

# FORT WILLIAM PRIMARY SCHOOL

## BROCHURE 2011-2012



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Fort William Primary School,  
Achintore Road,  
Fort William,  
PH 33 6RQ

01397 702329

Dear Parents,

I hope that this handbook will be a useful source of general information for parents of new entrants to Fort William Primary School.

It is, however, by no means exhaustive and if you have any queries which have not been covered in this brochure, do not hesitate to contact me. If you wish to visit the school, please make an appointment.

Whilst every care has been taken to ensure that the information in this handbook is accurate, changes made after printing may affect pupils and parents. In these cases, pupils and parents will be informed by a letter sent home with the children.

Yours sincerely,

S. Commander (Mrs.)  
Head Teacher

## The History of the School

Fort William Primary School was built in the latter part of the 19<sup>th</sup> Century. For many years the building housed a combined primary and secondary school but since the opening of Lochaber High School in 1960, the school has been used entirely for children of primary school age.

The industrial development which took place during the 1960's and 1970's led to a rapid growth in school population. The growth resulted, in 1976, with the opening of Upper Achintore Primary School. Newly delineated catchment areas were formed and the larger proportion of Fort William's pupils were relocated to the new school.

In 1984, due to the poor condition of the school building and the split nature of the pupil accommodation, the whole school was transferred to the building which comprises the school at present.

### School data

The school address is:	Fort William Primary School, Achintore Road, Fort William, PH33 6RQ
The telephone number is:	01397 702329
The Head Teacher is:	Mrs. S. Commander
The School roll at present is:	32
The teaching staff are deployed as follows:	P1/2/3 Mrs. Stephen and Mrs. Kinnear  P4/5/6/7 Mrs. Commander and Mrs. Tait  Support for Learning: Mrs. M Clark
Classroom assistant:	P1/2/3: Mrs. F. Neil
Support for Learning Assistant	Mrs. M. Robertson
Visiting teachers:	Physical Education Technology/Science Mrs. C. Cairns Mr. A. Sturrock
Instructors:	Woodwind Brass Piping Violin Miss K. Thomson Mr. M. Reynolds Miss M. McMaster Position vacant
Secretary:	Mrs. J. Hickman
Playground Supervisor:	Miss G. Coke
Janitor (12 hrs per week)	Ms. M. Taylor



## Aims of the School

In this school we aim to provide a secure environment which will motivate and arouse curiosity and encourage an enjoyment of learning.

In seeking to provide the best possible education for the pupils in our school, we need to be aware that the attitudes which we hold will affect the way in which the school functions, the way in which the children learn and the attitudes and values which they come to hold.

All pupils should have equality of opportunity in order to allow them to make the best use of the education they are offered and to be successful both during their school careers and in their future lives.

This means that we should seek to achieve both for all members of Fort William Primary School:

- (1) positive attitudes toward all aspects of the curriculum
- (2) a curriculum which will offer equality of access to all pupils.

## Curriculum

Schools call the things which they teach and which children learn "THE CURRICULUM". All schools in Scotland are now using the same set of National Guidelines called "A Curriculum for Excellence". This programme has been designed to help schools (from Pre school - end of Secondary education) to:

- plan what to teach at each stage
- decide how much time to give to each subject
- improve their methods of assessment
- keep better records of the progress pupils make
- use what they know about pupil's progress to plan the next stages in their learning
- communicate better with parents
- develop the potential of all pupils in order for them to become Successful Learners, Effective Contributors, Responsible Citizens and Confident Individuals.

For those who wish to explore this further, and keep up to date with new developments, parents can visit the excellent and informative website

- [www.curriculumforexcellencescotland.gov.uk](http://www.curriculumforexcellencescotland.gov.uk).

Three core areas of learning - **LITERACY, NUMERACY** and **HEALTH AND WELLBEING** are taught across the curriculum and all members of staff have responsibility for ensuring their development, whatever subject is being taught. At all times we strive to make learning relevant and active.

