

# KINLOCHEWE Primary School



School Brochure  
2012

Highland Council



**Kinlochewe Primary School,  
Incheril  
KINLOCHEWE,  
Ross-shire  
IV22 2PA  
Telephone – 01445 760260**

**General Information**

Kinlochewe Primary School is in North-West Ross-shire, and serves a delineated area from Achnasheen in the East, Loch Maree in the West to Coulin Estate in the South. It is situated in the Incheril area of Kinlochewe, and is sited in a most panoramic setting.

The School is a one-teacher School, with additional part-time help if the roll is between 16 and 19. Nursery provision is offered for all children in their pre-school year and for 3 year olds after their third birthday, at three entry dates decided by the Authority.

The school was inspected by HMIE in February 2008.

### **Accommodation**

Accommodation consists of two classrooms. The main teaching classroom is a wooden extension, added in 1964, when the “old” School was converted to provide a Kitchen and Dining Room. Because of a rise in roll in the late 1980’s an extra wooden classroom was built in 1989. Further accommodation consists of Staff room; Boys, Girls and Staff / Disabled toilets; Cleaner’s cupboard; and various storage areas throughout the School. The school has recently been fitted with new double glazed windows.

The Nursery is located in the former Infant Classroom. There is a Library/Resource room. The children eat their lunch in the Classroom.

### **Head Teacher**

The Head Teacher is:

Mrs Vivienne MacLennan  
Hillside  
Shieldaig  
Strathcarron  
Ross-shire.  
IV54 8XN

Telephone - 01520 755239

Fax - 01445 760260

[www.viv.maclennan@highland.gov.uk](mailto:viv.maclennan@highland.gov.uk)

[www.kinlochewe.primary@highland.gov.uk](mailto:www.kinlochewe.primary@highland.gov.uk)

The number of pupils on the School Roll, and details of other members of Staff, visiting and permanent, can be found on Appendix 1 of this Brochure.



## Exploring the local river system as part of Environmental Studies

### **Placement Arrangements**

Parents wishing a place for their child/children in the School are asked to contact the Head Teacher, in the first instance, by telephone, when a suitable appointment time can be arranged.

### **School Day**

The School Day begins at 9.15 a.m. for all children in the School. Morning Interval is from 11.00 a.m. - 11.15 a.m., with Lunch at 12.45 p.m. The afternoon session begins at 1.30 p.m. and finishes for all children at 3.15 p.m.

The Nursery offers daily sessions from 9.15 a.m. to 11.45 a.m.

### **Secondary Education**

At the end of their Primary Education, the pupils from this School transfer to:

[Gairloch High School,](#)  
[Achtercairn](#)  
[GAIRLOCH,](#)  
[Ross-shire.](#)  
[IV21 2BP.](#)

[Telephone - 01445 712275](tel:01445712275)

## **School Lunches**

School Lunches are available, and are cooked on the premises. The present contractor providing the meals is Highland Contract Services, and the price of a meal is £1.75 (April 2011)

There is no special area available for the consumption of packed lunches. Children with these are encouraged to eat in the 'Dining Room'. The Highland Council's recommendations for packed lunches, if required, can also be accessed at the School, and application forms for free School Meals can be had on application to the Head Teacher. The School is part of the Hungry for Success initiative and meals have been tested for nutritional value. The menus are formulated by Catering Services. Fruit and Vegetables are sourced from the school garden whenever they are available. All children are encouraged to take school meals.

## **Equal Opportunities School**

Kinlochewe School is an 'equal opportunities' School, with boys and girls being afforded the same opportunities and facilities for learning.

## **Pupil Council**

Children are encouraged to participate in the life and decision making of the school through the Pupil Council. It is an active and enthusiastic whole school committee and the children learn meeting procedures, take on roles of responsibility and are encouraged to air their opinions and make suggestions as to how we can improve school further.



## **Involving Parents**

In such a small community, parental contact is very much on an informal basis, and parents are most welcome to call at the school at any time for a chat about any concerns they may have or to arrange a time when an informal discussion can take place. However, formal parental meetings take place twice yearly in November and May. An appointment system is used, with usually 15 minutes being accorded to each child. Discussion of the child's progress take place, assessments shared and examples of work are available to view.

Parental interest in their child's school work greatly helps a pupil, especially to gain confidence, and to take a sense of pride in their individual achievements, and such interest is strongly encouraged by the school.

