

**KILMUIR PRIMARY SCHOOL
KILMUIR
PORTREE
ISLE OF SKYE
IV51 9UB**

Fiosrachadh do Pharantan

**SCHOOL BROCHURE
2009/2010**

KEY NAMES & ADDRESSES

Kilmuir Primary School

Kilmuir

Isle of Skye

IV51 9UB

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M. Nicolson

(Head Teacher)

Director of Education

Mr Hugh Fraser

Council Buildings

Glenurquhart Road

Inverness IV3 5NT

Tel: 01463 702000

Area Education Manager

Mr John Ritchie

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Education Officer

Mrs Rosemary Bridge

Area Education Office

Elgin Hostel, Portree, Skye IV51 9EE

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Quality Improvement Officer

Mrs Norma Young

Area Education Office

Portree.

Chairperson Parent Council/Forum Teacher

Mr John Lamont

An t-Iasgair

7a Herbusta

Kilmuir

Tel: 01470 552 772

Portree High School Head

Miss Catherine MacDonald

Portree High School

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Isle of Skye

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School Transport

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EDUCATIONAL AIMS

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

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

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

In the school we aim

- ✓ To deliver a curriculum where all children meet the capacities of Curriculum for Excellence, becoming successful learners, confident individuals, responsible citizens, and effective contributors.
- ✓ To ensure that all children achieve appropriate levels of attainment in line with 3-5/5-14 National Guidelines and to create a ethos of achievement and celebration
- ✓ To ensure that the curriculum is accessible to all as an equal opportunities school.
- ✓ To create an atmosphere where children co-operate with each other and have the confidence to become independent learners with a positive attitude towards their self-esteem, confidence, learning programmes and development.
- ✓ To develop in children a respect of the environment of the school and the wider environment, through the curriculum and the fostering of positive qualities towards citizenship.
- ✓ To ensure that the school is a safe, secure and welcoming environment for all pupils, staff, parents, community and visitors to the school.
- ✓ To create a partnership with parents and the wider community; to value the community contribution to the life of the school and the education of the pupils in both Gàidhlig and English
- ✓ To provide opportunities for staff for continuing professional development, including Staff Development and Review.

Reviewed: September 2008.

Background information

Kilmuir Primary School is situated in Trotternish four miles north of Uig. There has been a school in the district since the 17th century when the MacDonalds of Duntulm Castle opened a school at Shulista.

The present school was built in 1928 and has been extended twice, on the last occasion incorporating the lower part of the schoolhouse to provide a small classroom for Gaelic Medium, storage, resource and office space for general school use. The playground is adjacent to a community play area with swings, climbing frames etc. The school has achieved Health Promoting School at level 4.

A health promoting school is one in which all members of the school community work together to provide children and young people with integrated and positive experiences and structures, which promote and protect their health. This includes both the formal and the informal curriculum in health, the creation of a safe and healthy school environment, the provision of appropriate health services and the involvement of the family and wider community in efforts to promote health.

Staff

Mrs M Nicolson - Head Teacher
Mrs R MacLeod - Gàidhlig Medium
Mrs E Ferguson - English Medium
Mrs M McLean - English Medium CCR
Mrs C Budge - Gàidhlig Medium CCR

| | |
|-------------------------|------------------------|
| Mr G Walker | -Art |
| Mrs A Martin | -Support for Learning |
| Mrs M McLean | -Music |
| Mrs I Deplano | -P.E. |
| Mr Ian Ruairi Finlayson | -Piping instructor |
| Mrs K Graham | -GM singing instructor |

| | |
|------------------|---------------------------------------|
| Nursery Staff: - | |
| Mrs M Willoughby | -Nursery Assistant |
| Mrs I MacKinnon | -Nursery Auxiliary |
| Mrs M Nicolson | -Teacher responsible for Nursery / HT |

| | | |
|------------------|------------------|---|
| Support Staff: - | Mrs A Beaton | -Clerical Assistant/ Classroom assistant |
| Kitchen staff: - | Ms S Gray | - Cook in charge |
| | Mrs MA MacDonald | - Kitchen assistant |
| Cleaner: - | Mrs MA Naylor | |

