



*SCHOOL
HANDBOOK
2009*

Pulteneytown Academy is a name, which has been associated with Education in Wick since the opening of the original establishment in 1836. The present building opened in 1959 and it is hoped that the great traditions and name of the school will continue for many years to come.

In collaboration with parents and staff, our vision for the school has been translated into the following simple slogan by the pupils.

Be happy, safe and do your best, Make Pulteney better than the rest.

The school aims were reviewed in January 2009 to ensure that our vision is met through these aims and we provide an education fit for the 21st Century moving towards a Curriculum for Excellence.

We aim to

- ♥ Create a happy, secure and safe environment in which all members of the school community treat each other with mutual respect and fairness.
- ♥ Deliver a broad, balanced and inclusive curriculum which allows each child to achieve his or her full potential.
- ♥ Provide high quality teaching and learning experiences that promote active learning.
- ♥ Encourage and support the development of positive life styles and attitudes with a particular focus on health and well being.
- ♥ Make a contribution to the life of the community through actively promoting partnerships with parents, professional agencies, individuals, businesses and the wider community.

- ♥ Be a learning community which supports learners, families and staff in their commitment to lifelong learning.

CONTENTS

1 Information about the School

2 Liaison with Parents

(Including Transfer of Educational Data about Pupils)

3 Curriculum and Assessment

4 School Improvement Structure

5 Pupil Transition

6 Security, Behaviour and Discipline

7 School Administrative Procedures

8 Pupil Care, Welfare and Safety

9 Pupil Participation Groups

10 Services and Payments

Information about the School

The school is situated in the south west of Wick, close to Wick High School. There are currently 200 pupils in the seven stages of Primary Education and a Nursery for 3 and 4 year olds. Caithness Early Years Autism Centre is housed in the east wing of the building. The Nursery is housed in a demountable, which has been specially adapted and situated to the north of the main building.

Our contact details are -

Pulteneytown Academy

Seaforth Avenue

WICK

Caithness

KW1 5ND

Telephone 01955-602649

Email Pulteneytown.primary@highland.gov.uk

Enrolment for Primary 1 usually takes place towards the end of January each year and this is publicised in the local press. Nursery enrolment usually takes place during March or April and again dates and instructions are published in the local press. To enrol any other time of the year, please contact the school by writing to the above address, telephoning the school to make an appointment, emailing the school or visiting the school during pupil hours for further information. Please always bring your child's Birth Certificate when enrolling for school.

Before a child leaves the school and is taken off the register, parents are asked to come into the school to complete a transition form giving details of their new address and school if this is known. This is important as schools are asked to be proactive in tracking the whereabouts of children in the interests of Child Protection. This also ensures records are passed on swiftly to cause the least disruption to pupils' education.

All visitors to the school must use the front door, where a security system is in operation, and report to the office.

School Hours

Morning Session	P1 - 3	9.10 a.m. - 12.15 p.m.
	P4 - 7	9.10 a.m. - 12.45 p.m.

Interval	All Classes	10.50 a.m. - 11.05 a.m.
Afternoon Session	All Classes	1.30 p.m. - 3.10 p.m.

THE STAFF: 2008 - 2009

Head Teacher	Miss L Wark
Depute Head Teacher	Mrs J Budge
P1-M	Miss K McDonald
P1-G	Mrs K Gulloch
P2	Mrs R Shuttleworth
P3	Miss E Sutherland
P4	Mrs E Sutherland
P5	Mrs S Thomson
P6	Mrs M Foubister
P7	Mrs L Harper (Principal Teacher)

Additional Support	Mr K Farmer
Technology/Science/RME	Mrs M Thompson
Music	Mrs J Ferguson

Support Staff	Mrs E Harper	Mrs C Ross
	Mrs B Ella	Mrs F Gunn
	Mrs H MacLeod	Mrs E Malcolm
	Mrs J McAdie	Mrs G Jappy

Nursery Coordinator Teacher	Miss C Oag
Nursery Assistant	Miss V Watt
Nursery Auxiliary	Mrs D Henderson

Admin/Clerical	Miss L Miller
	Mrs V Watt
Janitor	Mr J Scobbie

<u>Term Dates for pupils</u>	<u>Opens</u>	<u>Closes</u>
Spring	Mon 5 January 09	Fri 27 March 09
Summer	Tues 14 April 09	Thurs 2 July 09
Autumn	Tues 18 August 09	Fri 9 October 09
Winter	Thurs 29 October 09	Wed 23 December 09
Spring	Mon 11 January 10	Fri 26 March 10
Summer	Mon 12 April 10	Fri 2 July 10

Mid term break - school closed on Thurs 12, Fri 13, Mon 16 & Tues 17 Feb 09

Mid term break – school closed on Fri 12, Mon 15, Tues 16, Wed 17 Feb 10

Liaison with Parents

Parental Visits to School

Parents are very welcome to visit the school. The Head Teacher makes every effort to be available to see parents at very short notice, but sometimes has a teaching commitment, which makes this difficult. If possible, please telephone first to arrange a mutually convenient time. Contact with parents is desirable and valuable as good relations between home and school help to ensure the well-being of pupils. Such a relationship can, in many cases, prevent misunderstandings and, should any problems arise, enable them to be cleared up quickly.

A security system is in operation and access to the building can only be gained by ringing the visitors' bell on the inside door at the front entrance and awaiting an answer. Disabled access is through the junior door and a visitors' bell is available at the top of the ramp at this door. For your child's safety, access cannot be gained by any other means when children are in school.