Parental help with transport to extra-curricular activities such as Sports, Cultural Events, Swimming etc., is also much appreciated. With such great distances between Schools and the bigger centres of population, the cost of using Public Transport and Private Hirers is a big drain on School Funds. Any parent able to help in this way should give his/her name to the Head Teacher. A contribution to fuel expenses will be reimbursed from the School Funds.



**We welcome parents in school and value their help and support for school activities.**

## **Parent Council**

Informal parental liaison has been a very successful method of communicating with parents, and the School appreciates and enjoys the benefits of these meetings. In accordance with the Scottish schools (Parental Involvement) Act 2006, the school has established a **Parent Council** and works closely with parents. Meetings are held at least once a term. The Parent Council is very supportive of the work of the school. It helps with fund raising – new library furniture has been purchased and meetings provide a forum for discussion on a variety of school related issues.

Chairperson: Mrs Rohaise Rose-Bristow

Secretary: Mrs Jenny James

Both parents may be contacted through school.

## **Website**

Additional information about the school and its activities, information for parents, monthly newsletters and photos etc can be found at [www.kinlochewe.highland.sch.uk](http://www.kinlochewe.highland.sch.uk)

This is a new website which is being developed with the help of a parent and is a work in progress. (March 2011)

## School Aims

The School aims to:

- Be a learning organisation capable of continuous improvement
- Be a school where high quality learning and teaching are accepted as the norm
- Be a place where children's safety and welfare is of the utmost importance
- Be a school where children are supported and encouraged to achieve their maximum potential across all areas of the curriculum through all stages of their emotional, intellectual and social development
- Be a place where opportunities are given to achieve in the wider world so children may become successful learners, confident individuals, effective contributors and responsible citizens
- Be a school where health promotion and environmental care are given prominence so children may learn life-long attitudes and skills to support them and the world they will inhabit
- Encourage all children to be outward looking: young people who celebrate diversity, show tolerance and who develop skills to enable them to build relationships of value in their lives
- Be a school where children take an interest in local and global issues and appreciate how people and places are interdependent on each other
- Provide equal opportunities for each child irrespective of gender or race
- Be approachable to parents, work with the Parent Council and encourage their interest in their child's education
- Promote links with the community, local businesses and partner agencies

*In carrying out our work we aim to:*

- *Have integrity, show compassion, be impartial, show fairness, tolerance and demonstrate mutual respect*
- *Have an environment where everyone feels welcomed and valued*
- *Seek progress through partnership, working closely with people whom we share a common purpose*

*Reviewed in consultation with pupils, staff and parents- February 2011*

*The school has achieved its second Eco-Schools Green Flag and is working towards achieving its third flag.*



*A visual arts project with local artists – displayed at SNH Beinn Eighe Visitor Centre*

We have established links with a school in Malawi to promote and encourage global understanding and friendship.



The children have pen-pals at Mlozi School and write to each other every term.

We have sponsored an orchard project there too.  
(Visit our website to see photos.)

## Educational Aims - The Curriculum

Education is undergoing many and varied changes as we continue to engage with *A Curriculum for Excellence*. The school plans using ACfE experiences and outcomes, according to national expectations of learning and progression, and is developing its assessment systems in line with current thinking.

### Curriculum for Excellence Subject Areas

Literacy & English, Numeracy & Mathematics, Health & Wellbeing, Science & Technologies, Social Studies, Expressive Arts and Religious & Moral Education

*We are continuing to develop new programmes of work to support the new curriculum.*

The main educational aim of this school is to provide each child with an appropriate education in a stimulating, caring environment, where he/she can develop confidence, self-esteem, and a good attitude to his/her fellow pupils and teachers. Children are encouraged to develop qualities of independence, enthusiasm, curiosity, a determination to discover, and a wish to learn - thus becoming *successful learners, responsible citizens, confident individuals and effective contributors*.

Progression is indicated through curriculum levels which are explained in the table below:

LEVEL	STAGE
Early	Pre-school and P1 or later for some
First	To the end of P4 but earlier or later for some
Second	To the end of P7 but earlier or later for some
Third & Fourth	S1 to S3 but earlier for some
Senior Phase	S4 –S6 and college and other means of study

The School aims to provide a balanced curriculum and appropriate education for each pupil. Each child is encouraged to achieve their personal potential, and as they progress through School, will be encouraged to take increasing responsibility for their own learning.