School Hours

| | |
|------------------------------|------------------------------|
| Upper school | Infants |
| 9.15am - 10.45am | 9.15am - 10.30am |
| 10.45am - 11.00am (interval) | 10.30am - 11.00am (interval) |
| 11.00am - 12.30pm | 11.00am - 12.30pm |
| 12.30pm - 1.15pm (lunch) | 12.30pm - 1.15pm (interval) |
| 1.15pm - 3.15pm | 2.15pm - 2.30pm (interval) |
| | 2.30pm - 3.15pm |

Nursery
9.00am - 11.30am daily

The school is only open outwith school hours when an organized event has been arranged e.g. sports activities

Transport

All children who live 3 miles or more and those under 8 who live more than 2 miles away are eligible for school transport. All children should apply as concessionary tickets are issued should there be room in the minibus. Tickets are sometimes

issued on medical grounds and parents should contact their G.P. for advice and written support. The school buses come into the parking area but we would ask parents collecting children to park cars opposite the school entrance and collect children from the door of the school. **Please do not drive into the school grounds when the pupils are arriving or leaving school or at intervals as this compromises the safety of pupils.**

School transport does not leave the main route unless directed by the Council. Special arrangements may also be available through consultation with the Highland Council eg. Gaelic Medium Pupils. Further information may be obtained from the Head Teacher or the Education Officer, Portree.

Parents may obtain a transport application form from the Head Teacher or the Area Education Office, Portree.

Enrolment

Parents seeking to enrol a child/ children should contact the Head Teacher. Infant enrolment takes place on a date or dates intimated by the Area Education Manager in January/February of each year. An advertisement to this effect is placed in the local press. To qualify for enrolment, your child must have attained the age of 5 years on or before the last day of February of the following year. Proof of birth date is to be provided at the time of enrolment.

Open days are held during May/June for children who start school in August.

Nursery children are enrolled at a separate time. We enrol children who will be 4 years old by the end of February for their pre-school year. Children who attain 3 years of age from March 1st onwards are eligible to commence Nursery in August or January, whichever comes after their birthday. Children who begin Nursery immediately after Easter are expected to start Primary in August of the following year. (These are funded places)

Children are now able to start attending nursery the week following their third birthday if parents wish to pay a fee currently £6.00 per day.

The school roll as at January 2009:

| | |
|----------------|-----------|
| Gaelic Medium | 11pupils |
| English Medium | 6 pupils |
| Nursery | 10 pupils |

Appointments

Parents should first of all telephone the school to make an appointment.

Appointments are usually arranged for the end of the school day between 3.30pm and 4.00

School Policies

All policies are written in consultation with all staff, and when appropriate, with parents. (eg. Anti bullying policy). Policies are presented to the Parent Council and

to parents on curricular evenings as curricular areas are developed. Should parents wish to view school policies at any other time, they may do so by contacting the Head Teacher. All policies are updated on a regular basis.

Organisation For Learning & Teaching

A range of teaching styles are employed to enable formal assessment as well as continuous assessment. Teachers differentiate according to the needs of all children.

The pupils in both the Infant and Upper Primary work individually and in groups. This enables staff to divide their time equally among all pupils. The simultaneous use of all learning experiences, cuts across subjects and the work of the day is continuous, with each day following into the next. This also ensures that the children have a balanced learning programme.

The Curriculum

The traditional curriculum was dominated by a series of fixed goals based on what adults thought their children should learn. Today, the curriculum is closely related to the personal needs of children growing up in a literate society. The pupils are learning through understanding, rather than through being told. This way, children will develop the basis of thinking and reasoning skills.

The formal areas of the curriculum are subjects such as maths, writing, reading etc., and the more informal subjects such as painting, drama, making music etc., which are just as important, in order to have a balanced curriculum, as per the guidance issued to all schools in the document 'Structure and Balance of the Curriculum 5-14'.

As with all Scottish Schools we follow the guidance issued for pupils aged 5-14. It covers all aspects of the curriculum and assessment. This programme will enable us to enhance our own good practice, with additional advice on Assessment, National Assessment and Recording & Reporting.

The programme will ensure that the learning is continuous, coherent, progressive, stimulating and challenging for all.

