

**AUCHTERTYRE PRIMARY SCHOOL
AUCHTERTYRE
BY KYLE OF LOCHALSH
ROSS-SHIRE
IV40 8EG**

**TEL. NO. 01599 566209
FAX. NO. 01599 556201**

1. LIST OF CONTENTS.

1. List of Contents.
2. Foreword.
3. Aims of School.
4. General Information.
5. History and Organisation.
6. Links with Parents / Parent Council.
7. Links with Community.
8. School Hours.
9. School Term Dates and Holidays.
10. School Meals.
11. Equal Opportunities.
12. Curriculum.
13. Organisation of the Infant Class.
14. Assessment and Record Keeping.
15. National Assessment.
16. Arrangements in case of Accident or Illness.
17. School Rules.
18. Homework.
19. Extra Curricular Activities.
20. Transport.
21. Early Closures.
22. School Fund.
23. Nursery Class.
24. Budgeted Running Costs.
25. 5-14 Attainment and Minimising Overall Absence.

2. FOREWORD.

Welcome to Auchtertyre Primary School. This booklet aims to give parents of school children and of those children not in school an insight into the school. It will also give details of the facilities and the opportunities available.

3. AIMS OF THE SCHOOL

The school aims:

The School Aims are being reviewed to make them more accessible for our pupils

We aim to:

1. promote a happy, stimulating and welcoming school community, where children, parents and staff feel valued and safe to contribute to its growth, treating each other with appropriate levels of respect: regardless of race, gender or ability
2. deliver a broad and balanced Curriculum in line with the 5/14 national guidelines, using challenging and stimulating programmes of work which:
 - cater for children at their own levels
 - allow them to enjoy success and confidence in their work
 - develop skills, habits and attitudes that will enable them to work and play on their own and in co-operation with others
 - foster in each child a positive attitude to life long education
3. use assessment to ensure that programmes of work meet the needs of each child and encourage pupils to take part actively in their own learning
4. encourage high expectations in our staff and our pupils, raising standards of achievement to a level where each child can achieve their maximum potential
5. to make the best use of available teaching methods and resources to provide good educational materials and a well kept school environment, fostering in each child and adult a positive attitude to its care and maintenance
6. encourage parents to be actively involved in their child's education and keep them fully informed of their child's progress in school
7. encourage all staff to undertake professional development taking into account the priorities in the current school development plan through the review process
8. encourage pupils to have a sense of pride in their school, their community and their cultural heritage, and to encourage a caring, respectful attitude to the environment
9. promote physical and mental health in school staff and pupils

AIMS OF THE NURSERY CLASS

The nursery class aims:

1. to provide a safe and stimulating environment in which children can feel happy and secure.
2. to encourage the emotional, social, physical, creative and intellectual development of children.
3. to promote the welfare of the children.
4. to encourage positive attitudes to self and others and develop confidence and self esteem.
5. to create opportunities for play.
6. to encourage children to explore the world.
7. to provide opportunities to stimulate interest and imagination.
8. to extend the children's abilities to communicate ideas and feelings in a variety of ways.

GENERAL INFORMATION

4.1 SCHOOL ADDRESS

AUCHTERTYRE PRIMARY SCHOOL
AUCHTERTYRE
BY KYLE OF LOCHALSH
ROSS-SHIRE
IV40 8EG
Tel. No. 01599 566209
Fax No. 01599 566201

4.2 STAFF

Head Teacher

MR ALASDAIR EARNSHAW
OTTERS DEN
AVERNISH
KYLE
IV40 8EQ
E-MAIL aldasair.earshaw@highland.gov.uk

Principle teacher (for
Auchtertyre/Loch Duich Cluster)
Assistant teachers

MRS M WOOD – Based at Loch Duich

MISS G HAMILTON
MRS F FRASER
MRS R MOCKETT } Job share
MR J BERRY

Visiting teachers

MRS C ROSS
MRS A BEATON & MRS A CAMPBELL
- LEARNING SUPPORT
MR J MOORE – MUSIC
MRS S BERRY- ART
MRS R BUTLER – P.E.

Music instructor

MR N STEWART

Visiting Nursery teacher
Nursery Assistant
Nursery Auxiliary

MRS M MACDONALD
MRS E MACRAE
MRS R BURDEN

School Clerical Assistant
Classroom Assistant

MRS J MACRAE
MRS L TOWNEND

Playground Supervisor
Kitchen Staff
School Cleaner
School Chaplains

MRS L TOWNEND
MRS E MACLEOD - COOK IN CHARGE
MR T CLEGG
REV J M MACDONALD
REV G CRAIG
FATHER MACNEIL

4.3

The school roll is 81.

