

Elgol Primary School



2011-2012

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HIGHLAND COUNCIL
ELGOL PRIMARY SCHOOL
ISLE OF SKYE

GENERAL INFORMATION

Telephone Number	:	Loch Scavaig 01471 866234
Present Roll	:	20
Stages Covered	:	Primary 1 - Primary 7
Head Teacher	:	Mrs J Maclean, BA, BEd
HT Management cover	:	Mrs R J Smith, BEd(Hons)
Class Teacher	:	Miss K McDougall, BA, PGCE
Visiting Teacher of Music	:	Mrs Mary Strachan
Visiting Teacher of Physical Education	:	Mrs Janice McGuire
Visiting Piping Instructor	:	Mr Iain Ruairidh Finlayson
Clerical/Classroom Assistant	:	Mrs Lorna Nice

HISTORY OF SCHOOL

The school, situated on the shores of Loch Scavaig, was built in 1876 to cater for the educational needs of children living in the Elgol and Glasnakille areas. The roll was then around the sixty mark.

In the nineteen forties, following the closure of Strathaird Side School in 1947, the catchment area was extended to include Drinan village and Strathaird Estate.

During the nineteen seventies, the school roll was around 26, and two teachers were in employment. The school roll then gradually decreased, and the school reverted to being a one-teacher school. The Head Teacher for 38 years until November 1989 was Mrs Lexy MacKinnon. When she retired, Mrs Pat Anderson became Head Teacher with a school roll of 5 pupils, and taught until her own retirement in August 2010. The current Head Teacher is Mrs Jennifer Maclean. There are currently 20 pupils, with a teaching Head Teacher, class teacher and part time classroom assistant.

AIMS

The aims of Elgol Primary School are:

- to provide an equal opportunities environment in which all pupils, regardless of colour, religion, disability or social background, feel welcome, safe and valued
- to nurture the self esteem of the whole school community, working in partnership with parents to promote positive behaviour and Eco Schools initiatives, so that our pupils can be successful learners, confident individuals, responsible citizens and effective contributors
- to encourage pupils to play a vital part in the life of the community and be aware of their surroundings and heritage; to foster their appreciation of this environment and culture; and to develop pupils' awareness of other cultures and lifestyles, this being further developed through school trips, excursions and links with other schools in and beyond Skye & Lochalsh
- to provide a broad-based and balanced curriculum, encompassing Languages, Mathematics, Religious and Moral Education, Expressive Arts, Health & Wellbeing, Sciences, Social Studies and Technologies
- to focus on the basic skills of literacy and numeracy, particularly in the early stages; and to foster in every child a positive attitude to active learning, both independently and collaboratively
- to maximise learning and teaching opportunities within the school, so that we may work together towards a common goal of achieving higher standards of attainment
- to ensure that Continuing Professional Development is a key feature to enable staff to plan the best possible educational experience for all pupils
- to prepare each pupil educationally and socially for a future beyond our small rural primary school.

*Reviewed in consultation with parents and staff in Autumn 2009, and pupils in January 2010
The aims will be reviewed again in Spring 2011*

GOLDEN RULES

- Do be gentle - don't hurt anybody
- Do be kind - don't hurt people's feelings
- Do be honest - don't cover up the truth
- Do work hard - don't waste time (yours or anybody else's)
- Do listen - don't interrupt
- Do look after property - don't damage it
- Play the game - and "play fair"

Updated April 2010



ELGOL PRIMARY'S ECO-CODE

- We will clean the beach at least 4 times a year
- We will reuse paper, card and envelopes
- We will encourage our families to recycle
- We will compost our food and garden waste
- We will feed the birds in winter
- We will switch off lights when they are not needed
- We will not drop litter, and if we see litter we will pick it up even if it is not ours
- We will encourage walking and cycling and sharing transport wherever possible



Updated by Elgol Eco Committee, September 2010

CURRICULUM

The 4 capacities of A Curriculum for Excellence aim to ensure that our pupils become:

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

More information about a Curriculum for Excellence is available on the website.

The following policy statements outline briefly the main curricular areas, and should parents require further details, the full policies may be obtained from the school.