The purpose and main aspects of the 5-14 programme covers 5 main curricular areas: English / Gaelic Language: Listening; Talking Reading & Writing;

Mathematics: Information Handling, Number, Money, Measurement;
Shape. Position & Movement:
Problem Solving & Enquiry;

Environmental Studies: Social Subjects, Science and Technology,
Health Education, Information & Communication Technology;

Expressive Arts: Arts & Design, Music, Physical Education:
Religious & Moral Education.

Each curricular area is divided into: Outcomes; Strands; Targets and Levels. These are ways of analysing a curricular area, the terms to aid understanding and discussion, and are not to prescribe teaching approaches.

Attainment Outcomes: Broad competence within a subject area.

Strands: Sub-divisions of an attainment outcome.

Attainment Targets: Specific learning goals.

Levels: A group of attainment targets at 5 broad levels of progression

Level A - should be attainable in the course of P1-3 by almost all pupils.

Level B - should be attainable by some pupils in P3 or even earlier, but certainly by most in P4.

Level C - should be attainable in the course of P4-6 by most pupils

Level D - should be attainable by some pupils in P5 -6 or even earlier, but certainly by most in P7.

Level E - should be attainable by some pupils in P7/S1, but certainly by most in S2.

Level F - should be attainable by some pupils in P7 or in the course of S1/S2

Mathematics

As well as mental arithmetic and number work, the pupils deal with shape, graphs, time, weight, money, length, volume, area, problem solving etc. with a percentage of time allocated to maths being spent on practical work. The pupils are provided with opportunities to explore and discover for themselves. The language of maths and an understanding of mathematical concepts are constantly being developed. Calculators and computers are being used increasingly, allowing the pupils to concentrate on the problem solving process, rather than being involved in tedious long calculations.

Language Arts

The pupils are given a variety of ways in which to express themselves through language. Our Language programme aims to develop listening, talking, reading and writing skills. Since language can only flourish in meaningful contexts, most of the work is closely linked with Environmental Studies and other areas of the curriculum.

Listening

We aim to extend the pupils span of listening, concentration and to improve the child's powers of aural discrimination.

Listening is developed by games, stories, radio & television programmes, music, listening centres etc..

Talking

We aim to develop fluency and clarity of expression and to extend vocabulary.

Talking is developed by role playing, mime, reporting, interviewing etc..

Poetry

The pupils experience various styles of poetry and are encouraged to write their own poetry beginning with line poems.

Functional, Imaginative, & Personal Writing

This is a natural instrument for the expression of pupils' experiences. Creative writing is given every opportunity in the school and is developed using a specific planning approach.

Reading

Our aims are to develop the basic skills of word recognition and comprehension, to foster a love of reading, to develop the ability to read for information and to develop the ability to read to follow instructions.

Reading is taught using Ginn 360 (English) Story Worlds and Oxford Reading Tree (Gàidhlig), developed and supplemented by other books, at various times, as the need arises.

The whole school has embarked on the Highland Literacy project following Highland Council guidelines. We have been able to purchase a substantial range of new resources which will be shared between both schools in our Associated School Group.

The use of the school / mobile library is encouraged.

Expressive Arts

Drama & Puppets

The pupils are encouraged to create their own dramatic situations. These are developed by mime, stories, poems, songs etc.. This subject encourages speech form, linguistic ability and confidence. Drama groups are often invited to the school to provide workshops for the pupils. A major school production is undertaken each Nov/December.

Physical Education

The specialist teacher visits the school on a rolling programme of visits and develops skills which are complemented by the class teacher.

Music

As with other specialists, the Music teacher visits the school as per timetabled allocation. Class teachers further develop the skills of pupils using the suggested activities in the school's music pack.

Art

The Art specialist visits the school on a block basis. Class teachers further develop the skills of pupils as per the Art programme.

Religious & Moral Education

This subject is ordained by law to be taught in schools. Parents may choose to remove their children from Religious Observance gatherings. Pupils are given the opportunity to study the Christian faith and investigate 'Other World Religions'. The pupils also learn Gàidhlig/English psalms/hymns.

The aims of the Religious & Moral education guidelines are:

- To develop a knowledge and understanding of Christianity and other world religions and to recognize religion as an important expression of human experience.
- To appreciate moral values such as honesty, liberty, justice, fairness and concern for others.
- To investigate and understand the questions and answers that religion can offer about nature and the meaning of life.