4.4

The designated secondary school to which the children transfer after Primary 7 is PLOCKTON HIGH SCHOOL, PLOCKTON, ROSS-SHIRE (Tel. No. 01599 530800) where the Head Teacher is Mr D Ferguson. Primary 7 pupils spend one week at the High School in the summer term before they transfer to the secondary. (See Appendix -7- on transition from primary to secondary school)

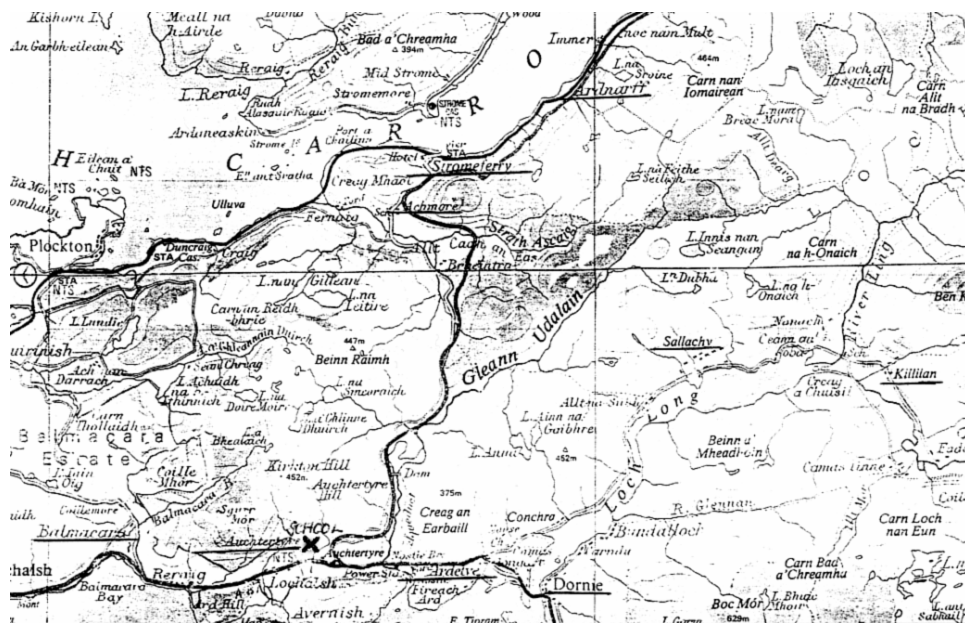
4.4

Parents of pre school children are invited to enrol them usually by advertisement in the first week in February each year.

(See Appendix -8- on Enrolment / P1 induction)

5. SCHOOL DESCRIPTION AND ORGANISATION.

Auchtertyre is a small village on the A87, 5 miles east of Kyle of Lochalsh. Auchtertyre Primary School opened in October 1990 bringing together the pupils and staffs of Achmore, Dornie and Lochalsh Primary Schools. The school's catchment area is very wide. It stretches from Balmacara, through Auchtertyre, Nostie and Ardelve to Sallachy and Killilan on the west shore of Loch Long and Dornie on the east shore of Loch Long and in the north through Achmore, Stromeferry to Ardnaff.



5.1 The school has 5 teaching areas, 4 of these being of the traditional classroom type, plus 1 large adjoining work area which can be accessed from all 4 classrooms. This area also houses a computer suite with 10 networked PCs. These computers can be used to access the network from points situated in each classroom when necessary. One of the features of the school is the well-equipped spacious gym hall that is also used as the school dining room. We have an extensive range of musical instruments, scientific equipment and visual aids.

5.2 The children are organised into four classes which of necessity must be of mixed age groups. The current class organisation is

Room 1	P 1	15 pupils
Room 2	P 2/3	20 pupils
Room 4	P 4/5/6	23 pupils
Room 3	P 6/7	23 pupils

5.3

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, Mrs Susan MacLaren, Highland Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness, IV3 8NN – Telephone (01463) 703483– Fax (01463 713237)*

