

“Working together to inspire learning and achievements in
Highland Communities”



All children growing and learning together in a caring community
environment



Duror Primary School

**BROCHURE
2009**

**Head Teacher: Mrs M Macdonald
Duror, Appin, Argyll PA38 4BW**

Telephone/Fax: 01631 740339

marylin.macdonald@highland.gov.uk

Dear Parents,

I hope that the items in the enclosed brochure answer any questions you may have about this school and give you an idea as to how our school is run.

If you have any unanswered questions or would like more information about any item, please do not hesitate in contacting me.

I mention in various places in the brochure that you should contact me if you have any worries about your child, educational or emotional problems, and this is sincerely meant. We are as concerned about the happiness and welfare of your child as you are.

Yours sincerely,

Marylin J Macdonald

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Name of School: Duror Primary
Duror
Appin
Argyll PA38 4BW

Telephone: 01631 740 339 School.

Denominational Status: Non Denominational.
Present Roll: 19 (1.5 teaching staff)
Stages Taught: P1-3 / P4-P7.

Head Teacher: Marylin J Macdonald

Other Teaching Staff: Mrs Morag Macaskill (1.0) teaching
P1 – 3 all week
Then P1 – 7 Thursday & Friday
Mrs Maria McLeod P4 – 7 (0.5) teaching
P4 - 7 Mondays, Wednesdays and
Tuesday mornings
P4 – 7 are taught P.E. & French on
Tuesday afternoons by P.E. Specialist
and Head Teacher

Class Contact Reduction (CCR) Mrs Williamson P4 – 7 Tuesday morning

Music: Mr P Duggan: Monday mornings
Term 4

Violin Tuition: Miss Olivia Ross: Tuesday mornings
11.00am – 12.30pm

Physical Education: CCR 1-7 Mrs R Grant Tuesday afternoons
1.30pm – 2.30pm

Learning Support: Half day Monday afternoons

Clerical Assistant and
Classroom Assistant: Mrs E MacLachlan

Area Education Manager: Mr Laurence Young
Education Culture and Sport
Camaghael Hostel
Fort William PH33 7 ND

Telephone: 01397 707350

School Day

<u>Class</u>	<u>Morning</u>	<u>Afternoon</u>
P1/2/3	9am – 12.30pm	1.15pm – 2.30pm
P4/5/6/7	9am – 12.30pm	1.15pm – 3.00pm

Morning Interval – 10.45 – 11am

Duror Primary School Inspection - September 2008

The evaluations stated in the report by June Graham, HM Inspector, for Duror Primary School were as follows:

Improvements in Performance	-	Good
Learners' experiences	-	Very Good
Meeting Learning needs	-	Good
The Curriculum	-	Good
Improvements through self-evaluation	-	Good

Parent Council

Parent Members

Mrs Elsa Shepton - Treasurer

Mrs Margaret MacDonald – Secretary

Mrs Katy Cockerill – Chair Person

Ms Fiona McGill

Co-opted Members

Ms Christine Ross

Staff Member

Mrs Morag Macaskill

Mrs Maria McLeod

“Parents as partners in their children’s learning”

Parent Council

We really value and welcome parents’ involvement in our school and are keen to work with you to help us give your child the best education we can provide. The Scottish Schools (Parental Involvement) Act 2006 is seen as a key step in improving parents’ involvement in their own child’s education and in the wider work of the school. All evidence shows that when parents, carers and other family members are actively involved in supporting their child’s education, children’s achievement and general experience of school are better.

As a parent of a child in attendance at school, you will be automatically a member of what is called the Parent Forum for the school.

As a member of the Parent Forum:

- You can ask the school for advice and information on your child’s education and how you can support this.

- You will have the opportunity to come along to meetings and to feed in your ideas in other ways.
- You can also help choose the Parent Council for your child's school - this is a group of parents who represent the views of all parents in the school.

The type of things a parent council could get involved in includes:

- Supporting the work of the school.
- Gathering and representing parents' views to the Headteacher, education authority and HMIE.
- Promoting contact between the school, parents, pupils, providers of nursery education and the local community.
- Fundraising.
- Organising events.
- Being involved in the appointment of senior staff.

AIMS

Vision statement agreed by pupils at Assembly - Nov '08.

“Together we are an inclusive, enthusiastic school with fun and effective learning.”

At Duror Primary School we are engaged in the pursuit of excellence. We present the children with opportunities to develop the four capacities of A Curriculum for Excellence so that they will become successful learners, confident individuals, responsible citizens and effective contributors.

This will equip them with skills and attitudes for lifelong learning and will prepare them for life beyond school.

We focus on the development of a community based on genuine care and understanding where each child is respected, valued and encouraged to realise his full potential.

This shared vision is supported by a number of strategies including our School Aims.

We aim:

- 1 To make our school a safe, welcoming and rewarding environments where each child will be treated equally and all pupils, staff and parents will feel appreciated and valued.
- 2 To maximise standards of attainment by:
 - Providing a curriculum which illustrates breadth and balance in all areas
 - Ensuring a coherent and progressive approach to teaching and learning
 - Enhancing the ethos of achievement through recognising and celebrating the success of all
 - Regular monitoring of progress and achievement
- 1 To provide a quality learning environment which stimulates and motivates pupils by:
 - Encouraging positive attitudes in the pupils towards themselves and others.
 - Ensuring equal opportunities for all pupils through a policy of inclusion
 - Promoting the health and well being of all members of the school community.
- 4 To make effective provision for pupils with Additional Support Needs by:
 - Meeting pupils' individual needs
 - Assisting pupils to make optimum use of their abilities and educational opportunities
- 5 To encourage partnership with parents and the community to enhance the quality of pupils' learning and welfare by:
 - Recognising the rights of parents to be informed, consulted and involved in the education of their children
 - Maintaining co-operative relationships with the Parent Council
 - Promoting opportunities for pupils to develop enterprising skills through links with members of the local community

- 6 To enhance professionalism by staff by:
- Increasing the collegiate role of all staff
 - Ensuring that all staff have opportunities for continuing professional development
 - Undertaking CPD courses which respond to individual needs and school priorities
 - Liaising with colleagues and staff in other schools to share good practice.

Date of last review of aims: November 2008

Aims developed by, and shared with, [Head](#) Teacher, School Staff, Parent Council, Parent Forum, and Pupil Council.

School Aims

These are our new clear aims shared with Pupils

- Duror will be a safe school where we can grow and learn because we feel wanted, excited about learning and we have a say in the school.
- Learners will be confident and ask lots of questions. They will manage their feelings, be fit and get on well with every kind of person. This will help them enjoy life and reach their goals.
- Parents/carers and staff will work closely together to help children learn.
- We will work well with local groups because we can learn so much from our community.
- We will all value differences in people in our community and our world
- Everybody will succeed in their learning and will CELEBRATE achievement.
- We will respect the buildings and belongings of our school and community and take care of our changing world
- We will keep learning and keep getting better so our learning/school is the best it can be.