Parents' Meetings and Opinion

Parents' Meetings are held twice a year, in November and June, to enable parents to have an opportunity to meet confidentially with the Class Teacher to discuss their child's progress, have a look at their work and plan future needs.

An open afternoon in February encourages parents to come into the school. There are a number of activities and displays of interest and children act as hosts for their parents. There are also open evenings arranged throughout the year to give parents information about specific issues and/or an opportunity to view new resources. Dates of all meetings are given in newsletters at the beginning of each term.

If a parent is concerned about their child's progress, they should initially discuss this with their child's class teacher during a parents' meeting whenever possible. If they are still concerned, they should make an appointment with the Head Teacher, who will be happy to discuss the matter in detail and take appropriate action.

Parents' opinion of the quality of provision we provide is important to us and questionnaires are issued from time to time to ask how we are getting on. These may be of a general nature or on a specific development we have undertaken. Please try to return any questionnaire we issue.

Parent Council and Parent Forum

All parents, who have a child in Pulteneytown Academy, are part of the Parent Forum and are invited to the full meeting of this body in September each year. The Parent Council is now in its second year and has already had a very positive impact on the school.

Newsletters

Regular newsletters provide parents with information as to term dates, forthcoming events, current activities in school and other general information. These are issued at the beginning of each month and are supplemented by others when there is further information to pass on to parents. Paper copies are distributed using school bag mail or

parents may opt to have them sent by email. Newsletters are also forwarded to local councillors and non parent members of the Parent Council for wider circulation.

Class Newsletters

Teachers prepare a short information sheet about what is being taught in their class each term. These are printed and distributed to parents near the beginning of each term.

Homework

As this is such an important part of the partnership between home and school, the full policy is attached as Appendix 1.

Emergency Contacts

In September each year, all parents are issued with a copy of the information held on the schools Phoenix computer system and asked to check and amend any information given. It is important that this form is returned so that records are kept up to date. Please let the school know if you move house or if your family circumstances change. Staff can only deal with children in a caring, sensitive way if they are aware of anything which may affect them in class.

The school keeps a list of emergency contacts so that in the event of a child becoming ill at school, contact can be quickly made with a parent or the named emergency contact. Please make sure this is kept up to date at all times.

Children who travel to school by bus or taxi are asked to provide a name and address near to the school where they could be sent in the event of an emergency closure of school due to bad weather and transport not being available to convey them home.

Excursions

Opportunities are provided for pupils to take part in excursions as part of their education. All excursions are Risk Assessed in advance and parents are sent a form giving details of the visit, seeking their permission for their child to take part. Parents must return these permission slips or their children will not be permitted to take part.

Some of these excursions may involve transport costs and entrance fees. It is school policy to try to meet these costs from school funds whenever possible, but parents may be asked to contribute if necessary.

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 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 colleagues 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>.

Curriculum and Assessment

It is our aim in Pulteneytown Academy to deliver a broad, balanced and inclusive curriculum which allows each child to achieve his or her full potential. While we introduce Curriculum for Excellence we will retain the 5-14 levels of progression until further advice is received. We also aim to provide high quality teaching and learning experiences that promote active learning.

Assessment is for Learning strategies continue to be developed at all stages. Teachers share learning targets with pupils at the beginning of each lesson where possible, either written or orally and reflect on these targets at the end of the lesson.

The Balance of the Curriculum

As a way of ensuring a balanced curriculum, staff construct a timetable each term. The amount of time given to each subject varies each term to fit in with full school projects such as our shows, sporting activities and other events. The balance of subjects covered also varies from stage to stage but Language, Mathematics, Environmental Studies, Expressive Arts, Physical Education and Social Education are taught in every class. Subjects are not taught in isolation and teachers take every opportunity to provide cross curricular activities. We provide opportunities for enterprise education every year.

Language

Language is essentially a skill of communicating. Therefore, we do not under-estimate the importance of talking and listening as well as reading and writing. Opportunities for all these aspects of language work are contained at all stages.

Reading and writing are skills used for various purposes developing from simple needs of the younger child to the more specific and sophisticated areas such as reporting, information gathering, composing, etc. In order that children acquire fluency and confidence they are taught spelling, grammar and punctuation and their vocabulary is enriched by means of verse, prose, drama and discussion. To this end recreational reading is encouraged by having class libraries which contain a variety of both fiction and non-fiction books.

The school has now fully embedded the Highland Literacy Programme. There is a high emphasis on collaborative learning where children work in 'trios' to read and discuss their books and have more choice in the reading they do for pleasure. Reading for Information and Writers Craft lessons are carried out regularly and the skills of grammar and punctuation, along with the widening of vocabulary, are taught using up to date, interesting resources with formal text books being used less often. Opportunities for writing are given every week in all classes.

The School has written its own comprehensive Programme of Study for Language based on the best of Local and National Guidelines.

Health Education

This is a very important part of all children's education and all classes use the Highland Programme of Study for Health. This covers the 5-14 strands of Physical, Emotional and Social Health which are sub-divided into the categories of Nutrition Education; Drugs Education; Safety Education; and Sexual Health and Relationships.

Information can be made available to parents in August giving details of the work to be covered that year and appointments can be made to discuss this further if desired.

