

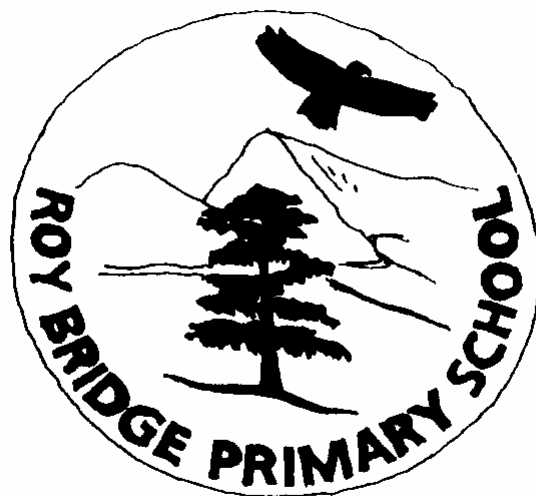
**ROY BRIDGE**

**PRIMARY**

**SCHOOL**

**SCHOOL BROCHURE**

2008 - 2009



## **General Information**

### **School Address**

Roy Bridge Primary School  
Roy Bridge  
Inverness-shire  
PH31 4AG

**Telephone : 01397712212 / Mobile : 07760265783**

### **School Staff**

**Mrs. K. MacGillivray** - Head Teacher

**Mrs. C. Nisbet** - P4-7 Teacher

**Mrs. L. Ross** - Teachers P1-3

**Mrs. B. Grieve** - CCR Teacher

**Mrs. D. Shepherd** - Probationer Support Teacher

**Mrs. C. Bond** - Classroom Assistant

**Miss. L. Weir** - Clerical Assistant

**Mrs. F. Priest** - Catering Assistant

**Mrs. A. Fair** - Cleaner

### **Visiting Staff**

**Rev. D. MacQuarrie** - School Chaplain

**Father T. Wynne** - School Chaplain

**Ms. M. Das** - Strings Instructor

**Miss. K. Thompson** - Woodwind Instructor

**School Roll** - Currently 35 pupils  
P1-3 Class - 12 pupils  
P4-7 Class - 23 pupils

**School Hours** - 9.00am - 10.30am  
10.45am - 12.30pm  
1.30pm - 2.45pm ( P1-3 )  
1.30pm - 3.15pm ( P4 -7 )

**Secondary School**  
Lochaber High School  
Camaghael  
Fort William  
Tel : 01397702

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## Head Teacher's Letter

Hello and welcome to Roy Bridge Primary School

The purpose of this brochure is to give you an insight into the school and provide you with as much information as possible.

Home, school and community are powerful influences on your child, and by working together we can ensure that your child is given a well-structured, varied and sound education which is relevant to his/her present and future needs.

If your child is coming to school for the first time, there are many ways in which you can help your child at home. Talk to your child about his/her schoolwork and show an interest, and encourage him/her to always give of his best. Show him/her that you support the school and its values.

It would be particularly helpful if on entering the school, your child has certain skills and knowledge such as being able to attend to his/her own toilet needs, coping with buttons, zips and laces, and being able to use a knife and fork. He/she should also know his/her name, address, date of birth and telephone number.

The school has an active School Board and PTA and you are most welcome to become involved.

As we are such a small school, we depend on parents to help out with transport, and their support is greatly appreciated. Parents are encouraged to keep in close touch with the school, and their views and opinions are always welcomed.

If after reading this brochure you have any further queries or concerns, please do not hesitate to contact me.

Yours sincerely,

Kate MacGillivray  
Head Teacher

## Description

Our school consists of the old school building, which is the office and the P4-7 classroom, and the two separate buildings, one which is the P1-3 classroom, and the other is a spare classroom, which is used for general activities such as music, assemblies etc.

The school serves Corroun on the West Highland Line, and the area between the East March at Moy and the West March at Inverroy. The districts within this area are : - Roughburn, Tulloch, Fersit, Inverlair, Glenspean, Kinchellie, Bunroy, Bohenie, the village, Bohuntin and Glenroy, Keppoch and Upper and Lower Inverroy.

