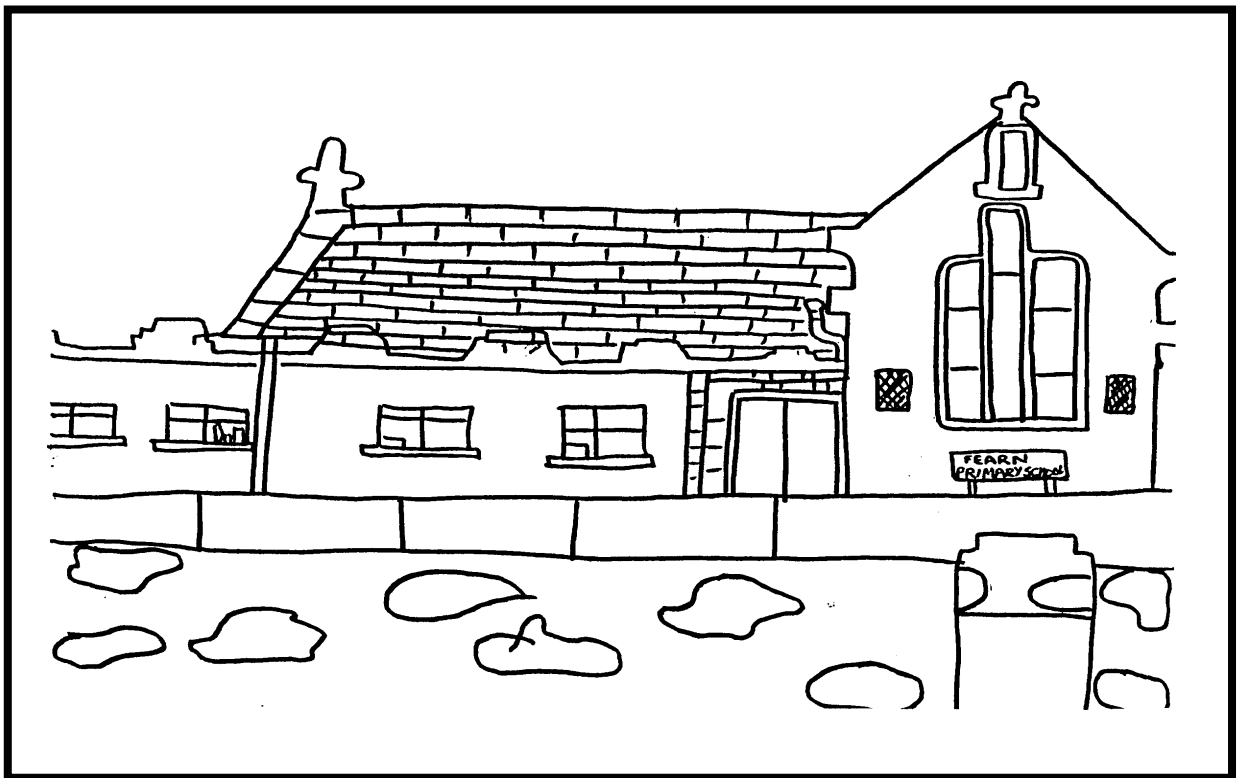


# Hill of Fearn Primary School Brochure



**2011**

**Address : Rhynie Road  
Hill of Fearn  
Ross-Shire  
IV20 1SU**

**Tel 01862 832257**



**Hill of Fearn Primary School**  
**Hill of Fearn**  
**TAIN**  
**Ross- Shire**  
**1V20 1SU**



**Tel/Fax 01862 832257**  
**Mobile 0774 818 2303**

**eileen.henderson@highland.gov.uk**  
**Head Teacher : Eileen Henderson**

Welcome to Hill of Fearn Primary School!

**Working Together, Growing Together, Achieving Together, For Ourselves, Our Community  
And Our World**

This brochure should give you a flavour of what Hill of Fearn tries to achieve for all its pupils and families. Staff are fully committed to working in partnership with you to get the very best out of your child!

The general aims are overleaf but in essence we aim to provide the best possible education for each child in a happy, healthy, caring and safe environment. Staff are expected to continue to improve their learning and teaching and are given time during the school year to do this. Informal chats with class teachers or with the head teacher are encouraged as well as formal parent contact times throughout the year. There are also occasions through the year when pupils, parents and staff come together for a variety of activities and events. Parents are also welcome to help at school through extra curricular clubs, supporting citizenship groups and with particular topics and lessons.

The head teacher is shared between two schools – here and Tarbat Old in Portmahomack a few miles towards the coast. This means there is no class committed head teacher so your child should have continuity and minimal disruption.

We all hope that as you read the brochure and visit the school that you will feel welcomed and stimulated to learn!