Mathematics

Until further advice is received, children will continue to progress through the levels of 5-14, working at their own pace in each of the four attainment outcomes which are-

PROBLEM SOLVING AND ENQUIRY

INFORMATION HANDLING

NUMBER, MONEY AND MEASUREMENT

SHAPE, POSITION AND MOVEMENT

Children are given time for practical work using materials and instruments and are encouraged to use their developing mathematical skills in everyday situations. Strong emphasis is placed on mental agility in dealing with numbers and oral mental arithmetic is a daily feature in every class.

This year, staff are working on ideas to make children more actively involved in their mathematics and will be spending time preparing resources for this. More emphasis will be given to providing mathematical experiences from real situations rather than text books, but staff will continue to use a combination of Scottish Heinemann Mathematics, TJ Mathematics, On the Track Problem Solving and The Highland Programme for developing mental arithmetic skills.

Expressive Arts and Physical Education

This area of the curriculum encompasses Art and Design, Drama and Music as well as PE. Pupils are encouraged to express themselves in a variety of ways to contribute to their personal and social development, to promote affective, physical and cognitive development and to promote an awareness of cultural heritage, values and diversity.

We also try to involve children in any extra curricular sporting, cultural and aesthetic events and activities that are available. We make full use of any specialists who make their services available and this year children have had opportunities to take part in golf, rugby, dance, keep fit, traditional music and Kodaly.

The School Sports Coordinator has been a wonderful support to the school and children are able to take part in after school clubs with him at different times of the year.

Environmental Studies

Children work on the 3 aspects of environmental studies - Science, Social Subjects and Technology. Emphasis is placed on developing the skills of preparing for, carrying out, reviewing and reporting on tasks. Children are also encouraged to develop informed attitudes through a commitment to learning respect, care for self and others and through social and environmental responsibility. There is increasing emphasis on studying cross curricular aspects of the local environment and involvement in the community.

Science - The Highland Council Science Programme, which ensures full coverage of all 5 - 14 Attainment Targets, is used in all classes. Children undertake a variety of work in 'Earth and Space', 'Energy and Forces' and 'Living things and the processes of life'.

Social Subjects - Children participate in a number of studies focused on 'People and the Past', 'People and Place' and 'People in Society'.

Technology - Staff follows the Highland Technology Programme and provide a range of hands on experience for pupils.

ICT

Each class has access to 2 or 3 PC's and the school had some lap tops and Alpha Smarts for specific language support for some children. All children have opportunities to work on computers regularly in school for a variety of purposes and each class now has its own laptop and projector system for teachers to use as a teaching tool. We have also just purchased extra digital cameras for each class to have their own. All parents are asked to give their permission for their child to have supervised access to the INTERNET for research purposes.

Religious Education

The school follows the Highland Programme of Study for RME which is based on a scheme developed in Fife. It closely follows the 5-14 guidelines and covers the areas of Christianity, other world religions and personal search. School Assemblies are held each term and School Chaplains are invited to join the services at Christmas, Easter and at the end of the summer term. Parents are welcome to join in these services.

A Scripture Union group sometimes meets in school for pupils from P5-P7.

Parents may, if they so wish, have their children withdrawn from religious education and assemblies. Children who do not take part in religious activity are provided with an alternative activity during this time.

Assessment and Reporting

Formal examinations are not held, but a system of formative assessment is employed. This simply means the observation of the child's everyday work and activities. Class Teachers keep individual and class records of work being covered with progress checks being carried out at regular intervals.

The school follows the Guidelines on National Assessment. Children are given tests in Mathematics, Reading and Writing when their teacher believes they have covered all the work of a certain level and are ready to move on to the next level. On the rare occasion when a child does not pass a given test, further work will be done at that level and the child will be retested using a different test when they have made the necessary progress.

It is recommended that the following level should be attainable

Level A in the course of P1 - P3 by almost all pupils.

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

Level C in the course of P4 - P6 by most pupils.

Level D by some pupils in P5 - P6 or even earlier, but certainly by most in P7.

Level E by some pupils in P7/S1, but certainly by most in S2.

Children are given a certificate when they move from one level to the next and their name is displayed on their house attainment shield.

A full written report is given to parents in May/June indicating the levels children are working at in all areas of the curriculum. A parents' evening, with confidential appointments, is held approximately two weeks later to give parents an opportunity to discuss the report and their child's progress.

Additional Support Needs

The school adopts a Staged approach to supporting pupils who may have additional support needs.

Stage 1 – when a teacher feels a child is experiencing a difficulty, they will consider a different approach for a short time. This is recorded on a Form 1 and a copy sent to parents with an opportunity to visit the school for discussion if wished. At the end of the trial time, the strategy is evaluated and parents informed of next steps.

Stage 2 – if the difficulty continues or increases, then class teachers will involve the support for learning teacher either for advice, resources or to set up a focused alternative programme of work. A Form 2 is completed and again a copy is sent home. A short meeting with parents is desired as the pupil may well have some different or extra work to complete at home.

Stage 3 – this stage can be reached if difficulties prove to be long term, if it is found that considerable differentiation of the work of the class is required or a multi agency approach is required. At this stage an Individualised Educational Programme may be drawn up for a child. Parents are fully consulted in this process and time is set aside two or three times a year for review. Parental involvement is essential if the best progress is to be made.

Standards in Education

The Scottish Executive expect schools ‘To raise the standards of educational attainment for all in schools, especially in the core skills of literacy and numeracy, and to achieve better levels in national measures of achievement including examination results’.