Background Information on Duror School

Duror School provides education for children living in the Duror / Kentallen area. The school was originally part of the Argyll Education Authority but, with the advent of Regionalisation, became a southerly outpost of Highland Region. The original building was completed in 1877.

Duror Primary School is situated on the Cuil Bay road at the junction of A828 trunk road. The single track side road leads to an attractive bay which enhances the school curriculum. A wooded area behind the school adds to the attractiveness of the school setting and further promotes environmental study projects.

Although a two teacher school from 1980, it remained a one roomed building with outside toilets until August '86 when an extension was completed.

This extension more than doubled the floor space and provided indoor toilets, a cloakroom, cleaner's store, a servery for school meals and a G.P. (General Purposes) room. This G.P. room is now used as a second classroom with the School meals also being served there. School meals are cooked and transferred from a neighbouring school.

In about 1975, the school was to have been closed but this did not come about. The role rose gradually from '76 until by '80 it was sufficient for a second teacher to be appointed.

Duror primary became a pilot Associated School with Glencoe Primary in August '05.

Highland authority has been conscious for some time of the fact that many head teachers of small school have found the combination of teaching and managing very difficult as the demands placed on class committed primary head teachers have increased greatly over the last 10 years. The council is currently piloting the Associated School Head Teacher as one model of how the management function and teaching can be separated.

Over the years the roll has varied reducing and increasing the teaching staff ratio.

Recent improvements to the play ground have enhanced the quality of play, the safety of the children and the promotion of physical exercise. The improvements made have been the installation of a gate at the entrance of the school improving access into the school playground, road markings outside the school a stone wall, a boundary fence has been placed in front of the old stone wall, the gravel side playground has been recently tarred and a bike shed has been erected at the rear of the playground. A bouldering wall along the outside of the main entrance was erected in May 2007.

Duror School has an active Safer Route to School Group which has drawn up a safety plan and is constantly being reviewed.

The school was accredited Health Promoting School status in October '05 and continues to maintain the Health Promoting School Status. The school received the Silver ECO School Award in June '08 and is working towards achieving the Green Flag.

Transferring to this school /Enrolling Primary One
&
Transferring to Secondary School

Parents transferring their children from another school should contact me, The Head Teacher, to arrange a suitable time to discuss their child. You are also welcome to visit the school in action and again it is helpful if this can be arranged in advance.

All entrants have visits in June, usually 3 afternoons and a morning. Parents are most welcome to remain in school during these visits if they feel that this would be reassuring to them and their child.

Pupils from this school transfer to Kinlochleven High School at the end of P.7. In the February of their last year here, transfer forms are sent to parents to sign and also a prospectus for Kinlochleven School. A week's visit to Kinlochleven in June, means that P.7 pupils have an opportunity to become familiar with their new surroundings and new teachers.

The Head teacher at Kinlochleven is Mr John McGilp and the School phone number is 01855 832042

ADVICE FOR PARENTS OF P1 PUPILS

Between enrolling your child in February and bringing him/her to visit in June, please talk about going to school in a positive, cheerful way.

It would also be very helpful if your child could put shoes on the correct feet, fasten and unfasten coats and jackets, be able to change for P.E. and cope with going to the toilet alone.

Please send in an old shirt for painting – the best variety go from top to toe (Dad's old shirt) and protect all clothing. We also are most appreciative of "junk" i.e. empty cartons, boxes, wool, material, scraps etc.

Please ensure all your child's belongings are labelled.

Ways to Prepare Your Child For School

- 1) Language: Children learn new words from adults more than other children, so talk to your child.

e.g. Out shopping – give instructions for child to collect items from shop shelves.

At Home – instructions for helping you about the house.

Nursery Rhymes, Listening games.

- 2) Colour: Talk about colour of clothes being put on, car colour etc.
- 3) Sorting/Matching: Sorting things into matching groups encourage a child to identify and categories similar objects. This activity helps with early maths and reading.
e.g. Sort the family shoes into pairs.
Sorting out cutlery to put away in correct spaces in drawer, setting table.
Putting toys away in correct places.
Categorising various items according to shape/colour/size etc.
- 4) Pencil Control: The muscles needed for good hand control are not fully developed in young children. They must start with large paper and chunky crayons.

Activities to develop hand control;

Blackboards, chalk, paper, crayons, cutting out, colouring in, tracing etc.

5) Beginning Numbers & Reading

It is very difficult for young children to distinguish between one Number shape and another or one letter shape and another when their eye is not yet trained.

Activities to help;

Picture talk – looking at a busy picture and picking out objects, Spot the Difference, Old Nan Out, Dot to Dot, Snap and Lotto games.

Please send in an old shirt for painting.

School Uniform

It is anticipated that all children will conform to the school's dress code i.e. navy skirts or trousers, school sweatshirts, cardigans and white shirts / tops. All children should bring a change of footwear for indoors and P.E. lessons.

It would be helpful if coats had hooks to hang on pegs and if wellingtons had names inside them. Many young children have difficulty in recognising their own boots and do not always put them in their own box.

School Meals

These are brought daily from Ballachulish School. The current cost is £1.65 per meal and the week's dinner money should be sent to school on Monday. Cheques should be made payable to "The Highland Council".

Many children bring packed lunches and all children are supervised while eating.

If your child brings a packed lunch, please ensure that they do not have breakable thermos flasks, glass bottles / jars, hot liquids or fizzy drinks in cans or bottles. All these are hazards in the class.

Free Meals / Clothing Grants

Families receiving any of the following – Income Support, Income Based Job Seekers' Allowance, Child Tax Credit, Working Tax Credit, with NHS Exemption or Support under Part V1 of the Immigration and Asylum Act 1999, qualify for free meals.

Application forms can be obtained from the school.

Transport

If your child is aged 5 – 7 years and lives 2 miles or more from school, he / she is entitled to transport to school. At 8 years, 3 miles is the distance to qualify for transport.

Health Care / Illness at School

During their first year in school, pupils are given a medical examination. Parents are encouraged to be present at this examination.

At intervals during their Primary school years, all pupils have their eyes and ears tested.

There is a final medical examination during P7, and parents can be present at this if they wish.

Normally, inoculations are not given during school medicals unless parents indicate on the forms they fill out prior to medicals that inoculations have been missed and they want them to be given in school and not by their own doctor.

