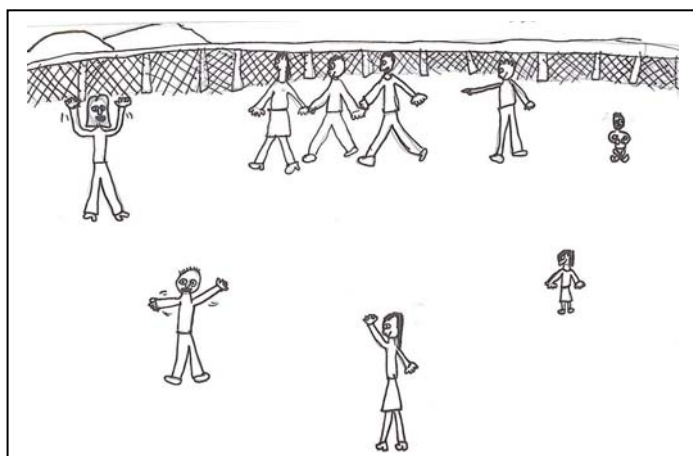


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AIMS OF THE SCHOOL

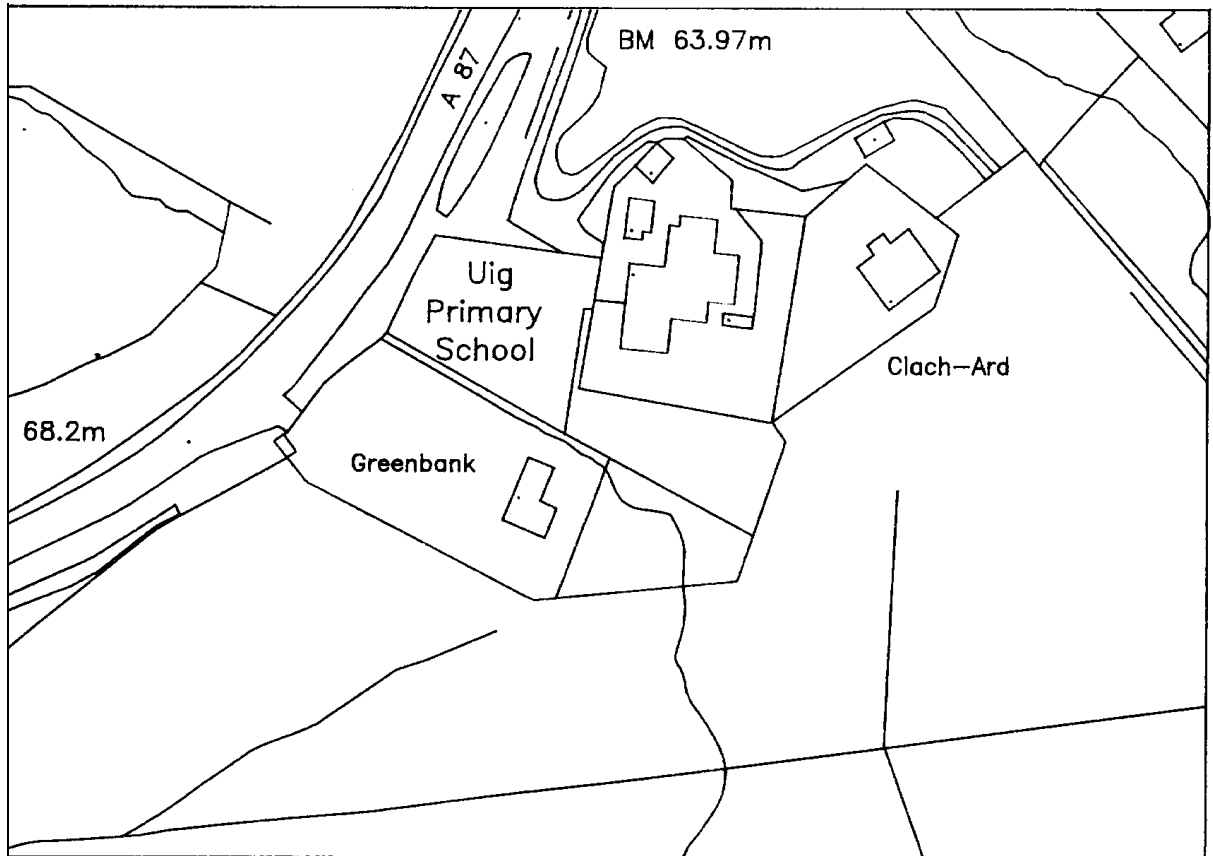
- ❖ We aim to provide learning experiences which take account of the achievements and individual needs of pupils as active learners.
- ❖ We aim to ensure the raising of all pupils' achievements and that steady progress is made in their learning.
- ❖ We aim to provide a well-balanced and broad curriculum, based on the 5-14 Guidelines, which will meet the needs of each child and support raised attainment.
- ❖ We aim to encourage parents to be actively involved in their children's learning, by developing links with all parents through the Parent Council, as well as other agencies in the wider community.
- ❖ We aim to encourage and support all staff to engage in Continuing Professional Development by accessing staff training opportunities and operating as valued team members in the delivery of the National Priorities, as well as local and authority led developments.
- ❖ We aim to make all pupils, parents and staff feel welcome and valued as individuals by promoting an ethos of equal opportunities for all.
- ❖ We aim to create an ethos of achievement in an attractive, secure environment, where the whole school community feels valued.