The most up to date figures are included below.

5-14 Attainment

		June 2006 Level of Performance % P3,P4, P6 and P7 roll attaining or exceeding minimum 5-14 levels for their stage	June 2007 Level of Performance % P3,P4, P6 and P7 roll attaining or exceeding minimum 5-14 levels for their stage	June 2008 Level of Performance % P3,P4, P6 and P7 roll attaining or exceeding minimum 5-14 levels for their stage
Reading	School	81.2	84.3	82.9
	Wick ASG	76.1	73.9	78.1
	Highland	80.8	80.2	80.9
Writing	School	77.2	77.8	79.5
	Wick ASG	72.9	68.9	74.3
	Highland	76.1	74.7	74.8
Mathematics	School	89.1	88.0	91.5
	Wick ASG	86.0	83.6	84.2
	Highland	85.0	84.2	83.9

As you can see from the above table, Pulteneytown Academy remains above the Wick Associated School Group and Highland average in all subjects.

School Improvement Structure

It is important that every school continues to make improvements in the quality of educational experiences they provide for their pupils. In Pulteneytown we continually work on raising standards and making improvements.

There have been a number of changes to the way the Highland Council Education Culture and Sport Service expects documentation and evidence of this process to be completed. Our 'School Development Plan' which was published each year has been replaced by 3 more effective documents. These are detailed below.

Standards and Quality Report

This will be published each year in September and will be given to all families. It will report on the improvements we have made in the past year and the difference this has made to your child. It will also give you information on the life and work of the school community and our successes and achievements.

School Improvement Plan

This will also be published in September each year and a summary of our improvement projects will be sent home to every family. A copy of the full Improvement Plan will be provided to all Parent Council members and any other parent who requests it. This will focus on our priorities for improvement in the coming year, based on self evaluation, and will be reported on in the next Standards and Quality Report.

School Profile

This document provides an informed basis for improvement planning. It is a set of short evaluative statements giving a shared view of how the school is meeting the illustrations of the Quality Indicators given in How Good is our School and The Child at the Centre. It is updated on a rolling basis to reflect any improvements which are made. Parents contribute to this document by giving their opinion in questionnaires and through discussion with the Parent Council. Pupils also contribute by completing questionnaires and the Pupil Council may be asked for their opinion.

Evaluating Performance

Staff are encouraged to be reflective practitioners and evaluate their own class work on a regular basis. Teachers have Continuous Professional Development folders where they keep evidence of their self evaluation as detailed in our policy on Improvement through Self Evaluation.

To contribute to the School Profile, staff meet regularly to evaluate our collective performance in each of the Quality Indicators and gather evidence to support our evaluations.

Current Changes in Education

Curriculum for Excellence changes are still in their early stages, but staff keep up to date with new developments so that they are in a position to make positive changes at the appropriate time. Assessment for Learning strategies are well underway and work to develop more pupil self and peer assessment is in its early stages.

Pupil Transition

Many pupils find making changes a difficult and stressful time. Transitions happen when children move from nursery into school, from class to class in school and then transfer to secondary education. It is important that these changes are planned for in advance to minimise any disruption to a child's education.

In situations where children experience a change of school, individual arrangements are made to suit their particular needs.

Moving from Class to Class

Each year, as children move on to the next class, every effort is made to decide which teacher they will have, well in advance of the summer break, although sometimes this is impossible if new staff are to be appointed. Teachers get the chance to liaise and pass on information orally to each other and, if possible, they will have the opportunity to work with their new class before the summer break. Appropriate assessment records are also passed on. Wherever possible, teachers are involved in any additional support meetings about pupils in their new class in the lead up to transition.

Transition from Nursery to School

As with moving from class to class, every effort is made to decide who will teach Primary One before the summer holiday, but this is not always possible.

As these children experience a move of building, this can increase their anxiety about the move. To minimise this, we try to involve the nursery children in as many aspects of school life as possible throughout the year, such as the school show, and they use the gym and music room for some of their lessons.

Mrs Budge, DHT with a responsibility for nursery, visits the nursery regularly in her management role and also to get to know the children. In the summer term, nursery pupils join in with the Infant Together Times and have the opportunity to come to class for a morning and have lunch in the lunch hall.

In the first 2 weeks of Primary 1, they will increase their time and experiences in school until they are ready to attend full time by the beginning of week 3.

To keep parents fully informed there is an evening meeting held in June to pass on information and a P1 Welcome Book is handed out. It is important that parents attend this meeting as they have a big part to play in preparing their child for this move.

Transfer to Secondary Education

Most P7 pupils transfer to Wick High School. Names of pupils, along with information on their academic attainment in Reading, Writing and Mathematics, are passed on to the High School in the December of their P7 year. High School staff are invited to any additional support meetings during a pupil's P7 year and transition arrangements are often begun early for any pupil who may experience additional needs.

Joint primary/secondary working groups are currently reviewing Mathematics, Writing and ICT to support a seamless transition and a Science project, started in P7 is completed in S1 and then displayed for the next P7 class to look at.

The guidance department visits to talk to pupils and issue a Wick High School Guide to each of them. All pupils spend 2 days following their S1 timetable in June each year.

Parents are invited to visit the High School during June. Further information can be obtained from Mr Alister Traill, Rector, Wick High School, Wick, Telephone 603333.

