

*Rum  
Primary School*



*SCHOOL HANDBOOK  
2010/11*

## **FOREWORD**

This booklet is designed to provide parents with some basic information about Rum Primary School. Should you require more detailed information, please do not hesitate to get in touch.

Rum Primary School aims to provide a happy and safe environment in which children are encouraged to take an active part in their education. They have access to all parts of the curriculum as prescribed by the Scottish Executive.

The school is non-denominational, provides equal opportunities for all children and fosters a positive attitude towards other cultures.

The Isle of Rum is owned by Scottish Natural Heritage and Isle of Rum Community Trust. It is an area of outstanding natural beauty and has a varied terrain and abundant wildlife. The children are encouraged to both appreciate and learn from their local environment, and to develop a wider interest in the natural world generally.

Education is a partnership between home and school and parents are invited to participate in all aspects of the school life.

Finally, Rum Primary School aims to contribute significantly to community life on the island, whilst also forming part of the wider community of the Small Isles.

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# RUM SCHOOL AIMS

1. To make school an exciting experience and to make sure they are successful learners.
2. To make sure that the children receive a balanced curriculum each year in line with A Curriculum for Excellence.
3. Teachers should try to give us the best education, by going on courses and reading about all the new things that make school a better place.
4. To help children become confident individuals.
5. To make school a happy place and to make sure the children are responsible citizens, effective contributors and successful learners.
6. To provide opportunities to mix with other children and experience life on the mainland.
7. To give parents the opportunity to be involved in the life of the school.
8. To involve the local community in school wherever possible.
9. To improve the learning environment by involving all community members in the positive promotion of health issues which will improve the quality of learning in the school and allow pupils to become responsible for their own health.

## SCHOOL INFORMATION



**Rum Primary School  
Isle of Rum  
Inverness-shire  
PH43 4RR**

**Tel: 01687 462034**

**E-mail: [stuart.poole@highland.gov.uk](mailto:stuart.poole@highland.gov.uk)**

**Associate Head Teacher**

Stuart E. Poole

**Class Teacher**

Morag Mackinnon

**Clerical Assistant**

Vacant

**Present Role**

3

**Agreed capacity**

19

**Stages Covered**

Nursery – Primary 7

**School Chaplain**

Rev Richard Begg

**Parent Council Members**

Chair Fliss Hough/Caroline Kilpatrick

Stroma Frew

Treasurer: Fliss Hough

Staff Member vacant

Co-opted member Ali Donald/Rhys Thomas

## **SCHOOL BUILDINGS**

Rum Primary School is located on the shores of Loch Scresort at the Southern End of Kinloch village. It was built around 100 years ago, has had a major refurbishment and now comprises one classroom, one nursery room and one office/staffroom accommodating the School (Nursery – P7). The classrooms and office are at the front of the building facing the loch, the cloakrooms are in an adjoining extension to the rear.

The grounds include small areas of grass, climbing frame, shelter and decked walkway. We are continuing to develop the playground to further enrich experiences for pupils. To the rear of the school is the start of a marked nature trail, which meanders through a section of woodland. Full use of this is made when appropriate.

## **ENROLMENT**

During February pre-enrolment forms are sent out to parents of all prospective pupils. These may be returned to the head teacher. Nursery children can enter the Nursery class the term following their 3<sup>rd</sup> birthday.

## **SCHOOL HOURS**

MON – THURS

Open 09:00 a.m.  
Playtime 10:45 – 11:00 a.m.  
Lunch 12:45 – 1:30 p.m.  
Close 3.00 p.m. (P1 – P3)  
3:30 p.m. (P4 – P7)

FRI

Open 09:00 a.m.  
Playtime 10:45 – 11:00 a.m.  
Close 12:30 p.m.

Nursery hours – Tues – Fri: 09:20 p.m. to 12.30 p.m.

P4 – 7 spend an extra 15 minutes per week allowing 2 days flexibility to be taken at a mutually agreeable time. Usually to let teachers attend training on the mainland. When this is required P1-3 stay late to make up the required time.