Yours,

Eileen Henderson  
Head teacher

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## School & Pupil Aims

At Hill of Fearn Primary School we aim to:

- create an environment in which all children are happy, secure and challenged and in which children, parents and the community feel welcome and can take pride in
- deliver, through Curriculum for Excellence, a stimulating and challenging curriculum which extends and challenges all and ensures all needs are met
- ensure the learning and teaching strategies used by all teachers are current and take account of talents and needs of individual pupils
- work in partnership with parents, the wider community and other agencies to maximise attainment and achievement for all children
- celebrate success for all in order to value achievement, raise pupils' self esteem and confidence and therefore maximise attainment
- establish high standards of attendance and behaviour and foster a sense of pride in ourselves and our school and community by promoting self respect, tolerance for others and equal opportunities
- ensure appropriate continuing professional development and training for all teaching and non-teaching staff for the benefit of pupils

**Revised April 2010**

### **Simplified School Aims**

You may not remember each aim in full so the Pupil Council came up with a simplified version:

**F**un, friendly and welcoming

**E**veryone fit and healthy

**A**ll happy and learning

**R**espect for all people and property

**N**ew opportunities

## **STAFFING**

**HEAD TEACHER**

Mrs Eileen Henderson

**CLASS TEACHERS**

Mrs Julie Sellar

Mrs Ann Allan

Mrs Ann Martin

**SUPPORT FOR LEARNING**

Mrs Shonah Flett

**SCHOOL SECRETARY**

Mrs Catherine Grubb

**CLASSROOM ASSISTANT**

Mrs Sheena Skinner (part-time)

**GENERAL AUXILIARY**

Mrs Sheena Skinner (part-time)

**S for L AUXILIARIES**

Mrs Mariette Sullivan (full-time)

**JANITOR (1 day per fortnight)**

Mr Jim Fox

## **VISITING**

**SPECIALIST TEACHERS**

Strings Instructor      Mrs D Ross

Physical Education      Miss N Swanson

## **PARENT COUNCIL**

**PARENT MEMBERS**

Mr J Scott, (Chair), Fearn Farm, Hill of Fearn

Mr C Farrell, Farquhar House, Hill of Fearn

Mrs C Nicol, (Treasurer)

Mrs K Gordon (Fundraising Group Chair), Rathan House, Hill of Fearn.

Mrs T Andrew, Ardshiel, 1 Finlayson St, Hill of Fearn

Mr Graham Nicol, St Helen's, Chicago Street, Hill of Fearn

**STAFF MEMBER**

Mrs J Sellar (Teacher Rep), Arlyne House, Hill of Fearn

**CO-OPTED MEMBER**

(Community members with no children at the school)

Mr F. Doherty

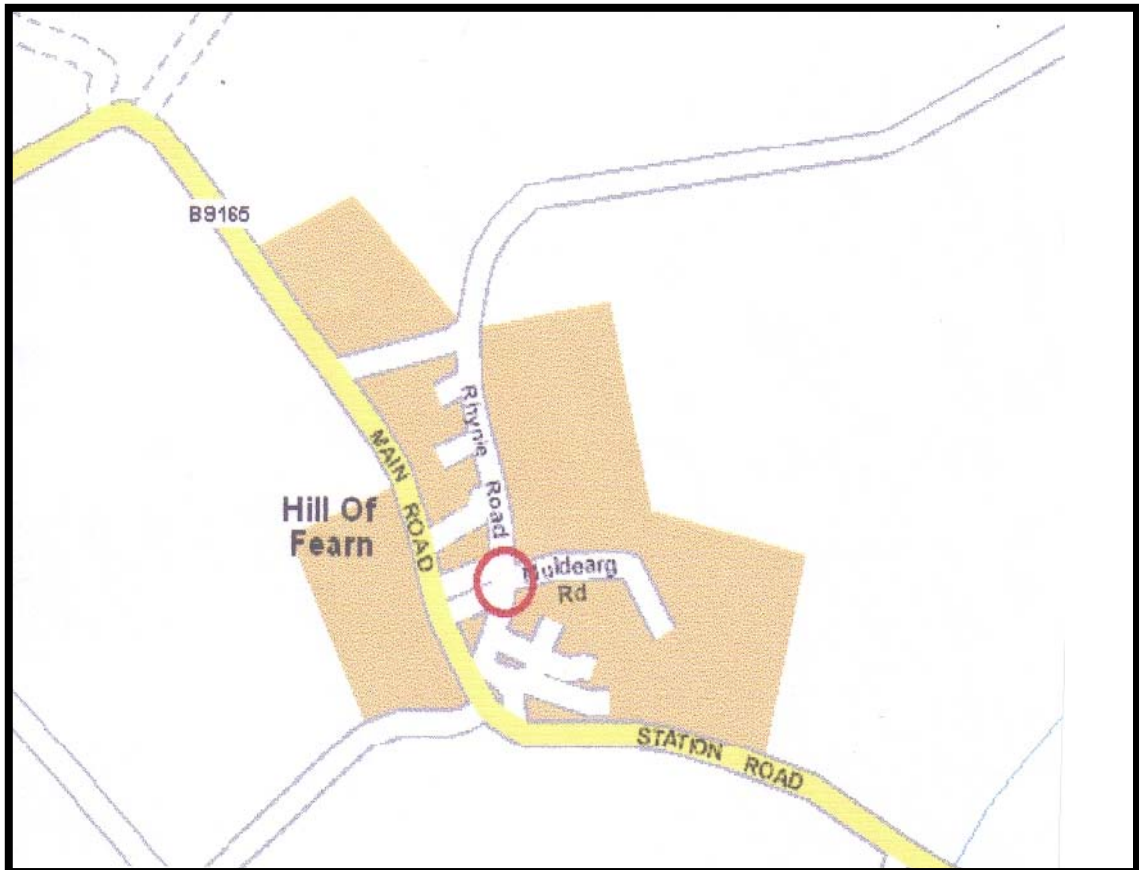
Victoria Thomson

**CLERK TO PARENT COUNCIL**

**MAP**

- 1873 Under the management of Fearn School Board, Hill of Fearn Public School began with one certificated teacher and two pupil teachers.
  