Having lots of fun in the playground with all our friends.

Working at the computer in the classroom.





WHERE UIG PRIMARY SCHOOL IS LOCATED



UIG PRIMARY SCHOOL

GENERAL INFORMATION

Area Education Office: Mrs. Rosemary Bridge
Education Officer
Skye & Lochalsh
Elgin Hostel
PORTREE

Telephone: IV51 9EE
01478 613697

School Address: Uig Primary School
UIG
Isle of Skye
IV51 9YD

Telephone: 01470 542354

E-mail: uig.primary@highland.gov.uk

Website Address: <http://www.uig.highland.sch.uk>

Teaching Staff: Head Teacher
Management Teacher
CCR Teacher

Mrs Mary C Holt
Mrs. Mairi MacDonald
Mrs. Helen Hunter

Visiting Specialist Teacher: Art
PE
Music
Support for Learning

Mr Graham Walker
Mrs Irene Deplano
Mrs Mary Strachan
Mrs Anne Martin

Clerical Assistant: Mrs Morag Swinnerton
Classroom Assistant: Mrs Christine Morrison.
Cook: Mrs Lorraine Campbell
Cleaner: Mr. Grahame Fish



Uig Primary School is housed in a Victorian building which is over a century old. It lies on the outskirts of Uig village overlooking Uig Bay. The School's catchment area goes from Scuddaborg Farm, north of Uig to Cuidrach, south of Earlish.

The school became a one-teacher school during session 2006-2007, due to a falling school roll. There are currently 7 pupils in one classroom – P. 3 -7. The Head teacher of the school is also the class teacher for three days per week. A management supply teacher takes the class for the one and a half days, to allow the Head teacher to carry out management duties. Another teacher takes the class for one morning per week to cover the Head teacher's non-class contact time and provide some extra support for the school by teaching MLPS French.

The school building was refurbished several years ago and the ground floor, of what was the schoolhouse, now accommodates the School's Dining Room. The school's library is in the GP room, which is also used by teachers for a variety of activities eg. watching videos, DVDs, television, indoor play, computer work, etc. The GP room is also used by the visiting Music teacher, as the school's piano is kept here and there is easy access to other musical instruments from this room. There is no gym hall so at present the classroom is cleared of all furniture and this area is used for all activities. In order for the children to experience a real gym hall, the Head teacher organises during the school's swimming block to have a few visits to Portree High School's gym. The village hall is also used when the visiting PE teacher visits and during this session, for the first time, the whole school travelled to another primary school to share their PE lessons in their hall.

THE SCHOOL DAY

Morning	9.15am - 12.30pm	All primaries
Afternoon	1.15pm - 3.15pm	Primaries 3 - 7
	1.30pm - 3.15pm	Primaries 1 and 2
Intervals	10.45am - 11.00am	All primaries
	2.30pm - 2.45pm	Primaries 1 and 2

SCHOOL HOLIDAYS 2009/2010

OPEN	CLOSE
2009 Tue 18 August	2009 Fri 9 October
2009 Thurs 29 October	2009 Wed 23 December
2010 Mon 11 January	2010 Fri 26 March
2010 Mon 12 April	2010 Fri 2 July

In-service Days (School closed to pupils)