5.4 DATA PROTECTION –

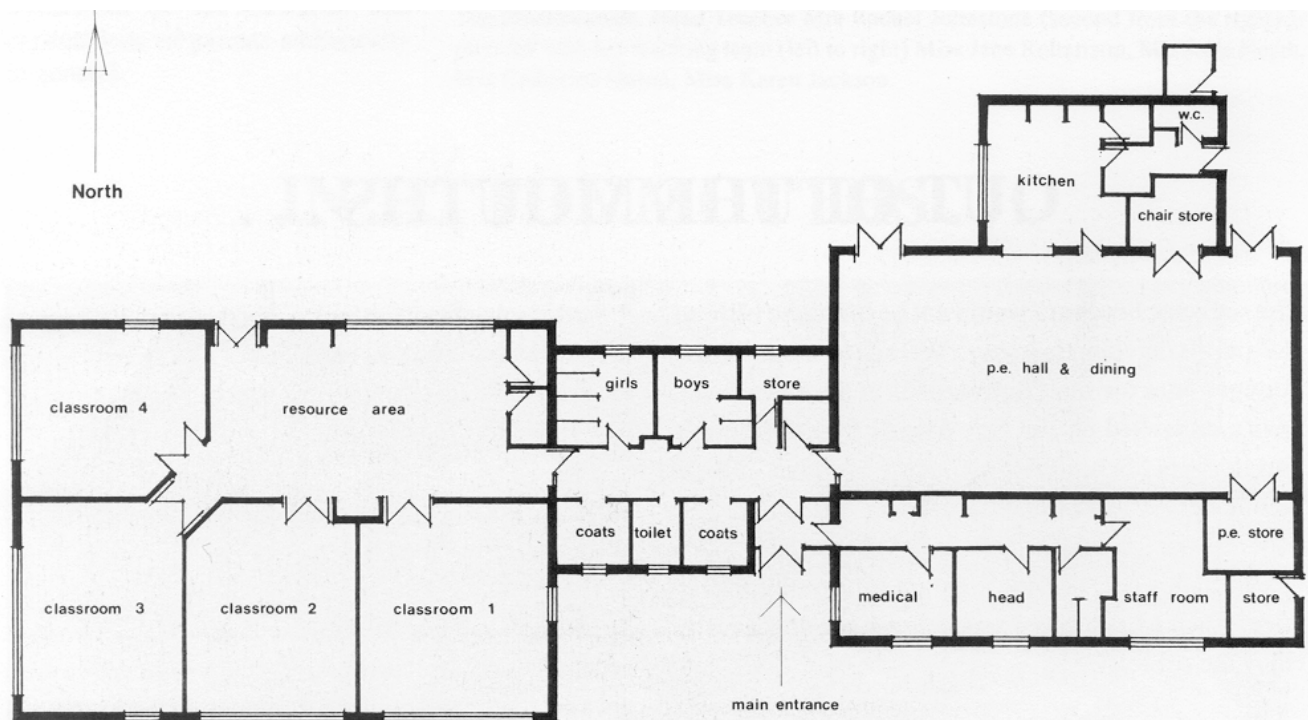
Any information you have supplied/any information gathered from or about pupils will be used only for the purpose for which it was provided and any relevant procedures following from this.

This data will be maintained in accordance with the Act and will not be passed onto any other organisation without your prior approval unless this is a legal requirement.

5.5 LIAISON GROUPS

Throughout the Highland Council area there is close working between Education, Social Work and Health Services. To facilitate the best possible support for children and families, there may be a need for agencies to meet within the school to discuss meeting the needs of an individual pupil. In such cases the parents/carers and pupil (if appropriate) will be invited to those meetings.

5.6 PLAN OF SCHOOL.



6. LINKS WITH PARENTS

6.1 Newsletters, "School Updates" are sent out regularly, to keep parents up to date with school events. This normally includes dates of forthcoming events for your calendar.

6.2 In addition to written communications, the school welcomes contact with parents. Parents wishing to contact the school for any purpose should do so through the head-teacher. Parents' evenings are in November, February and June. A written report is sent out in June and a less detailed interim report is sent out in November. Parents are invited into school to discuss the reports. In addition to the normal channels of communication an 0870 telephone number is available so school can provide information for parents in case of early closure. School can also leave other information for parents on using this service. See Appendix 2.

6.3 Parents are invited to help the school on an informal basis with school field trips, with preparation for concerts, reading games and craft in the infant class and with non-teaching work in the school for example covering of books. Parents helping in school running clubs etc. will be required to undergo a police check to comply with Child Protection requirements.

6.4 PARENT COUNCIL

All members of the parent body are members of the Parent Forum which meets at least once per year. The school also has a Parent Council which represents the views of the Parent Forum and meets more regularly. The Parent Council is comprised of the following people.