Security, Behaviour and Discipline

School Security

Pupils should not arrive in the school grounds too early in the morning as access to the school will not be given before 8.50 a.m. even in bad weather as supervision of the children is not available until then. At playtime, pupils are supervised in the playground by the Janitor and a number of Support Staff and they **MUST NOT** leave the school grounds at this time. Parents should **NOT** approach any child, including their own, in the playground, as this is a security risk. When the weather is very bad pupils remain indoors during playtime where they are supervised in their classroom by senior pupils, janitor and support staff.

Those children who have a school or packed lunch are supervised in the playground by the Janitor after their lunch and they may not leave the school grounds at lunchtime. This can be as long as an hour for infant pupils and it is recommended that pupils go home at this time whenever possible especially in poor weather conditions. Pupils who go home for lunch should not return to school until 1.25 p.m.

While there are no objections to the children using the school grounds after 3.15 p.m. for football, netball, etc, they must leave the school grounds at the onset of darkness. Should there be any instances of vandalism, wilful damage or rubbish left about, there will be no hesitation in forbidding use of the school grounds after 3.15 p.m.

The school grounds **MUST NOT** be used for motorised scooters or bikes and dogs are not allowed at any time. Please look after our school grounds.

Behaviour and Discipline

Pupils are expected to conform to acceptable standards of behaviour with particular regard to the well being of people and property. All children are made aware of 'The Golden Rules', which are displayed in all classrooms and are reinforced in Circle Time as part of pupils' Personal and Social Development.

In all cases of breaches of rules a positive approach is taken and good behaviour is reinforced. Where sanctions are required to back this up, these usually take the form of teacher displeasure, punishment exercises sent home or supervised detention at playtime or lunchtime.

The school will inform parents of any serious problems and seek their co-operation in ensuring that standards are maintained.

Bullying and any type of racism will not be tolerated in any form in Pulteneytown Academy. All reports of bullying or racism will be investigated and parents of children involved will be notified immediately.

When serious or repeated breaches of rules are involved, parents and/or children may be asked to sign formal agreements to guarantee good behaviour in school.

School Administrative Procedures

Pupils' Property

Each day, children should bring to school any homework books and jotters which are required for use. They should also have their own pencil, eraser and pencil sharpener for class use and may bring a few coloured pencils or pens if desired. This should all fit in one pencil case. Other items such as rulers, felt pens, calculators, protractors, compasses etc may be required for home use, but these should be kept at home as the school will provide any necessary items for use in the classroom, thus reducing the overload of school bags.

All pupils require shorts, T-shirt and gym shoes for P.E. Since a physical education lesson may be given on any day it is requested that children bring their gym kit to school on a Monday morning and take it home again on Friday afternoon for washing. In this way children will not be faced with a P.E. lesson without their kit. All children are issued with a gym bag, generously paid for by the PTA many years ago.

In the interests of Health and Safety, children **should not wear jewellery including rings, necklaces and ear rings**, to school. If children are to have ears pierced, please arrange this at the beginning of the summer holiday so that the 6 week period can be completed before they return to school. Children with long hair are requested to bring something with them to school to tie this back for technology lessons.

Sadly, due to the occasional theft by a very small number of pupils, anything else brought to school is done so at parents' own risk and bringing expensive items to school is to be discouraged. The use of mobile phones is not permitted by pupils in Pulteneytown Academy – if your child needs to bring one to school, for after school use, then this should be accompanied by a permission letter from a parent and the phone should be switched off and handed in to the teacher for safe keeping until the end of the school day.

School Clothing

Children are expected to wear school uniform, consisting of black or yellow poloshirts, sweatshirts or t-shirts and black or grey skirt or trousers, **every day**.

Uniform is available from school and parents are given an order form in May each year to order for the beginning of the next school year. Uniform can be purchased throughout the year from the school office but this should be for replacement items only and the main ordering should be done with the annual order in May.

The school is completely carpeted with light coloured carpets, which create a bright welcoming atmosphere. In order to preserve these carpets children change out of their outdoor shoes in the cloakrooms and wear indoor shoes in the classroom. These may be the same shoes used for P.E. if desired. In this way mud, snow, etc, is left in the cloakrooms. To prevent indoor shoes from being misplaced, drawstring shoe bags are available from the school office at the subsidised price of £2 and it would save a considerable amount of child and staff time if EVERY child could have one of these. Indoor shoes with Velcro fastenings make life much easier for infants.

Outdoor Clothing

Children should always be sent to school with suitable outdoor clothing and footwear as the weather can easily change from "T-shirt weather" to "raincoat weather" between 9.00 a.m. and 3.10 p.m.

Naming of Property

It is absolutely essential to have **all** children's belongings named including indoor shoes. As all uniform is identical, it is impossible for the school staff to trace any unnamed items of property, which may be misplaced. Parents who do not name their children's property waste a lot of staff time and cause distress to their children – it is a simple job to eliminate this.

Loss of Property

If anything goes missing at school, the chances of finding it are better if the loss is reported promptly to the Class Teacher or Janitor. Children finding things in the school are encouraged to hand them into their Class Teacher or Janitor in order to be claimed. A clothes rack for lost property can be found in the reception area and the accumulated contents are displayed on parents' evenings to encourage items to be claimed.