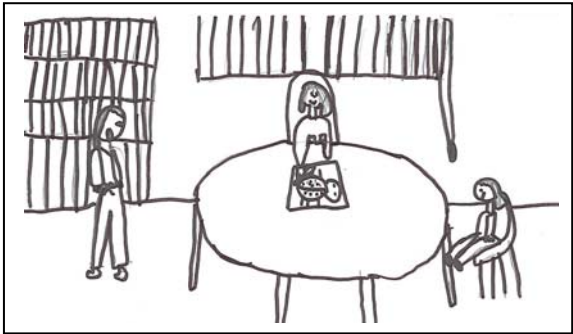
Other Holidays

2009 Mon 17 August	2010 Fri 12 February
2009 Mon 26 October	2010 Mon 15 February
2009 Tues 27 October	2010 Mon 3 May
2009 Wed 28 October	
2010 Tues 16 February	
2010 Wed 17 February	



The teacher at her table.
Current School Roll -

Number of pupils for Session 2008/2009- 7



At work in the GP room beside the Library.

Class	1	2	3	4	5	6	7
Number of pupils	0	0	1	1	0	3	2

NEW ENTRANTS

Parents/guardians are invited to enrol children who will reach the **age of 5** on or before 28th February 2010 . Enrolment takes place during week beginning **Monday 26th January**. Parents/carers and children may visit the school and complete the appropriate forms. There will be time for the Head teacher to answer any questions or address parents'/carers' concerns. Following the Easter holidays parents/carers will be given a list of dates and times when they may bring their child for school visits during the summer term. These are informal sessions, which give the child the opportunity to experience school life before the start of the new session.



On entering school in August, pupils attend full-time from the first day.

THE SCHOOL CURRICULUM

The **curriculum** is what is taught in school. To help you understand how our curriculum is organised, we have separated it into five areas. They are:

English Language

Mathematics

Environmental Studies

Expressive Arts (Music, Art & Design, Drama, PE)

Religious and Moral Education

The school follows The Scottish Executive's Education Department's guidelines, known as the 5-14 Guidelines. These guidelines consist of 5 levels - A to E - which every pupil from Primary One to S2 is expected to progress through.

Each level contains several strands which teachers base their school curriculum on. Pupils are expected to achieve each of these levels at the following stages:

- A - Primary 1 - 3**
- B - Primary 3 - 5**
- C - Primary 4 - 6**
- D - Primary 6 to S1**
- E - Primary 7 to S2**

These levels are very broad but our main concern in this school is that each child makes progress according to his/her own level of ability.

During the next few years Scotland's education system will be in a period of transition as the new Curriculum for Excellence is introduced. At present however we are still using the 5-14 Guidelines as well as introducing some aspects of A Curriculum for Excellence.

It is important that parents/carers understand what we are trying to achieve through the curriculum in order that they can successfully support their child. By working in partnership, the school and parents/carers can assist pupils to work to the best of their ability, show a

caring attitude towards each other and their environment and feel a sense of achievement and self worth.

The following statements about each curricular area give some indication of content and core resources used:

ENGLISH LANGUAGE

The 5-14 guidelines for English Language are separated into four areas:

1. Talking

We aim to teach pupils to express their thoughts and opinions clearly, using appropriate vocabulary. We also aim to teach them when it is appropriate to talk and when they should listen.

2. Listening

Our aim is to teach appropriate skills to enable pupils to listen in order to follow instructions and to enable them to contribute appropriately to discussions.

3. Reading

During 2007 the school became involved in the Highland Literacy Project. The aim of the project is to raise attainment in all aspects of literacy. This is now well embedded in our school and pupils are reading more for enjoyment which in turn is supporting raising attainment.

Our core reading scheme is **Oxford Reading Tree**. Pupils' progress through the various stages of **ORT** at their own pace, therefore, there is no set time when a child should be reading at a certain stage. Once pupils attain the appropriate level they are introduced to reading short novels and progress to longer novels. At all levels different genres are read. Reading for enjoyment is encouraged at all times. There is always a good selection of books to choose from in the school library (recently updated partly due to funding accessed through the Highland Literacy Project) and the children may borrow books from the Mobile Library, which visits every three weeks. Reading for information is taught through set lessons and a good selection of reference books are available to pupils at all times. The school has several computers and the children have access to the Internet, which they can use to find information and read about a variety of topics. Although we aim to work towards the pupils working independently we use HLP strategies which encourage the pupils to support each other in their reading through working in pairs and trios.