## **SCHOOL HOLIDAYS 2011/2012**

	OPEN	CLOSE
2010	Mon 15 <sup>th</sup> August (staff only)	
2010	Tues 16 <sup>th</sup> August	Fri 7 <sup>th</sup> October
2010	Mon 24 <sup>th</sup> October (staff only)	Thurs 22 <sup>nd</sup> December
2010	Tues 25 <sup>th</sup> Oct (pupils)	Thurs 22 <sup>nd</sup> December
2011	Mon 9 <sup>th</sup> January	Fri 30 <sup>th</sup> Mar
2011	Tues 17 <sup>th</sup> April	Fri 29 <sup>th</sup> June

In – Service

Mon 15<sup>th</sup> August

Mon, 24<sup>th</sup> October

Weds, Thurs & Fri 15<sup>th,16<sup>th</sup></sup> & 17<sup>th</sup> February

The Parent Council or Head Teacher can allocate two additional casual days. Usually Mon and Tues of the inset week in February.

## **ATTENDANCE**

It is the responsibility of parents to ensure their children attend school regularly. However, a child should not be sent to school if they are unwell or not able to participate in normal school activities. Parents are asked to inform the school if their child is likely to be absent and to provide an explanation.

School attendance figures are published annually.

## **CLASSROOM EQUIPMENT**

The main classroom has three computers. Two of these are accessible to pupils at all times. There is one colour printer and we have access to a large selection of educational CD-ROMs. Each child has his or her own e-mail address. In addition there is a smartboard, video, cassette, CD player and digital camera. An annual subscription, is purchased to Education City and pupils can access this at home using the following link.

<http://www.educationcity.com/start/>

Username and passwords are available from the office.

The Book Corner has an extensive supply of books.

General educational aids are in plentiful supply, and are reviewed annually and are updated or replaced regularly.

## **STAFF**

Since the clustering of the school with Canna Primary the head teacher is now based on mainland and visits the school fortnightly weather permitting.

The class teacher has a full-time class commitment, and is responsible for teaching the whole curriculum. There is an allocation of class contact reduction time of 2.5 hours per week. This is covered by a class contact reduction teacher. There are times when extra cover is required to allow staff to attend courses etc. For this supply teachers usually well known to the pupils, relieve the teacher. They may bring with them additional skills and are often subject specialists. This adds variety to the curriculum. Specialists, living on the Isle of Rum or visiting, help when appropriate in school.

In addition, children from P4 – P7 benefit from classes with specialist teachers during the “Small Isles Week” in Fort William in June. Tuition is provided in subjects as diverse as Physical Education, Music, Art, Swimming and Drama.

## **SCHOOL MEALS**

There is no tuck-shop and no school meal provision, therefore children have to bring their own snacks and packed lunch. As a health promoting school, we are keen to teach the children about the value of healthy eating and so appreciate your support in providing healthy snacks in preference to sweets and sugary drinks.

At lunch, the children sit together while eating and are responsible for tidying up their own lunch box and table and washing their own cups.

Children may go home for lunch. However notification of this must be given to the teacher from the parent or adult in charge.

Families who would be eligible to apply for free school meals (those in receipt of Income Support or Income Based Job Seekers Allowance) can apply to the Education Office in Fort William for a packed lunch grant.

## **SCHOOL UNIFORM**

A school sweatshirt and fleece are available with the school logo. Adult sizes are also available. The only clothing requirements are a gym kit (shorts, t-shirt and gym shoes) and indoor footwear for the school building. A man's shirt is also useful as a painting smock.

A clothing grant is available for families on Income Support. Details are available from the Lochaber Area Education Office, Camaghael Hostel, Fort William, PH33 7ND (Tel. 01397 707375).

## **PROVISION FOR PRE-SCHOOL CHILDREN**

Rum Primary School incorporates a nursery class whenever there are pre-schoolers on the Island. Provision can be made for three or four year olds. A separate nursery handbook is available.

## **TEACHER - PARENT CONTACT**

In a small community much information is exchanged between the parent and the teacher on an informal basis, but formal meetings may be set up at any time at the request of either party. At least on two other occasions throughout the year 'parents' evenings will be arranged. All information is treated in the strictest of confidence. Curriculum evenings are held occasionally and reports for each pupil are produced twice yearly, an update report in November and a more detailed report in June.

## **TRANSFER TO SECONDARY SCHOOL**

Pupils transfer from primary to secondary school at the end of P7. There are three schools traditionally favoured by Small Isles children. It is school policy to try and arrange a visit to at least one of these for pupils in their final year at primary school. However, it is recommended that parents also try to visit the school of their choice to ensure that they are satisfied with the facilities available for their child's ongoing education.

Provision for residential accommodation varies from school to school – further details can be provided on request.

Malliag High School, Malling, PH41 4RG	01687 462107
Lochaber High School, Fort William, PH33 7ND	01397 702512
Portree High School, Portree, Isle of Skye, IV51 9ET	01487 612244

## **PERSONAL PROPERTY**

The Highland Council does not provide cover for the loss of private property.