## **Numeracy and Mathematics**

The aim of teaching Mathematics is to equip children with the necessary number and mathematical skills, which they will find useful and relevant as they grow and take their place in the adult world. The children are taught by a variety of methods. There is continued emphasis on interactive Maths and Problem Solving in line with National and Council guidelines. Children will have an understanding of the processes, and an awareness of the usefulness of Mathematics, and how it can be meaningfully applied in everyday life situations.

It is recognised that calculators are very much part of our modern world, and therefore calculator work is included in our Scheme of Work in the upper stages, but not to the exclusion of mental computation! In line with government guidelines, the use of calculators in the younger stages is strongly discouraged.

Children at all stages are given daily 'hands on' experience of computers. Programmes vary from activities selected to consolidate number bonds, shape recognition, time, money etc. to adventure games, information handling and experience using Excel spreadsheets.

The Core Maths Schemes currently in use in this School are Scottish Heinemann Maths, Maths on Target and T-Jay Maths. Maths Schemes are adapted if required for children experiencing learning difficulties, and for those who are more able children. Children engage in daily Mental Maths sessions. Problem Solving Design and technology activities complement the main core work.

Mathematics is increasingly taught in context, using topic work and eco-school activities to explore the practical uses of maths.



## **Literacy and English**

The aims of Language are:

1. To enable children to communicate well, both orally and in writing.
2. To foster an enjoyment and appreciation of language in its various forms.
3. To provide opportunities to develop the many skills of listening, talking, reading and writing.

These are independent language skills which children need to communicate with the world today.

The school is committed to the **Highland Literacy Project** which encourages collaborative learning and the teaching of language skills through the context of Reading, making appropriate links with Writing and Listening and Talking.

Children learn to write Personally, Imaginatively and in Functional forms and to examine the craft of other writers through Writers' Craft reading lessons. Poetry also features at various times throughout the session. Writing is also taught in context and linked closely to topic work, reading and current affairs.

The Handwriting Scheme used follows HLP guidelines and although the temptation to experiment is great, in order to achieve a fluid and fluent style of writing, correct letter formations should be maintained.

Good listening skills are a vital part of a child's education. Children are given opportunities to develop these skills, and by the end of Primary School should demonstrate detailed perceptions. Similarly, children are expected to develop higher order talking skills throughout their School career, starting with personal experiences, and leading to the sophisticated skills required for discussion and debate.

Weekly Current Affairs lessons are used with particular regard to formulating and sharing opinions in both spoken and written forms.

The Core Infant Reading Scheme is the Oxford Reading Tree, with children then progressing on to a variety of novels and non-fiction materials. Phonics are taught using HLP guidelines supported by Jolly Phonics and Easy-learn resources.

As the teacher deems children 'ready', they are introduced to the Reading Scheme, and its pre-reading activities. The Oxford Reading Tree encourages a great deal of talk and games, as the children become familiar with the characters in the series. These activities lead on to the 'Reading Books'. The contribution of parents in promoting fluency and confidence is extremely valuable and greatly appreciated by the School.

Children are first taught the sounds of letters, NOT their names, and the correct formation of letters is very important. Once the sounds are known, the children are taught to blend the sounds, enabling them to tackle simple words from a very early age.

Children progress on to chapter novels. Weekly discussions about the text are timetabled and further ideas and the language are explored through follow-up reading activities. Children also read non-fiction books, magazines, recipe books etc to broaden their knowledge and enjoyment of different genres. The children contribute to the choice of reading matter.

### **Modern Languages**

In line with Government guidance, a modern language is taught. In this school's case it is French. Teaching consists of mainly spoken French, reinforced by games, songs etc.

Gaelic provision, usually in the form of cultural activities, is sometimes provided by outreach workers. A member of staff has recently been trained to deliver this part of the curriculum too. Children are actively encouraged to celebrate the local culture.

### **Social Studies**

This subject is intended to encourage the child's understanding of his/her environment, society and culture. The studies are a broad mix of Geography, History, Science and Technology but Language, Mathematics and Expressive Arts are also included. Environmental Studies is taught in a project format i.e. - a central theme is chosen from the School's Cyclic programme, and then is used as a context for developing the appropriate skills.

The School aims to provide a broad and balanced programme through which the child can develop the appropriate skills, knowledge and attitudes.

The outdoor local environment is used as much as possible and learning is frequently supported by the Countryside Ranger.