- 1956 Memorial to Peter Fraser, Prime Minister of New Zealand 1940-1949, was unveiled in the school. Peter Fraser was a former pupil of the school.  
 School Roll 95 + 3 Teachers
  
- 1960 Official Opening after the reconstruction of the school building
  

|      |                |   |              |  |      |    |   |              |
|------|----------------|---|--------------|--|------|----|---|--------------|
| 2004 | School Roll 45 | + | 2.5 Teachers |  | 2008 | 43 | + | 2.5 Teachers |
| 2005 | School Roll 38 | + | 2.5 Teachers |  | 2009 | 43 | + | 2 Teachers   |
| 2006 | School Roll 39 | + | 2 Teachers   |  | 2010 | 55 | + | 3 Teachers   |
| 2007 | School Roll 45 | + | 3 Teachers   |  |      |    |   |              |

## **FACILITIES**

The main building comprises three classrooms, computer suite, library, resources room, staffroom, office and a hall/dining room, also used as multi-purpose.

The playground is in two parts. A paved area and a courtyard area. The main playground, although limited in size, has a netball court, and area for basketball and five-a-side football. There is also a small grassed area with a climbing frame. It is hoped to further develop the playground over the course of the year.

For some sports, it is necessary to use the village playing field.

The school has access to the swimming pool at Tain Royal Academy, this session this is from October - December and April – June.

All classes have a time allocation.

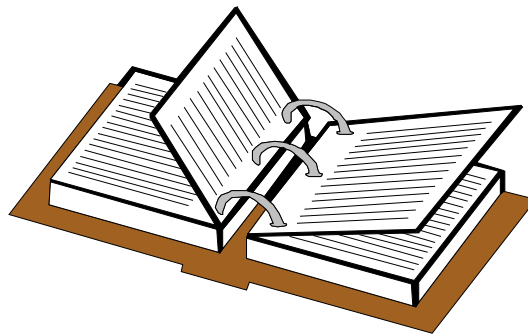
## **SCHOOL DAY**

For this session, the following times apply :

|                |                              |
|----------------|------------------------------|
| 9.00 am        | Classes begin                |
| 10.45 -11.00am | Morning break                |
| 12.30-1.15pm   | Lunch                        |
| * 2.30 pm      | School ends for Pr. 1, 2 & 3 |
| 3.00 pm        | Classes end                  |

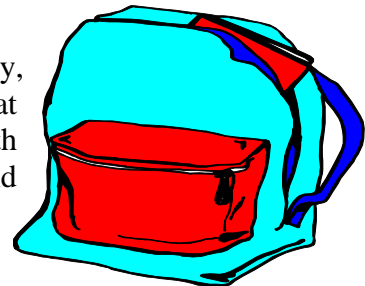
## **TERM DATES and HOLIDAYS**

At the beginning of the school session, parents will be given a list of all closures.



## **ADMISSION ARRANGEMENTS**

Dates for enrolling first entrants, usually during a week in February, are posted in the press. Parents wishing to enrol a child should call at the school on one of these dates if possible. They will be issued with the school brochure, notes of information for parents and the child will be duly enrolled.



Special arrangements are made for pre-school children to visit the school for a couple of afternoons during the summer term before their entry to school. The children will meet their prospective teacher and become familiar with their classroom. There will be an opportunity

during one of these sessions for parents to meet with the head teacher to answer any questions you may have. An invitation is extended to families with young children to join us for sports day. During September, after your child starts school, there will be a lunchtime opportunity for a chat with the head teacher and class teacher to answer any questions you may have and to give further information.

### **ALL OTHER ADMISSIONS AND PLACEMENTS**

Parents wishing to visit the school with a view to placing their child, should enrol their child in their catchment school. A placing request form should then be completed and sent to the area office in Golspie for consideration.

### **TRANSFERS TO SECONDARY SCHOOL**

Pupils transfer to Tain Royal Academy for their secondary education. To make the transition as easy as possible, teachers from the Academy visit the school to meet the children and discuss the school routine. Pupils also have the opportunity to spend 3 days at the Academy. During this time they will follow a normal timetable and be placed in their prospective classes. Further visits for sporting fixtures and problem solving days etc prior to admission are also arranged.

### **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.

### **COMPLAINTS / ENQUIRIES PROCEDURE:**

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 Office 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 Mr Graham Nichols, the Area Education Manager, Education, Culture & Sport Service, Drummuie, Golspie.

### **SCHOOL CURRICULUM**

As with all schools in Scotland we are implementing Curriculum for Excellence.. It is an exciting time in education where staff and pupils have been consulted and a real sense of purpose has been injected into the modern curriculum. We welcome the transition overlaps between nursery and secondary as the Curriculum for Excellence covers from ages 3-18.