- To develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation.

The school is visited, as directed by the Head Teacher, by ministers from local denominations who enhance the Religious & Moral Education policy of the school through weekly assemblies.

Environmental Studies

History, Geography, Local Studies, Science & Technology, Nature Study etc., all come under the heading Environmental Studies. The younger pupils concentrate on their immediate environment, the 'Here and Now', 'My Family', 'My Home', 'My School' etc.. Their learning and understanding come from real experiences. The older pupils extend this into the 'There and Then', studying their heritage, the world outside etc.. In this, they are encouraged to observe and investigate, to interpret and record their findings. In the course of their work they learn many skills; mapping, drawing diagrams, sketching, interpreting photographs, plans and graphs etc.. The Environmental Studies programme is based on a flexible cyclic programme in order to ensure a balanced curriculum.

Geographic skills are also taught. In order to cover all aspects as required by the 5-14 guidelines, children are taught through an appropriate range of topics and projects.

Health Education

The Health education programme offered provides a variety of experiences. Pupils build on the experiences of the infant years. Substance Misuse and Sex Education are undertaken as part of the schools policies. Resources used to support these subject areas are discussed with parents on a regular basis.

Road Safety

All aspects of safety are dealt with throughout the school. We work on the belief that accident prevention is much more than a negative list of rules designed to restrict normal, healthy and adventurous play. It is on the contrary, a method of equipping a child to act responsibly. Road safety rules are taught and reinforced. Cycling proficiency is also taught and the pupils are tested by the local Police Officer during P6/P7

Support for Learning

Through the established tracking system established in the school each child's progress is monitored closely. As required, an individual learning programme which will enable a child to progress at his/her own pace with a view to achieving satisfaction and success at his/her level may be established. There may be occasions when the Child Guidance Service is invited to give support. Parents are informed of this and the Psychologist visits the home and the school.

No child will be seen by the Educational Psychologist without parents having first been consulted.

The visiting Support for Learning teacher works closely with the class teacher in all

aspects of a child's education, not only with those who may have a learning difficulty, but also with the more able pupils. She will also offer support for specific initiatives being undertaken by staff.

Gàidhlig Medium Education

Gàidhlig is not formally taught as a lesson, but offers the pupils the whole curriculum through the medium of Gàidhlig. English is introduced from P3 onwards, when staff feel that the pupils are ready to do so. Children who speak Gàidhlig and those who do not, are able to attend the Gàidhlig classes, from the August enrolment only. Pupils can not be enrolled into the Gàidhlig classes at other stages as is the case with main-stream education, unless they have come from a Gàidhlig Medium class at another school.

In the Early Stages the children learn the language naturally, while working and enjoying themselves, and are hardly aware that they are doing so. This is known as the immersion method.

Gàidhlig (Bilingual)

Gàidhlig is taught in main-stream through out the school. The Gàidhlig that is presented is child based and child centred, starting with the surroundings with which the child is familiar. All this work is oral. In the Upper Primary, the emphasis continues on oral work, but we begin to introduce reading and writing. It is through play and role playing that the pupils retain and reproduce Gàidhlig.

French

As part of the modern European Language initiative, the pupils in the upper primary are introduced to French. This is done by beginning with colours, numbers, weather, time, school life, pets. etc.. As with Gàidhlig, the emphasis is on oral work and role play. Reading and writing single words and simple sentences is introduced during the session.

Homework

Homework is given at the discretion of the class teacher and may be used to reinforce classroom learning. Specific set written homework may also be given as per the school policy. Class work which was not completed may be given as homework. Work sent home will be clearly marked by the class teacher and should not be exceeded - **quality not quantity**.

The preparation of reading for the infant classes is most important. Parents should ensure that they do not spend so much time with their child's reading, that they end up with 'rote reading' where the child knows the phrase without relating the spoken work to the text.

On occasions, pupils may be given an open ended task where they have to read, observe etc. to obtain information related to a school project.

Paired reading and other activity packs are also sent home as homework.

Pupils from class 2 have a homework diary which should be signed on a weekly basis by a parent or guardian.

Homework should always be viewed as part of a process developing positive home-school links. A copy of the current homework policy is available on request.

