

STAFF

Head Teacher	Miss Alicia Chapple
Class Teacher P4 - 7	Mrs Helen Nicolson
Class Teacher P1 - 3	Miss Gillian Stuart
Non Class Contact Teacher	Miss Mairi Nicolson
Clerical Assistant	Miss Mina Bruce
Classroom Assistant	Miss Meike Schmidt
Visiting Art Teacher	Mr Grahame Walker
Visiting Gym Teacher	Mrs Janice Maguire
Learning Support teacher	Mrs Mary Moir
Cook	Miss Samantha Curry
Piping Instructor	Mr Finlayson

NURSERY STAFF

Nursery Assistant	Mrs Kate Prasher
Nursery Auxiliary	Miss Lynne Turner
Nursery Cluster Teacher Macleod	Mrs Effie Anne

SCHOOL HOURS

0900	:	School opens
10.40 – 11.00	:	Interval
12.40 – 13.30	:	Lunch
1500	:	Playtime (P1 & P2 only)
15.10	:	School closes.

NURSERY HOURS

Monday:	9.30 – 12
Tuesday:	9.30 – 12
Wednesday:	1.15 – 3.30
Thursday:	1.15 – 3.30
Friday:	9.30 - 12

Email: carbost.primary@highland.gov.uk

Website: www.carbost.highland.sch.uk

Telephone: 01478 640237

KEY NAMES & ADDRESSES

Carbost Primary School
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Isle of Skye
IV47 8SR
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Miss Alicia Chapple
Head Teacher
Carbost Primary School
Carbost
Isle of Skye
IV47 8SR

Mrs Rosemary Bridge
Education Officer
Area Education Office
Camagheal Hostel
Lochy Bridge
Fort William
PH33 6ND

Mrs Claire Campbell
Parent Council Chairperson
Craigrownie
Carbostbeg
Isle of Skye
Tel: 01478 640230

School Transport:
Stagecoach
Tel: 01478 612622

BACKGROUND INFORMATION

The community of Carbost was originally served by several small primary schools which gradually reduced in number to one, opened in

1935. Pressure on accommodation brought about the provision of an extra wooden classroom in 1961 and further increases in the school roll necessitated the addition of a demountable classroom in 1976.

Meanwhile, in the adjacent area of Portnalong, the only school was of corrugated iron construction, originally providing education up to junior secondary level. Gradually its roll changed to that of one teacher primary school.

The new school, which serves the areas of Carbost and Portnalong, along with the surrounding areas, was opened in September 1998. It offers a modern working environment for staff and pupils.

The school building consists of two classrooms, resource area, staffroom, office, cloakrooms, toilets, gym hall/dining area/nursery and kitchen. It is a valuable asset to the community and is used on a regular basis for clubs and meetings.

A Nursery is available for 3 and 4 year olds on three mornings and two afternoons per week.

A separate brochure gives further information on this.

A plan of the layout of the school is enclosed.

PROCEDURES FOR ADMISSION OF INFANTS INTO CARBOST PRIMARY SCHOOL

The main reason for a planned induction programme for entrants is to ensure an easy, trouble-free and happy transition from home to school for parents, as well as the children. It allows everyone involved

to build up a positive relationship, at the same time giving an opportunity to gather information, which will prove valuable in settling the child in the school environment.

The Divisional Education Officer announces a date each year on which those children beginning formal education should enrol. This date is usually in February and is published in the local press. Children due to be enrolled will normally be those whose 5th birthday falls on, or before the last day of February which follows the beginning of the session.

In Carbost, pre-school children are invited to appropriate activities such as Parties, Concerts, Prize-givings, Sports Meetings etc. In this way, they become familiar with the surroundings and the staff, and meet with the other children, on a friendly, informal basis.

During the summer, before they start school, the children spend two sessions in the classroom. They take part in the school day and playtime, so that they feel they 'belong'. When parents return, the children are encouraged to share their experiences with them. We hope these arrangements will avoid any difficulty on the first school day. However, any concerns, no matter how trivial will be handled sympathetically, so we welcome comments from parents.

EDUCATIONAL AIMS

In our school, our main aim is to provide our pupils with an education which meets their needs and interests and assists them in achieving their full potential. We try to provide a safe, stimulating environment in which they feel welcome and valued.

We aim to help each pupil acquire and retain skills, understanding and meaningful knowledge and to promote the ability to use this, throughout the years of education and beyond.

The school hopes to aid the children to develop enquiring minds and foster maturity and insight to make decisions and interpret ideas. Another main objective is to encourage an appreciation of Art, Literature and Music and guidance in the wise use of leisure.

In all these aims it is very important to foster a strong working partnership of school, parents and the community.