Our timetables are flexible as we are aiming for the eight broad aspects of A Curriculum for Excellence but are monitored each term to ensure breadth and balance as well as progression.

Each pupil's attainment and achievement is monitored by the head teacher and discussed with the class teacher and/or Support for learning teacher to ensure pace of learning is as close a match as possible to each pupil.

We aim to give a broad range of experiences through the curriculum during the day and through extra curricular activities after school.

The subject areas offered are:

- Languages (which includes listening and talking, reading and writing and French)
- Numeracy and Mathematics
- Health and Wellbeing
- Social Studies
- Expressive Arts
- Religious and Moral Education
- Sciences
- Technologies

Within Curriculum for Excellence progression is indicated through curriculum levels:

|                         |  |
|-------------------------|--|
| Early level             | pre-school and P1 or later for some children         |
| First level             | to end of P4, but earlier or later for some children |
| Second level            | to end of P7, but earlier or later for some children |
| Third and fourth levels | S1 to S3, but earlier for some children              |
| Senior phase            | S4 to S6 and college or other means of study         |

## **LANGUAGE**

In line with Curriculum for Excellence, our programme is designed to give our pupils opportunities to develop all aspects of language:

|           |         |
|-----------|---------|
| listening | talking |
| reading   | writing |

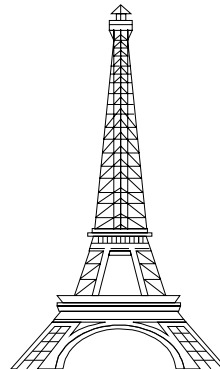
All aspects of language are considered to be important since the study of language is not only valuable for its own sake, but also a necessary prerequisite of all other areas of the curriculum. To make literacy meaningful it is taught across the curriculum. At all stages, the child is presented with a wide variety of material which is both interesting and enjoyable. The school participates in the Highland Literacy Project. This involves lessons in core reading, reading for information, exploring writers' craft, phonics, spelling and opportunities for reading for enjoyment. This is done in a structured and progressive manner using a variety of resources.

Written work is often linked to other areas of the curriculum to make it meaningful and will include opportunities for factual, creative and personal writing. Otherwise the child will progress through a

systematic approach to punctuation, presentation and language structure set at an appropriate level. Children are expected to acquire the skill of listening with attention and understanding. Through activities such as discussion and drama, they will learn to interact with each other and express their own ideas and feelings with confidence.

## **French**

The children in P6 &7 are taught French through games and activities. Throughout the day, some instructions will be given in French to enable the children to become accustomed to hearing a foreign language. The Highland Council Programme of Work is followed and links with Curriculum for Excellence.



## **MATHEMATICS**

Within Curriculum for Excellence Numeracy and Maths are organised into three areas

1. Information Handling
2. Number, Money and Measure
3. Shape Position and Movement

From the early stages children will explore and apply mathematical concepts to understand and solve problems, explaining their thinking and presenting their solutions in a variety of ways. Whenever possible, the children will be shown the application of a concept learned in a real situation. Therefore much of the work will be of a practical and active nature. Learning without real understanding of the process tends to turn the pupils off when they come up against a different method. A balance of knowledge and skills should be embedded into the curriculum and developed across the curriculum. A range of resources are used to support this

Mental agility is an ongoing activity at each stage and is practised daily. Strategies to help children develop agility with numbers are encouraged.

All pupils are assessed in maths in an on-going basis; the children are involved in this process along with the class teacher..

## **HEALTH AND WELLBEING**

Each year, through studies of a variety of health topics, the children are given opportunities to develop knowledge, understanding and skills which they need for mental, emotional, social and physical wellbeing now and in the future.

Learning through health and wellbeing enables children to:

- Make informed choices
- Experience challenge and enjoyment
- Experience positive aspects of healthy living
- Apply knowledge and skills to pursue a healthy lifestyle
- Make a successful move to the next stage of education

This is done through specific health and wellbeing lessons and also across the curriculum as appropriate and within the general ethos and life of the school.

Examples of health and wellbeing topics are:

- Food and Health
- Substance Misuse
- Mental, Emotional and Social Wellbeing

Where appropriate, input from people such as the police, nurse or dentist is requested.



### **Physical Education, Physical Activity and Sport**

This is part of the Health and Wellbeing curriculum. The school provides wide ranging activities which suit all ages and abilities. In addition, every class in the school has swimming lessons at the local academy swimming pool. The aim is for the children to be confident in the water as soon as possible. Each class has 2 hours of PE timetabled weekly. We have a visiting specialist for P.E. each week.

Children are encouraged to be active and given opportunities to sample a range of activities throughout their time at Hill of Fearn.



Hill of Fearn Primary has maintained Health Promoting Status Level 4.

### **SOCIAL STUDIES**

Environmental studies provide a means for children to find out about the world around them and their relationship with it.

The three main areas covered are:

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

These have been organised by the school into cross curricular topics with a strong local and Scottish element which is built upon to look at the wider world. Examples of topics are:

Early / first level

- My Village
- Fearn Now and in the Past
- A Day in the life of...