Languages

Language is central to children's learning and permeates all areas of the curriculum. The school builds on the language experiences which children have acquired in the home/pre-school environment, and recognises that children's language will vary accordingly.

The school aims

- to develop children's language skills in order that they may realise their full potential
- to aid children through language in their personal, intellectual, emotional, aesthetic and moral development
- to assist them in forming a positive attitude towards their own language development.

The school must therefore provide a variety of experiences whereby children will

- become aware of the importance of language
- develop communication skills
- derive pleasure from their own use of language
- develop an appreciation of the language of others, especially those who are bilingual
- enjoy learning in a variety of contexts.

The language arts may be classified under four main headings, although they are all involved with each other and are interrelated. These four main components are **listening, talking, reading and writing.**



We are involved in the Highland Literacy Project as a basis for the teaching of reading.

As a whole school we aim:

- to develop and promote a whole school approach to the teaching of reading
- to heighten motivation by providing an environment conducive to reading
- to promote pupils' success through training in self and peer assessment and in identifying their next steps in learning

We aim:

- to equip children with the necessary skills to become independent readers
- to value and to build on each pupil's prior learning
- to raise pupils' levels of attainment/achievement in reading throughout the school
- to include all pupils
- to teach pupils the skills of interpreting an author's craft and to reflect on the content
- to enable the pupils to locate and use relevant information
- to encourage pupils to make and utilise the link between reading, writing, talking and listening
- to allow pupils to appreciate, through reading, the feelings and cultural experiences of others
- to develop children's understanding of different types of texts and genres

In partnership with parents we aim:

- to value and promote parental involvement in supporting their children in reading at home in a range of contexts, including reading for enjoyment and reading for information.

Gaelic and French

Provision is made for the non Gaelic speaker to acquire an elementary grounding of the spoken word, with some Gaelic music, history and folklore. The mobile library calls occasionally and pupils may borrow books in English and Gaelic. The Head Teacher's management teacher has undertaken the GLPS training course. Mrs Smith currently takes responsibility for teaching Gaelic in upper primary, supported by music VT and Feis tutors.

The teaching of a modern European language is part of the upper primary curriculum and French is taught here. The Head Teacher has undertaken the MLPS training course in order to deliver the programme. Currently, Primary 4 - 7 pupils have a weekly lesson in French.

Mathematics and Numeracy



Mathematics plays a key role in everyday life. The teaching of mathematics reflects this, and provides children with opportunities to explore, discover, discuss and analyse their findings. Mathematics, as a problem-solving activity, is supported by a body of knowledge which helps children to understand and come to terms with the world around them.

Aspects of mathematics, in general terms, include:

- problem-solving and enquiry - pupils will be presented with a task to explore, will decide on strategies to reach a conclusion, and will report on the task
- information handling - pupils will be engaged in collecting, classifying, displaying and interpreting information (graphs, diagrams, tally sheet, database, pie chart etc.)
- number, money and measurement - activities to support addition, subtraction, multiplication and division; fractions, decimals, percentages; money-handling; measurement and time
- shape, position and movement - pupils will investigate the range of shapes, including 3D; following directions; using co-ordinates; symmetry; angles
- mental arithmetic - daily activities will take place to enhance mental agility

We have a range of ICT materials to support the maths programme.

Assessment:

In Elgol Primary, we use Heinemann Maths as a basis to work from, which includes check-up assessments. New arrangements for assessment are being developed which will support the principles of Curriculum for Excellence.

Social Studies

The experiences and outcomes for Social Subjects are:

- People, past events and societies
- People, place and environment
- People in society, economy and business

The necessity to look after the environment is stressed, with our school grounds as an on-going project. We are currently involved in the Eco-Schools Award scheme, having become, in February 2008, the first school in Highland to be awarded permanent status with a 4th Green Flag.

Technology has a single attainment outcome called Technological Capability, and includes ICT.