There is an annual visit by the school dentist to check specific year groups. Parents are advised by the Dentist if their child requires treatment. It is then the parent's decision as to whether the treatment will be carried out by the school dentist or if the child will visit his / her own dentist.

If a child becomes ill while at school, the parent will be contacted in the first instance. If the parent cannot be contacted, then the person given as your emergency contact, will be contacted.

If your child suffers any illness which may put other children at risk, I must be informed. I will ensure that any such information will remain confidential.

Head Lice

Information about Head Lice

Head Lice are a common problem in school aged children. They can't be prevented, but regular checking ensures early detection and treatment if necessary. Parents and carers should check their children's head once a week during hair washing. You need your usual shampoo, conditioner, and a detection comb – ask your local pharmacist to recommend a suitable one. Remember that you are looking for living moving lice – the only evidence that your child is infected.

If you find a living louse, ask your local pharmacist, school nurse, health visitor or GP for advice regarding treatment.

For further information see:

<http://www.healthscotland.com/uploads/documents/headlice.pdf>

<http://www.nits.net/bugbusting>

Child Protection

In terms of its child protection guidelines, detailed in the document Getting It Right for Each Child (GIRFEC), the Authority imposes a duty on schools and all staff to report, by way of laid down referral procedures, any incidents which may give rise to a suspicion that a pupil has been subjected to abuse in any of its form. This might involve information being passed to other agencies without immediate reference to a pupil's parent or guardians.

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

In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service staff have to report such incidents 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 Buildings, Leachin Road, Inverness, IV3 8NN – Telephone (01463) 703483 – Fax (01463 713237).

Absence from School

If you are planning on keeping your child out of school for any reason, no matter how short a time, the school must be informed in advance.

Attendance registers must now indicate if absences are authorised/unauthorised and these figures will be used to show attendance rates. This information is required under the Education (Scotland and Placing Information) (Scotland) Amendments etc.

Pupil Absences

If your child is unable to attend school, it is school policy that the school is notified before 9a.m. If a child is absent from school and the school has not received communication from home then staff will contact the home / emergency contact number(s) before 9.30a.m. If parents wish to withdraw their children from school for family holidays during term time they are requested to seek permission to do so from the Head Teacher. Parents are encouraged to maintain a good attendance for their children. Each family is given a copy of the Director's letter regarding attendance. Please read the attached letter.



Director of Education, Culture & Sport;- Bruce Robertson

Please ask for:

Telephone

Fax

E-mail

Your ref:

Our ref:

Date

November 2006

Dear Parent,

Three years ago I wrote to parents in Highland seeking their co-operation in reducing pupil absences from school. Specifically I asked that pupils should not, if at all possible, be removed from school to attend family holidays. Unfortunately, three years on, the numbers of unauthorised absences from schools has continued to rise, in part, due to families taking holidays during term time.

It is recognised that some parents may, on occasion, find it impossible to plan a holiday in the 12 weeks allocated for this purpose, but a very worrying trend is emerging whereby more and more parents seem to be willing to withdraw their children from school despite the educational consequences. I would ask all parents to support their school in raising standards of achievement and records of attendance by ensuring pupil absences is kept to a minimum.

I thank you for your anticipated support in these matters.

With best wishes

Yours sincerely,

Bruce Robertson
Director of Education, Culture and Sport

Pupil Absences (Continued)

Changes to recording Attendance and Absence 2003 to 2004

Circular 10/93 Information to Parents remains in place. Circular 10/93 gave some guidance on Authorised and Unauthorised Absence which were expanded in the circulars 1/95 and 10/95. This circular 05/03 now replaces those circulars.

Changes to Definition of Attendance:

- Study Leave: (during the period from the official start date of the national exam timetable until the restart of timetabled lessons for affected pupils in the school) is to be re-categorised as attendance
- Hospital tuition attendance has been expanded to: Receiving tuition via hospital or outreach teaching services.
- Sickness where an appropriate level of educational provision is being provided should be re-categorised as attendance. (It is up to the Authority to decide how “reasonable provision” is defined.

Changes to Authorised Absence:

- Short-term exceptional domestic circumstances can be classified as both authorised and unauthorised absences. Authorised absences covers situations such as:
 - The period immediately after an accident or illness.
 - A period of serious critical illness of a close relative.
 - A domestic crisis which causes serious disruption to the family home, causing temporary relocation.
- Family holidays can only be categorised as authorised absence under exceptional circumstances – such as:
 - A family holiday judged to be important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.
- Extended leave with parental consent should be recorded separately outside the figures for attendance and absence, and includes circumstances such as:

- Extended overseas educational trips not organised by the school.
- Short-term parental placement abroad.
- Family returning to its country of origin (to care for a relative, or for cultural reasons)
- Leave in relation to the children of travelling families.

Changes to unauthorised absences:

- Most family holidays will be recorded as unauthorised absences. Other family holidays which would fall into the unauthorised category are reasons such as:
 - The availability of cheap holidays.
 - The availability of desired accommodation
 - Poor weather experienced during school holidays.
 - Holidays which overlap the beginning or end of term.
 - Parental difficulty obtaining leave (with local judgement applied in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences).

Where a school's prior agreement to a family holiday has not been sought, the absence should automatically be classed as unauthorised.

Exclusions:

Exclusions should be recorded and reported separately from other types of absence. Exclusion will no longer be part of the unauthorised statistics. Where a pupil is undertaking off-site education as a part measure to address indiscipline, this should be categorised as authorised absence.

Exceptional Domestic Circumstances - Carers

Education authorities under section 40 of the SSSA 2000 Act, must ensure young people within their catchment areas do not miss out on their entitlement to an education, a solution must be found for the long-term educational needs of pupils with care responsibilities. If a pupil is unable to attend school due to such responsibilities, there is an expectation that additional support services will be assessed to support the pupil, and their absence from education will not be long-term and therefore categorised as authorised absence. However, where additional services have not been accessed and care responsibilities become long-term, the absence should be categorised as unauthorised absences

Liaison with Parents / Parental Involvement

Parents who have any worry or problem concerning their child should contact the school to come and discuss their worry. Prior appointments need to be made so that, if you wish to meet during school hours, arrangements can be made for the pupils who cannot be left unsupervised. Please don't keep your problems until parents' night.

There are usually three Parents' Nights each year. These take a variety of forms e.g. Private discussion (teacher and a set of parents) on a child's progress. Open Evenings provide an opportunity for the H.T and Staff to discuss new initiatives and new resources.

Although there is no official Parent/Teacher Association, parents' help is often requested to help with e.g. Concerts, School outings and Fund Raising. A concert usually takes place every second year alternating with coffee evening/sale and the profits from these, subsidises outing costs, and is used to buy various items for use in school. A detailed list of Income and Expenditure is sent out to parents each year.