Assessment & Records

Assessment policy within the school is aimed at:

- a) Supplying the pupil and his/her parent with information about his/her progress.
- b) Providing signposts for the direction of the next stage of learning.
- c) Monitoring the school's success in achieving its educational aims.

We do not use tests which place the pupils in rank order. Any tests used are diagnostic in nature, that is, they are designed to reveal a pupil's strengths and weaknesses so that his/her learning programme can be adjusted accordingly. National Assessments are used when the class teacher is confident that the pupils have completed the areas of study, as identified in the 5-14 documents. The results are reported to the Parent Council in a manner so as not to identify individual children.

Parents' Meetings

Apart from general meetings which may be held from time to time, parents are invited to the school to view and discuss pupils' work in November and May of each session. Pupil Progress records will be sent to parents prior to the November and May meeting. Samples of work and assessment records are kept on each child and are shown to parents at meetings.

In addition, staff may contact parents to discuss progress or a particular problem which may arise during the school year. A note of the meeting is kept by the Head Teacher or relevant member of staff and placed in the pupil's record. Parents may also contact the school to make an appointment to see staff. The most appropriate time is from 3.30 to 4.00pm each school day.

Such appointments should be arranged through the Head Teacher.

In an emergency, parents may contact the Head Teacher at home. Non-emergency contact can be made by telephoning the school from 8.45am to 9.10am each school day. Parents are discouraged from contacting staff at their homes unless it is an emergency and they have been unable to contact the Head Teacher. This includes catering and cleaning staff.

School Discipline

Corporal punishment is not used. The emphasis is based on firm, fair control. The relationship between teacher and pupil is similar to that between child and parent, requiring mutual consideration on both sides.

The aims of the following rules are:

- a) to foster the development of respect and consideration for others
- b) to develop a sense of responsibility for property, equipment and materials
- c) to safeguard the children from harm

- 1) No one is allowed to leave the school grounds without permission from a member of the teaching staff.
 - 2) Running in the school building is forbidden.
 - 3) Litter must be placed in the bins provided.
 - 4) Pupils on school transport must not leave their seats while the bus is in motion. All children must wear a seatbelt.
 - 5) Older children are expected to use their discretion, that their activities in the playground do not endanger themselves ,or younger children.
 - 6) Any pupil who is not applying him/herself to his/her work, or who is constantly being reprimanded will spend his/her interval time studying.
 - 7) A policy on bullying is in operation. Should parents, pupils or staff suspect any form of bullying the Head Teacher will implement the policy immediately.
- Children are made aware that a high standard of behaviour is required and expected at all times.**

Anti-Bullying and Racist Remarks

In accordance with Highland Council policy, our school makes every effort to eliminate bullying and comments of a racist nature. In common with all schools we realize that such incidents can occur. We remind parents that we encourage youngsters to report any concerns whatsoever about bullying or racist comments and that parents should not hesitate to contact us if they have any suspicions or concerns.

Anti-Bullying Policy

Statement of what bullying is:

1. Intimidation
2. Excluding other children/child from play
3. Threatening
4. Persistent name calling
5. Being nasty
6. Pushing and shoving
7. Any physical threatening behaviour
8. Teasing /making fun of others, for whatever reason eg. Different accent, physical disability, speech impediment etc.
9. Ridicule

Action

Key elements in combating bullying

1. A clear lead and active support by staff.
2. The belief by the school that bullying is a serious issue which needs to be tackled.
3. A sense of ownership of the policy by the school community, teachers, parents, non-teaching staff and pupils.
4. An open discussion as to what counts as bullying.
5. An ethos which encourages victims and witnesses to speak up.

6. A readiness to treat incidents seriously however trivial they may seem at first.
7. A willingness to take action, and be seen to take action, when bullying is reported.
8. Encourage the bully to see the victim's point of view.
9. Identify situations which may lend themselves to children being vulnerable.

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

Adult role models of Anti-Bullying Behaviour

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

Anti-bullying role models -

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

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

Attendance

Parents are requested to inform the Head Teacher if their child is to be absent from school. This can be done by telephoning the school between 8.45am and 9.30am each school day. If the school has not been informed by 9.30am you will be contacted by telephone shortly thereafter to ascertain the reason for absence. If school transport is used, parents should contact the contractor before 8am or meet the bus in order to inform the driver.