Sciences

Components for Sciences are:

- Energy in the Environment
- Forces and Motion
- Life and cells
- Materials
- Planet Earth
- Communication
- Topical Science

Expressive Arts

The expressive arts encompass: **Art & Design, Drama, Music and Physical Education.** In Elgol Primary School, we aim to ensure that all pupils participate in the widest possible expressive arts experiences, in a remote location which in many ways is an advantage in terms of inspirational environment, but which can also be a disadvantage in terms of a lack of facilities - we have no fully-equipped gymnasium, art gallery, swimming pool, cinema or theatre on our doorstep.

Art and Design should provide all pupils with opportunities:

- to consider, select and organise materials and media and develop knowledge of techniques, processes and skills appropriate to the activity and to the individual's stage of development, in a learning environment which stimulates awareness and imagination
- to use feelings, imagination and memory to develop, express and communicate ideas and solutions
- to enjoy and appreciate their own art and that of others
- to become more aware of their stunning visual environment.

In Art and Design, there are 3 main attainment outcomes:

1. **Using materials, techniques, skills and media**
2. **Expressing feelings, ideas, thoughts and solutions**
3. **Evaluating and appreciating**



In Elgol Primary School, our class teachers provide regular Art lessons.

Extra Opportunities

Pupils have the opportunity to participate in art activities run at "Room 13, Torrinn", by Mrs Smith on Wednesday and Friday after school.

Drama

There are 3 main attainment outcomes:

1. Using materials, techniques, skills and media.
2. Expressing feelings, ideas, thoughts and solutions.
3. Evaluating and appreciating.



Our annual drama event takes place at Christmas, when all pupils present a play with a Christmas theme. This session, P4-7 will be participating in the Lochalsh Youth Drama Festival held at Plockton High School during term 3.

Extra opportunities

We also make excursions to drama productions, either locally - eg Panto in Portree; visiting theatre groups (Broadford) - and also to Eden Court.

Music



The music curriculum can be divided into three areas: **performing, inventing and listening.**

Class teachers and Visiting Music Teacher teach music. The visiting specialist makes about eight visits each year, taking P1-3; P4-7 separately. Emphasis is placed on the enjoyment of musical activities. Sound is explored and a wide repertoire of songs taught. Children are taught to invent music individually and in groups, using percussion instruments. There is a balance and variety in the programme of work. Music also overflows into drama work.

Extra opportunities

- Workshops, eg, Kodály, Youth Music Initiative
- School excursions
- Piping tuition from HC piping instructor
- Strings tuition at Broadford Primary

Physical Education

At Elgol Primary School we aim :

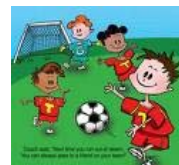
- to provide all pupils with opportunities to develop a wide range of physical skills, knowledge and understanding of the concepts involved and the ability to apply these in a variety of contexts;
- to help all pupils to develop self-awareness, confidence and skills of co-operation with others;
- to develop pupils' appreciation of fair play and good sportsmanship;

- to promote participation in team games involving various numbers of players, of varying ability and ages in a small school situation, and also in inter-school activities;
- to motivate pupils so that they will develop a lifelong interest in pursuing a healthy lifestyle.

In Elgol Primary School, Physical Education is an important curricular area, with input from Mrs Janice McGuire (Visiting PE Teacher), class teachers, Classroom Assistant, Active Schools Co-ordinators, parents and volunteers. Adequate resources in the community hall are in place to support the PE programme. The hall is available for our use, and during fine weather, PE activities may also take place within the school grounds. Pupils should be equipped with t-shirt, shorts and gym shoes/trainers on PE days. Jewellery should not be worn during PE, and long hair should be tied back. In line with our health promotion aims, we do not permit pupils to wear PE clothing which advertises alcohol or tobacco products. We have Elgol team strips available for inter-school tournaments. These were donated by Elgol Gala Committee.

One of our school aims is "to prepare each pupil educationally and socially for a future beyond our small rural primary school." To support this aim, we encourage upper primary pupils to take part in a number of activities, linking up with other schools, which are organised each year by the visiting PE teachers. These can include such activities as:

Shinty Fun Day
 Social Dance
 Basketball Fun Day
 Cross-Country Race
 Hockey Fun Day
 P4/5 Football Festival



We also have weekly swimming lessons in Kyle (August - October; April - June) and a 2 week block of lessons in Portree at the start of term 2.