Transport is provided for the children under eight years of age who live out with the two mile boundary, and for children over eight who live out with the three mile boundary of the school. Transport forms must be completed at enrolment.

## Pupil Welfare

If a child becomes ill during the school day, the Head Teacher will contact either the parents or the child's emergency contact to arrange for the child to be picked up from school and taken home. It is important that your child knows his emergency contact well and that this person is normally available if you cannot be contacted

Any return from absence should be accompanied by a letter explaining the reasons for the absence.

Absence for family holidays etc is not encouraged, and any request to do so must be made well in advance.

The general health of the pupils is monitored by the school dentist, doctor and nurse, who visit the school on a regular basis, and any parent who wishes to be informed before their child is examined should notify the Head Teacher.

## Equipment, Resources and Facilities

The school is well equipped with a great variety of resources which are required to deliver the 5-14 curriculum. The senior class has access to the internet through the school network. The library of software, videos and books is being constantly updated. The PE equipment is being continually improved. Our central store has maths, science and art equipment. We have outdoor and indoor games equipment for break and lunchtime.

## Uniform

The school uniform is as follows :- red school sweatshirt/fleece, black or grey skirt/trousers, white shirt, or red/white school polo shirt. Orders for school uniform are sent out twice a year, in November and May. We also ask that the children come to school suitably dressed for protection against the elements - waterproof jackets and sensible footwear. T-shirt, shorts and gym shoes must be worn for PE, and all jewellery must be removed for this lesson. Football strips must not be worn at any time.

## Homework

Homework is regularly given to all pupils, and a copy of our homework policy is issued to all parents explaining our procedures and how parents can support their child and the school in this area. We ask that parents co-operate fully with this important aspect of schoolwork, and check and sign the homework diaries regularly.



## School Meals

School meals are cooked on the premises and served in the canteen in one sitting from 12.30pm. Dinner money is paid every Monday morning, directly to the cook, and costs £1.65 per day. The meals may be paid either in cash or by cheque, made payable to *Highland Council*, and should be sent in a sealed envelope with your child's name, and the amount of money enclosed, written on the front.



If your child prefers to bring a packed lunch to school, it should be carried in a plastic container, and shatterproof flask, with his/her name on it. Glass containers should not be used under any circumstances. Packed lunches are eaten in the canteen along with the children having school meals, and the sitting is supervised by the Head Teacher. When the weather is favourable, packed lunches can be eaten at the picnic tables outside. Families who are entitled to free school meals because they are in receipt of Family Tax Credit should ask for the relevant form at the school. The school promotes healthy eating throughout the school, and sweets and fizzy drinks are discouraged.

### **Parents' Meetings**

We keep in touch regularly by the school newsletters, which keep parents up-to-date with events both in and out of school. Parents are invited to the school for parents evenings twice a year, in November and in May/June, when they are given the opportunity to see work done by all the classes in the school. Appointments are made with parents and members of staff to discuss pupil progress at these times. Parents are also welcome to make appointments with staff at any time if they wish to discuss any particular concern. Information evenings are held as appropriate.

### **Emergency Closure**

In the event of the school closing early, all parents will be contacted by telephone, or personally by a member of staff. If parents are not available, then the child's emergency contact will be notified. It is important that your child knows where to go if this situation arises. We rely on the good sense of outlying parents to notify us if the weather conditions begin to deteriorate so that we can make arrangements for their children to be taken home before the roads become impassable. Similarly we will contact parents if there is any doubt on our part, regarding transportation of pupils to, or from, school. If the school has to be closed before children arrive at school, an announcement will be made on Nevis Radio. Full emergency procedures are issued to all parents during the Autumn term.