Children who become ill during school hours should inform staff and will be sent home after parents or emergency contact has been informed.

Every child who is absent requires to bring an absence note on returning to school. This note should give your home address, the reason for the absence and be dated and signed. If a note is not brought then the absence is recorded as unauthorised. If the absence is likely to last for some time, please inform the Head Teacher. If you wish your child to be off school for a special reason, you should send a note with this request to the Head Teacher. Long term absences eg. family holidays during term time, are discouraged.

Emergency Arrangements

Parents are asked to supply the Head Teacher with a telephone number where they can be contacted during the school day, should the need arise. Parents should also supply the school with an alternative number which can be used as an emergency contact. Preferably this should be a local contact number.

The schools emergency contact records are updated every session. Please ensure the school has an up-to-date record of your child's emergency contacts. If the contact details change throughout the school year, please remember to let us know.

Parents who are not normally at home during the school day, are asked to inform the Head Teacher if for some reason the school has to close early. If parents can not be contacted and there is no one available at the emergency contact address, pupils will be kept at school until they are collected by parents.

TELEPHONE INFORMATION SERVICE

GUIDANCE FOR PARENTS

Schools now have 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 the headteacher.

When severe weather warnings are received your school will endeavour to keep the system updated. It is an enhancement to the present service and does **not** replace existing methods of giving out information, such as radio broadcasts, described in the schools Adverse Weather Guidelines which are issued each year in November.

How to use the service.

- Dial Highland Council's access number - **0870 054 6999**
- Now enter your own school's pin number **04 2330**
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 4 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 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.

USING OTHER FEATURES

Press 2 to send the school a **NON-URGENT** message e.g. that you cannot attend a meeting. Do not leave an urgent message as the school cannot guarantee to pick up the message soon enough for action. For urgent messages, speak to someone directly. **This service may not be available initially - your school will inform you on this.**

Press 3 to hear general information messages

The school may 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.

Collection of Pupils during School Hours

Parents are asked to inform the Head Teacher if they intend to collect their child/ children during the school day, e.g. doctor's appointment. If collecting a child/ children) during playtime, parents must inform a member of teaching staff, in person, that they have collected their child/ children).

Major Incident in School

If a major incident occurred in school (eg a fire) the children will be evacuated from the building and taken to the **Church of Scotland Hall** to await collection by an adult. The Education Office, Portree would endeavour to contact parents by telephone. Hopefully we shall not have to face such an event.

After School

Pupils who are to go to friends or to any other place rather than their normal destination are to inform the Head Teacher in writing.

Welfare of Pupils

The school should be informed if a child is suffering from anything that may necessitate special care being taken. This information is always treated in the strictest of confidence.

The school dentist comes to the school once a year to check the pupils' teeth. Parents will be advised of any treatment. In an emergency, he can be contacted at 01478 612777.

The school nurse visits to undertake health checks on P1 and P7.

The Speech Therapist and Audiometrician may also visit the school. Parents are informed if their child/ children) is/are to be seen by either.

Staff do not administer medication of any kind, eg. a tablet for a sore head.

Parents, who wish their child to take any medication during school hours, must send a letter to the Head Teacher stating all relevant information. Medication must be in its prescribed container.

Any prescribed medicine administered by school staff is logged by the member of staff in the Medication register.

The Head Teacher may contact the school doctor, if she is concerned about any

medication sent to the school.

Pupils with special needs are integrated into the school as per Council Guidelines.

Pupil Support Services

Please refer to the attached leaflet.

Accident & Emergency Treatment

Small cuts and grazes are dealt with by staff. If there is concern, parents are notified. If a child has a suspected fracture or if the Head Teacher is concerned in any way, parents are contacted and arrangements made for the child to be seen by a Doctor. If the Head Teacher is unable to contact parents, then the Head Teacher or nominated member of staff will accompany the child to the Accident Department of the nearest or nominated hospital.

Fire Drill

Fire drill is held at regular intervals. The signal is a long continuous blast of the siren. Prior to their first drill, Nursery and P1 are informed, so as not to frighten them.