The **READING** scheme used in the school is Story Street in the early stages followed by novels and non-fiction texts which have been leveled and which are taught using the structure of the Highland Literacy Project. The children will study a wide range of texts at an appropriate level. These will be studied in school and children will select (with guidance) home readers to encourage their reading for enjoyment.

We can select resources for Literacy from a wide range of resources in the school to meet the needs of all pupils.

**MATHEMATICS** are taught throughout the school predominantly using resources from the Teejay and Scottish Heinemann schemes, supplemented with a variety of other resources. We have a programme of Problem Solving which develops the children's abilities to use a range of strategies to solve "real life" problems.

**EXPRESSIVE ARTS** (i.e. Music, Art, P.E. Drama etc.) are integrated, where possible, with other aspects of the curriculum.

**ENVIRONMENTAL STUDIES** (i.e. Geography, History, Technology, Science and Health) is taught through the "project" approach. At the early stages the project centres round the local world of the child and then moves out, as the child develops, to a study of the wider world. Science is taught as part of a project but, particularly in the older stages, it can be taught as a discrete subject to ensure complete curriculum coverage.

**RELIGIOUS AND MORAL EDUCATION** is taught throughout the school using the Fife Guidelines. Parents who wish their children to be withdrawn from Religious Education are requested to call in at the school to discuss alternative arrangements.

More details on the curriculum are available from the Head Teacher.

It is not school policy to charge for equipment, books or materials.

The Curriculum for Excellence is designed to enable all children to become:

### **Successful learners**

with:

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

and able to:

- use literacy, communication and numeracy skills
- use technology for learning
- think creatively and independently
- learn independently and as part of a group
- make reasoned evaluations
- link and apply different kinds of learning in new situations

### **confident individuals**

with:

- self-respect
- a sense of physical, mental and emotional well-being
- secure values and beliefs
- ambition

and able to:

- relate to others and manage themselves
- pursue a healthy and active lifestyle
- be self-aware
- develop and communicate their own beliefs and view of the world
- live as independently as they can
- assess risk and make informed decisions
- achieve success in different areas of activity

## **responsible citizens**

with:

- respect for others
- commitment to participate responsibly in political, economic, social and cultural life

and able to:

- develop knowledge and understanding of the world and Scotland's place in it
- understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed, ethical views of complex issues

## **effective contributors**

with:

- an enterprising attitude
- resilience
- self-reliance

and able to:

- communicate in different ways and in different settings
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking in new contexts
- solve problems

### Reporting to parents.

An annual written report is issued in May/June every year and parents are invited to Parents' Consultation evenings twice during the year to discuss their child's progress. The report booklet will give parents information on their child's performance in all aspects of the curriculum and will also contain suggestions as to what the next steps in learning should be for that child. If the child has taken any National Tests that session, the report will also contain that information.

## Learning Support

Children who have learning difficulties need sympathetic and thoughtful teaching. The Class Teacher, Support for Learning Teacher, Parents and other members of the school community need to foster a sense of understanding, support and encouragement, and it is our policy to praise success rather than condemn failure.

Parents of children with learning difficulties will be consulted at an early stage in the consideration of their child's difficulty, and throughout the implementation of the programme to support their child's learning.

If it is deemed necessary to refer the child to an outside agency (e.g. Educational Psychologist, speech therapist, vision support) for assessment or support, the parent(s) will be consulted prior to referral.

Some children will require an IEP (Individual Education Programme) for part or all of their time at Primary School. These are written and reviewed 3 times per session by the Class Teacher, Head Teacher and Support for Learning Teacher. The parents are involved at all stages of the process.

## Homework

This is a regular feature of class work at all levels. The close involvement of parents is crucial to the success of homework assignments. Careless, unsupported work is of no value to the child or teacher. For this reason, we request that parents establish a proper homework routine from the beginning. A Homework diary is sent home with each child every day and parents are requested to sign it upon completion of the work.