Extra opportunities

- Mrs McGuire runs a PE club after school on her fortnightly visits
- parent provides Highland Dancing tuition after school on Tuesdays
- volunteer Alasdair MacPherson of John Muir Trust provides shinty coaching for P4-7 at lunchtime
- parent holds a Top Sport Club at lunchtime
- classroom assistant & volunteer provide shinty coaching for P1-3 after school on Fridays

Religious and Moral Education

Religious education is a vital element of every child's education and is concerned with the development of the whole person in relation to self-awareness, in relation to others and in relation to the world around.

The main elements of the programme are

- Christianity
- World religions selected for study
- Development of beliefs and values

Health and Wellbeing

The main experiences and outcomes are:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood

PUPIL COUNCIL / ECO SCHOOLS COMMITTEE

Pupils have the opportunity to serve on our Pupil Council or Eco Schools Committee. (The latter has one or two interested parent members, as well as pupils and staff members.)

HOMEWORK

As part of the Highland Literacy Project, all pupils have reading homework daily. Maths homework complements the work currently being undertaken at school, which is a useful home/school link. Parental help is welcomed. Early primary pupils are given homework or home packs which help to reinforce the work being undertaken at school.



AFTER SCHOOL & LUNCHTIME ACTIVITIES



Pupils have the following opportunities:

- PE on alternate Mondays after school (November to Easter)
- Room 13 art club Wednesday & Friday after school
- Highland Dancing on Tuesdays after school
- Shinty (P4-7) at lunchtime (weekly or when coach available)
- Top Sports at lunchtime (weekly or when coach available)
- Shinty (P1-3) on Fridays after school

LIAISON WITH PARENTS

Information sheets and emails are sent out regularly to keep parents informed of any activities, special events, adverse weather arrangements, etc.

Parent meetings are held following interim pupil reports in November, but parents may make an appointment for an informal meeting with the teacher at other times. Parents are also invited in to discuss their child's annual report which is issued in May.

COMPLAINTS PROCEDURE

From time to time parents may wish to make a formal complaint about a particular issue. This should be done via the Head Teacher either by letter or by making an appointment to discuss the issue.

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

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

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

It is hoped that parents will have little or no reason to complain about either the standard of the education offered or the manner in which it is taught. On occasions parents may feel that they would like to discuss some matter regarding their child's education more thoroughly with either the class teacher or the Head Teacher. Parents are always welcome to make an appointment - please contact the school in order that a suitable time may be found for both parties. In the unlikely case of a failure to solve a Problem, parents have the right to pursue the matter by contacting Mrs Rosemary Bridge, Acting Area Education Manager, Area Education Office, Fort William or Mrs Norma Young, Acting Senior Area Officer, Area Education Office, Portree.

PARENT FORUM

All parents are automatically on the Parent Forum, and in our small school situation they are also members of the Parent Council. The Council meets generally once each term, and supports the school in many ways, not least in fund-raising activities. Funds are raised to permit extra-curricular activities, eg Christmas Party, theatre trips, Primary 7 trip, school trip, etc. The Forum also has a role in discussing school policies and developments.

SCHOOL FUND EXPENDITURE

The School Fund is financed mainly by fund-raising activities and local donations. The Parent Forum usually helps in one or two fund-raising activities per session. The fund is used mainly to provide transport for swimming and extra-curricular activities, an annual educational excursion, and maintaining our school garden.

DISCIPLINE AND SCHOOL RULES

PROMOTING POSITIVE BEHAVIOUR POLICY

Rationale

The establishment of a sound learning environment at school and classroom level is key to effective learning and teaching. Effective learning and teaching depend on positive relationships established at school and classroom level through interaction between staff and pupil and between pupils themselves. The development of a positive ethos within schools is the foundation for better learning as is highlighted in the Discipline Task group report - 'Better Behaviour- Better Learning'.