Ms F MacEwan	Chairperson
Mrs M McLeish	Secretary
Mrs C.A Stewart	Treasurer
Mrs A Win	
Ms C MacRae	
Mrs C Kitson Jones	
Mrs E Bennon	
Ms D Lupton	
Mrs A Turnbull	
Ms A Matheson	
Mrs H Hennessy	
Mr S Tomlinson	
Ms D MacRae	
Ms E George	
Ms A French	

7. LINKS WITH THE COMMUNITY

The school arranges social events for parents, friends and staff to meet together in the school. It is hoped that the school will be able to continue its link with Graham House, the local home for the elderly.

We will make use of any skills that parents or other members of the community may have by inviting them to school at a relevant time to talk or demonstrate to the pupils.

The local police visit the school regularly to give talks on Road Safety and other safety matters. We also make use of the expertise of local Health Board employees where relevant to the curriculum.

8. SCHOOL HOURS

The basic hours of opening are from 9.00am - 3.15pm. There is a fifteen-minute break during the morning for all the pupils. Lunch is from 12.35pm - 1.35pm.

9. SCHOOL TERM DATES AND HOLIDAYS.

Parents are strongly discouraged from taking their children out of school in term time. The school curriculum is very full and time is very tight. Absence from school will mean that your child could miss important learning opportunities. Relevant worksheets can be kept for your child's return, but it is unreasonable to expect teachers to prepare extra work for pupils to undertake in their holidays.

See Appendix -1-

10. SCHOOL MEALS

10.1 We have our own kitchen and meals are cooked on the premises. They consist of two courses and cost, at present, £1.65 per day. It would be helpful if dinner money for the week could be paid on the first day of the week. Families receiving Income Support are entitled to free meals for their children. Application forms are available from the head-teacher. All such applications are treated confidentially.

10.2 Those parents who prefer to provide the children with packed lunches are not discouraged from doing so. These lunches must be eaten in the hall during the lunch break so that supervision is maintained. Highland Council's Guidelines recommend that,

1. Food must be carried in secure containers.
2. Glass bottles, aerated cans and vacuum flasks with hot drinks are not permitted.

11. EQUAL OPPORTUNITIES

The Highland Council has a policy of equal opportunities. As a consequence the children take part in all school activities regardless of gender.

12.2 CURRICULUM

The Curriculum in Scotland is currently undergoing a change. The 5-14 curriculum which has been in place for some time now is being replaced over the next few years by A Curriculum for Excellence (ACfE). The central theme of this curriculum is to produce citizens for the future who are: Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens. All learning and teaching across the range of subjects should be undertaken to develop these 4 Capacities. As the curriculum changes there is an increasing emphasis on links between subjects and the use of real life situations as a focus and purpose for learning. We are currently working with the 5-14 curriculum, but developing approaches to help us prepare for ACfE.

12.1 Language

Talking, listening, reading and writing are all elements of language. Language development is central to all areas of the curriculum. A good understanding of language is central to our cultural development and to our ability to function effectively in a literate world. The children are helped to express themselves accurately and appropriately in all their written work. Correct spelling, accurate punctuation and legible handwriting are considered important in all subjects. The children are encouraged to express themselves orally in a ways that are appropriate to particular audiences. The teaching of reading goes on beyond being able to read the words on the page. The children are helped to achieve and develop reading competence so they can gain a fuller understanding of things they have read. Poetry and drama are considered as valid experiences and also as a means of expression.

12.2 Gaelic

Gaelic is taught in Primary 6-7 and younger classes when expertise is available. The aim is to provide an elementary grounding in the spoken language and to foster enjoyment of Gaelic culture. Participation in the local Mod is encouraged.

12.3 French

French is taught in Primary 6-7 and younger classes when expertise is available. It is presented through games and activities e.g. Card games, ball games. The aim is to enable the pupils to communicate simple phrases in French.

12.4 Mathematics

It is intended that children will learn the basic skills in number to enable them to cope with everyday situations. As well as number, money and measurement the pupils are involved in many mathematical activities dealing with shape, position and movement, time, information handling and problem solving. When the opportunity arises number and maths work is directly related to other areas of the curriculum e.g. environmental studies. The language of mathematics and an understanding of mathematical concepts are developed right from the infant stage. It is the aim that children will cultivate an interest and enjoyment in the precision of subject.

High importance is placed on pupils' mental agility and it forms an integral part of maths teaching in the school.

12.5 Environmental Studies

(The study of history, geography, science, technology, information technology and health topics). Cross curricular links are used where possible to make the subject more relevant to the pupils. A cyclic programme of study is used following the guidelines set out in the 5-14 document. This means that pupils work through a programme that is largely free from repetition. The main aim is to develop an understanding of the environment near and far, primarily through the child's own experience and, secondly, through various aids e.g. T.V, radio, slides, books and talks by visitors who are knowledgeable about the environment. The topics are derived from our local environment and build through the National, European and International scene e.g. a study of the Balmacara Burn leads on to a study of Scottish River, a European River and a river, for example, in South America.

