school's attainment with the Education Authority's average and the national average.

### Percentage of pupils attaining or exceeding minimum 5-14 levels For the stage

Target Measure		Present level of performance (June 2006) % P3, P4, P6 and P7 roll attaining or exceeding minimum 5-14 levels for their stage	Present level of performance (June 2007) % P3, P4, P6 and P7 roll attaining or exceeding minimum 5-14 levels for their stage	Present level of performance (June 2008) % P3, P4, P6 and P7 roll attaining or exceeding minimum 5-14 levels for their stage
Reading	School	79	82	83
	Education Authority	81	80	80.9
Writing	School	80	76	81
	Education Authority	76	75	74.8
Mathematics	School	85	91	87.5
	Education Authority	85	84	83.9

## POSITIVE SCHOOL DISCIPLINE POLICY

The aim of this policy is to promote and praise good behaviour. Within each class there is a reward system for good behaviour and application to work. The class teacher sets a target and each child who reaches that target gets a point. Alongside this, we have a red card system which is detailed below. Any child who does not have a red card, gets an extra playtime as a reward on a weekly basis. Account will be taken of medical, behavioural issues of individual children and appropriate action will be taken related to their individual circumstances.

A good standard of behaviour is expected. Action taken when behaviour is unacceptable will depend on circumstances, but serious indiscipline means contact with parents for discussion.

### Points are awarded daily for:

- Completion of homework
- Wearing School Uniform
- General good behaviour/attitude

Terms 1 + 2 - Each child needs to have 12 points out of the 15 to have reached target and they need to have achieved target 6 out of the 8 weeks.

Terms 3 + 4 - 12 weeks Each child needs to have 12 points out of the 15 to have reached target and they need to have achieved target 10 out of the 12 weeks.

Rules are of two kinds, (a) for safety and (b) for 'social' living.

- (a) 1. Children are expected to arrive at school in time for classes.  
If however, the weather is wet and cold, it is helpful if children are not sent to school too early. We have a wet weather activity programme in place as detailed previously.
2. If a child has to leave school during school time for dentist, doctor etc., then either an adult must call for him/her or a note must be sent. Otherwise, no child may leave until the normal time. Also no child having school lunch is allowed to leave school grounds during the lunch hour, unless permission is requested as above.

3. All items of school property, e.g. books, musical instruments, must be properly looked after.

(b) Children are encouraged to see that rules about reasonable behaviour are necessary, and everyone can enjoy the same privileges and freedom.

The Golden Rules, which we follow, are:

- Do be gentle, don't hurt anybody.
- Do be kind and helpful; don't hurt people's feelings.
- Do be honest, don't cover up the truth.
- Do work hard, don't waste time.
- Do look after property, don't waste or damage things.
- Do listen to people, don't interrupt.

#### Red Card Offences:

A red Card Letter is issued if one or more of the following occur:

- Any intentional physical harm to another pupil e.g. hitting, biting, spitting, pushing etc
- Deliberate damage to school property
- Continual disregard for school rules after other sanctions have been exhausted.

#### Procedures:

- Reported incidents will be investigated and discussed with pupils involved
- Incident will be recorded using school format
- Loss of next playtime for the pupil
- Loss of Extra Playtime for the pupil
- Discuss incident with class teacher and relevant support staff
- Indicate in homework diary
- Red Card Letter sent home to parent/carer
- Red Card Letter recorded in school behaviour file
- Offer parents opportunity to discuss

- **ABSENCE FROM SCHOOL**

Parents are expected to ensure that their children attend school regularly. In conjunction with the absence procedure that was introduced last session, parents are requested to telephone the school before 9.30am if their child is going to be absent. If your child is absent for more than 1 day, we still require you to telephone each day of absence, unless this is indicated on the first day of absence we are required to telephone home.

◇ Parents are discouraged from taking children on holiday during term time. However, if this cannot be avoided, parents should write to the Head Teacher requesting permission.