In managing positive behaviour, Elgol Primary School aims:

- to create an atmosphere of mutual respect, trust and corporate responsibility
- to promote a positive school ethos through positive behaviour strategies and celebrations of success
- to raise standards of attainment, behaviour and attendance for all pupils
- to involve parents, pupils and staff in setting standards of behaviour within the school
- to encourage pupils to manage their own behaviour effectively while respecting the rights of others
- to develop social and Citizenship skills through a variety of school contexts

Policies within the school contribute to achieving the above, and have been shared with parents. Policies include Equal Opportunities Policy, Personal and Social Development Policy, Anti-Bullying Policy and Health Policy, as well as a set of Golden Rules drawn up by pupils. Parents are invited to view/review these policies. Our basic school rules are set by the pupils and staff and are common sense ones which allow us to work in harmony with one another and ensure safety and wellbeing for all within the school community.

Managing positive behaviour

Positive behaviour is achieved in two ways:

1. Prevention - Preventative strategies which encourage each pupil to develop a sense of personality and self discipline.
2. Management - When negative behaviour occurs we need to be able to respond positively and effectively.

We try to do both by employing positive behaviour strategies through a number of initiatives and school policies and imposing understood sanctions when negative behaviour arises.

School expectations:

- All members of the school community are expected to respect each other
- Pupils are expected to take care of and value school property and equipment
- Pupils are expected to conduct themselves in an orderly manner at all times while under the jurisdiction of the school
- Pupils are not allowed to bring any potentially dangerous objects to school that could harm themselves or others, or electronic objects such as mobile phones.
- Parents must provide an explanation for every absence
- Pupils are not allowed to leave the school grounds during the normal school hours without first having obtained permission from the school

Responsibilities:

Staff: The school staff, both teaching and non-teaching, share a collegiate responsibility for consistently implementing school policy on positive behaviour. The Head Teacher has overall responsibility for ensuring positive behaviour.

Parents: Parents have a responsibility for ensuring that they support their child in meeting school expectations in respect of positive behaviour.

Pupils: Pupils are encouraged to be responsible for their own positive behaviour and meet the expectations set out by the school by means of our Golden Rules.

Children are forbidden to play outwith the school playground area.

TRANSPORT

Free transport is provided by the Education Authority for children who live more than 3 miles from the school. Children up to the age of eight years, who live more than 2 miles from the school, also qualify for free transport. Transport forms are available at the school for qualifying children.

SCHOOL MEALS

School meals are not available at the school, but financial support would be available for families who qualify for free school meals. Facilities for the consumption of packed lunches are provided in the school. We request that parents support our aim to maintain/improve pupil health and fitness by providing a healthy packed lunch. **Please note that sweets and fizzy drinks are not permitted in school.** Our classroom assistant has a basic food handling certificate. During winter months, pupils may bring a ready-prepared toastie or potato for cooking.



SCHOOL POLICY ON CLOTHING

Pupils must have indoor shoes, as they are required to remove outdoor shoes before entering the classroom. Many pupils have black gym shoes or sandals as indoor shoes.

Sweatshirts with the school logo are available, and may be purchased from the school. Most pupils wear dark coloured trousers, skirts or pinafores. Pupils should not wear jeans. **Please ensure that all school sweatshirts, t-shirts, PE kit and indoor/gym shoes are clearly marked with the pupil's name.**

Pupils will be asked to remove watches and jewellery for PE, and must bring shorts, t-shirt and trainers/gym shoes on PE days, and for lunchtime and after school PE activities. In line with our health promotion policy, **team strips and clothing advertising alcohol or tobacco products are not acceptable.**

HEALTH CARE

Under the auspices of the Highland Communities NHS Trust, a routine medical inspection may be carried out for entrants and primary 7 pupils. We also have occasional visits from the Dental service and take part in a tooth-brushing scheme.

Highland Council has a policy for the safe administration of medicines in schools. Pupils should not have any medication in their possession without prior agreement between parents and school.

Lorna Nice, Classroom Assistant, has undertaken a 4 day First Aid Certificated course, and is responsible for First Aid at school.



CHILD PROTECTION

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

In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service staff **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 may be obtained from the *Child Protection Development Officer, Highland Council Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness IV3 8NN - telephone 01463 703483.*

Getting it right for every child (GIRFEC)

Getting it right for every child is the programme that aims to improve outcomes for all children and young people by promoting a shared approach that builds solutions with and around children and families. It enables children to get the help they need when they need it; supports a positive shift in culture, systems and practice; involves working together to make things better.