## Attendance

Parents are expected to ensure that their child attends school regularly. Parents **must** inform the school in writing, by telephone or in person of the reason for a child's absence. (A verbal message from the child is not acceptable.) It is a legal requirement that permission is sought, **in writing**, from the Head Teacher, **in advance**, if you are planning to take your child out of school for any purpose. If a child is absent from school for a holiday which could be taken outwith the school terms, an unauthorised absence is allocated.

### School meals

School meals are available to pupils at a cost of £1.75 per day. Free school meals are also available for children whose parents qualify. (Application forms for Free School Meals are available from the school office.) Cheques for school meals should be made payable to Highland Council. Money should be brought to school in an envelope with the child's name and the days which the child will be taking a meal written on it. The school meal menus are planned to ensure a healthy and balanced meal is always available and a choice is always offered. Menus are sent home twice a year.

Pupils may go home for lunch or bring packed lunches. No hot liquids should be brought to school, irrespective of the container.

### School Uniform

The uniform of the school can be purchased from clothing stores in Fort William and some items (polo shirt, fleece, sweatshirt, cardigan,) can be ordered from the school. The uniform consists of:

- Grey skirt or trousers
- White or red polo shirt
- Red sweatshirt or cardigan
- Red fleece

Children are requested not to wear jeans or track suit trousers to school.

Wearing of school uniform is not compulsory but we do encourage it and would appreciate parental support in this matter. Children feel a strong sense of identity when they are all wearing school uniform and the competitive aspect of being fashionable is eliminated. When out of school on a trip, it is much easier for children to be identified and kept safe when in school uniform.

## Health Care

Pupils are looked after by the School Medical Officer and a team of nurses based at the Fort William Medical Centre. The nurse, (Ms. J. Anderson) makes regular visits to the school to check eyesight, hearing and personal hygiene.

The school dentist calls regularly to conduct examinations for P1 and P7 and will inform parents if treatment is recommended.

Routine matters of First Aid are attended to by the staff. In the case of anything more serious, children are taken to the Accident and Emergency Unit at the Belford Hospital.

If your child has any health problem which may affect his/her schooling or one of which the school should be aware, please contact the Head Teacher.

Whenever possible, all medication should be administered to children at home. If it is **essential** that the child receives medication during the school day, application must be made **in writing** to the Head Teacher. (Forms are available in the school office). All medication should be brought in to school by a responsible adult and handed in person to the Head Teacher or her representative.

## Behaviour policy

All members of the school community are expected to behave in a reasonable manner and to show courtesy, respect and consideration for others at all times.

**All** members of staff are responsible for discipline. Minor matters are dealt with by the member of staff first made aware of the incident, more serious or persistent matters are referred to the Head Teacher.

Discipline is maintained by positive reinforcement of good, appropriate behaviour but when bad or inappropriate behaviour takes place, the issue is discussed with the child, privileges may be removed or extra work may be issued.

In the event of no improvement being observed, or in the case of very serious misdemeanours, the parents will be contacted and be invited in to school to discuss the matter.

The school has a well-established policy on bullying as follows:

### Bullying

The recognised **bully** is one who has the conscious desire to hurt, threaten or frighten someone else.

The more easily recognised forms of bullying are:

- Verbal malice
- Emotional or psychological pressure
- Exclusion of victim
- Social ostracism
- Blackmail/extortion
- Physical aggression or violence

In order to be successful, the bully has to hold some sort of power over the victim, (a power not always recognisable to the teacher).

Victims may be pupils who:

- Are new to school
- Are different in appearance, speech or background
- Suffer from low self-esteem
- Demonstrate "entertaining" reactions, e.g. tantrums, loss of control
- Are more nervous or anxious

A quiet, self-contained child may be suffering in silence and teachers have to be alert to the behaviour of all pupils.

Victims may come to believe that they deserve the treatment they receive from the bully - and why not, if no adult intervenes to help them?

By ignoring bullying behaviour, adults are seen to be tacitly condoning it.