**Attendance and Absence Rates for School Year 2007/2008**

The following figures indicate the Attendance and Absence Rates for Inverloch Primary School for the 2007/2008 School Year. The attendance figures are in terms of pupil half days.

**Attendance and Absence for School Year 2007 - 2008**

	P1	P2	P3	P4	P5	P6	P7	P1-P7
Total Number of Possible Attendances (Pupil Half Days)	6,891	6,080	7,678	9,500	11,940	7,902	8,198	58,189
Percentage Authorised Absences	4.9	2.6	3.7	2.8	3.5	3.4	3.9	3.5
Percentage Unauthorised Absences	0.5	0.0	0.0	1.0	0.5	0.2	0.6	0.4

**Overall Absence**

Target Measure		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	School	14	15
	Education Authority	17	17
	National	18.0	19

## ROLE OF PARENTS

The work of the Staff can be greatly helped if parents assist in certain ways, e.g.:

- (a) Reading with and to children, especially the younger ones, of stories, apart from their school reading book.
- (b) Make sure that homework is done.
- (c) Coming to Parents' Nights for discussions with Staff, or talking to class teacher after school if any aspect of the child's work is causing confusion or concern.

The aim is a two-way partnership between home, school and child - as we all are working together for the development and progress of the child, both within the school community and in the local community.

Useful Websites for parents/ carers

[www.ltscotland.org.uk/parentzone](http://www.ltscotland.org.uk/parentzone)

[www.hvlc.org.uk/parents](http://www.hvlc.org.uk/parents)

## **SCHOOL MEALS**

School meals are provided at the cost of £1.65. Children are encouraged to pay for their school dinner at the beginning of the week. Any dinner money should be paid directly by the children to the canteen. Cheques should be made payable to "Highland Council".

Application forms for free meals can be obtained from the Head Teacher and should be returned to the Regional Client Officer, Limetree Avenue, Inverness IV3 5AU.

There are two supervised sittings for lunch:

P1 - P3 ~ 12.15 p.m.

P4 - P7 ~ 12.40 p.m.

## **PACKED LUNCHES**

All packed lunches are eaten in the dining room.

Children are discouraged from bringing glass bottles or containers and flasks containing hot liquid for Health and Safety reasons.

## **NUT ALLERGIES**

An increasing number of children are reported to have a nut allergy which can have serious consequences for their health. For this reason, we ask for your cooperation and help in ensuring that your child's snack and lunch is nut free to make certain the safety of all pupils. If you have any concerns or questions regarding this matter please contact the school.

## **MILK**

Canteen staff sells milk for 30p during morning interval.

## **TUCK SHOP**

The Pupil Council have established a healthy tuck shop, which sells fresh fruit, fruit juice and flavoured water. The prices range from 15p - 35p

## INVERLOCHY SCHOOL DRESS CODE

Fleeces, Hooded Tops, Sweatshirts, Poloshirts and Wooly Hats are available directly from the school at the following prices (prices subject to change):

Fleeces	Age 3 - 12	£11.00
Hooded Tops	Age 3 - 12	£7.50
Sweatshirts	Age 3 - 12	£6.50
Poloshirts	Age 3 - 12	£5.00

Fleeces	Size XS - XL	£14.00
Hooded Tops	Size XS - XL	£11.00
Sweatshirts	Size XS - XL	£7.50
Poloshirts	Size XS - XL	£7.00

Wooly Hats	One Size	£3.00
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### Footwear

There is a need for sensible footwear in school which allows for the children to participate in playground games. At present there are increasing numbers, of girls especially, who are unable to play because of the height of their heels, for example.

### Names on clothing

Please ensure that you put your child's name on all items of clothing, outdoor jackets and shoes.

### Company Logos

As part of the dress code we are also requesting that trousers, joggers, shorts etc. do not carry company logos or any football strips.

Please note that the school dress code should be observed when representing the school

### PE Clothing

Children are required to wear suitable clothing for PE e.g shorts and t-shirts. For younger children class teachers will send home PE kits termly for washing. For older children we encourage this to be done on a more regular basis for hygiene reasons. Please ensure your child has suitable indoor shoes or trainers, to protect the hall floor.