4. Writing

Functional, personal, imaginative writing and writer's craft skills are taught every week to all pupils at their own level. Handwriting skills are taught using the **Nelson Handwriting** programme. Pupils are always encouraged to produce neat, tidy written work and to take a pride in all their work. The teaching of spelling begins in P1 when pupils are introduced to phonics and word building. From approximately P2 onwards spelling is practised every day. Through the HLP (Highland Literacy Project), pupils are encouraged to learn their spelling words through a variety of "fun" games which they play in class and at home with parents/carers as part of their homework.

MATHEMATICS

The core mathematics scheme is **Scottish Heinemann Mathematics** which was introduced into the school at the beginning of session 2008/09. Pupils work through this scheme at their own pace and ability but other mathematic resources are in the school for when extra support

is needed. All the strands from the 5-14 Mathematics Guidelines are covered through this scheme. Several computer programmes have been purchased which support pupils learning in Maths. Educational sites on the Internet are also used by pupils to access mathematical games.

ENVIRONMENTAL STUDIES

The **ES** 5-14 Guidelines provide our school's curriculum in Science, Social Subjects and Technology. These subjects are often taught through topics which integrate other curricular areas such as English, Mathematics, Art and Music etc. Another aspect of Environmental Studies is I.C.T. – Information and Communication Technology. Pupils have access to computers and the Internet. Pupils learn how to use word processing skills, search for information and how to use a wide variety of CD Roms that explore different subjects.

We aim to make Environmental Studies interesting and challenging to all our pupils.

EXPRESSIVE ARTS

Included in Expressive Arts are: Art and design, drama, physical education and music.

We are very fortunate that most of these subjects are taught by visiting specialist teachers as well as by the class teacher.

In **Art and design** the visiting specialist teaches many skills and uses a wide variety of materials in order that pupils can express themselves. The class teacher builds on these skills and uses them to create a bright and stimulating environment in which to work.

PE is taught more or less on a fortnightly basis by the visiting specialist. The class teacher reinforces work covered by the specialist teacher on alternate weeks, if possible. Occasionally movement tapes are used by the class teacher. All pupils are expected to wear a change of clothes for PE i.e. shorts, t-shirt and trainers or gym shoes. The school is allocated a block of time for swimming lessons at Portree Swimming Pool. This used to be offered to only P5-7 pupils but with the present number on the roll the Head teacher is now able to take all pupils to swimming. Information about swimming lessons is sent to parents/carers around the time of the lessons (this varies from year to year). The PE visiting specialist organises a variety of "festivals" throughout the year, which allows P5-7 pupils to meet up with children from other schools. We usually attend the following festivals: Dance, Basketball, Cross Country and Hockey

Music

The visiting teacher makes 16 one-hour visits to the school throughout the school year. She introduces new topics and leaves plans for the class teacher to follow. Instruments are used for creating and performing music. Singing takes place regularly. Occasionally the class teacher uses taped music programmes. Pupils taking part in a school performance every two years which usually includes learning and singing several songs. The school also has visiting tutors for traditional music organised by the Feis. There are 12 lessons throughout the year, teaching whistle, song and group work. Kodaly Music tuition is also given to pupils through 12 lessons spread over the school year.

Drama is an area where there is no visiting specialist teacher. The class teacher makes use of taped programmes as one way of teaching Drama. Whenever possible the school makes use of Eden Court's out-reach drama tutor. Drama is often included in Environmental studies topics and PSE (Personal and Social Education) when the pupils sometimes write and perform their own plays to perform to their peers.

Although the Expressive Arts are taught as stand alone subjects and have set times in the class's weekly timetable they are often integrated into other curricular areas.

RELIGIOUS AND MORAL EDUCATION

We have regular Christian assemblies and occasionally visit the local Church. The ministers of our local churches are the school's chaplains. They visit on alternate weeks. If they are unavailable the Head teacher conducts the assembly. Following the 5-14 Guidelines, the children are taught about Christianity and Other World Religions. This is sometimes done through listening to tapes and watching television programmes specifically created for this purpose.

Moral Education is taught on a daily basis. The children are always reminded of how to treat each other etc. Sometimes radio/TV programmes are used to highlight certain topics such as bullying. Through discussion and writing, pupils are encouraged to develop their own opinions in these areas. Moral Education is also often taught through PSE topics, including Circle Time.

HEALTH EDUCATION

Our Health Education curriculum is based on the following - Physical, Emotional and Social Health. These key areas are taught through topics which include Healthy Living, Road Safety, Feelings, Drugs, Alcohol, Smoking and Sexual Relationships. Outside agencies sometimes work with the pupils to help support the school's programme eg. the Skye and Lochalsh Alcohol Forum.