Care of Books

Parents are asked to ensure all books taken home either for reading, mathematics or as part of the "book bag" scheme, are treated very carefully as these are very expensive to replace. Children should have an appropriate school bag for transporting these materials. **Please do not put lunch boxes in the same bag as books and jotters as this has resulted in the destruction of many books in the past.**

Absence

In line with Highland Council Policy, parents are expected

- to inform the school of any prearranged absence e.g. attendance at a hospital appointment or any other unavoidable event, prior to it taking place. Pupils must be collected from school as they will not be allowed to leave on their own, even with a note from a parent.
- **to inform the school of their child's absence by 9.15am on the morning of the first day of absence** or by 1.45 if the absence is for the afternoon only.
- to respond promptly to contacts from the school.

The Highland Authority discourages the practice of taking children out of school for holidays and parents should give careful consideration to the disruption in their child's education before removing them from school in term time. Teachers find it very difficult to give pupils individual attention to try and catch up work missed and this can seriously affect the continuity of their education.

To provide extra homework for individual pupils is very time consuming for staff, therefore while staff will make every effort to do so when children are absent through illness, they will not provide work for children who are off on holiday. If extra work is sought, parents are asked to take responsibility for ensuring this work is completed correctly.

Schools have been asked to set targets for improved attendance – please see below. All holidays in term time are classed as unauthorised.

Pulteneytown Academy 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)	8,529	9,634	11,340	9,712	7,580	10,602	12,474	69,871
Percentage Authorised Absences	4.6	3.9	2.6	3.4	1.2	5.4	4.0	3.7
Percentage Unauthorised Absences	0.2	0.7	0.4	0.2	0.5	0.8	0.4	0.5

Highland Attendance And Absence For School Year 2007/2008

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	823,218	879,569	901,186	901,018	1,019,376	986,524	958,200	6,469,091
Percentage Authorised Absences	4.6	4.2	3.9	3.8	3.8	3.9	4.1	4.0
Percentage Unauthorised Absences	0.4	0.5	0.4	0.5	0.5	0.4	0.5	0.5

Scottish Attendance And Absence For School Year 2007/2008

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	18,444,479	19,145,177	19,526,465	19,941,323	20,669,987	21,017,565	21,092,362	139,837,358
Percentage Authorised Absences	4.3	4.1	3.8	3.8	3.7	3.7	3.8	3.9
Percentage Unauthorised Absences	0.9	1.0	1.0	1.0	1.0	1.0	1.0	1.0

Minimising Overall Absence

	Absence recorded (2006/2007) Average number of half days absence per pupil	Absence recorded (2007/2008) Average number of half days absence per pupil
Pulteneytown Academy	13.6	15.7
Highland	17.1	17.1
Scotland	18.0	18.6

Pupil Care, Welfare and Safety

Child Protection

From time to time incidents can occur within the school setting, which cause concern and could indicate that a pupil is suffering from some form of abuse. In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service staff have an obligation to report such incidents or concerns to Social Work Services, which can lead to a joint Social Work/Police investigation. All agencies involved in Child Protection regard the welfare of children as paramount and this will be their priority.

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

Health Professional Involvement

Children in P1 and P7 have a health review. Parents are notified and may be present should they wish. The school nurse also visits to carry out health screening from time to time and to give talks on health matters.

Speech Therapists regularly work with class teachers and support staff. Pupils can be referred to Speech and Language Service by parents or by teachers, with a parent's permission.

Dental Health

Pupils in P1 – P3 are given the opportunity to be involved in supervised teeth cleaning every day after their lunch if their parents complete the permission slip each year. This should be viewed as an extra opportunity for cleaning of teeth and should not replace the twice daily routine at home. Funding for this is available as Pulteneytown Academy is a target school as the pupils were found to have many more dental caries than the average. On completion of a permission form, pupils in P4-7 can also be given a toothbrush and toothpaste and taught safe practice in using these to ensure no cross contamination. They are free to clean their teeth after their lunch and are encouraged to do so.

Medical Conditions

It is essential that the school is kept up to date with any medical condition which may affect a child's care and welfare in school. Please let us know if your child develops any condition and inform the school if a condition no longer affects their child. A medical protocol is required for any condition which may need emergency treatment in school.

Medicines

Any parent whose child requires prescribed medicine during school hours should **bring** this to the school office where arrangements will be made for it to be given to the pupil. Instructions **MUST** be given in writing. Under no circumstances should children be given medication to carry to school themselves. Should treatment involve injections, eye or ear drops, parents are required to come to school to carry out these actions themselves.

Inhalers

It is **essential** that children who require inhalers have them in school **EVERY DAY**. It can be distressing to staff and pupil if an inhaler is required and has been left at home.

Head Lice

Parents are requested to check their children's heads regularly and take the necessary action should they have been infected with head lice. The school has leaflets, which it will distribute on request. Please let the school know if your child becomes infected, the information will be treated confidentially, but it allows us to monitor levels and seek medical advice if this becomes widespread.

Health Promotion

Pulteneytown Academy achieved Health Promotion Status Level 4 – Very Good in October 2005. We continue to promote a healthy lifestyle in many ways.

School Nutrition Action Group

The SNAG consists of a number of pupils and staff and liaises with the school cook when necessary. The group arranges events and competitions throughout the year to promote healthy eating and lifestyle.