## EXTRA CURRICULAR ACTIVITIES

The school has a variety of extra curricular activities that are run by both parents and teachers.

FITNESS CLUB	P7 Tuesday	3.15 - 3.45 pm
FOOTBALL	P4 & 5 Tuesday P6 & 7 Friday	5.00 - 6.00pm 4.00 - 5.00pm
GAELIC SINGING	P1 - P3 Monday P4 - P7 Monday	2.45 - 3.15pm 3.15 - 4.00pm
HOMEWORK CLUB	P1 - P3 Tuesday P4-7 Tuesday P1 - P3 Thursday P4-7 Thursday	2.45 - 3.15pm 3.15 - 3.45pm 2.45 - 3.15pm 3.15 - 3.45pm
MODERN DANCE	P4 - P7 Wednesday	4.00 - 5.00pm
NETBALL	P5-7 Tuesday P5-7 Thursday	12.30 - 1.15pm (from term 2) 12.30 - 1.15pm (from term 2)
SHINTY	P1 - P3 Monday P4 - P7 Monday P4 - P7 Monday	2.45 - 3.30pm 4.00 - 5.00pm (fortnightly) 12.30 - 1.15pm (fortnightly)

The above activities are as at January 2009. Any changes parents/guardians will be informed by letter. All of the above are free .

## **PARENT COUNCIL**

Parent Council members are as follows: -

- Chairperson ~ Mrs Pauline Disher
- Vice Chairperson ~ Mrs Sheena Fox-Gillies
- Secretary ~ Mrs Jenny Bell
- Treasurer ~ Ms Mairi Macdonald
- Teacher Rep ~ Rotational
- Parent member ~ Carolyn MacLeod
- Parent member ~ Anne-Marie MacLeod
- Parent member ~ Linda Savage
- Parent member ~ Graham Corner
- Co-opted member ~ Donald Cameron
- Adviser to board ~ Ainsley Burns

## **PUPIL COUNCIL**

- Teacher Rep ~ Miss L Hunter
- Pupil Council Members
  - P3 ~ Alastair Smith & Mairi Bell
  - P4 ~ Rachel Simmonds & John Robertson
  - P5 ~ Kayleigh MacMillan & Jack Matheson
  - P6 ~ Sharlene Campbell & Jay MacLeod
  - P7 ~ Sophie Kerr & Jordan Welsh

## **ECO COUNCIL**

- Teacher Rep ~ Miss A Munro
- Eco Council Members
  - P3 ~ Beth Fairley & Brett MacMillan
  - P4 ~ Lucy Kyle & Shaun MacLeod
  - P5 ~ Heather McAdam & Wil Kyle
  - P6 ~ Helen MacLean & Alistair MacLeod
  - P7 ~ Natalie O'Neill & Lewis Morrison

There are two representatives from P3 - P7. Pupil Council issues are discussed in Circle Time and in Assembly.

Minutes are displayed in the main corridor in the reception area.

## CHILD PROTECTION

Occasionally 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 within Highland can be obtained from the *Child Protection Development Officer, Mrs Susan MacLaren, Highland Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness IV3 8NN - Tel: 01463 703483 - Fax: 01463 713237*

## LIAISON GROUP

From time to time, a liaison group meets to consider how best to support the needs of specific pupils.

This group includes staff (usually from management, guidance and Support for Learning), educational Psychology as well as staff from Child Health and Social Work Services.

It is important that all staff are able to share information in order to co-ordinate planning and delivery of services - the aim being to provide optimum support to children and families.

Should there be any personal or family information that you would not want to be shared in such circumstances, please let one of the following know at the earliest opportunity:

- Head Teacher
- School Nurse
- Social Worker

## **Transferring Educational Data About Pupils**

Education authorities and the Scottish Executive Education Department (SEED) have collected data about pupils on paper forms for many years. We are now working together to transfer data electronically through the ScotXed programme.