It must not be forgotten that children can perceive teachers and other adults as bullies through unfair/uneven handling of pupils.

Through the curriculum we must find positive ways of getting the message across through drama, role-play, games, discussion, Circle Time etc.

### Advice to teachers:

When a bullying incident has been brought to your attention you should:

- Remain calm - because reacting emotionally may add to the bully's fun
- Go outside the classroom - to listen to both sides
- Think whether action should be public or private
- Offer concrete help, advice and support to the bully
- Make it plain to the bully that you disapprove
- If appropriate punish the bully BUT explain clearly the punishment and why it is being given
- Only inform colleagues if the incident arose out of a situation where everyone should be vigilant (e.g. unsupervised toilets)
- Always inform the Head Teacher (who will decide whether it is appropriate to inform both sets of parents)
- Make sure the incident doesn't live on through reminders from you
- Try to think ahead to prevent a recurrence of the incident if you uncover the trigger factor

**FORT WILLIAM PRIMARY SCHOOL**  
**MULTI-CULTURAL AND ANTI-RACIST GUIDELINES**

The school:

- Is opposed to all forms of prejudice and discrimination
- Provides equality of opportunity through its ethos and working practices:
- Promotes understanding and respect for other people's cultural identity and beliefs
- Aligns itself with the Education Service's "Anti-Racist and Multi-Cultural Guidelines for Primary and Nursery Schools (May 1997)
- In Fort William Primary School, the whole staff (led by the Head Teacher) will be responsible for implementing, monitoring and reviewing the multicultural and anti-racism guidelines. The performance indicators in "How Good is Our School" will support the process.
- The form for recording racist incidents has been discussed at staff meetings and all staff are aware how and when it should be used. In discussion with the Head Teacher or Senior Teacher, the following letters may be issued to parents. Details of any incident will be communicated to the Authority via annual statistical returns.
- At the time of enrolment each year, the pupil information form will be used. Relevant information about culture, first language and religion will be communicated directly to the Primary 1 teacher. These details will be added into the school database (by the school secretary) and issued to the relevant class teachers at the beginning of each new session.
- The multi-cultural and anti-racism guidelines are expected to dovetail with the school's existing discipline and anti-bullying policy.
- Further advice for the class teacher on teaching and learning materials is contained in Appendix 2.

### Drugs Misuse Policy

Here at Fort William Primary School we endorse the Scottish Executive's guidelines for the management of incidents of drugs misuse in schools, and the policy and guidelines issued by Highland council.

Any incidents or suspected incidents of drug misuse on the premises, whether by adults or children will immediately be reported to the Head Teacher. This will immediately be recorded in the Drug Incident file located in the school office.

Appropriate action will then be taken following the guidelines. All recorded incident statistics are collected by the authority.

### Sport

Children receive a series of 15 swimming lessons in whilst they are in the Upper stages of the School.

Primary 4,5,6 and 7 children receive 4 days skiing tuition (weather permitting) at Nevis Range, during January and February every 4 years. We ask for a parental contribution but this is also subsidised by the Parent Council. The next skiing lessons will take place in January/February 2012.

All the children in the school benefit from the services of the visiting P.E. teacher and during their time at Fort William Primary will cover gymnastics, games, dance, athletics, orienteering etc.

The school participates in most sporting events for primary schools organised within Lochaber Area. Facilities within the school grounds for outdoor sports are very limited. To enable the children to participate, they are transported to pitches within the town.

Each summer, the school holds its own Sports Day at the Nevis Centre or at An Aird.

A shinty club (with pupils from Upper Achintore Primary School) takes place on Thursday evenings (P1 - P3 5.30 - 6.15, P4-P7 6.30-7.15) led by parents who are qualified shinty coaches. All children are welcome to take part in this activity which encourages fitness and is also a part of the local cultural heritage.

### **Music**

Many children wish to play a musical instrument. We currently offer individual tuition in Brass, Woodwind, Violin and Piping, but places are limited. As places become available they are offered to children in the upper school. When parents and children show an interest in the vacant places they will be auditioned and offered places accordingly.