Second level

- Local Industry
- A Country Beyond Europe
- Twentieth Century Scotland

We try where possible to integrate other curricular areas, eg health, language into our social studies topics.

## **SCIENCE**

The school has developed topics through which children will meet the Science experiences and outcomes of Curriculum for Excellence. These are cross curricular topics giving children the opportunity to link areas of learning.

The areas covered are:

- Planet Earth
- Forces, Electricity and Waves
- Biological Systems
- Materials
- Topical Science

These have been organised by the school into topics such as:

- Little Green Fingers
- Myself
- Wonderful Water
- Brilliant Buggies
- Caring for Our Planet

The experiences and outcomes in science provide opportunities for children to develop and practise a range of inquiry and investigative skills and to develop scientific analytical thinking skills. There is an emphasis on environmental issues throughout the science programme.

## **EXPRESSIVE ARTS**

Through the primary school, the children will have the opportunity to express ideas and emotions based on first hand experiences of their surroundings.

The ideal opportunity presents itself in the expressive arts, through the enjoyment of music, art, drama and movement.

Frequently, the work undertaken will be linked to other curricular areas, eg. language or environmental studies.

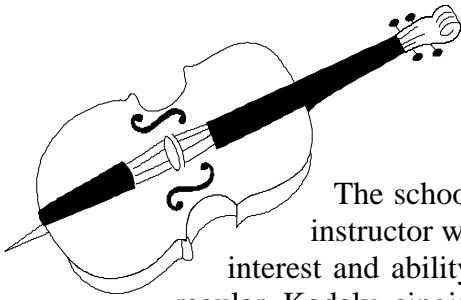
Visiting teachers of these subjects will augment the class teachers' plans and also provide a wider range of skills as the child progresses through the school.

### **Art and Design**

Art and design are important areas of our primary school curriculum. A wide variety of skills and techniques are tackled each year to give children experience of different mediums. Class teachers provide tasks, often related to pupils' direct observation and to the content of class topics.



## Music



The school is fortunate in having the help of a weekly visit from a strings' instructor who gives tuition in violin and cello to those children who show an interest and ability. The Youth Music Initiative enables younger pupils to receive regular Kodaly singing and P5-7 to have regular instruction from Feis Ros. The classroom teachers co-ordinate their programme of work according to classroom topics to give progression in the skills of listening, singing, music making, as well as using a programme of study from Borders Council. Above all enjoyment is the main concern.

## Drama and Dance

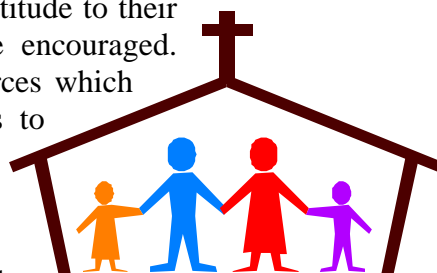
The school makes use of the Out of Eden project to enable all children to work with an Eden Court outreach teacher on drama and dance. This is done in a block each year.

We also put on a Christmas play each year in which the whole school are involved, this combines drama and music and is enjoyed by all.

In addition to this drama and dance is included within the curriculum for each class.

## RELIGIOUS AND MORAL EDUCATION

The main aim in this area of education is to help the child in the search for meaning, value and purpose. Other aims are to enable the children to develop positive self-image and to have good relationships with other people. A helpful and caring attitude to their own community and the world they live in is to be encouraged. Through selected stories from the Bible and other sources which illustrate religious and moral commitment, the aim is to increase knowledge of Christianity and other world religions.



We have a Minister, Mr David Scott who has regular contact during assemblies.

Parents' wishes are respected if they want their children to be withdrawn from Religious Observance. Other work will be given to these children at this time.

## Star Assemblies

These present an opportunity for classes to come together to celebrate success. The sharing of thoughts, ideas and feelings are considered to be important here. The life and work of the school will be reflected through the assemblies. The children choose the topics to celebrate success and certificates are given out weekly. Staff and pupils elect those eligible but over the course of the year everyone should get at least one certificate.

## **INFORMATION TECHNOLOGY**

The school has a digital camera and video camera and each class has a digital blue camera.

Each classroom has P.C.s and an interactive whiteboard to which all children have access..

Class teachers teach and practise IT throughout learning and teaching in the curriculum and children are encouraged to think for themselves and use the internet for research.



## **SUPPORT FOR LEARNING**

### **Support for Learning Teacher**

A Support for Learning teacher gives classroom assistance one day per week. The teacher generally works alongside the class teacher, helping groups or individuals where necessary.

### **Classroom Assistant**

There is one classroom assistant who supports learning throughout the school. She is under the direction of the class teacher and will back-up the work of the teacher and give assistance where necessary.

### **Support for Learning Auxiliary**

Pupils with special needs may require the help of an auxiliary for some or all of the time. Our auxiliary works with the pupils in the classroom setting and in the playground.

## **CHILD PROTECTION – Highland Council Protection Inter-agency Guidelines**

In terms of its child protection guidelines the Highland Council imposes a duty on schools and all staff to report, by way of laid down procedures, any incidents which may give rise to suspicion that a pupil has been subjected to abuse in any of its forms. This might involve information being passed to other agencies without immediate reference to a child's parents or guardians.