## **TRANSPORT**

There is no school transport provided by the Highland Council. As the distance between houses and the school are small, most children usually walk or cycle.

## **EARLY CLOSURE**

Due to the unique circumstances that govern life on an island, there are occasions when early closure of the school may be necessary. Parents will be notified as far in advance as possible, or in the event of an emergency closure arrangements will be made to ensure each child is returned home safely. If the head teacher thinks it is unsafe for pupils to walk home alone then parents will be asked to collect from the school. Parents should consider if it is safe for children to make the journey to school.

# **WIDER SCHOOL ISSUES**

## **HEALTH CARE**

The school doctor and nurse make regular visits to the school for routine inspections including medical examinations, hearing and sight tests.

Specialist treatment for hearing, speech defects or psychological problems must be carried out on the mainland.

## **COMMUNITY AND SOCIAL LINKS**

Both parents and other members of the Rum community are encouraged to visit the school whenever they wish. In addition, regular open days, end of term parties and performances by the school children are held, to which the whole community are invited. The local

community has always actively supported the school by attending these events, by helping with fund raising, giving talks on specialist subjects and donating time and resources where necessary. This support is very much appreciated.

The wider community of the Small Isles and Lochaber District also play an important part in the life of Rum School. Regular contact is maintained with other local schools and visits are made whenever possible. We are in contact with all the schools in the Lochaber district by e-mail. Children from P4 – P7 attend the Small Isles Week in Mallaig each June where they meet other Island children.

School trips are a further link with the mainland community. The school has, in the past, included a range of activities such as swimming in Mallaig pool, kayaking and Safe Highlander

## **SCHOOL FUND**

The school fund is used to buy extra facilities for the children. Money which goes into the school fund usually comes from fund raising.

# **THE CURRICULUM**

## **GENERAL CURRICULUM INFORMATION**

### **Educational Aims and Curriculum of the School**

Our aim in Rum school is to lead the children, from their starting point, by means of planned programmes of work, to achieve their potential.

At present and in line with all Scottish Primary Schools, Rum Primary is introducing the new Curriculum for Excellence whilst gradually phasing out the 5-14 curriculum.

This curriculum should enable pupils to encounter a range of areas of learning through which they will meet different kinds of knowledge and experience different ways of thinking. It is designed to provide a structure which encourages them to grow in depth of knowledge, understanding and skills. In providing for all this, a well-designed curriculum will also encourage the pupil to develop socially and personally and will lay a firm foundation for further learning.

## Curriculum for Excellence

'A Curriculum for Excellence' provides explicit statements of the aims of education in Scotland, concepts which have long been implicit. In summary, the purposes of education are to enable all young people to become:

- **successful learners**
- **confident individuals**
- **responsible citizens**
- **effective contributors.**

The development of these capacities, attributes and capabilities lies at the heart of work on curriculum renewal. 'A Curriculum for Excellence' also established clear principles for curriculum design to provide a framework within which improvements can and should be made. The principles identified – challenges and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance – will have different emphases at different stages and as each young person learns and develops. The purpose of the programme is to improve the learning, attainment and achievement of children and young people in Scotland. **Wisdom, justice, compassion and integrity** are the words inscribed on the mace of the Scottish Parliament. The Curriculum Review Group says: 'One of the prime purposes of education is to make our young people aware of the values on which Scottish society is based and so help them to establish their own stances on matters of social justice and personal and collective responsibility. Young people therefore need to learn about and develop these values. The curriculum is an important means through which this personal development should be encouraged.' All teachers will have responsibility for teaching numeracy, literacy and health and wellbeing.

The following table shows the new attainment levels.

Level	Stage
Early	Pre-school and P1
First	To the end of P4, but earlier for some children
Second	To the end of P7, but earlier for some children
Third and Forth	S1-S3, but earlier for some. The fourth level broadly equates to SCQF level 4
Senior Phase	S4-S6

The curriculum areas are the organisers for setting out the experiences and outcomes. In drawing up the experiences and outcomes, learning in each curriculum area has been reviewed and updated to emphasise the contributions it can make to developing the four capacities.

### **The curriculum areas are:**

- Sciences
- Languages
- Mathematics
- Expressive arts
- Social studies
- Technologies
- Health and wellbeing
- Religious and moral education

Curriculum areas are not structures for timetabling: establishments and partnerships have the freedom to think imaginatively about how the experiences and outcomes might be organised and planned for in creative ways which encourage deep, sustained learning and which meet the needs of their children and young people.