OUTCOMES FOR CHILDREN

All children in Scotland should be:

- **Confident Individuals**
- **Effective Contributors**
- **Successful Learners**
- **Responsible Citizens**

To achieve this, every child and young person needs to be:

SAFE: protected from abuse, neglect or harm at home, at school and in the community.

HEALTHY: having the highest attainable standards of physical and mental health, access to suitable healthcare and support in learning to make healthy and safe choices.

ACHIEVING: being supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school and in the community.

NURTURED: having a nurturing place to live in a family setting with additional help if needed or, where this is not possible, in a suitable care setting.

ACTIVE: having opportunities to take part in activities, such as play, recreation and sport which contribute to healthy growth and development at home and in the community.

RESPECTED AND RESPONSIBLE: should be involved in decisions that affect them, should have their voices heard and should be encouraged to play an active and responsible role in their schools and communities.

INCLUDED: having help to overcome social, educational, physical and economic inequalities and being accepted as part of the community in which they live and learn. We remember this as **S.H.A.N.A.R.I.**

(The above has been quoted from Highland Virtual Learning Community (<http://hvlc.org.uk/gir/>) Additional information can be found on that website.)

The *Getting it right for every child* Project Team includes representatives from the following agencies:

The Highland Council
Education
Social Work
Integrated Children's Services
NHS Highland
Northern Constabulary
Scottish Children's Reporter
Administration
Voluntary Organisations
Adult Services

Postal address:

Getting it right for every child
The Highland Council Headquarters
Glenurquhart Rd., Inverness IV3 5NX
Tel. No. 01463 702807
E-mail address:
GIRFEC@highland.gov.uk

UNEXPLAINED ABSENCE OF PUPILS

Parents must phone the school by 9.15am to confirm that their child is absent.

This must be done on each day of absence.

If a child's absence remains unexplained, we are obliged to take action in the following way:

DAY 1: First day of unexplained absence of pupil

The school will endeavour to make contact by telephone or e-mail to parents, carers or emergency contacts informing them that the child is absent and requesting a reason for the absence. If no contact can be made with the parent/carers or emergency contacts on the first day of absence, this will be noted by the school. If the family is known to other agencies, because of possible concerns about his/her wellbeing, then contact will be made with these agencies.

DAY 2: Second day of unexplained absence of pupil

The school will make vigorous attempts to contact a carer or family member by telephone, text or e-mail. If no contact can be made on the second day of absence, this will be noted by the school.

DAY 3: Third day of unexplained absence of pupil

If the child is not found and no satisfactory explanation is given for absence, the police will be notified of the child's non-attendance. The police will treat this as a missing persons alert. For small schools, the police may be involved to conduct visits where it is not possible for the school to do so.

For these arrangements to work effectively it is essential for us to have your help with the following:

Steps for Parents

- ✚ Keep the school up to date with your telephone number, including mobile phone if you have one, and other details for emergency contacts.
- ✚ Be responsible for the safety and well-being of your child/children whilst they are not in school.
- ✚ Inform the school of any prearranged absence, e.g. attendance at a hospital appointment or other unavoidable event, prior to the absence taking place.
- ✚ Inform the school of your child's absence by 9.15am on the morning of the first day of absence.
- ✚ Respond promptly to contacts from the school.
- ✚ Provide written or phone confirmation of absence as soon as possible.

Whilst cases of children going missing on the way to school are very infrequent, it is essential that we take all necessary precautions to ensure the safety of pupils.

ORGANISATION OF THE SCHOOL DAY

School opens	8.45 am
Teaching begins	9.00 am
Interval	Primary 1 - 3 : 10.25 - 10.40 am Primary 4 - 7 : 10.40 - 10.55 am
Lunch	P1-3: 12.15 - 1.05 pm; P4-7: 12.15 - 1.15 pm
Dismissal	Primary 1 - 3 : 2.35 pm Primary 4 - 7 : 3.15 pm

TRANSFER TO SECONDARY EDUCATION

At the end of Primary 7, children transfer to Portree High School to begin their secondary education. Most pupils opt to stay in the School Hostel from Monday to Friday.