## **HEALTH PROBLEMS**

Parents should ensure that we are made aware of any problems, allergies, etc particular to your child. Any information will be treated in confidence.

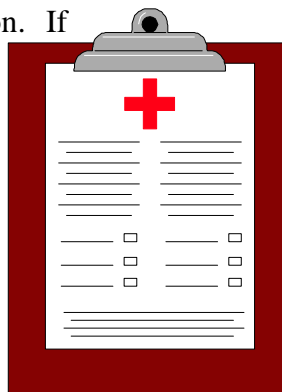
## **VACCINATIONS**

Is your child up-to-date with their vaccinations?

Children receiving out-of-home care, including at Nursery and Playgroup, have more opportunities to come into contact with infections, so it is especially important to make sure that they have had all the vaccinations due. It is never too late to have your child immunised. If they have missed one, you don't have to start the course from the beginning again. Contact your health visitor/GP for further advice.

## **MEDICINE IN SCHOOL**

Parents/Guardians are responsible for their child's medication. If a child requires medication during school hours, arrangements for its administration should be agreed between the parents and the school.



## **HEALTH CARE**

In addition to vigilance by the teaching staff, regular visits and inspections are made by the school's doctor, nurse and dentist. General health, eyesight, speech, hearing and teeth are checked and parents are entitled to attend such medical examinations if they wish. However, parents should note that no health visitor or nurse visits the school on a regular basis and parents should contact their GP and school doctor, Dr Sheila MacKenzie with any concerns. Parents should make regular checks for head lice, prolonged colds, etc and inform the school.

## **DRUG EDUCATION**

The national guidelines from the Scottish Executive on Managing Incidents of Drug Misuse have been adopted.

## **SAFETY**

The safety of children while under the care of the school is of great importance. It is included in the curriculum under Health, but day-to-day safety matters are dealt with regularly, eg getting on the school bus and keeping safe in the playground. Visits from Police and Safety Officers are encouraged.

## **FIRE DRILLS**

These take place in the school each term. Directions for prompt evacuation are undertaken by teacher and class. Teachers are in close supervision and are aware of the location of the nearest fire extinguisher and exit. Rules and regulations have been explained to the children and strict discipline is maintained throughout.

## **MAJOR INCIDENT AT SCHOOL**

In the event of such an incident, eg. fire, teachers would gather all the children in the playground and check all were present. They would then be taken to the village hall until police and parents are contacted before being allowed home.

## **CITIZENSHIP**

Pupil Council

The school has a pupil council which is made up of elected representatives from P3-7. The school council gives the children the opportunity to communicate their feelings to teachers and staff as well as influence decisions that are made.

## **Eco Group**

We have an Eco Committee which is made up of representatives from P1- P7 supported by the head teacher & a parent representative. They work with the support of the whole school community to

take action to improve the schools performance on issues such as litter, waste, water consumption and energy efficiency.

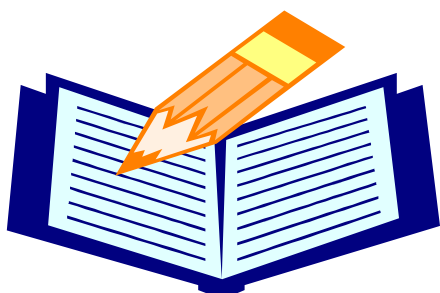
### **Junior Road Safety Officers**

At present we do not have any children trained as Junior Road Safety Officers. The role of the JRSO's is to inform and train other children in the school on a variety of road safety issues. Two children will be involved in the next round of training.

### **HOMEWORK**

It is our policy to issue homework on school days, but not at weekends. Homework is given out at the beginning of the week to be returned on Friday. Homework will relate to work at school and will involve no new concepts. If the child is unable to understand the work, it should be referred to the teacher next day, and should not be a cause for anxiety. If the child is unable to complete the work for any reason, it is expected that he / she will complete it the following night. The amount of homework increases as the child progresses through the school.

All children have a homework diary and a plastic homework wallet where all necessary information is kept. Parental involvement is encouraged and appreciated.



Learning is best accomplished if parent, teacher and child work as a team. Any problems which parents perceive with homework should be brought to the attention of the teacher.

### **BEHAVIOUR CODE**

The school's discipline policy is based around the principle that people should be courteous to each other and should act in such a manner so as to keep themselves and others safe. During Circle Time discussions will be about rules, behaviour, being courteous and this is reinforced by the examples set by the staff, both teaching and non teaching. We try to stress positive rules rather than negative ones as laid out in our 'Golden Rules':

- Do be gentle
- Do be kind and helpful
- Do work hard
- Do look after property
- Do listen to people
- Do be honest

A behaviour code was introduced by the Pupil Council in 2008 and uses a traffic light system for the older children to follow. This clearly states what behaviour is and is not acceptable and there are clear sanctions for those who do not follow the code.

If a child demonstrates inappropriate behaviour the child will be spoken to first by the class teacher to find out what the underlying problem is and time will be removed from Golden Time. If behaviour improves it is possible to earn back lost golden minutes.