The teaching methods employed to deliver the curriculum are as varied as possible to ensure that the children remain motivated. They are encouraged, for example, to work both on their own and as part of a group which might include other pupils or the teacher. Particular subject areas may be taught in isolation or combined with other subjects where appropriate. Activity based learning is used wherever possible. Computers are used to facilitate learning across the whole curriculum and frequent use is encouraged for pupils of all ages. All school PCs have Windows 95 or above and a Microsoft Office suite of programs including Word and Excel. There is an extensive range of software, which provides additional educational tools.

In a small, remote school, constraints on teaching methods are imposed by factors such as the small number of pupils and the limited access to certain resources and facilities which are freely available to teachers in larger communities. However, there are certain advantages to attending a small school. The teaching is intensive and projects can be specifically developed to meet the needs of individual pupils. In addition, the children benefit from working with children of other ages, whose perspectives are often different from their own. Due to an awareness of the limitations that exist, extra efforts are made by the teacher to enlist the help of outsiders (e.g. Community members) who contribute to specific projects in which they have specialist knowledge. Finally, school trips become an important part of the curriculum as they allow integration with other communities and community members.

# **SUBJECT AREAS**

## **Literacy and Languages**

Literacy is the set of skills which allow us to participate fully in society and in learning. Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence. Literacy is the responsibility of all practitioners, not just English and language teachers.

The CfE Literacy and English framework promotes the development of critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal and team-working skills which are so important in life and in the world of work. The CfE provides broad descriptions of the range of learning opportunities which will contribute to the development of literacy, including critical literacy, creativity, and knowledge and appreciation of literature and culture.

The school follows the Highland Literacy strategy to develop children's literacy skills. Pupils learn to talk, listen, read and write in collaborative groups with an emphasis on active and co-operative learning. Strands of learning include phonics and word recognition, spelling and handwriting, grammar and punctuation, creating and presenting. The main reading scheme in the early years is Storyworld with supplementary books from other schemes and the library used increasingly as pupils progress through the primary years. Learning an additional language contributes to learners' wider education and life experiences. P4 – P7 pupils receive lessons in French and some Gaelic through the, class contact reduction teacher and Feis tutors. With the help of parents and through the Highland Council's Gaelic Action Plan we are hoping to increase the children's experience of Gaelic. The study of Gaelic will support learners in gaining a deeper understanding of Gaelic language, culture and heritage. Children and young people will find out what is special, vibrant and valuable about Gaelic culture and heritage.

## **Numeracy and Mathematics**

We are numerate if we have developed the confidence and competence in using number which will allow us to solve problems, analyse information and make informed decisions based on calculations. Mathematics should help the children understand the world about them and prepare them to act effectively in work, play and in their role as citizens.

The children's experiences are designed to cover:

### **Number, money and measure**

- Estimation and rounding
- Number and number processes

- Multiples, factors and primes
- Powers and roots
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Mathematics – its impact on the world, past, present and future
- Patterns and relationships
- Expressions and equations.

### Shape, position and movement

- Properties of 2D shapes and 3D objects
- Angle, symmetry and transformation.

### Information handling

- Data and analysis
- Ideas of chance and uncertainty.

Good mental arithmetic skills and knowledge of times tables underpin children's progress and we work on these at all stages of attainment.

Children are provided with opportunities to tackle practical aspects of the work to help them understand mathematical concepts. Various maths schemes are used in School including New Scottish Heinemann, and Teejay, supplemented by other resources and materials. Teaching programmes are structured to enable pupils to learn skills that help them to tackle problems that require maths or mathematical thinking to solve. The programmes help children to learn concepts, facts and techniques that will enable them to use and apply mathematics.

## Science

Through science children develop their interest in and understanding of the living, material and physical world. They collaborate on investigations and experiments and begin to develop skills that will help them to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy. The curriculum includes Planet Earth; Forces, electricity and waves; Biological systems, Materials and Topical Science.

## Social Studies

In Social Subjects in the CfE pupils will learn about people, past events and societies; place and environment; and people in society, economy and business. These areas are covered through planned topics, involving the children in research, practical work and investigations.