Drinking in School

Children are given a water bottle when they start school, donated by the Parent Council. They are encouraged to bring it with them to school each day and drink from it in class during the day. To ensure pupils develop healthy drinking habits, **THIS BOTTLE IS FOR PLAIN WATER ONLY – NO JUICE OR FLAVOURED WATER**. These bottles are the sports cap type as there are fewer accidents with these and children can safely take a mouthful when working. Children in P4-7 have access to a water fountain at break and lunchtime so that they can fill their bottle during the day.

Please encourage your child to bring their bottle home each day or at the end of each week, at least, so that it can be cleaned properly. Replacement bottles can be purchased from the school office for £1 and replacement caps for 15p. The school still sells bottles of water at 40p, but these are only refrigerated in the summer term.

Road Safety

All classes use the Street Sense Programme to teach and promote Road Safety. The school is also involved in the Junior Road Safety Officers scheme which involves 4 pupils in P6/P7 with a member of staff. These pupils hold competitions and run events to promote Road Safety.

The Parent Council Travel Plan secured grants through 'Safer Routes to Schools' to upgrade the pedestrian path to the school and provide secure cycle storage.

Crossing Patrol

A Crossing Patroller is on duty, in the morning and afternoon, at the intersection of South Road and West Banks Avenue to assist pupils coming to and from school. Pupils living in any area on the east side of the South Road are expected to use this crossing and not to cross at other points on the South Road. There is no crossing support at lunchtime.

Ways of coming to school

Children are encouraged to walk to school whenever possible. Parents dropping off children or collecting them by car are requested to park their vehicles in the parking bays available and not to park in such a way as to block the entrance or to impair the vision of pupils or adults who are walking. Disabled bays are available for this purpose only.

Pupil Participation Groups

Pupils are encouraged to be active in the running of the school and have appropriate input in a number of pupil representative groups. Each group has a notice board and it is the pupil representatives' responsibility to keep these up to date and interesting for their fellow pupils.

Pupil Council

There is a representative from each class from P3 upwards, and two representatives from P7. Pupils are voted each year, by their fellow classmates. The group meets with the Head Teacher or her delegate at least once a term. Pupils are allowed to raise two issues at each meeting and the Head Teacher one. This can range from suggesting and organising events; suggesting changes to the playground or inside the school; looking at particular educational changes or provision. Representatives each report back to their class. P7 pupils have the additional responsibility of reporting back to the younger children and helping with the minutes of the meetings.

House System

All pupils are placed in one of four houses - Girnigoe, Oldwick, Sinclair or Mey and their names and photographs are displayed in the school hall, showing which house they belong to. House points are awarded for class certificates handed out throughout the year, and at the end of the year the House Shield is awarded to the House with most points. Senior children also compete for their Houses in Sports, a Quiz and football and netball matches. P7 pupils, who are interested, make speeches to all P4-7 pupils in their House in an effort to be voted on as House Captains and Vice Captains each year.

Eco Council

This is a new fairly new body which looks at ways in which the school can be more Eco friendly. This is made up of a number of pupils from P5-7, staff and parents. To become a member of this group, pupils apply for the post, are interviewed and then voted for by their peers. An Eco Action Plan forms part of the School Improvement Plan and this group has the responsibility of taking this forward. This involves making changes to the school, education within classes, competitions and events.

School Nutrition Action Group

As detailed in the previous section, this is made up of a number of P6 and P7 pupils who are interested in promoting Healthy Lifestyles. As with other groups, pupils must fill in an application and have an interview before they become a member of the SNAG.

Junior Road Safety Officer

To become a JRSO, pupils must fill in an application form and have an interview for the post. They are given training by the Road Safety Officers from Inverness and have access to the JRSO website to give ideas of competitions. Pupils are elected while in P6 and then stay on as reps in P7. They are supported by a member of staff. Their duties involve promoting Road Safety in the school and managing and reporting back on Walk to School weeks.

Services and Payments

School Meals

School lunches are available to all pupils wishing to partake of them at a cost of £1.65 per day. A menu is issued to all families twice a year, at Easter and in October, when the menu changes and this should be **kept for reference**.

Children complete a booking form and pay for their lunch in reception between 8.50 a.m. and 9.10 a.m. each day. Children who are entitled to free meals should also complete a booking form and hand it in to reception at the same times. Whenever possible, it is easier for pupils to pay on a Monday for the whole week, but booking forms still need to be completed each day. Pupils in P1 are given a lunch chart for the first term until they are able to take responsibility for these themselves. Parents are asked to complete this each day and ensure it is in their child's school bag.

Facilities are also available in the Dining Hall for pupils who wish to bring packed lunches from home. Lunch boxes should be clearly marked with the pupils' name in order to prevent loss. It is requested that no glass bottles, flimsy plastic containers or cans of fizzy juice be brought to school for interval or lunchtime. A separate bag in which to carry their packed lunch would be helpful as there have been several instances of school books being destroyed when containers have leaked. Children who bring a packed lunch must take their rubbish home with them as they will not have access to a rubbish bin in the lunch hall. In this way parents will know exactly what their child has eaten each day, but please be careful if giving large tubs of yoghurt etc as this will make a mess if pupils do not eat all of it.

P1 and P2 pupils are given the option of having free fruit or fresh vegetables 3 days a week at break time to try to encourage them to eat more of these foods.