### **Community Links**

The children are encouraged to learn about, and appreciate their local area through their Environmental Studies programme. Where it is feasible, the pupils are taken out into the community to find out about their environment. Villagers join us at our school concerts and plays, and members of the community are invited into the school regularly to talk on topics of interest. The local policeman is a regular visitor to the school, for information talks, cycling proficiency etc.

### **PTA**

A PTA meets regularly to raise funds for the school and to discuss topics of interest to the school. The school appreciates their help enormously, and any interested parent is very welcome to attend the meetings.

## Spean Bridge and Roy Bridge Primary Schools Parent Group (School Council)

The school has a very supportive Parent Group which meets regularly. Members are from both Spean Bridge and Roy Bridge Schools

The members of the Group are :-

Marie-Clare Russell	<a href="mailto:marieclaire@fsmail.net">marieclaire@fsmail.net</a>
Debi Routledge (Secretary)	<a href="mailto:debrou26@aim.com">debrou26@aim.com</a>
Kate MacGillivray (Head Teacher)	<a href="mailto:kate.macgillivray@highland.gov.uk">kate.macgillivray@highland.gov.uk</a>
Sally Macdonald (treasurer)	<a href="mailto:sallymacdonald@tiscali.co.uk">sallymacdonald@tiscali.co.uk</a>



## Bullying - A Positive Response

It is important that all children know that both home and school care about bullying, and that the children know that they can speak out freely and confidentially if they are being bullied, and that an effective course of preventative action will be taken. The main message for everyone is that prevention is better than cure. Positive steps taken at the onset of witnessed or reported bullying will help to combat the problem. We look forward to a positive partnership with our parents to resolve any situation which may occur



In educating your child we try to create within our school, a pleasant atmosphere, which is relaxed but purposeful, and where the pupils work conscientiously and co-operatively with everybody, whether staff, parent, helper or fellow pupil. We encourage mutual trust and confidence. We treat each other with respect and courtesy and do what we can to be sympathetic and take into account individual needs and such as learning difficulties, social problems or cultural aspects. In fostering these attitudes we hope to help all children to work to achieve their potential.

Behaviour which is contrary to our code of conduct is not only upsetting, it is also extremely disruptive and time-consuming. It affects not only the undisciplined child, but also the whole school. It wastes precious teaching time. Any behaviour which does not fit our code of conduct is unacceptable, and various strategies will be adopted to help any child who cannot participate effectively in our school life, whether in the playground or in the classroom.

## Code of Conduct

In order to create a secure, positive and stimulating environment for our children, we follow the this code of conduct: -

- ✓ We treat everybody with care and respect; we are polite and kind to each other at all times
- ✓ In the playground we only play games which are safe and enjoyable. Some games can hurt our friends - games like British Bulldogs, Tripping, Toy Fighting and any other similar games, which involve any degree of force or violence, cannot be played at school.
- ✓ We do not touch others except in a kind way, and only if we are invited to do so, or if it part of an enjoyable, safe game.
- ✓ We set a good example to each other by being helpful to each other whenever we can.
- ✓ We look after our bodies by exercising and eating healthy food.
- ✓ Climbing on walls, trees, fences and gates can be dangerous. We do not climb on them. We do not climb on the backs of other pupils, giving 'piggy-backs', as this can also lead to accidents.
- ✓ We always stay within the school grounds unless permission is given by a teacher to leave. Our school is a safe place.
- ✓ We all help to look after our school building. We make it a pleasant and happy place to come to every day.
- ✓ We take care of our books, games and equipment - they are there to help us and to give us pleasure.
- ✓ We care for our environment - we keep the playground free of litter at all times

## Discipline

Every pupil is made aware of the school rules and the reasons for having them. We encourage self-discipline along with tolerance and consideration for other people and their property. We look to a happy and co-operative partnership with parents in the pursuit of the highest standards of personal conduct. In maintaining discipline, a series of steps will be taken by staff if there is a breach of discipline.

- Verbal warnings will be issued in the first place, to inform the child that his behaviour is unsatisfactory
- A pupil who persistently misbehaves after several verbal warnings will lose Golden Time and other privileges, and parents will be immediately informed.