12.6 Expressive Arts

This includes Music, Art, Physical Education and Drama. These subjects are taught by the class teacher, but some specialist input is currently given by specialist teachers as part of the reduced class contact provision in the school. Termly meetings are also held with these specialist teachers as part of our planning activities.

(i). Music is treated in the broadest possible way. Emphasis is put on participation and all pupils are encouraged to perform. They are given the opportunity to explore sound, use voice and instruments. They create and present their own music. Opportunity is given to them to reflect on what they and other composers have done.

Piping tuition is available from Primary 4 upwards.

(ii). Art. The pupils are given the opportunity to use various materials, techniques and media. They communicate their feelings, ideas and thoughts through the work they create. They are given the opportunity to reflect on their work and on the work of famous artists.

(iii). Physical Education. The children undertake 2 hours of PE per week. The aim is to provide regular complete exercise to will improve the co-ordination, endurance and fitness of the pupils. Good group relationships are encouraged, as are good sportsmanship and a sense of fair play. Basketball, badminton, shinty and football matches are played against teams from other schools. The pupils in primaries 7 are also given the opportunity to visit an outdoor education centre, where they can learn skills which contribute to their social and physical development.

(iv). Drama. There are opportunities for children to take part in drama activities which allow them to communicate with one another. They improvise and experiment with movement, speech, mime and role-play. They are encouraged to work co-operatively with others in a variety of drama activities. The children are encouraged to reflect on their own and others' performance.

12.7 Religious and Moral Education

The principal aim of R.M.E is to encourage the pupils in the development of their own beliefs and values. This is achieved through a process of inquiry, dialogue and reflection in relation to the world's traditional religions and beliefs. By finding out about Key Figures and sacred writings, sharing their ideas and feelings and thinking about their own lives in the light of religious stories and customs, children can begin to develop a personal framework of beliefs and values. A cyclic programme of study is used following the guidelines set out in the 5-14 document. (See Appendices)

Parents who wish to withdraw their child from Religious Observance should advise the head teacher in advance so that satisfactory alternative arrangements can be made.

13. ORGANISATION OF INFANT CLASS.

Although children enter school on an age basis, each child is treated as an individual and is allowed to progress on ability. Although learning emphasis is on basic literacy and numeracy skills, we are concerned with the development of the whole child. There are opportunities for less formal learning situations e.g. role-play and using construction toys like Lego and Mobilo. Classroom practice includes teaching children individually, in groups and as a whole class. Work and activity areas are set up around the classroom. Environmental studies, R.M.E, Music, Art and P.E are taught on a class basis. There is close liaison with the nursery class. The infant teacher visits the nursery regularly.

14.1 ASSESSMENT AND RECORD KEEPING.

The main purposes of assessment are to ascertain pupils' progress, to diagnose their difficulties, to discover their capabilities and to match work to the ability of the individual child. A policy of continuous assessment is followed throughout the school. Assessments are based on observation of how they go about their tasks and activities. Full records of progress in reading, language, mathematics and environmental study skills are kept on each individual child.

14.2. Parents are able to see their own child's record at any parents' evening. At the end of the session a progress report is issued in which the pupil is assessed according to age, aptitude and ability.

14.3 Children who experience learning difficulties are identified at the earliest possible stage. This takes place before the children experience long periods of education failure. Parents are contacted as soon as concerns are raised about a child's progress and are invited to take part in regular consultation about their child's progress.

The school has the services of a learning support teacher for two days per week. She works alongside the class teacher and provides support for any child or group of children who require support.

15. NATIONAL ASSESMENT

When children have completed one level of work in maths and language, they will be tested using the National Assessments. We forecast the levels of attainment of our pupils and work to targets. Children's attainment in National Assessments is tracked and monitored throughout the school. Although we are ambitious for our pupils, and work to ensure they achieve to the best of their abilities, we do not pressurize our children to work beyond their capabilities. Children must feel success not failure.

LEVEL A : Should be attainable in the course of P1-P3 by almost all pupils.

LEVEL B : Should be attainable by some pupils in P3 or even earlier, but certainly by most in P4.

LEVEL C : Should be attainable in the course of P4-P6 by most pupils.

LEVEL D : Should be attainable by some pupils in P5-P6 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.