### **Secondary Education**

Pupils normally transfer to Lochaber High School, Camaghael, Fort William, at the end of Primary 7. The head teacher is Mr. J. Sutherland and the telephone number is 01397 702512/3

### **Data Protection**

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

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

### **Parent Council**

The Parent Council works to support the work of the school across all areas. They arrange many fund raising and social events during the year and also fight to gain benefits for the children in the local community.

## School Transport

The Education Authority will not normally provide transport for pupils who live in the delineated area of another school.

For children who live within the delineated area of Fort William Primary School but outwith two miles, the following policy will be pursued:

Transport will be provided for children:

- (a) who are under eight years of age and live two or more miles from the school
- (b) who are over eight years of age and live more than three miles from school

Parents who fail to qualify for free transport for their children may apply to the Head Teacher for a vacant seat in a taxi which has been contracted to uplift a child or children who fulfill the above requirements.

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The school seeks to have a good relationship with all parents and carers. To this end, parents are encouraged to call at the school to discuss their child's progress, or any problems which may arise, with the Class teacher and/or the Head Teacher. As the Head Teacher is class-committed for 4 days a week, we would be grateful if you could contact the School Office and make an appointment with her.

Parents are kept informed by letter at regular intervals of all manner of things affecting school life and are encouraged and welcomed into the school. (Don't forget to check each day whether your child has any letters for you. They tend to get lost at the bottom of school bags.)

## SCHOOL ORGANISATION AND MANAGEMENT

The role of the Head Teacher as leader of the school team is crucial in ensuring that any school-based, multi-cultural and anti racist policy is successfully initiated and sustained. The way in which the school is organised and the day to day work administered conveys messages about the values and assumptions held by the school. Addressing this issue is an important first stage in developing a whole-school multi-cultural and anti-racist policy and provides a foundation from which other initiatives can develop.

1.1 All members of staff (including visiting and ancillary staff) have a responsibility to promote multi-cultural and anti-racist policies.

1.2 The issue of multi-cultural and anti-racist education should be addressed in the school development plan which should clearly indicate the staffing, staff development and resource implications.

1.3 There should be a written multi-cultural and anti racist policy. All staff should be involved in its formulation, implementation and review. The policy should be monitored and reviewed on a regular basis. Other school policies should be reviewed to take account of the multi-cultural and anti-racist dimension.

1.4 Within nursery and primary schools, and at the point of transfer to other schools or classes, information about all pupils' first language, culture and religion should be passed on. These details should be included routinely in class lists.

1.5 The school should create an ethos where all pupils are equally valued.

1.6 Schools should develop their sensitivity towards the needs of particular individuals, such as those belonging to ethnic/cultural minorities, by being flexible in the application of general rules, structures and arrangements, and by ensuring that discrimination does not take place either intentionally or unintentionally.

1.7 All staff should be aware of their responsibility in implementing the school policy dealing with incidents of bullying or racial harassment.

1.8 The school should provide a broad and balanced curriculum, appropriately differentiated, which takes account of ethnic and cultural differences and is free from stereotypical ideas. The Head Teacher should ensure that the teachers' forward plans reflect this.

1.9 The individual needs of pupils from ethnic/cultural minority backgrounds should be catered for. Where this is outside the normal provision and/or expertise of the school, advice should be sought from the Area Education Office or by contacting the English as a Second Language teachers through the Area Learning Support Team Leader.

1.10 Schools should take active steps to discover how they may cater for the cultural and linguistic needs of the communities they serve. In order that they communicate effectively with families whose first language is not English, schools may wish to seek advice and help from the Area Education Office or the English as a Second Language teachers.

1.11 The Head Teacher should ensure that visitors and outside agencies are made aware of the school's commitment to the promotion of multi-cultural and anti-racist education, e.g. chaplains, speakers and the police.