Notification of meetings is sent to each family and meetings are held in school after school hours. As this is a small community, this ensures that school events slot in with other activities in the village.

Parents are welcome to come in at the end of the school day – or other times by arrangement to view pupil wall displays etc.

Reporting on Pupil Progress

- The Home / School Diary gives an on-going report of each pupils progress – assessment results, homework, reinforcement, school events.
 - The report issued in May each year will indicate the level at which children are working.
 - Two other parents’ evenings are held each year.
 - Parents are invited to attend parents’ evening after reports have been issued to discuss, privately, their child’s progress.
-
- Level A – should be attainable in the course of P1 – 3 by almost all pupils.
 - Level B – should be attainable by some pupils in P3, but certainly by most in P4.
 - Level C – should be attainable in the course of P4 – 6 by most pupils.
 - Level D – should be attainable by some pupils in P5 – 6 but by most in P.7
 - Level E – should be attainable by some pupils in P7/S1 but certainly by most in S2.

Children’s work and text books are sent home periodically to give Parents the opportunity to study, at their leisure, what their children are doing in school.

Assessment

Pupils are assessed by their teachers observing each child’s daily work and involvement in non-written tasks. Notes are taken on strengths and weaknesses and this provides the teacher with a checklist of any areas which require extra practice. Staff give feedback in a “Two stars and a Wish” form and encourage Pupils to note their Wish/Target. Peer and Self-evaluation is encouraged across the curriculum,

Testing

National testing was introduced in 1990/91. Since then, there has been a review of procedures and new guidelines have been issued. The process is now called ‘National Assessment’ and is intended to confirm the teacher’s judgement about an individual pupil’s attainment of the level set out in the guidelines. Each pupil will be assessed only when the

teacher decides that he/she has completed one Level in Reading, Writing or Maths and is ready to move onto the next. After an ASG moderation Project 05/06, it was agreed that all pupils stored pieces of Assessed writing in a Writing Portfolio. When four pieces are assessed at a constant Level then the next Level is awarded.

This means that in the course of Primary School years, all pupils will at some time be assessed in Reading, Writing and Maths at Level A, B, C, D and possibly E.

Results of assessments will be reported to parents in the Home School Diary and in the May pupil report.

School Curriculum

'A Curriculum For Excellence'

The school aims to achieve A Curriculum For Excellence where all young people become:

- Successful learners
- Confident individual
- Responsible citizens
- Effective contributors

Language

Language is composed of four main area – reading, writing, listening and talking.

Reading is introduced in P1 by the “Look and Say” methods i.e. the whole word being recognised. During P1, children are introduced to phonics i.e. the sound made by each letter.

Having mastered the skill of deciphering letters, the children continue to learn a variety of other skills associated with reading e.g. reading quickly through a passage (skimming and scanning) to find a specific piece of information: reading to get a general idea of what a passage is about: reading and following instructions etc. These are all skills necessary in real situations. To gain experience in these skills, children are introduced to a variety of reading materials.

Duror Primary uses the Highland Literacy Project methods. Collaborative learning is a key focus. Each class has 3 main Reading Groups and Reading is timetabled four days a week. Each group works around a three

day rota of reading activities relating to the core reader which remains in school. (Pupils select their Home Reader). The fourth day alternates between Reading for Information or Writers Craft.

Writing progresses from learning how to form letters correctly to mastering a variety of writing skills e.g. writing stories and poems, taking notes, writing up reports of work done, letters etc. Listening and talking are also planned activities (Show and Tell) with children being encouraged to listen carefully and critically and to be able to speak out confidently and express their thoughts clearly. Listening and talking occurs across the curriculum.

Mathematics

Arithmetic and maths are developed throughout the school, basic skills being built upon gradually. Most skills are introduced by using materials and carrying out practical activities e.g. weighing, measuring etc, as without practical work these concepts are meaningless.

At every opportunity we try to make the children aware that number work and mathematics are of practical use in life outside school and are not confined to the classroom.

Social Subjects – Science – Health

Previously, these subjects were referred to as 'Environmental Studies' but new 5 – 14 Guidelines have been issued for each area. The Guidelines give very detailed information on what has to be taught and when fully implemented, will provide programmes of work which are balanced and provide progression. Over time, our current programmes will have to be reviewed and revised.

Social Subjects

At present, in the early stages, most topics are related to the children, their homes, school and neighbourhood. In the later stages, the local environment is still made use of but topics now also introduce children to events from the past and places remote from themselves.

Topics provide opportunities to put into practice skills taught in language and maths e.g. reading for information, note taking, presenting your material in a meaningful way, taking surveys, making graphs, measuring etc. The ECO-schools Scotland and Health promotion activities provide a wide range of learning activities and promote community involvement

Science

The Highland Council Science Programme teaches science as a separate subject.

Health

We have a specific Sex Education Programme, Living and Growing which is introduced at P.4. Parental consultation takes place annually before we start on the programme. Health is taught as a separate subject. Some aspects included are Healthy Eating, why we need exercise + rest, dental care, drug awareness, road safety, water safety and much more

Expressive Arts

P. E.

P.E. lessons are held weekly in the Village Hall with transport costs and hall hire being paid by the Education Office. Children must bring suitable shoes, a change of top and either shorts or stretchy trousers. No jewellery should be worn.

Brain Gym and Playground games are timetabled to increase P.E. time.

A block of 10 swimming lessons is offered to P5 – 7. Four skiing lessons are offered in Term 3. The school visits Ardgour Outdoor Centre every two years. Further activities are organised by the two Part Time Active Sports Co-ordinators.

Music

All children get the opportunity for listening to music, singing and experimenting with instruments. We have a visiting music teacher who is extending the children's musical knowledge e.g. introducing reading music to the older children, and teaching those interested in recorder playing. The Music specialist is timetabled to visit during Term 4. String Tuition is also offered to pupils once a week. Mrs McLeod provides an after school Guitar Club each Monday 3 – 4 pm

Art / Craft

The children get the opportunity to use as many different types of materials as we can make available and are given experience in a variety of skills. We no longer have a regular visiting art specialist but the Borders Art programme is taught by class teachers. The after School Art Club led by Mrs Cockerill, further develops the pupils art skills.

Drama

This is enjoyed by all pupils and involves miming, acting out stories and nursery rhymes, use of radio broadcasts. Drama lessons are usually weekly, led by the class teachers. All pupils participate in a Nativity Musical Show every alternate years

Religious and Moral Education

This subject is required by law, to be taught in all schools. However, parents have the right to withdraw their child from Religious Education when their beliefs do not agree with those taught in school. The school must be advised, when a child enrolls, if he / she is to be excluded from R.E. lessons.