16. ARRANGEMENTS IN CASE OF ACCIDENT OR ILLNESS.

16.1 Health and Safety

Children are encouraged to behave in a responsible manner for their own safety and that of others. Fire drills are held regularly. Equipment and fittings are kept under observation and repaired as soon as found necessary.

16.2 Medical

All Primary 1 entrants are medically examined during their first year at school.

Primary 7 pupils are given medicals during their final year.

Questionnaires are issued to parents before the medicals.

16.3 Accident or illness.

If children experience minor sickness or accident in school, basic care and first aid are given.

Where there is concern, parents are contacted and if necessary, the family doctor will be contacted. It is therefore essential that the school have up to date records of home or alternative telephone number for contacting parents in an emergency. If we are unable to contact you we will contact the emergency contact you have given us for your child, so that they can collect them for you.

17. SCHOOL RULES

17.1 Behaviour

All children have the right to security and stable learning conditions in school. We expect that pupils treat each other with consideration and respect. Pupils are expected to treat others in the way they would expect to be treated themselves. An important influence on pupils' behaviour is the behaviour modelled by the adults around them. We expect that pupils treat the school staff and each other with the same courtesy as we treat them. Bullying, violent behaviour or vandalism will not be tolerated or condoned and will be dealt with firmly. Rules within the school will be kept to a minimum for the safe and efficient operation of the school but there will be a continuous and steady expectation that these rules are kept.

Behaviour on school transport

Children are expected to maintain the same standards of behaviour on school transport as they do in school. School staff do not generally travel on school transport, but the head teacher is responsible for dealing with incidents of misbehaviour that are reported to him.

17.2. Attendance

Pupils going on holiday during term time.

Only in exceptional circumstances can headteachers authorise holidays during term time. In all cases parents must inform the head teacher of their intention to remove a child from school during term time to go on holiday.

If your child is ill or absent from school for any reason, it is Important that you contact school on the first morning of your child's absence from school. It is Highland Council policy that if a child does not turn up for school, that the school contacts the family. If the school is unable to contact the family within 3 days of an un-notified absence then we are required to inform the Area

Education Office that there is a cause for concern. If they are unable to contact the family, then the child is likely to be reported as a missing person. Although this action may appear extreme, this policy has resulted from a number of tragic incidents in recent times which have resulted in the deaths of children.

17.3. Uniform

The school uniform consists of dark coloured plain shorts, skirts or trousers, a white or navy polo shirt and a navy sweatshirt with the school logo. Stuart Mackie, a former pupil, designed the logo. The polo shirts and sweat shirts are available from MacDonald's, Main Street, Kyle. Soft shoes are required for indoors. On days when P.E. is given children require shorts or tracksuit bottoms and plimsolls or trainers.

18. HOMEWORK

Homework can be a very valuable addition to the work that children do in school.

Homework can give children extra practice when they need it, in the skills they have learned in school e.g. maths, spelling, reading. The extra practice increases the children's speed and confidence and helps them to remember what they have been taught.

Children may be asked to:

- prepare a piece of work at home ready for discussion in school. The piece of work that is set will be within the children's understanding and existing range of skills.
- collect information and/or materials from home e.g. in connection with an Environmental Studies project.
- catch up with a piece of work if they have fallen behind with their work in school, for whatever reason. This should not happen too often without an enquiry being made as to why they are falling behind.

Homework helps children develop good work habits. The more they can be encouraged to take pride in their own learning and be responsible for learning more, the better they will cope with school and later life.

Parents and children can work together at home. This allows the parents to see the sort of work their children are doing in school.

Homework is given to all children, beginning in Primary 1. The amount increases gradually year by year, as does the difficulty, but with certain differences of individual need being catered for. By Primary 7 homework may take about 30 minutes each evening and several varied tasks may be given.

19. EXTRA-CURRICULAR ACTIVITIES

It is our aim to introduce clubs covering physical, cultural and recreational activities. These clubs will meet at lunchtime or after school.

If a child stays at school to an after school club or activity parents are asked to make their own arrangements for transporting children home.

Current activities include;

- badminton
- shinty
- football
- drama
- folk club
- French club

20. TRANSPORT

Free transport is provided for children up to the age of eight who live more than two miles from the school. For those children of eight and over the qualifying distance is three miles.

21. EARLY / EMERGENCY CLOSURES

See Appendix -2-

22. SCHOOL FUND

A school fund exists, the aim of which is to defray the cost of educational outings and other expenses not met through the education budget. Children do not pay for materials or equipment. Functions are held to raise funds. Mrs Morven MacLean is the Auditor of the School Fund.