If there is no improvement or the child displays more serious red behaviour the head teacher will speak to the child and a letter will be sent home stating what that behaviour was, this should be read, commented on and returned by parents.

After three red letters or more serious behaviour you will be contacted asking you to visit the school and discuss the situation with the class teacher and Head Teacher.

Persistent behaviour which shows disregard for the golden rules and/or the safety of others will be regarded as a serious matter and may, ultimately lead to exclusion, according to Highland Council procedures. We work hard at inclusion so that home and school see improvements. A Liaison Group (core group comprising Head Teacher, School Nurse and Educational Psychologist) has been formed which you may be asked to attend if your child is having difficulties.

### **Gotchas!**

All staff are on the lookout for children who deserve a Gotcha! These are golden stars which are handed out if a member of staff sees a pupil behaving very well, being kind and considerate to others, being polite or helpful etc

These are collected over the course of the session and there is a reward when ten are collected by an individual child.

### **Anti Racism**

The school promotes understanding and respect for other people's cultural identity and beliefs, according to the guidelines set out by the Highland Council. Any incident of an anti-racist nature will be considered serious. All policies and aspects of the curriculum promote inclusion for all and no tolerance of racism or stereotyping in any form.

## **ARRANGEMENTS FOR PARENTS TO CONTACT SCHOOL**

To avoid unnecessary disappointment, parents wishing to discuss any matter at length with any member of staff, should, in the first instance, telephone the head teacher for an appointment. As she may be timetabled at Tarbat Old the best form of communication is to e-mail or phone the school and ask her to contact you.

We consider contact with parents invaluable to enable parents to understand and support the general operation and curriculum of the school. Opportunities to achieve this can be made through the following:

- Newsletters
- Letters sent home with children
- Pupil Progress Reports
- Parent Teacher Meetings



It should work the other way too! We look forward to hearing your views at meetings, through questionnaires, face to face, etc.

## **PUPIL PROGRESS REPORTS TO PARENTS**

During November, Parents' Evenings are held and members of staff will give a report of their child's progress to date. A further meeting will be held in Term 4. Parents will be given an appointment time for these contact times but, if not suitable, an alternative date can be arranged. If a child is experiencing any difficulties more frequent meetings will be arranged at mutually agreed times. A written report will be issued in June.



In all areas of their work, the children's progress will be assessed continuously. Teachers will use a variety of approaches to obtain information about pupils' success and progress. For the most part, observations during a variety of day-to-day tasks will enable the teacher to assess the pupils' overall development. More detailed assessments to check the pupils' attainment in a particular area of the curriculum will provide further information.

## **EMERGENCY CONTACT DETAILS**

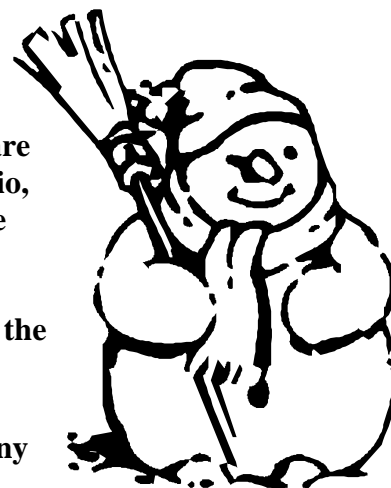
Emergency telephone numbers are kept at school for each family. These are updated each year.

- All parents are asked to complete the form for these and return them promptly to the child's teacher
- Parents are asked to contact the school if any changes occur in telephone numbers at home/work, or person to be contacted in an emergency

**During a period of heavy snow, where conditions in the early morning might prevent school from opening for the day, parents are asked to listen to either BBC Radio Highland or Moray Firth Radio, where an announcement would be made. There is also a telephone information service available which allows parents to listen to a recorded message from the Head Teacher. To use this service dial Highland Council's access number - 0870 054 6999 and then enter the school's pin number - 04 2190.**

**In addition to this you can visit**

**[www.schoolclosures.highlandschools.org.uk](http://www.schoolclosures.highlandschools.org.uk) where you can view any school closures**



## **PARENT COUNCIL**

The school has an active Parent Council. Meetings are held on a regular basis and the agenda and minutes are made available to the whole parent forum. The main aim of the Parent Council is to promote positive relationships between the community, the parents, the pupils and the staff. Parents should contact the Chairperson about any matter. The Chairperson at the moment is John Scott and any ideas for fundraising or offers of help should be directed to Kirsty Gordon.

## **PARENT HELP AT SCHOOL**

Parent help is always welcome at school and if you are free your offer of help is useful with the following:

- Library
- Crafts
- Playground assistance, eg. Paint games, etc
- Extra Curricular

## **SCHOOL LIBRARY**

We have a well resourced school library which has recently been updated with all books catalogued on computer. The library is considered an extension of the classroom and, therefore, becomes a focal point for a variety of educational activities. The library should be available for children in groups, individually or as a class, to work on



projects or to browse contentedly, looking for interesting books to read.

All parents can provide help by making sure that children return borrowed books in good time and in good order.

A book sale is held during the parents evening in November to promote children's books.

### **SCHOOL MEALS**

School meals are cooked at Hilton School and cost £1.70 per meal. Payment for the week should be made on Tuesdays. School meals are planned at Local Authority level taking due regard of Hungry for Success. A nutritionist has been involved to ensure balance and variety.