During session 2006-2007 the parents/carers agreed that the Head teacher would teach the school's Relationships and Sexual Health programme to Primaries 6 and 7. This was due to the small numbers involved. If parents/carers continue to support this idea the school will teach this sensitive subject on a biennial basis.

GAELIC

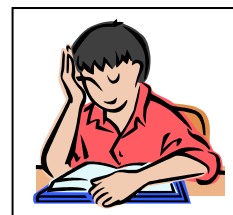
Gaelic is taught on a weekly basis by the Head teacher's management teacher. The programme includes talking, listening, reading and writing. Gaelic songs are also taught. Pupils continue learning Gaelic during their first two years at Portree High School.

MLPS (Modern Languages in Primary School) FRENCH

During this session, 2008/09, the school decided to begin teaching French as their chosen MLPS language. This was due to the fact that their previous language, German, was no longer going to be taught by a teacher at Portree High School. The pupils will still be able to learn other languages when they reach S5/S6 as a distance learning course. The school's CCR teacher has been trained in teaching French. Following the French programme created by the Highland Council, she teaches French once per week, covering talking, listening, reading and writing.

HOMEWORK

Although homework is not given for every curricular area it is important that parents/carers are aware that their child will usually have some homework to do each night, Monday – Thursday. The younger children always have reading to practise. Although the older children do not read aloud to their teacher as often as the younger pupils it is still important that they read every day at home - for enjoyment. It is also expected that the older pupils will take some responsibility for organising themselves to learn their multiplication tables. Spelling games are given home for each child from P2, to play with parents/carers. Sometimes pupils will be asked to do maths homework or a piece of research



connected to their Environmental Studies topic. Last session, Question Quest, an HLP initiative, was introduced during Term 4. This was so successful that it will now be part of our annual homework programme. The school is also looking a ways to make homework more interesting and has introduced an 8 weekly programme called the Island. This involves the children reading, writing and making things at home. Homework is used to help children consolidate work done in the classroom and it also gives parents/carers the opportunity to view their child's progress. Homework should never take pupils more than 20 - 30 minutes to complete. All pupils are given a homework pack which includes a diary and jotter and in the case of younger pupils, a reading record. The Headteacher sends home a termly sheet to parents informing them of what the pupils will be expected to do for homework. If there is anything that parents are unsure about they may then contact the Headteacher to discuss the matter.

ASSESSING PUPILS' PROGRESS

Every piece of work that a pupil does is assessed by the teacher. This ensures that the work each child is given is appropriate, considering their strengths and weaknesses. Most assessment is informal and occurs as part of the class's daily routine. Formal assessments take place usually as a child completes a level of work in accordance with 5-14 Guidelines. Sometimes these are teacher's own assessments but National Assessments are used in Reading, Writing and Mathematics. The results of these tests are kept in the pupils' individual assessments folders and are recorded in the School's office computer. If a pupil is consistently experiencing difficulty in any area, diagnostic testing is carried out either by the class teacher or Support for Learning staff. Occasionally the Educational Psychologist will be asked to make assessments. If necessary pupils will have an I.E.P. (Individual Education Programme) created. This will be done in collaboration with the teacher, child, parents/carers and any support staff who will work with the child. Pupils are encouraged to assess their own work and that of others. This leads them to be more aware of what is expected of them and what they must do to improve their work.

REPORTING TO PARENTS/CARERS

Parents/carers are invited to an interview with their child's teacher twice per year. A written report will be used as the basis of discussion at the formal interview during Term 4 of the session. Parents/carers may request an appointment at any time throughout the year to discuss any concerns they have about their child. At least once per year the Head Teacher aims to meet with all parents/carers to discuss a variety of topics. Eg Question Quest.

DISCIPLINE

Through discussion with all pupils a Behaviour Policy has been written. The children themselves are very clear about the rules and regulations of the school. Pupils breaking the rules will be reported to the Head Teacher. If deemed necessary, appropriate action will be taken by the Head Teacher. If any pupil persistently breaks rules their parents/carers will be informed and it is hoped that by working together with parents/carers any problems can be resolved. High standards of discipline are expected by all staff who work in the school. The school's anti-bullying policy is available for parents/carers to view.

EXTRA CURRICULAR ACTIVITIES

The majority of children are brought to school by car or when applicable school transport, so extra-curricular activities are not easy to organise. The school has a shinty team in conjunction with other local schools. It is known as the Trotternish team. The team is coached by a member of the Camanachd Association. The School also has a football team which is coached by an ex-parent. This team regularly takes part in competitions throughout Skye. The Scottish Hydro Electric have sponsored the team and provided a full team strip.