At all stages children learn about Christianity and other world religions but the content of lessons varies according to age.

Whole school assemblies are timetabled every Friday afternoon and the local clergy from the Church of Scotland, Episcopal Church and the Roman Catholic Church have organised a rota for visits to the school.

As part of the 5 – 14 Guidelines are:

- 1) Develop a knowledge and understanding of Christianity and other world religions and to recognise religion as an important expression of human experience.
- 2) Appreciate moral values such as honesty, liberty, justice, fairness and concern for others.
- 3) Investigate and understand the questions and answers that religions can offer about the nature and meaning of life.
- 4) Develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation.

Personal & Social Development

This area of children's development also had National Guidelines which set out aims.

The aims for this are :-

- 1) Have an appropriately positive regard for self and others and for their needs.
- 2) Develop life skills to enable them to participate effectively and safely in society.
- 3) Identify, review and evaluate the values they and society hold and recognise that these affect thoughts and actions.
- 4) Take increasing responsibility for their own lives.

School alone cannot be responsible for developing a child's values but must work with parents to develop positive attitudes.

School areas of Personal Development permeate all activities e.g. building a child's self esteem, learning to work with others, learning to tolerate and respect each other, developing self discipline.

Information Communication Technology

This is used by all pupils. The programmes used cover a range of subjects e.g. maths, language, mapping, problem solving, logical thinking

and can provide a more varied approach than is often possible by a teacher alone.

I.C.T. (Information & Communications Technology) is seen by the Government as a vital part of the curriculum and new guidelines have been issued on its use. New computers, with Internet and E mail access, have recently been installed. Staff have completed training which will ensure that I.C.T. skills are more fully integrated into every aspect of the curriculum.

Enterprise

Pupils learn Entrepreneurial skills through various enterprise activities. Every alternate year the pupils hold a Craft Fayre, designing, making and selling their crafts.

Early Intervention

Early intervention has been introduced to all Highland Schools. This involves the appointment of a part time classroom assistant (currently 2hrs 45min. per week) and staff training for teachers and classroom assistant. By implementing the strategies suggested at training, pupils at P.1 should achieve faster progress in all aspects of language and maths as well as a sounder understanding. This should eventually result in pupils gaining higher levels of achievement as they progress through school. Parents' meetings are organised to provide information on the types of activities which can be carried out at home to reinforce work done in school.

Equal Opportunities in Education

Duror Primary is an equal opportunities school. Access to all subjects will, therefore, be provided to all pupils without reference to the sex of the pupil. The school believes that each pupil, regardless of his / her sex or disability, should have an equal opportunity to pursue his / her subject choices and subsequent career, free from discrimination. The school has a race equality which was shared with pupils, staff, parents and school board. January 2006.

Special Educational Needs (S. E. N.)

Children have special educational needs when they face difficulties in learning. The S.E.N. of the majority of pupils relate to problems in a particular aspect of the curriculum e.g. maths or language. Some pupils find learning slow and difficult because of specific problems. Very able pupils who are under challenged may become passive or disruptive and opposed to learning.

When we identify a child whom we think is having extreme difficulties the parents are approached for their permission to have the child assessed by the Educational Psychologist. His report specifies what he sees as the problem suggests ways in which the child can be helped. The Psychologist also discusses the report with parents.

We currently have one half day visit every Monday from a Learning Support teacher. Her main roll is to consult with staff and provide advice and resources to use with specific pupils who are experiencing difficulties. Our aim is that all children progress in all areas at a speed with which they can cope and be successful.

The Education (Additional Support for Learning) (Scotland) Act 2004 commenced on November 2005.

Those who do meet the criteria for a Co-ordinated Support Plan will have their needs met through the IEP/ Co-ordinated Support Plan process.

HOMEWORK POLICY

Research evidence shows that homework does have a positive effect on learning.

"Where children were set homework, were encouraged by parents to do it and had it regularly marked in school there was a steady and consistent association between that and the level of performance."

(Research carried out by Jordanhill College of Education)

We recognise that in its broadest sense homework is any kind of learning which takes place out of school. However, for our purposes we will consider homework to be:

- ❖ Work set by teachers and completed at home in a given time.
- ❖ Work which reflects or develops class work and has clearly understood expectations regarding standards.

AIMS

Through setting homework we aim to:

- ❖ Encourage independence and good learning habits.
- ❖ Consolidate work taught in school and therefore raise attainment levels.
- ❖ Encourage and provide opportunities for parents to become involved in children's learning.

In addition we feel that homework will provide opportunities for:

- ❖ Assessing progress.
- ❖ Making use of a wider range of resources
- ❖ Building pupil confidence by discussion of work with parents.
- ❖ Providing for parents a specific learning activity in which they can closely participate with their children.

MAIN FEATURES OF HOMEWORK TASKS

The content of the task set may vary from stage to stage and at different times throughout a session but should always be:

- ❖ Clearly understood by the pupil and closely related to ongoing class work.
- ❖ At an appropriate level of ability for the child.
- ❖ Able to be completed without specialised resources.
- ❖ Reflect a variety of activities although generally concentrating on basic skills.

- ❖ Marked promptly with some feedback given.

Parents are encouraged to discuss homework tasks with class teachers should any problems arise.

AT THE EARLY STAGES typical tasks will be

- Discussion using pre reading books
- Reinforcing new words - often using a game
- Practising pages of reading
- Reinforcing sounds perhaps using a worksheet
- Practising writing
- Simple maths activities
- Finding out something or bringing in items for a class activity
- Spelling.
- Choice reader and accompanying activities.

AT UPPER STAGES typical tasks will be:

- A variety of follow up work in all curricular areas, including topic related and current affairs research, book reviews, spelling, preparation for an individual presentation, reading.

SPELLING - at all stages we use the **LOOK COVER WRITE CHECK** method. The child looks at the word carefully, covers it up and tries to write it from memory, then checks to see if it is correct. A variety of collaborative spelling activities are used from Highland Literacy Project.

READING - A record sheet for home reading will be provided and this will involve an element of pupil choice and self evaluation through “traffic lighting”. All pupils are provided with a Homework Diary for recording daily homework tasks. This will also serve as a useful means of Home/School communication. Parents are expected to check and sign the Homework tasks each day. Parents are welcome to add comments.

FREQUENCY AND LENGTH OF TASKS

We are conscious of the fact that many of our pupils are involved in activities in the evening which are valuable to their education and overall development and well being. Therefore, you should find that homework set should take no longer to complete than about 20-30 minutes per night at any stage.