23. AUCHTERTYRE NURSERY CLASS

See Appendix -6-

24. BUDGETED RUNNING COSTS

25. ATTAINMENT AND MINIMISING OVERALL ABSENCE.

See Appendix -9-

Appendix 1 School Calendar

Year	Open	Close
2009	Monday 17 August (Staff only)	
2009	Tuesday 18 August	Friday 9 October
2009	Monday 26 October (Staff only)	
2009	Thursday 29 October	Friday 23 December
2010	Monday 11 January	Thursday 11 February
2010	Tuesday 16 February (Staff only)	
2010	Thursday 18 February	Friday 26 March
2010	Monday 12 April	Friday 2 July

May Day Holiday Monday 3 May 2010

Days when school is closed for staff training

Year	Date
2008	Monday 17 August 2009
2008	Monday & Tuesday & Wednesday 26, 27 & 28 October 2009
2009	Tuesday & Wednesday 16 & 17 February 2010

Appendix 2

Guidelines For Adverse Weather Information 2008/2009

In case of severe weather, we endeavour to inform parents as soon as possible of school closures. On snowy mornings, I normally try visit both schools between 7.00 and 7.30 am to see if it will be possible for the school transport to get to the school and to offload the children in the playground. However it is often difficult to ascertain whether it will be possible to open the school or not before the morning traffic has begun to move on the gritted roads. On such occasions I will use the 0870 number to inform you that the final decision will be postponed until about 8.00.

TRAVELLING TO SCHOOL DURING ADVERSE WEATHER

Highland Council – Guidelines for Parents

It is the responsibility of parents or carers to decide if a pupil should attempt to travel to school, by transport or on foot, in adverse weather conditions. The Education Authority encourages full attendance at school but in severe weather conditions the safety of pupils is much more important. Parents and pupils are often concerned that important examinations may be missed, but this should not over-ride good judgement. Schools normally make alternative arrangements for missed examinations.

The school updates its procedures for adverse weather closure annually, therefore:-

- **parents** should advise schools of an alternative address, as close as possible to the school, which may be used by their children in emergencies.
- **the school** will advise parents of normal local arrangements for school transport and any special arrangements in the event of adverse weather.
- **the school** will establish a system of communication with parents and transport operators and ensure that parents are fully informed of the arrangements. This may include an 0870 telephone information service, details of which will be issued separately. The website www.winter.highlandschools.org.uk will also be updated with information for individual schools.

For pupils using school transport

- Parents should advise their children on how long they should wait at the pick up point for their transport. This will depend on the prevailing weather conditions and the availability of shelter at the pick-up point. During adverse weather conditions no pupil is expected to wait longer than twenty minutes past the normal "pick-up" time.
- All out transport is provided by **contract** vehicles. Drivers of **contract** vehicles are advised not to drop off children where there is any doubt that they may not safely reach home or other place of shelter.
- Where parents are concerned about weather conditions at "drop-off" points, they should contact the school as early as possible.

When weather conditions are poor, parents should arrange to have children met at the "drop-off" point, especially where public service transport is used.

Appendix -3- R.M.E. Programme

The knowledge and key ideas within each topic are related across the stages P1-3, P4-6 and P7-S2. The knowledge and key ideas being encouraged in the early stages will be built upon and enriched as the pupils mature. Close links exist horizontally between the topics shown below.

P1-3	P4-6	P7-S2
My Family People At Worship Happy And Sad Birth And Birth Stories Special Days New Beginnings Our World Gifts And Giving Caring And Sharing	Food And Festivals Places Of Worship Famous Lives Journeys Growing Up Friendships A Caring World Light And Dark Community	Festivals And Celebrations Exploring Worship Sacred Writings Belief Matters Milestones Moral Issues Creation Stories Belief And Action Principles And Rules

Appendix -5-

Enrolment/PI Induction

Enrolment usually begins in early February and advertisements appear in the press during the two weeks prior to this, inviting parents to enroll their children for next session. When parents enroll their children they are required to complete a number of forms and are given a letter from the Area Education Authority.

1. An enrolment form with personal details and emergency contact number.
2. A letter and questionnaire in regard to ethnic classification of their children. (This information is voluntary and is held confidentially by the Head Teacher.)
3. A School Board form to ensure the parents is on the electoral roll of the school.
4. A school transport form if required.

The School Brochure is issued at this time.

Appendix-6-

Policy on Transition from Auchtertyre Primary to Plockton High School

Pupils in Auchtertyre Primary School from the infant stage upwards have many opportunities through sporting and cultural events to have contact with the secondary school. From an early stage they are familiar with the school and at least some of the staff.