We have a reward system in the school which recognises those pupils who consistently show good behaviour and work hard. The points they gain count towards stars for Golden Time on a Friday, and also towards prizes.

Pupils may lose points for bad behaviour.

We also award 'Star Student' pencils weekly.

Celebration Certificates are also given out twice a term. These celebrate pupils' success in many areas including schoolwork and behaviour. They are given out after close consultation with staff, and are valued highly.

## Child Protection

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

The Highland Child Protection Committee's, Inter-Agency Protection Guidelines state that Education Service members of staff must 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 Development Officer, Highland Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness. IV3 8NN - Tel. 01463 703483 Fax 01463 713237*

## The Curriculum

### The Knowledge, Skills and Attitudes We Are Teaching

This school uses the National 5-14 guidelines and Highland Council guidelines to provide an appropriate curriculum for each and every pupil in the school. The five main curricular areas within the primary school curriculum are as follows :-

Language

Mathematics

Environmental Studies

Expressive Arts

Religious and Moral Education  
and  
Personal, Social and Health Education



The school draws up a School Development Plan every year, setting out priorities for development over the coming year, and a copy can be obtained from the Head Teacher.

## Language

The Language curriculum consists of four broad areas : Listening, Talking, Reading and Writing. Language activities in this school have the following purposes :

### Listening

- To obtain information and respond appropriately
- To establish relationships and interact with others
- To appreciate the feelings of others
- To reflect upon ideas, experiences and opinions
- To gain imaginative and aesthetic pleasure

### Talking

- To convey information
- To establish relationships and interact with others
- To express feelings
- To present, share, clarify and reflect on ideas, experiences and opinions
- To give imaginative and aesthetic pleasure

### Reading

- To obtain information and respond appropriately
- To appreciate the feelings of others
- To reflect upon ideas, experiences and opinions
- To gain imaginative and aesthetic pleasure

### Writing

- To convey information
- To express feelings
- To order, clarify, record and reflect on ideas, experiences and opinions
- To give imaginative and aesthetic pleasure

As language is the principle medium of learning and instrument of thought, and since it is basic and essential to all other areas of the curriculum, we concentrate on teaching and developing these skills. During their years at Roy Bridge Primary School, these skills are taught and developed in a variety of stimulating ways. The children are given frequent opportunities for oral expression through the use of poetry, drama, debating, informal discussion and story telling. Most of our language work, both oral and written, stems from project work.

Much effort is aimed at helping the pupil to produce good writing in a variety of forms - diary, note taking, reporting, letter writing, storytelling etc.

To enable the pupil to express himself legibly on paper we use the Nelson Handwriting Scheme. Our main reading scheme is the Ginn Reading 360 and we use the Nelson Spelling Programme.

We use the Penfriend word processing programme and Superspell to assist those pupils who have reading/writing difficulties.

### Mathematics

The aim of the mathematics curriculum in this school is to develop knowledge, understanding and skills in the following four key areas :-

Problem Solving and Enquiry : -

- ✓ Starting a task
- ✓ Doing a task
- ✓ Reporting a task

Information Handling : -

- ✓ Collect, organise, display and interpret information

Number, Money and Measurement : -

- ✓ Number and number notation
- ✓ Methods of calculating and using number
- ✓ Patterns, sequences and relationships
- ✓ Measure

Shape, Position and Movement : -

- ✓ Properties of two and three dimensional shapes
- ✓ Properties of position and movement

The school uses the Tee-Jay Mathematics scheme, supplemented by the Heinemann and Take a Strand materials. Mental maths is firmly established, using the Patilla resources.

ICT permeates the mathematics programme at every level.

Calculators are introduced at an early stage, but as a tool for learning, not to replace understanding.

### Environmental Studies

The Environmental Studies programme covers three areas - Science, Social Subjects (History & Geography based topics) and Technology.