Children will be informed of training times etc. when it is appropriate. Due to the fact that a great deal of travelling is involved when playing in competitions etc., parents/carers are often asked to help with transport.

TRANSFER TO PORTREE HIGH SCHOOL

At the end of Primary Seven pupils transfer to Portree High School (this is the only High School available). A great deal of liaison occurs before this transfer, in order that pupils feel as happy as possible about moving to another school. Information is distributed to parents about transfer arrangements. Pupils meet with their first year guidance teacher who visits them at the Primary School during the Term 4 of the school session. The pupils are then invited to a two day induction visit to the High School during the Term 4. Parents/carers are also invited to a meeting at the High School when they can discuss any concerns with Guidance Staff.

ATTENDANCE

You may be aware of the fact that you are legally obliged to send your child to school on a regular basis. According to Government instructions, failure to produce an explanation of any absence will be regarded as truancy. If your child is absent for any reason, the Head teacher would be grateful if, on his/her return to school, you send an explanatory note. In line with guidance received from the Director of Education parents are requested to contact the school on the first day of absence. If a child is absent and no information has been given to the school, a member of staff will telephone parents/carers to ascertain a reason for the child's absence. If unable to contact a parent/carer the school will inform the Area Education Office for further advice as to how to proceed. This is all done in order to ensure the safety of all of our children.

All absence information is stored on our office computer's data base. At the end of each School session this information is sent to the Scottish Executive who uses it to compile the information provided in this brochure.

ILLNESS DURING SCHOOL HOURS

If your child becomes ill or has an accident during school hours the Head teacher/member of staff will contact you immediately or as soon as possible. If you cannot be contacted the school will contact your emergency contact person. This is one of the reasons why we require you to provide us with an emergency contact number for your child. If your child has any illnesses or allergies it is very important that you inform the School. The School needs to know this in order to treat your child appropriately.

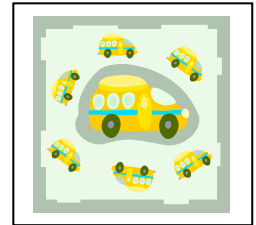
MEDICALS

P.1 and P.7 pupils are seen by the school doctor/nurse. Parents/carers will be asked to complete a medical form and may attend the medical if they wish. The school nurse will sometimes carry out these medicals. Parents/carers having any medical concerns can contact the school nurse or doctor through the school.

A dental service is provided in Portree High School but the dentist regularly visits the school to do examinations. Approximately every 2 years the mobile dentist surgery visits the school to carry out treatments.

TRANSPORT

Application forms for transport are available from the school and should be returned to the school for submission to the Area Education Manager. Children are eligible for transport if they live 2 or more miles from the school. This distance is increased to 3 or more miles when the child is age 8 or over. If seats are available on the school bus, concessionary places will be provided. This will be the decision of the Area Education Manager.



SCHOOL MEALS

School meals are cooked on the premises and are available at a cost of £1.65 per day. It is preferable for children to purchase dinner tickets for the week on a Monday morning. If you think your child is entitled to free school meals, please contact the school for an application form. Children not wishing to have a school meal may bring a packed lunch. We insist that any unfinished packed lunch is taken home in order to make you aware of how much food - or in some cases, how little - your child has eaten. As a Health Promoting School, the children are always offered fruit as a choice of pudding. They are also encouraged to eat a variety of vegetables as part of their main meal. A tick sheet with all the meals offered during the session is sent home for you to discuss choices with your child. This is returned to school and helps the cook to order appropriate amounts of food. I'm sure you will appreciate how important this is considering the small number of meals involved.



SCHOOL UNIFORM

This consists of a navy blue sweatshirt with the school logo, a sky blue polo shirt or T shirt also with the school logo. Fleece and jackets are also available. Dark skirts and trousers should also be worn. Wearing a school uniform makes the children easily recognised when on school visits/trips etc., and we hope that a sense of belonging will also be achieved. Orders for uniforms are usually placed twice a year in January and May. Payment is required promptly on receiving goods. Payment in advance is always acceptable. Please note that wearing football shirts is not acceptable. Whilst the school has no authority to ban these shirts it is felt that the ethos of the school can be affected by comments about teams, players etc. It is hoped that parents/carers will support this request.