You may find that younger children respond better to working in two or three short bursts rather than longer periods of concentration

Spelling will normally be given on a daily basis. At the early stage pupils will have reading tasks every day. Further up the school pupils will be encouraged to choose a Home Reader. *At all stages reading for enjoyment is encouraged.* Tables and other Maths work will normally be given for the next day, progressing occasionally to weekly assignments by P5-7. Project based work will be given at intervals throughout the term. P4 – 7 will be assigned a Personal Investigation related to their class topic in term 3.

HOW CAN PARENTS SUPPORT OUR HOMEWORK POLICY

1. By ensuring homework is done while your child is alert.
2. By trying to provide a calm atmosphere with as few distractions as possible.
3. By discussing the work with your child and working along with him/her, especially at the early stages.
4. By checking that the quality and presentation is of an acceptable standard.
5. By discussing any problems arising from homework with the teacher. (By appointment Please).
6. By extending the work when appropriate perhaps by supplying a relevant book, visiting the library or a place of interest connected with the work.

We consider homework to be important and therefore expect it to be taken seriously by the pupils. The reasons for giving homework and our expectations of standards and presentation will have been fully discussed with the children by the class teacher.

We understand that home circumstances may make it impossible for work to be done occasionally. If this should arise please write a brief explanation to the teacher.

If a pupil should fail to do work set without having a reasonable excuse or produce work of unacceptable standard, a note may be made on the pupil's Homework Diary and also on pupil records, which will go with the child to his/her next school.

Reviewed Nov. '06

Marylin Macdonald, Head Teacher

Discipline

Most misdemeanours can be dealt with by giving a verbal reprimand or by discussion with the child to discover why he / she is behaving in an unacceptable manner.

If there is continued bad behaviour e.g. bullying, then the child is punished by missing playtimes. The number of missed playtimes depending on the seriousness of the misdemeanour. Children are supervised during the time they remain indoors and are given work to do.

Parents will be informed if their child regularly behaves in an unacceptable manner and their support sought in trying to make the child see why his / her behaviour is not acceptable.

It is however, very rare in this school for there to be behaviour, so persistently bad, that it requires missed playtimes.

This school operates a clear anti-bullying policy. Bullying in any form is quite unacceptable and parental support will be requested if such behaviour occurs.

“School Policy for Preventing, Identifying & Dealing with Bullying”. Appendix No.4

A Multi Cultural and Anti Racist policy has been drawn up and implemented. Any racist incident and the action taken as a consequence of the incident, will be logged and forwarded annually to the Director of Education.

ANTI-BULLYING POLICY

Rationale

Bullying at school can have a profound effect on children's lives and can have a lasting effect on them into adulthood. It can undermine their self-esteem and self-confidence and often results in them becoming bullies themselves. The policy on Anti-Bullying has been drawn up within the school's ethos of promoting positive behaviour.

Aims:

- ◆ To create within our school community, an atmosphere/ethos of trust, which values, respects and protects the rights of each of its members to be within a safe and secure environment.
- ◆ To develop within the ethos and curriculum of our school attitudes, skills and activities which will prevent all aspects of bullying.
- ◆ To foster trust among members of the school community so that bullying incidents can be reported, discussed and dealt with appropriately.
- ◆ To encourage and foster active parental support in achieving those aims.
- ◆ To follow the guidance laid down in the 'Anti-bullying and Anti-Racist Procedures' policy.

The School community includes: pupils, all teaching staff, auxiliary staff, kitchen staff, school board, school police liaison officer and other visitors to the school.

What is Bullying?

Bullying is repeated behaviour which uses power to hurt, frighten or cause unhappiness to another.

This behaviour includes:

- ◆ Name calling
- ◆ Hitting, kicking, punching
- ◆ Damaging or stealing property
- ◆ ‘Ganging up’ on people
- ◆ Teasing about personal or physical differences
- ◆ Teasing about family/domestic/cultural situations
- ◆ Threatening
- ◆ Shouting, swearing, verbal abuse
- ◆ Extortion
- ◆ Malicious gossip
- ◆ Forcing someone to do something they do not wish to do
- ◆ Isolating someone
- ◆ Sending offensive/threatening texts or e-mails

What can we do about it and how can we achieve our aims?

The underpinning values held at our school are found in our Personal & Social Development Policy and are set within our whole school aims. This aims to develop self esteem, self respect, self control, caring and respect for others. We also discuss many of these values in other curricular areas like Health, Citizenship and Religious and Moral Education. We study bullying within our Health Programme and Personal and Social Development programme but it is discussed termly within each class and features in our whole school assemblies.

As part of our strategy for promoting positive behaviour, we look at attitudes, skills and activities which will prevent bullying:

- We value and listen to children’s contributions
- We help the children learn and practice the skills required to build good relationships with other children and adults within the school and the wider community.

Raising Pupil Awareness:

Activities through which this can developed:

- ◆ playing games
- ◆ role play/simulations
- ◆ stories, poems, media
- ◆ poster campaigns
- ◆ play situations
- ◆ writing
- ◆ behaviour problem solving scenarios
- ◆ Circle Time
- ◆ Pupil Council meetings
- ◆ participating in drawing up agreed whole school rules
- ◆ whole school assemblies
- ◆ ‘buddying’ and ‘monitoring’ systems
- ◆ Citizenship activities

The children share experiences, think of other peoples’ feelings, share opinions, explore difficult feelings, put themselves in other peoples shoes, develop self respect, assertiveness, co-operation and independence/interdependence.

Where does bullying occur?

Bullying is most likely to occur on the way to and from school and in the playground.

Practical Advice to Share with Pupils:

- 1) If you are bullied, **tell** a member of staff.
- 2) **Try to ignore** silly comments or teasing – don’t say anything back, try and walk away.
- 3) Tell people who are bullying you to ‘buzz off’, shout ‘NO!’ or ‘GO AWAY’. You must say it loudly and walk away immediately. Practise this in the mirror.
- 4) Stay with friends when playing - you are more likely to be bullied if you are on your own.

A separate sheet for pupils is attached to this policy. (Appendix 1) This explains to the children what to do if they are bullied and contains a simpler version of bullying definitions.

Practical Advice for Parents:

- 1) Encourage your child to talk about what has been going on in school, and talk through any minor incidents calmly to ascertain what has happened.
- 2) Inform the school immediately if you feel there may be a bullying problem.
- 3) Encourage your child to tell a teacher or if they or any of their friends are experiencing difficulty in or out of school.
- 4) Watch out for signs of stress in your child - headaches, sore stomachs, reluctance to come to school - they can be indications that all is not well.
- 5) Investigate if toys/ money start to go missing.
- 6) Take an active interest in friendships and out -of-school activities.
- 7) Supervise situations where bullying may occur, e.g. walking to and from school.
- 8) Avoid unsupervised exposure to violence on television / videos / computer games. Spend some time discussing the different forms of violence - reality versus fantasy.