1.12 The curriculum should deal directly with multi-cultural and anti-racist issues, e.g. 5-14 programme, RME and PSD. Teaching staff should be aware of religious and cultural diversity within society and draw upon this to enrich the curriculum.

1.13 Within the school policy, there should be a clear statement of how racist incidents are dealt with. Schools must establish clear and effective lines of communication with parents in order to deal with such issues as they arise.

1.14 The school brochure should contain a clear statement of the policy on multi-cultural and anti-racist education including how racist incidents are dealt with. This policy and all other home-school communications should be written in such a way that they can be clearly understood by the intended audience. In certain cases, alternative methods of communication may have to be considered, e.g. oral communication, a personal visit, use of a translator/interpreter.

1.15 The dress codes of people from different cultural backgrounds should be respected.

1.16 Visual displays should fairly represent the cultural/racial/ethnic nature of the Scottish and wider world community.

1.17 Positive aspects of multi-cultural and anti-racist education should be taken into consideration when reviewing existing resources or selecting new materials.

- 1.18 Wherever appropriate, school clubs, organised visits and other such activities should be open to all pupils.
- 1.19 The resources of the local community should be harnessed and used as a springboard for promoting multi-cultural and anti-racist policies and education. Wherever possible, all children should have the opportunity to participate in, and benefit from community involvement.

## CLASSROOM ORGANISATION AND MANAGEMENT

The classroom teacher is the prime mover in bringing about successful multi-cultural and anti-racist provision in school. Many opportunities exist for overcoming prejudice and discrimination. Mutual understanding and respect can be promoted through interaction in the classroom, the school assembly, P.E. activities, music and drama performances and out-of-school activities. Education is to be seen not only in terms of subject content but also in the interaction of the pupil with other pupils, the teacher and the wider community.

2.1 Multi-culturalism and anti-racism can often best be promoted in the hidden curriculum. Teachers should recognise the value of their input to this area of pupils' education and present a positive role model.

2.2 There should be positive encouragement of co-operative working in class between pupils of different cultural, racial and ethnic backgrounds.

2.3 Teacher expectations should be based on the particular skills, talents and personality of the individual pupil. They should not be based on cultural, racial or ethnic assumptions.

2.4 The positive aspects of bilingualism should be recognised and encouraged. Advice can be given by the teachers of English as a Second Language. They can be contacted through the Area Learning Support Team Leader. At the same time, teachers should ensure that pupils whose first language is not English, are given adequate support. Language difficulties should not be confused with learning difficulties.

2.5 It is important for teachers to create a positive environment in which pupils recognise their commitment to multi-culturalism and anti-racism. Pupils should feel safe to share their own cultural experiences, without having to deny them in order to conform.

2.6 Where appropriate, teaching practices and teaching materials should consider the history, traditions and values of the various community groups in our society, including references to experiences of oppression, e.g. 5 - 14 programme.

2.7 Negative attitudes towards culture and race should be confronted and discussed with pupils. Pejorative expressions which are in common use should be discussed. Vocabulary relating to a multi-cultural society should be discussed and

used appropriately (e.g. words like "immigrant", "Asian", "black", "ethnic",) and the racist connotations of such words as "Paki" and "darky" explained.

2.8 In classroom displays, in text books and in literature, positive role models and examples should be provided, avoiding wherever possible, stereotypical images of culture and race. All children should have the opportunity to have their work displayed.

2.9 Teachers should evaluate their forward plans for multi-cultural and anti-racist issues. Consultation with a senior member of staff should be part of this process.

2.10 Teaching and learning materials, including library stock, should be monitored for stereotyped assumptions in their use of language and images, and should be discarded or amended or discussed with pupils to confront the issue.

2.11 The organisation of the classroom should allow all pupils to derive the maximum benefit from the teaching and learning process. When grouping pupils and organising classroom activities and resources, care should be taken to ensure that, as far as possible, individual needs are met and that no-one is disadvantaged.

2.12 Visits from outside speakers to the school should be planned with multi-cultural and anti-racist education in mind, and positive role models provided where possible.