## Expressive Arts

Expressive arts includes art and design, dance, drama and music. Learning about and through expressive arts enables children and young people to:

- be creative and express themselves in different ways
- experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation
- develop important skills, both those specific to the expressive arts and those which are transferable
- develop an appreciation of aesthetic and cultural values, identities and ideas

## Technologies

The CfE experiences and outcomes in technology are relevant to business, computing science, food, textiles, craft, design, engineering and graphics. They involve creative and practical activities that can be related to the world of work. These experiences and outcomes offer a rich context for the development of the four capacities and for developing the life skills that are recognised as being important for success in the world of work. They also introduce learners to the idea of technology-related careers.

## Religious and Moral Education

Scotland is a nation whose people hold a wide range of beliefs including Christianity and the world's other major religions as well as beliefs which lie outside religious traditions. The CfE states that such diversity enriches the Scottish nation and serves as an inspiring and

thought-provoking background for our children and young people to develop their own beliefs and values. Religious and moral education encourages responsible attitudes to other people. This awareness and appreciation promote tolerance and counteracts prejudice. Religious and moral education is a process where children and young people engage in a search for meaning, value and purpose in life. This involves the exploration of beliefs and values and the study of how such beliefs and values are expressed. Children will understand that beliefs and values are fundamental to families and to the fabric of society in communities, both local and global. Investigating and discussing these issues will enhance children's skills of reflection and critical thinking.

Younger children learn about celebrations, homes, toys, food and clothes from a variety of cultures and about the Christian religion through bible stories. In P4 – 7 Religious Education is delivered through a planned programme of topics. In the Autumn term pupils find out about the origins and beliefs of Christianity by studying the Old Testament, the New Testament and the lives of saints and other distinguished figures of service and leadership. In the Spring term pupils follow a programme to find out about some aspect of all the major world religions, e.g. sacred places or sacred texts. In the Summer term pupils find out about philosophy and morals through games, stories and debates. They are encouraged to think for themselves. A sense of responsibility and values is developed through role-play and discussions.

Parents have the right to withdraw their child from Religious Education.

## **Homework**

Regular homework is essential to supplement the work done in Class and to encourage pupils to acquire the habit of completing tasks at home. In P1 – P3 homework is nearly always reading and related tasks. Studies have shown that children who read at home regularly, with their parents, make much better progress than children whose only reading is done in school.

### **Regular reading practice at home is the key to becoming a fluent reader.**

In addition children from P2 onwards may have sounds to practice (from the Phonic Code Cracker) and from P3 some exercises to promote agility in mental arithmetic.

P3 – P7 pupils have spelling words and spelling activities each week to do for homework. They also have other activities to reinforce and practise work done in school, e.g. times tables and maths related to the maths topic they are doing in school. Sometimes, homework will consist of finding information relevant to the current topic in school, or it may take the form of a practical project. For some of the year the older pupils have to find out about an aspect of current affairs for debating or to give a talk to the rest of the class. Children are given homework on a Monday to be completed by Thursday or Friday that week or at a later date given by the Teacher. When they transfer to the High School, homework is usually set with a date for handing it in and this is rarely the following day. It is helpful if children can learn to pace their homework over several evenings and organise themselves to leave time for other interests (hobbies, clubs and social activities).

All pupils have a Homework Diary containing information about their homework or reminders about school activities. It is helpful if parents check this on a regular basis.

### **Assessment and reporting**

The Teachers are continually assessing pupil performance and progress in the classroom through observation of the children and their day-to-day work, including mini-tests, (e.g. spelling) to check up on what has been learnt. Standardised assessments in reading, spelling and maths are also used if necessary. We are awaiting guidance on assessment and reporting on children's progress in the Curriculum for Excellence. These are the expected CfE levels of attainment:

<b>Level</b>	<b>Stage</b>
<b>Early</b>	The pre-school years and P1, or later for some.
<b>First</b>	To the end of P4, but earlier or later for some.
<b>Second</b>	To the end of P7, but earlier or later for some.
<b>Third and Fourth</b>	S1 to S3, but earlier for some. The fourth level broadly equates to SCQF level 4.
<b>Senior phase</b>	S4 to S6, and college or other means of study.

Parents are advised individually of their child's results, usually in the Report Cards, which are issued twice a year, prior to Parent – Teacher Evenings. These are usually after the October holiday and early in the Summer Term. Parents have a chance to see their child's work and to discuss progress made and areas to be developed next. We are also expected to provide a report on children's progress in the four capacities of the new curriculum: successful learner, confident individual, responsible citizen and effective contributor. Another significant feature of the Curriculum for Excellence is the involvement of children in self-assessment and setting targets for themselves.