SUPPORT FOR LEARNING

An allocation of time is given to the school depending on its needs. The staff work closely with the Support for Learning team planning appropriate individual/group programmes of work for pupils requiring support. This can be either a short term or long term programme. If necessary, pupils are assessed by the Educational Psychologist and appropriate action is taken. Parents/carers of pupils requiring learning support will be contacted and their child's needs discussed. During 2008-2009, the school was allocated a regular SfL teacher for one morning per week. After consultation with the Head teacher a programme of work for some pupils was drawn up to help support their progress in the core subjects – reading, writing and Mathematics. Support from parents/carers can be of great benefit to the children.

SCHOOL VISITS

When the school takes pupils on outings of any sort, parents/carers will be informed by letter and asked to sign a note giving permission and stating that they have received the information. Parents/carers sign a form for local visits when enrolling pupils at school.

SCHOOL FUND

Money is raised for the School Fund by various activities - concerts, Christmas Fayre, sports day, teas etc. The school also receives donations from various people/groups.

The School Fund money is used to help with transport costs when going on school trips, helping to fund outings and buying extras for the school not covered in the school's budget. During Term 2 2008/09 money from donations to the school helped to purchase a camcorder, which will be used for a wide variety of purposes by both staff and pupils. The parents/carers of the school have always greatly supported the school. Staff and pupils also contribute towards charity fund-raising activities. The staff feel it is important that pupils are aware of the needs of others and that they can help by supporting charities.

INFORMATION TO PARENTS/CARERS

You will regularly receive information about school activities in the form of a newsletter. To help us ensure that parents/carers receive this information we have devised the following system:

- the eldest child in each family will be given the information for their family.
- at the same time a named, dated card showing the number of letters etc., given to each child, will also be placed in the child's homework pack.
- parents/carers may choose to receive information by e-mail, this will be noted on the card so that parents/carers will know to look at their e-mails.
- on receipt of the information a parent/carer will sign the card and the child will return it to the class teacher the next day.
- if a pupil fails to return this card after three days it will be assumed that parents/carers have not received their information and the Head teacher will telephone to try to discover the reason.

The Head teacher hopes that parents/carers will support this system as it is felt that it is extremely important that parents/carers have knowledge of all school activities.

CHILD PROTECTION

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

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

All agencies involved in Child Protection regard the welfare of children as paramount and this will be their priority.

More information about Child Protection Procedures within Highland can be obtained from the Child Protection Development Officer, Mrs. Susan MacLaren, Highland Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness, IV3 8NN – Telephone (01463 703483 – Fax (01463 713237)

PUPIL SUPPORT SERVICE

Pupils who encounter difficulties of any sort eg behaviour problems, may be referred to the PSS. This service is provided for Portree High School and Associated Primary Schools. A meeting would normally be arranged with pupil, parents, teaching staff and any other services which might be able to support the pupil and school. If your child were to need support from the PSS it is likely that there will have been several meetings with you and your child with school staff before the referral is made.



**Decorating
the
classroom
at
Christmas
time.**

PARENT COUNCIL

Uig Primary School Parent Council was formed in August 2007. This took over from what was known as the School Board. The major change to the Parent Council's constitution is that all parents/carers are automatically members of the Council. Previously there was a representative group only. The Parent Council meet approximately once per term. Items discussed in the past by what was then the School Board, have ranged from school transport difficulties to fund-raising activities. The school does not have a PTA to help with fund-raising but the Parent Council are very committed to helping in any way. Members usually serve from two - four years. The following office bearers were chosen at the first meeting on the new Parent Council. These positions can be changed when/if necessary. Dates of meetings and an agenda will be sent to parents via school bag mail.

Parents/carers should inform any Office Bearer if they wish an item to be discussed at a meeting and it will be put on the agenda.

UIG PRIMARY SCHOOL PARENT COUNCIL OFFICE BEARERS

Chairperson:

Vicki MacLean, 18 Idrigill, Uig, Isle of Skye, IV51 9XU.

Tel: 01470 542 426

Treasurer:

Ms Iona Macleod, The Caravan, 3 Peinlich, Glenhinnisdale, Isle of Skye, IV51 9UY

Tel: 01470 542 475

Secretary:

Catherine MacCrimmon, Hazelbank, 21 Earlish, By Portree, Isle of Skye IV51 9XL.

Tel: 01470 542 413

Co-opted Members:

Rev. John MacLean, Free Church Manse, Totescor, Isle of Skye, IV51 9YW.