**Mini projects are also introduced at various times throughout the year.**

**They may capitalise on national events, local interest, festivals, current affairs or be stimulated by the environment.**

**More recent mini topics have included organising a Daffodil Tea, the Royal Wedding, a jam making enterprise project, making postcards for sale and an Autumn Watch project.**



## **Health and Wellbeing**

Health Education is split into Physical Health, Social Health and Emotional Health. As there is overlap in other areas of the Curriculum such as Personal Social Development and Religious and Moral Education, the School has prepared a cyclic programme to cover Health, PSE and RME. Children also encounter Health issues through their Eco-School and Current Affairs activities. Some topics are taught as stand alone lessons e.g. Sex education in P6/7 others evolve as part of cross curricular topics.

*The School maintained its Health Promoting School status in 2008 following our Level 4 accreditation in our Health Promoting School Inspection in January 2005.*

The school organises a Healthy Highland Week each summer when a range of activities are enjoyed by pupils and parents alike. Children have the opportunity to participate in overnight adventurous activities during the course of their primary education. Recently these stays have been centred in the Cairngorms.



**Winning the Golden Boot Award for Walk to School Week**

## Science and Technologies

Whenever it is appropriate Science links to our Environmental studies topic or Eco-School activities, however some topics are taught as stand alone lessons.

The school grounds, pond, garden and local environment are used for outdoor cross curricular learning including science.



Testing structures

## Expressive Arts

Expressive Arts incorporates the subjects of Music, Drama, Physical Education and Art.



Part of a display about homes and Houses

## Music

The School aims to give each child the opportunity to create, perform and respond positively to music, and to encourage them to realise their musical potential. A specialist visits each week, and the children are given the opportunity to sing, use instruments, create and listen to music. We also have musical input from visiting Feis Ross and Kodaly instructors during the course of the year. We have also maximised opportunities to work with Scottish Opera in recent years.

## Physical Education

Two hours of PE is timetabled each week. A visiting specialist visits School for an hour of this time. Our specialist P.E. Sessions take place in the Village Hall with the grass area of the playground being used when weather permits. A mixture of gymnastics, games, movement, dance and athletics are taught, together with an annual block of 5 weeks swimming in Poolewe Swimming Pool. Instruction there is given by trained swimming pool staff, and classes involved depend on the School roll and the number of teachers on the Staff.

Children are encouraged to participate in Inter-School Sporting events and festivals, organised locally within the Gairloch Cluster and by the Ross Primary Sports Association. The school works closely with the Active Schools Co-ordinator and seeks to provide opportunities for personal achievement.



Wearing our new football kit at a match against Shildaig!

Children require shorts, a white PE polo shirt and trainers for these lessons. They can be worn under tracksuit trousers and their school sweatshirt on PE days but children are expected to bring uniform to change into afterwards in order to encourage personal hygiene routines.

## Art

The children experience a range of media in their Art lessons. They learn to express themselves using different techniques and their creativity and enjoyment of art is encouraged. The work of internationally re-known artists is considered as part of their art education. Art is often linked to topic work. Drawing materials are also available to use during wet playtimes.

## Drama

Children are given opportunities to act and mime throughout the session, with greater frequency in the Infant Classes where role-play etc. is all part of their experiences. The whole School is usually involved in a play, pantomime or musical production at Christmas time for parents and friends of the School. In addition we sometimes have visits from outreach workers and visiting performers at various times throughout the year. We also visit the theatre in Inverness on an annual basis and attend local performances from drama groups when appropriate.



Cinderella December 2011



## **Religious and Moral Education**

In line with government advice, the School aims to help children to see that religious and Christian ideas are meaningful in their everyday lives and to foster attitudes of tolerance towards people of other beliefs.

An Open the Book group from the Church of Scotland visits school on a monthly basis to perform and share Bible stories and we have informal visits from the Church of Scotland minister, Rev. David Macleod. We also organise a Carol Service in the local church at Christmastime to which family and friends of the school are invited.

In addition, children are given the opportunity to acquire knowledge and understanding of all the main comparative world religions.

Parents who wish their children to be withdrawn from R.E. should make their feelings known in writing to the Head Teacher. As stated previously, RME programme is now part of a Cyclic programme together with Health and Personal Social Development.



## **Assessment**

Assessment of your child's progress goes on all the time. Staff monitor progress in a number of ways:

- a. Observation - It is very important to know how your child works and Staff continually observe your child's approach and attitudes towards the various tasks set.
- b. Appraisal of completed work - The quality and quantity of completed work is monitored by Staff, and progress and difficulties identified.