### **Additional support needs**

The school has the experience and expertise to cater for a range of additional support needs and can access specialist services after a process of school based assessment following the Additional Support Needs Staged approach. These services include the Speech & Language Therapist, Physiotherapist, Community Disabilities Nurse, the Social and Communication Outreach Worker and the Educational Psychologist. Referrals can only be made by the school with the permission of the parents, but parents have the right to refer their child directly to the Educational Psychologist or through their own GP to other services without informing the school.

Highland Council is also implementing the Getting it Right for Every Child strategy (Girfec). This is a multi-agency approach to support any child in need, not just those in need of protection. Parents and professionals work together using the protocols and procedures of the Girfec approach to ensure

## INFORMATION FOR PARENTS 2010 PRIMARY SCHOOLS

<b>School:</b> Rum Primary School	<b>Id No.:</b> 270 - 5135028
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### *Budgeted Running Costs For Financial Year 2010-2011*

<b>School Roll at September 2009</b>	4
<b>Total School Running Costs at April 2010 (£)</b>	121,204
<b>Cost per Pupil (£)</b>	30,301

Key to symbols: The symbol ## indicates that the data are not available.

### *Attendance And Absence For School Year 2009/2010*

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
<b>Total Number of Possible Attendances( Pupil Half Days)</b>	**	**	**	**	**	**	**	**
<b>Percentage Authorised Absences</b>	**	**	**	**	**	**	**	**
<b>Percentage Unauthorised Absences</b>	**	**	**	**	**	**	**	**

Key to Symbols:

Asterisks (\*\*) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

### *Minimising Overall Absence*

	Absence recorded (2008/2009) Average number of half days absence per pupil	Absence recorded (2009/2010) Average number of half days absence per pupil
<b>Absence</b>	##	1.3

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.

Key to Symbols: The symbol (##) indicates that the data are not available or comparable with other years.

## INFORMATION FOR PARENTS 2010 PRIMARY SCHOOLS

<b>Education Authority:</b> Highland
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### *Budgeted Running Costs For Financial Year 2010-2011*

<b>School Roll at September 2009</b>	16,816
<b>Total School Running Costs at April 2010 (£)</b>	67,408,003
<b>Cost per Pupil (£)</b>	4,009

Key to symbols: The symbol ## indicates that the data are not available.

### *Attendance And Absence For School Year 2009/2010*

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
<b>Total Number of Possible Attendances (Pupil Half Days)</b>	877,251	837,971	837,953	869,224	894,997	886,799	989,736	6,193,931
<b>Percentage Authorised Absences</b>	5	4.8	4.6	4.3	4.3	4.4	4.3	4.5
<b>Percentage Unauthorised Absences</b>	0.6	0.7	0.6	0.7	0.6	0.7	0.6	0.7

Key to symbols:

Asterisks (\*\*) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

### *Minimising Overall Absence*

	<b>Absence recorded (2008/2009) Average number of half days absence per pupil</b>	<b>Absence recorded (2009/2010) Average number of half days absence per pupil</b>
<b>Absence</b>	17.5	17.7

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.

Key to symbols: The symbol (##) indicates that the data are not available or comparable with other years.

## INFORMATION FOR PARENTS 2010 PRIMARY SCHOOLS

### National Data

#### *Budgeted Running Costs For Financial Year 2010-2011*

<b>School Roll at September 2009</b>	367,146
<b>Total School Running Costs at April 2010 (£)</b>	1,478,797,126
<b>Cost per Pupil (£)</b>	4,028

Key to symbols: The symbol ## indicates that the data are not available.

#### *Attendance And Absence For School Year 2009/2010*

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
<b>Total Number of Possible Attendance (Pupil Half Days)</b>	19,136,227	19,091,222	18,545,411	18,823,231	19,175,554	19,573,622	20,175,467	134,520,734
<b>Percentage Authorised Absences</b>	4.3	4.1	3.9	3.8	3.9	4	3.9	4
<b>Percentage Unauthorised Absences</b>	1.1	1.2	1.1	1.1	1.1	1.1	1.1	1.1

Key to symbols:

Asterisks (\*\*) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

#### *Minimising Overall Absence*

	<b>Absence recorded (2008/2009) Average number of half days absence per pupil</b>	<b>Absence recorded (2009/2010) Average number of half days absence per pupil</b>
<b>Absence</b>	18.3	19.4

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.

Key to symbols: The symbol (##) indicates that the data are not available or comparable with other years.