Free Meals and Clothing Grants

Free school meals and clothing grants may be made available to children of families in receipt of F.I.S. or Supplementary Benefit. In exceptional cases of temporary financial difficulty clothing grants may also be available to others. Forms of application for free meals and/clothing are available from school or the Council Service Point

School Transport

Free transport to school is available for children living within the delineated area of the school if they are under eight years of age and live over two miles from the school, or are eight years of age and over and live three miles from the school. However, they may be expected to walk part of the distance to and from a convenient pick-up point for school transport. Transport application forms are

available from the school. Further information on the school transport system may be obtained from the Area Education Office.

Budgeted Running Costs

Budgeted Running Costs For Financial Year 2008-2009

School Roll at September 2007	189
Total School Running Costs at April 2008 (£)	567,606
Cost per Pupil (£)	3,003

Appendix 1

HOMEWORK POLICY

Rationale

There is now an opportunity to recognise fully the talents and contribution of the growing range of adults currently involved in educating our children and to reflect the developing role of the school as a partner with parents. (ACE)

Because all children benefit from the interest and involvement of their parents it is important to make sure that all parents have opportunity to be involved in their children's learning and education. (Parents as Partners Toolkit)

Aims

- ♣ Encourage independence and learning skills
- ♣ Encourage the children to develop a sense of ownership and responsibility for learning.
- ♣ Consolidate and develop work taught in school and therefore raise attainment levels.
- ♣ Encourage and provide opportunities for adults at home to become involved in children's learning.
- ♣ Encourage learning to take place in the wider community – the home, library, shops etc
- ♣ Encourage support from the home to develop children's confidence and attitude towards their work.

Main Features of Homework Tasks

The content of the tasks may vary from stage to stage and should be as varied as possible to encourage interest and motivation.

At the **Early Stages** tasks can range from:

- Reading
- Reading for enjoyment
- Rhyming
- Learning common words
- Spelling
- Phonic work
- Environmental print development – including numbers
- Book bags
- Maths work including number
- Project links and research
- Science sacks
- Interactive time, money and shape work

At the **Middle Stages** tasks range from

- Reading for Enjoyment
- Maths
- Spelling
- Language
- Book bags
- Environmental Studies including Science Sacks
- Personal projects – research
- Preparation for class talks

At the **Upper Stages** tasks range from

- Reading for enjoyment
- Spelling
- Maths
- Environmental Studies including Science Sacks
- French
- Current affairs
- Research for topics and Personal Projects
- Preparation for class talks

Reading

In Primary 1-3 children will take Core reading books home in order to practise the text or to carry out a given task based on the book.

From Primary 4 – 7 children will have an opportunity to choose a book from the school library. These books will go home over a two week period where the children will be expected to both read the book and complete a set task. Children should be encouraged to choose a wide range of genres over the year.

Some children may also have a reading book from one of the alternative schemes – such as Wellington Square, Jumpstarts or Story Worlds. These books should be used to specifically support the less able reader – often with the advice from ASN.

Spelling/ Mathematics (in detail)

Spelling and Mathematics tasks should be varied as much as possible within all stages. Ideas for fun and interactive activities for spelling can be found in Highland Literacy Project Notes, Strategies to Improve Spelling, and games to support numeracy are included in Scottish Heinemann Mathematics.

Frequency and length of tasks

Consideration needs to be made for out of school commitments that many children have, therefore, the length of task and period of time in which it is due in will vary.

In the Infant stages homework should take around 20 minutes a night. Reading should be set on a daily basis with other activities taking up the majority of this time.

In the middle stages homework should take around 20-25 minutes. Children should be learning how to become more responsible for their homework and the timing of the tasks – they will have greater say on when they complete the work to ensure it is handed in on time.

The upper stages should continue to develop this responsibility further with multiple tasks being set over a longer period of time – for example, giving out tasks on a Monday and handing in on a Friday. This may take up to 30 minutes per night.

Planning Homework

- ◆ Homework tasks should be planned on a termly basis as part of the forward planning for the class.
- ◆ If children and parents are to value work done at home, staff must also value this work and therefore teachers should take care to ensure they have time to review homework tasks appropriately and should consider this when planning.
- ◆ Peer assessment of homework tasks is encouraged as part of the collaborative learning strategies of the class.

How Parents can support the Homework Policy

- Parents should be encouraged to sign all homework
- Where opportunities arise, tasks should be interactive, allowing parents to become more involved in homework, rather than just checking it is correct.
- Pupils in Primaries 5, 6 and 7 will be given Homework Diaries and parents are requested to check these each week and help pupils plan their work until they can do this independently.

Sanctions

We consider homework to be important and therefore expect it to be taken seriously by all pupils. The reasons for giving homework and our expectations of standards and presentation should be fully explained to the children by the class teacher.

If a pupil should fail to do work set without having a reasonable excuse or produce work of an unacceptable standard, the following steps will be taken:

- Teacher will emphasise why the work is being set and may offer another chance to complete it at home.

- Children may be kept in at breaktime/lunchtime to do it.
- If children repeatedly fail to complete tasks a warning may be given, leading to loss of Golden Time.
- If incidents are frequent, children may be sent to a member of the Senior Management Team. At this point, parents may be informed.

If a child begins to fall behind their group, or does not complete given work in school, then they may be given work home to catch up. This should only happen on an odd occasion and if there are any ongoing problems with this, the class teacher should inform a Senior Management Team member who may contact the parents to try and resolve problems.

This policy will be included in full in the School handbook and a copy sent to parents at the beginning of each academic year as a reminder of the part they play in their child's learning.

***Revised
August 2007***