Teachers mark work using the 2 Stars and a Wish approach. This aims to reinforce the things the child has done well in their work and highlights individually what they need to do to improve.

- c. Children are also encouraged to self assess their own work and set themselves targets to work towards. Every child has their own Personal Learning Portfolio which also celebrates their successes in and out of school. Children also complete a weekly learning log recording their achievements/ targets etc
- d. Peer assessment also forms an integral part of classroom work.
- e. New assessments are being developed within a Curriculum for Excellence. These include individual folders of work with samples of school work assessed to specific criteria, records of work and work the children themselves choose to include. These are available for parents to see at any time.
- f. A national assessment bank – NAR - is being developed on-line to help teachers share standards. This is to be developed on a local basis too.
- g. Electronic assessments are also being developed within Highland and training on using these is be completed this year

## **Special Educational Needs**

Children with learning difficulties are identified by Teaching Staff in co-operation with the Support for Learning Teacher/Area Support for Learning Team leader. An appropriate programme of extra help which may involve the introduction of different course books, reading schemes etc. will be compiled. If this fails to improve the child's performance, then the advice of the Educational Psychologist will be sought. Parental approval is always obtained before a child is referred. Other specialist help is also available for pupils.

## **Illness at School**

If a child becomes ill at School, a parent at home will be telephoned, and be asked, if possible, to collect the child from School. In the absence of an available parent, an emergency contact will be telephoned. If that fails, then the child will be kept in School until contact with either can be made. If a serious illness or injury is obvious, the District Nurse or Local Doctor will be contacted as a precaution. Parents should be aware that they must inform the School of any particular condition in their child that might put other children at risk.

Children experiencing sickness or diahorrea should be kept at home for 48 hours after the last bout of illness.



## Preparing Your Child for School

Encourage your child to dress him/herself, and to be able to use a knife and fork for eating.

Begin to develop good hygiene routines regarding washing hands after using the toilet and before handling food etc

Read stories, nursery rhymes etc. and encourage the child to talk about things that he/she has done or seen.

It helps the School greatly if a child is made to tidy up his/her things at home. Early independence and the development of organisational skills is encouraged by the school.

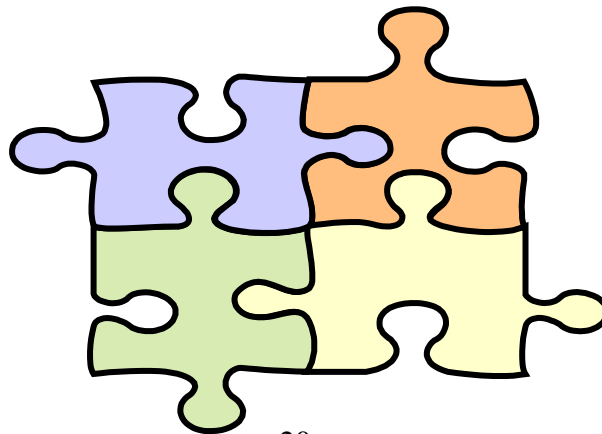
Construction toys, jigsaws, drawing with large crayons and using scissors are all excellent pre-school activities which will be really helpful when formal schooling begins.

Try and give your child opportunities to spend time each week with a friend, away from you. School must never be the first parting from parents, if at all possible.

Although the School appreciates the excellence of many children's TV programmes, this is a very passive way of learning, and it cannot replace the stimulation a child receives through discussion and active interaction with parents, siblings and friends.

Children coming into Primary 1 will have had the benefit of Nursery provision, and its induction process. This helps to ensure a confident and happy start after the summer, as they will know the Teacher, other children and be familiar with the Classroom. There is particular emphasis on literacy and children are encouraged to talk meaningfully about their play, and communicate with their Teacher and their classmates.

Play is an important part of the beginning of learning. Children learn to co-operate and share with one another. Some toys encourage good hand control; some are creative; others introduce children to colour and shape and comparisons of size and counting activities. Construction is always a worthwhile activity, whatever the medium. Imaginative play should also be encouraged.



## **Discipline**

Children are expected to be courteous at all times to all members of School staff, conveyance operators, and to their fellow pupils and should behave in a manner conducive to the safety and well being of everyone. Bad language will not be tolerated within School boundaries, or whilst travelling in School Transport.