The school follows the Highland Science Programme from P1 to P7 and has a 3 year programme of study topics for the other areas of Environmental Studies. These include Ancient Egypt, Australia, Toys, Myself, Wallace and Bruce and the Vikings. Technology is integrated into many of these topics.

The school has a strong tradition in environmental issues, and these are also an important part of the curriculum.

### Information and Communications Technology (ICT)

The school uses the Badger ICT programme throughout the school, and this well-structured approach ensures the pupils have a sound understanding of ICT skills by the time they leave P7.

ICT also permeates the curriculum in all areas.

### Expressive Arts

The Expressive Arts curriculum covers the following four areas : -

**Art and Design** - The school uses the Borders Art Programme, which follows a carefully structured approach to learning the key skills of art and design. The programme introduces these skills at a fundamental level in P1, and builds on this knowledge through to P7.

**Drama** - The school uses the Strathclyde Drama programme, and also Literature, poetry, radio broadcasts and TV programmes are used as a stimuli for drama.

**Music.** The Borders Music programme is followed, using a wide range of both tuned and untuned percussion instruments, and covering a range of topics. The school also takes part in music festivals.

**PE** - The school does not have a gym hall, but uses the playground or the village hall if the weather is wet. The Specialist PE teacher comes once a week for PE, and at other times a programme of PE is followed using the Top Sport resources as part of that programme. The pupils have two sessions of PE a week and they also have the opportunity to take part in swimming, skiing, dance, basketball, netball, mountain biking, rugby and cross country running.

## Religious and Moral Education

Roy Bridge Primary School is a non-denominational school.

All of the children meet for a weekly assembly, where the pupils have a significant input, and one or both of the chaplains may also attend and contribute.

The RME curriculum covers three main areas :-

Christianity, Other World Religions and Personal Search.

The aims of the RME programme are to :-

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

Parents who do not wish their children to attend RME lessons should contact the Head Teacher.

### Personal, Social and Health Education

The school is developing and implementing a programme of PSHE, using the Health for Life resources, and also the Highland Region guidelines for Health Promoting Schools. This covers all aspects of Health education and parents are kept fully informed.

The PSHD programme is not just taught as a topic, its values for life and healthy living permeate the whole ethos of the school.

### Multi - Cultural and Anti - Racist Education

Our school is opposed to all forms of prejudice and discrimination, and provides equality through its ethos and working practices. It promotes understanding and respect for other people's cultural identity and beliefs. This school aligns itself with the Education Services *Anti - Racist and Multi - Cultural Guidelines for Primary and Nursery Schools* ( May 1997)

## Assessment, Record Keeping, Reports

Assessment is geared towards establishing what pupils have achieved individually. The evidence to provide these assessments is collected informally over a period of time. Assessment activities are identified at the planning stage of a block of work and may involve oral work, written work, observation of a practical exercise and self-assessment. All these methods of assessment may be carried out during the year and records kept to focus on what the pupil can do as well as establishing weak areas. Through these various methods of assessment we diagnose strengths and weaknesses, and so are able to match work to the child's development needs. A pupil may be referred to the Educational Psychologist, after consultation with parents and teacher, if further assessments are thought necessary. The support for learning teacher will provide extra material assist the process.

The support for learning teacher also works with all pupils in assisting the class teacher.

Pupil reports are issued a week before the parent/teacher meeting in June, and relate to all aspects of the child's education. National testing in Language and Mathematics are now a part of the on-going curriculum in the school. Children sit tests as part of the normal class routine when the teacher feels that their work is at the required standard. Children will progress through the different levels at different rates. The results are written in the pupil reports.

The 5-14 (Age 5-14, into High School S2 ) are as follows :-

- Level A : Should be attainable in the course of P1-3 by most pupils
- Level B : Should be attainable by some pupils in P3 or even earlier, 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 or even earlier but certainly by most in P7
- Level E : Should be attainable by some pupils in P7/S1 but certainly by most in S2.