Tel: 01470 542776

PARENTAL CONTRIBUTIONS TO BROCHURE

If after reading this Brochure you feel information is missing the Head teacher would very much appreciate it if you would contact the school to discuss this. Parents'/carers' thoughts and contributions are very much a necessary part of this school.

THE HIGHLAND COUNCIL EDUCATION SERVICE

GUIDELINES FOR PARENTS OF PUPILS TRAVELLING TO SCHOOL DURING ADVERSE WEATHER

1. The decision as to whether a pupil should attempt to travel to school in adverse weather conditions, whether by transport or on foot, lies with the parents. While recognising that education should be interrupted as little as possible, the Education Authority accepts that in severe weather conditions the safety of pupils is paramount.
2. For pupils using school transport, weather conditions and availability or otherwise of shelter at the “pick-up” point will dictate just how long a child should wait, and parents are asked to advise children appropriately in relation to prevailing conditions. During difficult weather conditions no pupil is expected to wait longer than twenty minutes past the normal “pick-up” time.
3. Parents are advised of the different circumstances affecting drivers of **contract** vehicles and **public service** vehicles. Drivers of **contract** vehicles are advised that they should not drop off children where there is any doubt that they may not safely reach home or other acceptable place of shelter. Drivers of **public service** vehicles, however, must travel by specified routes in accordance with scheduled timetable and cannot make special provision for the individual needs of passengers

In either case, but more especially where public service transport is involved, parents would arrange to have children met at the “drop-off” point if it is felt that prevailing conditions so demand.

4. Where parents are sufficiently concerned about conditions at “drop-off” points, they should contact the school as early as possible.
5. Parents should advise schools of an alternative address which may be used by their children in emergencies.
6. Some parents and pupils are often particularly concerned that important examinations may be missed, but this factor should not over-ride good judgement. Arrangements can be made regarding missed examinations.
7. Schools will advise parents of arrangements which relate to local geographical and transport circumstances affecting each school.
8. Schools will also establish means of communication with parents and transport operators and parents should be familiar with these details.

Local radio stations will issue news and weather bulletins conveying information regarding traffic conditions, school closures etc. While it is recognised that such transmissions may not cover all households, and may be subject to re-scheduling in some circumstances, they will be helpful to many families. Parents are therefore advised to remain “tuned in” to be aware of ongoing road or school information updates.

Radio stations request that, since telephone lines are busy at such times, parents should not phone in for advice but listen to appropriate broadcasts.

BBC Radio Highland 12.55 – 1.00 pm.	6.55 – 7.00 am, 4.55 – 5.00 pm	7.50 – 8.00 am
	In extreme conditions Radio Highland will interrupt Radio Scotland transmissions, usually on the hour, to carry emergency bulletins.	
Moray Firth Radio	Normal hourly news bulletins will carry local information on weather, Roads and conditions affecting schools. In severe conditions normal Programmes will be interrupted to carry emergency bulletins.	

Moray Firth: 01463 227720

BBC Radio Highland - 01463 720720

Radio nan Gaidheal - 01478 612005

www.winter.highlandschools.org.uk

Pupil handbook Insert

Transferring Educational Data About Pupils

Education authorities and Scottish Government have collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus Scottish Government has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within Scottish Government itself.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Careers Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

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

Data policy

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

A subset of this information is passed to Scottish Government for research and National Statistics publications. Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be published by Scottish Government.

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

Your data protection rights

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

Scottish Government works with a range of partners including HM Inspectorate of Education and the SQA. On occasion, we will make individual data available to partners and also academic institutions and organisations to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government.

Concerns

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

Want more information?

Further details about ScotXed are available on the ScotXed website, www.scotxed.net, which contains a section on 'frequently asked questions' at <https://www.scotxed.net/jahia/Jahia/lang/en/pid/220>.

INFORMATION FOR PARENTS 2008 PRIMARY SCHOOLS

School: Uig Primary School	Id No.: 270 - 5127629
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Budgeted Running Costs For Financial Year 2008-2009

School Roll at September 2007	9
Total School Running Costs at April 2008 (£)	98,818
Cost per Pupil (£)	10,980

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)	**	**	**	**	**	**	**	**	4,500
Percentage Authorised Absences	**	**	**	**	**	**	**	**	3.5
Percentage Unauthorised Absences	**	**	**	**	**	**	**	**	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	13.7	13.4

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)	18,44 4,479	19,14 5,177	19,52 6,465	19,94 1,323	20,66 9,987	21,01 7,565	21,09 2,362	139,8 8
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