It is hoped that a verbal reprimand will be sufficient punishment for any misdemeanour, but consistent bad behaviour giving cause for concern will result in the parents concerned being informed, and being invited to the School to help find a mutual solution.

At all times children are encouraged to show a degree of self-discipline, and have regard for their own and other pupils' property and safety, both in the School and in the community at large.

Good school discipline can only be achieved with the co-operation of home and school; the school will work hard to achieve high standards which reflect the high degree of parental support recorded to date.

**In Kinlochewe Primary School children are expected to follow some simple rules...**

- **Be kind to each other**
- **Work hard and try your best**
- **Be polite and respectful**

**The children have devised their own set of school rules which are displayed in the classroom.**

**These are reviewed and agreed on an annual basis**

## School Meals

School dinner money for the whole week is collected on a Monday morning by the School Cook. Any absence during the week will result in the amount of money in credit being deducted from the following week's amount. Free meals forms for any children entitled to this service are available on request from the School.

Fresh fruit and yoghurt are always available as an alternative to the desert dish on the menus. Kitchen Staff are usually able to provide a meal for any children who are unable to eat the prepared meal, due to medical or other reasons. Parents should let the School Cook know of any such problems. Meals are varied and the cost at present is £1.75 per day. (April 2011) The present contractor is Highland Contract Services and samples of the dishes on the menu are:

Main course – Spaghetti Bolognaise, Fish and Chips, Roast Pork, (all served with vegetables and potatoes) and Various Homemade Soups  
Desserts - Rice Pudding, Fruit Crumble & Custard, Yoghurt and Fresh Fruit.

Vegetables are put on every child's plate and they are actively encouraged to try new foods.

Vegetable/ table manners challenges are occasionally used as incentives to healthy eating and the social side of mealtimes.

This is a sweetie free school and in agreement with pupils and parents sweets or fizzy drinks are not allowed to be brought to school as a play piece. Healthy snacks are encouraged.



## **School Transport**

Free transport to and from the School is available for pupils under the age of eight residing over two miles from the School, and to those over the age of eight residing more than three miles from the School. Any pupil, who abuses the privilege of free School transport by inappropriate behaviour, will be subject to normal School disciplinary procedures.



## **Early Closures**

If the School requires to make an emergency early closure, all parents and conveyance operators will be informed if possible. In addition, all parents are issued with the instructions for using the Council's School Information Hotline. Any child whose parent or emergency contact is unavailable will be kept in School, under the supervision of a member of staff until contact can be made. Similarly, in accordance with council advice, the Severe Weather Hotline will continue to be a source of regular information to parents and staff in the event of the School being closed due to bad weather. However due to the small numbers involved at present it may be deemed more appropriate to make individual phone calls to each family when necessary.

## **Materials & Equipment**

There is no charge made for any materials or equipment used in the course of the School year.

## **School Fund**

The School Fund is used to supplement the annual Education Authority Budget for this School, by purchasing items of equipment and resources and paying for the cost of transport to extra-curricular activities such as school trips, sports events, plays etc. At present funds are raised annually from the proceeds of a Money Club, which is well supported by the whole community. All parents are given an opportunity to join the Club, and new members can normally join at the beginning of the year. Proceeds from School Concerts, raffles, Sales of Work and enterprise projects such as selling postcards/Christmas cards are used to strengthen the fund. School funds are independently audited by a member of the local community.

## **School Uniform**

The School has a recognised school uniform, as we believe it is important for children to have a sense of identity and pride in their School, and therefore the wearing of School uniform is strongly encouraged. The daily uniform is maroon/silver School ties, maroon v-necked sweatshirts with School logo, all of which can be purchased at the school, white shirts or blouses, grey or navy skirts for girls, grey/dark trousers for boys.

The Pupil Council, in consultation with Staff agreed to allow girls the option of wearing red and white school summer dresses if preferred from Easter to October. During this time, the school polo shirt may also be worn as an alternative to a shirt and tie. The wearing of jeans is not an option for any pupils at any time.

The white polo shirt for PE can also be purchased at the School. Shorts are required on PE days. The School greatly appreciates the support from parents in the unanimous adherence to the School Uniform. The many positive comments being made to staff about the children's appearance, both in school, and on visits out with the community bear testimony to this.

## **Homework**

It is the School's policy to give maths and language homework on a weekly basis and for children to take increasing responsibility for organising their own timetabling of homework. In P1/2 children will have daily reading activities. Homework will occasionally include work from other areas of the Curriculum linked to topics. Maths homework is closely linked to current class work.