Liaison with the secondary school becomes more formal in P7. The school learning support teacher meets regularly with the secondary learning support team. Pupils who may need a little extra support when they move to secondary are discussed. Letters from the S1 pupils are sent to the P7 pupils. These letters are very important and help ease any fears the current P7 may have about the transition to secondary.

Early in the summer term, two secondary school staff (usually a member of the Guidance staff and a member of the Learning Support Team) visit the school and have a formal meeting with the Primary 7 teacher. At this meeting every child in the class is discussed.

Some of the areas which are covered are:

- a) Has the child an older sibling in the secondary school? (This helps to place the pupil in the appropriate 'House' in the secondary school).
- b) Does the child have any medical problems?
- c) Would it benefit the child to be placed in the same class as a certain peer?
- d) Would it benefit the child to be separated from a certain peer?
- e) Does the child receive learning support at present?
- f) Will the child require learning support in the secondary school?
- g) 5-14 attainment levels for each child are passed on.
- h) Information on personal and social development is passed on, e.g. conscientious worker, needs to raise self esteem, gets on well with peers and adults etc.
- i) Any strengths not covered by the National Tests e.g. has an aptitude for art, drama, music, sport, technology etc.
- m) Any relevant family background information that could affect school performance. On that same day the secondary staff meet the P7 pupils and give them information about the secondary school. This is usually very informal and is mainly about procedures for their visit to school later in the term. The P7 pupils are able to ask the secondary staff questions and raise any issues that may be concerning them. A report on each child is sent to the secondary school in advance of their visit. (This is in addition to the Highland Council report which is in each child's Personal Pupil Record).

Towards the end of May or early in June the P7 pupils spend a week in the secondary school. They are put into their S1 class and meet their new peers. A timetable is followed (not necessarily the timetable for the new session) but this provides them with the opportunity of finding their way around the new school and meeting the teachers they will have in August. The children become familiar with the procedures and make a start on the secondary school curriculum.

The Rector of the secondary school may visit the school to meet with the P7 pupils sometime during the month of June. This is an informal visit and he takes part in whatever lesson the children are doing at that time.

Subject specialists may also visit the school during the summer term at the Head teacher's request, e.g. the principal-teacher of social -subjects when the P7 class are studying a certain period of history.

The following is sent to the secondary school along with the completed P.P.R. for each child:

1. National Assessment results plus National Assessment papers.
2. Samples of written work - one in draft form and one after editing.
3. Any other work requested by the secondary school.

The transition procedure for a pupil who has a Record of Needs follows the Highland Council, guidelines. The review process begins usually in the spring term when all agencies involved with the child make assessments and write reports. A meeting is held in the summer term with the parents, secondary learning support staff, current teacher, Area Education Manager, Educational Psychologist and representatives of all other outside agencies present. Each person present gives their report on the child. A decision is then made as to whether it is necessary to continue the Record or if any additions / changes have to be made to it. The primary school head teacher sends the Record to the Area Education Manager who then forwards the updated Record to the secondary school.

Appendix-7-

INFORMATION FOR PARENTS 2008 PRIMARY SCHOOLS

Auchtertyre Budgeted Running Costs For Financial Year 2008-2009

School Roll at September 2007	72
Total School Running Costs at April 2008 (£)	291,490
Cost per Pupil (£)	4,048

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

National 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)	School	4,180	2,862	2,280	4,180	5,872	3,802	4,544	27,720
	Highland	823,218	879,569	901,186	901,018	1,019,376	986,524	958,200	6,469,091
	National	18,444,479	19,145,177	19,526,465	19,941,323	20,669,987	21,017,565	21,092,362	139,837,358
Percentage Authorised Absences	School	3.3	4.7	4.3	2.5	2.5	2.9	2.5	3.1
	Highland	4.6	4.2	3.9	3.8	3.8	3.9	4.1	4.0
	National	4.3	4.1	3.8	3.8	3.7	3.7	3.8	3.9
Percentage Unauthorised Absences	School	0.6	0.2	0.5	1.3	0.9	1.4	0.6	0.8
	Highland	0.4	0.5	0.4	0.5	0.5	0.4	0.5	0.5
	National	0.9	1.0	1.0	1.0	1.0	1.0	1.0	1.0

Minimising Overall Absence

		Average number of half days absence per pupil	
		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	<i>Auchtertyre</i>	17.0	14.8
	<i>Highland</i>	17.1	17.1
	<i>National</i>	18.0	18.6