Raising Teacher Awareness:

Signs which may indicate bullying:

The child may:

- ◆ Be unwilling to come to school
- ◆ Begin to do poorly in school work
- ◆ Become withdrawn
- ◆ Start acting out of character, by for example hitting other children
- ◆ Develop stomach aches or headaches
- ◆ Want to stay in at break-times
- ◆ Have a cut or bruise after playtimes

Advice for Supervisory and Auxiliary Staff:

- ◆ Be aware of isolated children, and try to involve them in a sympathetic group.
- ◆ Keep a watchful eye on 'rough and tumble', to ensure that **everyone** is enjoying it!
- ◆ Check side and back of school regularly
- ◆ Never ignore aggressive or bullying behaviour
- ◆ When dealing with an act of aggression or bullying it is better to remove the victim from the scene as soon as possible.
- ◆ Incidents causing concern **must** be reported to the Head Teacher.

- ◆ Try to help children talk through minor incidents - listen to both sides **calmly**.

How Do We Deal With Bullying?

The Highland Council policy ‘Anti-Bullying and Anti-Racist Procedures’ clearly lays out the responsibilities and procedures for investigating and dealing with an incident, disciplinary and support procedures and how to record incidents.

We follow these procedures when investigating an allegation of bullying in order to ensure consistency across the school.

All incidents are investigated, recorded, discussed and hopefully resolved, and the children involved supported. We try wherever possible to work in partnership with parents/carers to resolve incidents.

We **investigate** the incident to find out what has happened, we listen to the victim, the bully, and any witnesses and **record** the incident, and action taken, within the school.

We **deal** with the incident if the investigation shows a need for disciplinary action to be taken and **record** the incident on Highland Council Record of Bullying and Racist Incidents form which is forwarded to the Performance Management Unit in Dingwall. (Children are not named on this form – it is for statistical purposes only.)

We **support** the victim and work with all concerned to **resolve** the incident.

If a child becomes a persistent bully, we may seek support/advice from outside agencies. e.g. Educational Psychologist.

Monitoring and Review

We will monitor and review our policy according to procedures in the school Quality Assurance, Monitoring and Review policy. The school will also monitor the incidents to see patterns of bullying and effects on pupil attainment and progress. We will periodically issue questionnaires on bullying to pupils and parents to receive feedback on our procedures and policy.

Pupils

What to do if You are Being Bullied:

- 1) If you are being bullied **tell** your teacher, playground staff, parent or friend. If you are bullied outside school **tell** your parents.
- 2) Try to ignore silly comments or teasing – don't say anything back - try to walk away.
- 3) Tell people who are bullying you to 'buzz off', shout 'NO!' or 'GO AWAY'. You must say it **loudly and walk away immediately**. Practice this in the mirror.
- 4) Stay with friends when playing - you are more likely to be bullied if you are on your own.

What is Bullying?

Bullying is:

- ◆ following someone around all the time
- ◆ name calling
- ◆ hitting, kicking, punching
- ◆ telling someone they are useless at something.
- ◆ taking things without asking
- ◆ 'ganging up' on people
- ◆ saying you'll do something to someone if they don't do what you want
- ◆ ignoring people or deliberately turning away from someone
- ◆ trying to take peoples' things away from them, e.g. toys, money, sweets
- ◆ saying hurtful things about how someone looks, dresses or speaks
- ◆ saying hurtful things about someone's family
- ◆ making up/or spreading stories about someone
- ◆ picking on someone because they have different interests or beliefs from you.

Bullying is when someone does any of these things to another person more than once.