Work, which should have been completed in class, may have to be finished occasionally at home if the Class Teacher thinks that the child is capable of more output in School.

Occasionally, children may be required to learn by heart, and are encouraged to practise at home. Parents are strongly encouraged to take an interest in their child's homework, as this is a vital area in the promotion of confidence and self-esteem.

## **Absence**

Children are expected to attend School at all times during term time, except obviously in the case of illness.

While the School appreciates that some parents are unable to take holidays within School holiday dates, these breaks in education are extremely detrimental to a child's progress, and also disruptive to those children left behind. Because of increasing concern over the number of pupils now taking time off School to accompany parents on holiday during term time, Highland Council has issued guidelines advising against this practise.

In the case of 'normal' absence from School due to ill health etc, and in line with child protection requirements, if a parent has not informed the school by 10.30 am of their child's absence we are required by law to make contact with the parents to enquire about the child's whereabouts. This will be followed by a report being made to the police if a child is absent for 3 days with no school contact having occurred.

Any parent requiring their child to have extended leave of absence is asked to contact the Head Teacher by telephone or in writing. Absence from School for any reason requires a note explaining the absence to be sent to the School when the child returns.

Please do not send your child to school if they have a severe cold or flu like systems. Children find it extremely difficult to concentrate in school when they are ill and would be better at home recovering and not risking the spread of germs.

## **APPENDIX 1**

The present roll of the School is 12 pupils in mainstream and 2 children in Nursery. (Jan.2012)

## **APPENDIX 2**

### **FULL- TIME TEACHING STAFF**

CLASS TEACHER

Mrs. Vivienne MacLennan

### **VISITING STAFF**

MANAGEMENT TEACHER

Mrs. Thelma Blaxter

MUSIC

Mrs. Patricia Macdonald

P.E.

Mrs. Fionnuala Stark

### **ANCILLARY STAFF**

SCHOOL CLEANER

Mrs. Margaret Stein

SCHOOL COOK

Mrs. Margaret Stein

NURSERY ASSISTANT

Mrs. Fiona Price

CLASSROOM ASSISTANT

Mrs. Fiona Price

CLERICAL ASSISTANT

Mrs. Fiona Price

GENERAL AUXILARY

Mrs. Fiona Price

## Statutory Information for Parents

5-14 National Test Results 2009/10  
Percentage of children reaching or exceeding their test results at  
June 2009

Reading 100%  
Writing 100%  
Mathematics 100%

### Percentage Attendance Summary

17/8/2010 to 2/7/11

P1-7 95.76%

### Comparative Spending Costs

As part of the Parent's Charter we are required to provide you with information regarding the comparative budgeted costs for the school.

#### Budgeted Running Costs for Financial Year 2011

School Roll at October 2011	12
Total Budget	£90 265.16
Cost per Kinlochewe pupil	£7 522.09
Highland	£4009.00

## School Holiday Dates 2011 - 2012

Monday	15 <sup>th</sup>	August	2011	Staff In-service training
Tuesday	16 <sup>th</sup>	August	2011	School opens for new session
Friday	7 <sup>th</sup>	October	2011	School closes for October holiday

### OCTOBER HOLIDAY

Monday	24 <sup>th</sup>	October	2011	Staff In-service training
Tuesday	25 <sup>th</sup>	October	2011	School opens for new term
Thursday	22 <sup>nd</sup>	December	2011	School closes for Christmas

### CHRISTMAS HOLIDAY

Monday	9 <sup>th</sup>	January	2012	School opens for new term
Monday	13 <sup>th</sup>	February	2012	Mid term break
Tuesday	14 <sup>th</sup>	February	2012	Mid term break
Wednesday	15 <sup>th</sup>	February	2012	Mid term break (children only)
Thursday	16 <sup>th</sup>	February	2012	Mid term break (children only)
Friday	17 <sup>th</sup>	February	2012	Mid term break (children only)
Friday	30 <sup>th</sup>	March	2012	School closes for Easter holiday

### EASTER HOLIDAY

Tuesday	17 <sup>th</sup>	April	2012	School opens for new term
Monday	7 <sup>th</sup>	May	2012	Casual holiday
Friday	29 <sup>th</sup>	June	2012	School closes for Summer holiday

### SUMMER HOLIDAY

Tuesday	14 <sup>th</sup>	August	2012	School opens for new session
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