All classrooms now have units with water which is chilled and filtered. The aim is to encourage children to drink water only, and they can do this throughout the school day.

### **FREE MEALS**

Application forms are available from school. Issue and return of these forms is confidential as is the names of pupils receiving free school meals.

### **BREAKFAST CLUB**

Friday 8:15am – 8:45am

We serve cereal, fruit juice, toast and tea. There is a charge of 50p for this service. Open to all.

### **ATTENDANCE**

A register, indicating whether an absence is authorised or unauthorised, is required to be kept by law. After a period of absence, it is necessary for the pupil to bring an explanatory letter to the teacher.

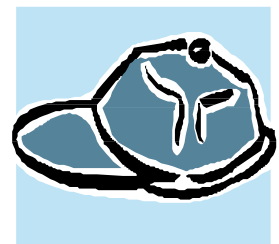
To ensure your child's safety we would ask that you inform the school by 10am on the first day of absence that you children will not be attending school. This lets us know that your child is safe.

Parents should inform the head teacher, by letter or telephone call, of any need to withdraw a pupil from the school during school time. In all cases, parents should ensure that permission from the head teacher is asked before removing a child from school to go on holiday. In line with the Scottish Education Department, Highland Council has requested that head teachers discourage parents from removing children for holidays during term-time for obvious reasons such as disruption to education, continuity, etc.

### **SCHOOL RECOMMENDED DRESS**

The school has a range of recommended school wear and it is our aim that all children wear the recommended dress. All pupils are encouraged to wear school uniform.

The school colours are royal blue/white. Fleeeces, sweatshirts, polo-shirts and t-shirts can be ordered throughout the year. Please contact the office to request an order form.



Whatever is worn, we expect children to be neat and tidy. Clothes should be appropriate for the weather prevailing and clearly labelled with each child's name.

A form for necessitous clothing is available for parents on income support and should be applied for each year at the end of the school session.

Shoe bags in the school colour and logo may be ordered. All children should change into indoor shoes in the winter time.

### **EXTRA-CURRICULAR ACTIVITIES**

The range of activities on offer varies from year to year. If you, as a parent, have a particular skill and some spare time, the school would welcome your help. In accordance with Highland Council guidelines, all parent helpers complete a Disclosure Scotland application. A pack will be issued to all volunteers. .

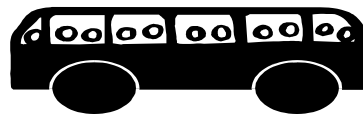
Although the school enters teams to the tournaments run by the Ross Primary School Sports Association, such as swimming, cross country and athletics, the aim is to provide skills and experiences for all children.

We have access to an Active Schools' co-ordinator, Julie Cleghorn, who promotes activity and participation for all pupils.

At present we run a variety of lunchtime clubs every Thursday. These are offered in blocks of 4 weeks and are selected from a list drawn up by the children.

### **TRAVEL ARRANGEMENTS**

Free school transport is provided for pupils under 8 years of age, who live more than two miles from school and pupils of 8 years or more, living a distance of three miles or more from school. Any spare seats are made available to pupils who do not qualify, if their route is judged to be particularly hazardous for walking.



Parents are asked to contribute to the safety of their child by reminding them of road safety, in particular when leaving the mini-bus and when crossing the road.

In adverse weather conditions, where parents are sufficiently concerned about conditions at drop-off points, you should contact the school as early as possible.

### **ADVERSE WEATHER**

In the event of adverse weather conditions, eg. heavy snow, it may be necessary to close the school early. To save the school having to contact each parent, arrangements have been made for a parent in your area to contact you. If parents are unavailable, children will be sent home with another pupil, where their parents are known to be at home.

## **GUIDELINES FOR CHILDREN USING THE MINI-BUS**

### **WHILE WAITING FOR THE MINI-BUS**

1. Arrive at your pick-up point about 5 minutes early.



## WHILE ON THE BUS

1. Remain seated while the bus is in motion.
2. Wear your seat belt.
3. Don't distract the attention of the driver; talk - don't yell.
4. Listen to the instructions of the driver and heed him.

## UPON ARRIVAL AT YOUR DESTINATION

1. Wait for the bus to stop, then step out in single file.
2. When the bus arrives, wait for the bus to stop before moving towards it.



Scott Buchanan – Highland Travel **07812387625**

Please contact Mr Buchanan out of courtesy if you know your child will not be on the minibus that day.

## TRANSFERRING DATA ABOUT PUPILS

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

### **What pupil data will be collected and transferred?**

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

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

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

In order to make the best decisions about how to improve our education service, SEED and education authorities need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better exam results. Accurate and up-to-date data allows SEED, education authorities and schools to:

- plan and deliver better policies for the benefit of all pupils,
- plan and deliver better policies for the benefit of specific groups of pupils,

- better understand some of the factors that influence pupil attainment and achievement,
- target resources better.
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### **Your data protection rights**

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

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

#### **Concerns**

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

Want more information?

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



We hope this brochure has been informative. We welcome you as a family and will endeavour to work hard to ensure a happy, healthy, caring and safe environment in which to learn.