Transfer to Secondary

Pupils from Staffin Primary will transfer to Portree High School. During the third term, a Guidance Teacher from Portree High School will visit the school and meet the Primary 7 pupils. At this time the pupils will be given a list of their subjects, class group and other information about the school. The same Guidance teacher will follow our children throughout from S1 to S6. Primary Seven children will spend two days in the High School in June. All this information is shared with parents.

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>.

Parent Council/Forum

The Parent Council/Forum is open to all parents plus 1 staff member, 2 members of the community who have no children at the school and the Head Teacher. All parents, except staff with children at this school, are eligible for election. Further information may be obtained from the chairperson of the Parent Council. The secretary contacts parents via school bag mail as to the dates of meetings. Parents may ask for items to be placed on the agenda of any meeting and may attend the meeting subject to the guidelines on such attendance. The constitution provides further details. Copies may be requested from the School Office. All parents are welcome to attend any of the Parent Council meetings.

Social Development

School offers the child his first major opportunity to socialise and under the guidance of staff he takes his first steps towards becoming a social being and learning the rules which control a democratic society. Visitors and school trips are also a good source of learning opportunities. As the pupils develop, more emphasis is put on involving the children in making the decisions regarding the group. Our aim is to foster in children a sense of caring, sharing, co-operation, good relationships, care for the environment, sense of spirit and respect for each other and others' attainments.

School Fund

Fundraising is ongoing through out the session. The money raised is kept in a current account at the Royal Bank, Portree. Each year the Head Teacher has the accounts audited by an independent person and a copy is sent to the Area Office. The money is spent on buying extra equipment, trips, prizes etc. No charge is made for materials and equipment.

School and the Community

A school can provide a focal point in the community. With this aim in mind, we welcome the involvement of parents and other members of the community who have a particular skill or knowledge which may benefit the pupils and involve the community in the school. A system is presently being considered where the school can make use of a parent's skill and invite that parent into the school to work with the children.

All adults working with children must complete an Enhanced Disclosure Scotland application.

School Meals

Dinners are cooked on the premises. Money for the weeks' meals should be paid on

| | |
|----------|--|
| P.E. Kit | White polo shirt (to be ordered from the Head Teacher) Shorts Gym Shoes T-shirt |
| Art | An old shirt to cover school clothes |

Parents in receipt of Income Support, Family Credit or Income Based Jobseeker's Allowance may apply for a clothing grant. Application forms are available from the Head Teacher or Area Office.

Similarity in the pupils' clothing creates confusion over ownership and it cannot be stressed too strongly that all items of clothing must be labelled with the child's name.

School Term

Parents are advised of the school term dates under separate cover. Please see attachment.

Extra Curricular Activities

From time to time, teams such as shinty and football are organised to take part in games against other schools. Information is circulated to parents.

All children from primary three upwards may participate in **outdoor** shinty practice.

We use the Portree High School gym for indoor shinty practice during the winter months.

All children from Primary 1 upwards may attend indoor practice.

We have a two week block of swimming lessons at the pool in Portree High School. Due to our smaller numbers all children are able to participate in these sessions.

Primary seven children have a week's educational excursion to the mainland in May. We join with children from the other Skye primary schools for this event. This is an excellent opportunity for social intervention and preparation for transfer to High School. Parents pay for the cost of this trip. Funding is sought from elsewhere for admission costs etc incurred.

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 can be obtained from the *Child Protection Development Officer, Highland Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness, IV3 8NN - Telephone (01463 703488)- Fax (1463 713237*

BOOK CLUBS AND LIBRARY FACILITIES

The school runs one book club, Scholastic Club. News-sheets are issued regularly. The children return their order slips with the money to the school. Delivery is usually within two weeks of the order being placed.

The mobile library visits the school every third week, currently on a Monday. Children from primary one upwards are allowed to borrow books. The Nursery borrows books to use with the children in Nursery.

We have held Book Fairs for the past few years. Advance notice will be sent to parents. Children and parents are welcome to purchase books.

BUDGETED RUNNING COSTS: 2007/08

Please refer to the attached information.

School Brochure

If there is an area which is not included and you consider that it may be helpful to parents, please do not hesitate to inform the school. This is your guide and is open to additions / improvements.

M. Nicolson
January 2009