What pupil data will be collected and transferred?

Data on each pupil is collected by local authorities and SEED. The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a pupil is looked after by his or her local authority, additional support needs including disability, attendance, absence and exclusions from school. Pupil names and addresses are collected by their school and education authority but they are not passed to SEED. Your postcode is the only part of your address that is transferred. Data is held securely and no information on individual pupils can or would be published by SEED

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

### **Why do we need your data?**

In order to make the best decisions about how to improve our education service, SEED and education authorities 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 exam results. Accurate and up-to-date data allows SEED, education authorities and schools 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 that influence pupil attainment and achievement
- target resources better

### **Your data protection rights**

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

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

### **Concerns**

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at:

[Peter.Whitehouse@scotland.gsi.gov.uk](mailto:Peter.Whitehouse@scotland.gsi.gov.uk) or write to The ScotXed Support Office, SEED, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print

### **Want more information?**

**Further details about ScotXed data exchanges are available on the ScotXed website, [www.scotxed.net](http://www.scotxed.net)**

## TRANSFER TO SECONDARY SCHOOL

On completion of their primary school career, children normally transfer to:

Lochaber High School

Camaghael

Fort William

PH33 7ND

Telephone: 01397 702512

During the fourth term, Primary Seven pupils are invited to visit Lochaber High School. They are introduced to staff members and shown around various departments.

Primary Seven pupils have the opportunity throughout their final year in school to mix with pupils from other schools at events like the basketball festival, Safe Highlander etc.

Members of the Guidance staff also visit our school to talk to the children and to answer any questions that they may have. This helps to ensure that transfer is achieved smoothly. The Secondary Support for Learning Teachers sees children with learning difficulties in advance.

When a pupil transfers from Primary School to Secondary School, a folder containing copies of the pupil's School Reports is delivered to the Head Teacher of the Secondary School.

## **Budget Running Costs for Financial Year 2008 - 2009**

The following figures indicate the Budgeted Running Costs for Financial Year 2007 - 2008 for Inverloch Primary School:-

<b><u>School Roll at September 2007</u></b>	<b>: 157</b>
<b><u>Total School Running Costs at April 2008</u></b>	<b>: £473,078</b>
<b><u>Cost per Pupil (£)</u></b>	<b>: £3,013</b>

### **SCHOOL FUND**

From time to time we must raise funds to supplement the capitation allowance.

Each year we engage in a least one or two fund-raising events, such as a Christmas hamper or a sponsored activity. The fund is held in a bank account.

The School fund is used to provide a wide range of 'extras' for the children. These include class and school trips, Christmas parties and visits by theatre groups. The Fund also contributes towards extra library stock and computer equipment.

We are greatly encouraged by the outstanding support given by parents and families.

## **INVERLOCHY SCHOOL POLICIES**

Please see list of our school policies, which are available upon request.

### **Child and Welfare Policies**

- Administration of Medicines
- Anti-Bullying
- Anti-Bullying and Anti-Racist Procedural
- Anti-Racist and Multi-Cultural & Record of Racist Incidents
- Child Protection
- Drugs Incident
- Emergency Evacuation
- Action to be taken in Event of Fire
- Equal Opportunities
- General Safety
- Health & Safety
- Looked After Children
- Promoting Positive Behaviour
- Race Equality (DRAFT)
- Road Safety
- Safe Food Handling

### **Curricular Policies**

- English Language
- Listening & Talking
- Reading
- Writing
- Environmental Studies for Small Schools
- Environmental Studies
- Expressive Arts
- Healthy Promoting
- Information Communication Technology
- Internet Access
- Maths
- French
- Personal and Social
- Religious and Moral Education
- Science Policy
- Social Subjects
- Technology
- PE
- Structure of Hand for Spelling

### **Communication with Parents Policies**

- Closure of School due to Bad Weather
- Homework
- Partnership with Parents
- Pupil Induction
- Reporting to Parents