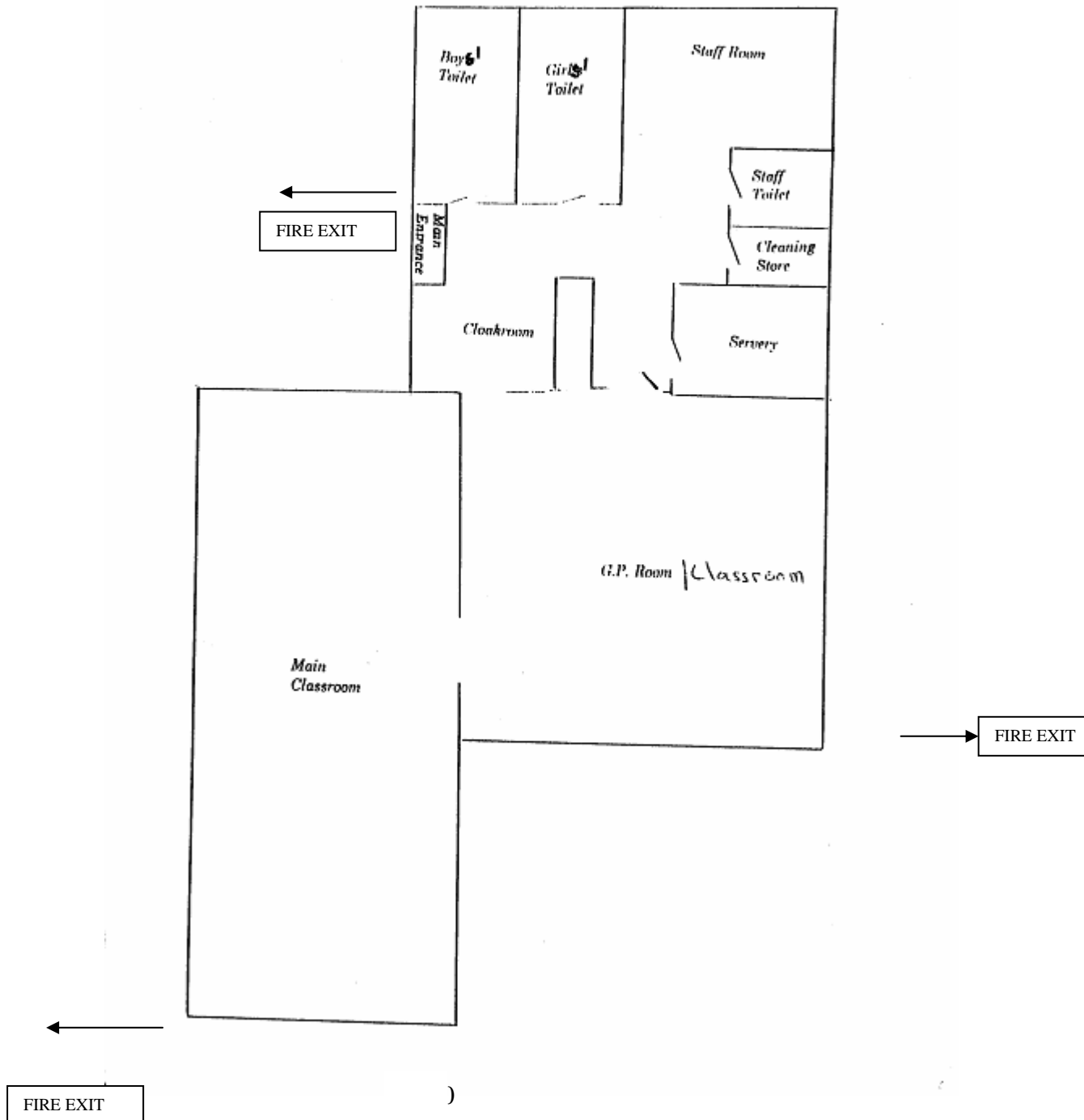
Early/Emergency Closure

- 1) If, due to severe weather, you feel it is unsafe to attempt to get your child to school, the child should remain at home, the school being advised that you are doing so.
- 2) If the school is unable to open due to severe weather, I will attempt to let you know before you set out.
- 3) When severe weather develops in the course of the day, you will be advised of any early closure so that no child will have to make their own way home in dangerous conditions.
- 4) If I am unable to contact a parent to advise of early closure, the child will be kept at school or your emergency contact contacted.
- 5) Nevis Radio transmits advice about severe weather and school closure. The times of broadcast are 6.55 to 7.00am., 7.50 to 8.00am., and 12.55 to 1.00pm.
- 6) Contract Transport Drivers are advised that no child be “dropped off” at a point where there is doubt that he/she may not reach home safely.
- 7) ‘Phone numbers useful for obtaining information: 0870 054 6999 + School PIN ‘041970’

SCHOOL PLAN

Fire drill rendezvous is car park opposite school. Major incident rendezvous is the Church of Scotland.

APPENDIX 2 - PLAN OF SCHOOL.



Major Incident Plan

Fire drills are carried out regularly throughout the year. We will now also ensure that they take place when Visiting Teachers are on the premises to familiarise them with our routine. There are no areas designated for assembling pupils with special needs. If there is an emergency evacuation of the building, the H.T, will be responsible for ‘phoning the emergency service and the E.P.O. and then checking the premises to confirm everyone is out. The staff / pupils lists will be collected from the file beside the ‘phone at this point. These duties, if the H.T, is not on the premises, will be undertaken by the teacher in the P.4 / 7 class.

After exiting from the appropriate fire exit, pupils will assemble at the School gate or Schoolhouse gate.

When all checks are made the H.T. will conduct pupils across the road to the car park [Where the register will be checked]. From the car park, we will go to the Church of Scotland - **NOT** Duror Hall as per reception centre list. The reasons for going to the church are that the school car park will be free for emergency vehicles, the church is within easy walking distance along a pavement and is always open. If we need to be taken to the Village Hall, there is space at the church for vehicles to park / turn.

No child will be allowed to leave the assembly point until the H.T. has been advised by the police that this is permissible. All staff are aware that they do not communicate with the press and that the press are directed to the Council Press Officer.

Updated class / staff lists will be sent to the A.E.M. at the end of the first week of each new session. Amendments will be sent immediately after holiday breaks, also Nil return.

Details of this plan are included in the School handbook.

TELEPHONE INFORMATION SERVICE GUIDANCE FOR PARENTS

Schools now have a dial-in service if there is a risk of closure due to adverse weather. This allows parents to listen to a recorded message from the Head Teacher.

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

There are other features of this service which may be available for your school. These are described below. (Note that this is an 0870 service and charges are slightly higher than normal. Currently (Dec. 2001) BT rates are approximately 8p per minute peak and 5p per minute cheap rate. However, there is no queuing and an adverse weather call should last less than 1 minute).

How to use the service.

- Dial Highland Council's access number – 0870 054 6999
- Now enter your own school's pin number – 04 **1970**
You have two attempts to enter the pin number and you will be disconnected after a second failed attempt. If this happens, check the number and redial. If you still have a problem check with your school.
- You will now hear the school's name. Ensure that this is correct before going on.
- You will now be taken to the MAIN MENU where you will be given 4 options :

Press 1 to hear your school's message about the adverse weather for example whether or not the school is to close or if transport arrangements have been affected.

Press 4 to enter the pin number for another school within the authority. Parents may have children who attend different schools. This option allows you to move from one school's messaging service to another without having to dial in again.

USING OTHER FEATURES

Press 2 to send the school a NON-URGENT message e.g. that you cannot attend a PTA meeting. **Do not** leave an urgent message as the school cannot guarantee to pick up the message soon enough for action.

For urgent messages, speak to someone directly. **This service may not be available initially – your school will inform you on this. NOT AVAILABLE.**

Press 3 to hear general information messages

The school may use this as an additional way of informing parents about school events.

Parents may hear up to ten messages with the most recent played first.

School Calendar 2009/10

Open

2009 Monday 17th August (Staff only)
2009 Tuesday 18th August (pupils)
2009 Thursday 29th October

2010 Monday 11th January
2010 Monday 12th April

Close

Friday 9th October

Wed. 23rd December
Friday 26th March
Friday 2nd July

Mid Term 09 - Friday 13th and Monday 16th February 2009

(In service days Thursday 12th February and
Tuesday 17th February 2009)

Good Friday - 10th April 2009

Easter Monday - 13th April 2009

May Day - 4th May 2009

Mid Term 2010 - Friday 12th and Monday 15th Feb. 2010
(In service says Tuesday 16th and
Wednesday 17th February 2010)

Good Friday - 2nd April 2010

Easter Monday - 5th April 2010

May Day - 3rd May 2010

Regional Closures 09/10 – In service training days

Monday 17th August 2009
Monday, Tuesday and Wednesday 26th, 27th and 28th October 2009
Tuesday 16th February 2010
Wednesday 17th February 2010

INFORMATION FOR PARENTS 2008 PRIMARY SCHOOLS

School: Duror

Id no: 270 - 5130522

Budgeted Running Costs For Financial Year 2008 - 2009

School Roll at September 2007	17
Total School Running Costs at April 2008 (£)	76,928
Cost per Pupil (£)	4,525

Attendance And Absence For School Year 2007/2008

	Stage								
	P1	P2	P3	P4	P5	P6	P7	P1-P7	
Total Number of Possible Attendances (Pupil Half Days)	**	**	**	**	**	**	**	**	6,363
Percentage Authorised Absences	**	**	**	**	**	**	**	**	11.7
Percentage Unauthorised Absences	**	**	**	**	**	**	**	**	0.6

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
Absence		18.0	46.8

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