Head Teacher : Miss Catherine MacDonald
Telephone Number : 01478 612030

Parents have the right to request a place in any other school. This will be dealt with by the Area Education Manager.

THE HIGHLAND COUNCIL

SCHOOL CALENDAR SESSION 2011/12

OPEN			CLOSE			DAYS ATTENDANCE		
						PUPILS	STAFF	
2011	Monday	15	August (Staff only)				1	
2011	Tuesday	16	August	Friday	7	October	39	39
2011	Monday	24	October	Thursday	22	December	44	44
2012	Monday	9	January	Friday	30	March	60	60
2012	Tuesday	17	April	Friday	29	June	53	53
						196	197	

(NB HOLIDAYS GOOD FRIDAY 6 APRIL 2012, EASTER MONDAY 9 APRIL 2012, MAY DAY MONDAY 7 MAY 2012)

LESS

a) For Pupils Only

4 Days - Staff In-Service Training -4

b) Casual Holidays

2 Days -2 -2

190 **195**

NOTE - CASUAL HOLIDAYS

Casual holidays will be taken on Monday 13 February and Tuesday 14 February 2012.

Session 2012/13

Staff Commence Monday 13 August 2012
Pupils Commence Tuesday 14 August 2012

REGIONAL CLOSURES

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

INFORMATION FOR PARENTS 2010 PRIMARY SCHOOLS

School: Elgol Primary School	Id No.: 270 - 5126428
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Budgeted Running Costs For Financial Year 2010-2011

School Roll at September 2009	20
Total School Running Costs at April 2010 (£)	133,074
Cost per Pupil (£)	6,654

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

Attendance And Absence For School Year 2009/2010

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances (Pupil Half Days)	**	**	**	**	**	**	**	7,103
Percentage Authorised Absences	**	**	**	**	**	**	**	3.2
Percentage Unauthorised Absences	**	**	**	**	**	**	**	0.0

Key to Symbols:

Asterisks (**) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

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

Minimising Overall Absence

	Absence recorded (2008/2009) Average number of half days absence per pupil	Absence recorded (2009/2010) Average number of half days absence per pupil
Absence	8.8	12.1

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

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

INFORMATION FOR PARENTS 2010 PRIMARY SCHOOLS

Education Authority: Highland

Budgeted Running Costs For Financial Year 2010-2011

School Roll at September 2009	16,816
Total School Running Costs at April 2010 (£)	67,408,003
Cost per Pupil (£)	4,009

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

Attendance And Absence For School Year 2009/2010

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances (Pupil Half Days)	877,251	837,971	837,953	869,224	894,997	886,799	989,736	6,193,931
Percentage Authorised Absences	5	4.8	4.6	4.3	4.3	4.4	4.3	4.5
Percentage Unauthorised Absences	0.6	0.7	0.6	0.7	0.6	0.7	0.6	0.7

Key to symbols:

Asterisks (**) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

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

Minimising Overall Absence

	Absence recorded (2008/2009) Average number of half days absence per pupil	Absence recorded (2009/2010) Average number of half days absence per pupil
Absence	17.5	17.7

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

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

INFORMATION FOR PARENTS 2010 PRIMARY SCHOOLS

National Data

Budgeted Running Costs For Financial Year 2010-2011

School Roll at September 2009	367,146
Total School Running Costs at April 2010 (£)	1,478,797,126
Cost per Pupil (£)	4,028

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

Attendance And Absence For School Year 2009/2010

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendance (Pupil Half Days)	19,136,227	19,091,222	18,545,411	18,823,231	19,175,554	19,573,622	20,175,467	134,520,734
Percentage Authorised Absences	4.3	4.1	3.9	3.8	3.9	4	3.9	4
Percentage Unauthorised Absences	1.1	1.2	1.1	1.1	1.1	1.1	1.1	1.1

Key to symbols:

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

Minimising Overall Absence

	Absence recorded (2008/2009) Average number of half days absence per pupil	Absence recorded (2009/2010) Average number of half days absence per pupil
Absence	18.3	19.4

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.

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