ECO POINTS

Carbost Primary School has a new 'eco point' system where children earn and collect 'eco points' they can save these points for an educational reward. Children all belong to a tribe and work co-operatively on eco points which go towards their tribes total. Eco points may be given by any member of staff and are recorded on 'tribe' charts and a special eco stamp book.

CURRICULUM

The overall atmosphere of the school and attitudes of pupils themselves contribute greatly to their learning experience. These benefits are also reflected in the more formal curriculum, which is based on Language, Mathematics, Expressive Arts, Religious, and Moral Education and Environmental studies. Although separated into these headings, the subjects often interweave so that pupils learning in Environmental studies

about a particular country may find out about its music, tradition, language, religion, dance etc.

There are no formal examinations in the school. From time to time National testing is carried out in language, maths and writing to confirm the child's progress. Ongoing assessments of the child's everyday work are made by the staff in order to check on progress, diagnose and difficulties and take the appropriate action.

The Support for Learning Team co-operates with the school in setting up a curriculum to suit the needs of individual children. At present our Support for Learning Teacher is Mrs Mary Moir.

EXPRESSIVE ARTS

PHYSICAL EDUCATION

Physical Education is very broadly based. Skills and co-ordination are developed according to individual age and ability. The areas covered are:

Movement mime and dance

Physical exercises using small and large apparatus

Swimming

Cross country running
Country dancing
Football
Team games
Athletics
Gymnastics

ART & CRAFT

Provided by the class teacher and visiting art specialist who work together to integrate art and crafts in the schools curriculum. This gives a wide range of experience varying from paper, card, weaving, moulding, pen, pencil and paints.

MUSIC

Infants – Simple use of percussion instruments, singing of songs, action rhymes, listening to sounds, songs etc.

Seniors – Developing of the above – basic knowledge of time, signals, rhythms, notation etc.

Electronic keyboards are used with the pupils.

RELIGIOUS EDUCATION

While religious education is required by statute, parents have the right to withdraw their child from these lessons. This can be discussed when a child is being enrolled at the school so that, if necessary, alternative provision can be made.

In this, we try to give the children an understanding and appreciation of the Bible and its background and knowledge of the life and works of Jesus Christ.

We also encourage an awareness of other religions beside Christianity in order to promote an appreciation of the differences in the world around

us. Moral and social education plays a part in this and is further reinforced in the day to day experiences of the child both in school and at home.

LANGUAGE

The language policy of the school is to provide opportunities for a wide range of communication skills to be met, practised, learned and used in not only text book situations, but in real life.

Talking, listening, reading and writing, we must realise also, the importance of talking and listening as part of communication.

The teaching and reading goes beyond the basic skill of recognising words on a page. Throughout the school years, the staff try to promote an interest and value books of all types, through clubs, library, work and reading to the children.

Writing is also shown as necessary for different purposes, such as reports of events, notes, diaries, poems, letters, plays etc. The children come to realise that it is important for people to be able to read these works, so punctuation, spelling and handwriting are systematically taught throughout the school.

ENVIRONMENTAL STUDIES

Environmental studies are an awareness of all aspects of our personal immediate environment and our place in it. Then it leads on to a reaching out to others in other environments and situations and how they relate to us.

This should be based on first hand experience, the real and the relevant. This should include the effects of the past, our influence on the present and the consequences for the future.

Links are sought with language, Geography, History, Science, the Expressive Arts and Social and Religious Education.

By the end of primary education, all children should have experienced a curriculum, which has offered a balanced coverage of these areas of study.

AIMS

1. Development of skills: Language, Mathematics, Investigative Reference, Social, Technological, Creative, Practical Application of skills.
2. Knowledge
3. Awareness, Sensitivity, Caring, Self-Awareness.

WAYS OF LEARNING THROUGH ENVIRONMENTAL STUDIES

- A. Photographs.
- B. Child's own work
- C. Recording on tape
- D. Noting individual strengths/weaknesses
- E. Evaluation of work done from teacher's point of view and from pupil's point of view.

REPORTS

Report forms are issued in November and May. In November there is a brief report from staff on the progress of the pupils. Parents are requested to visit on a pre-arranged day to hear and discuss this report with staff.

The final report for the years' work is issued in May. Once again, parents are given the opportunity to discuss the results.

HOMEWORK

Homework given is usually a follow up on work the pupil has covered with the teacher. Parents are asked to ensure the pupil is given ample time and the proper environment to complete it. Home books should normally be covered and any loss or damage should be reported as soon as possible.

The school is particularly interested in Paired Reading where parents assist in developing the fluency and confidence in their child's reading by a simple reading together procedure. This does not conflict with teaching or reading done in school, as it concentrates mainly on encouraging fluency and enjoyment, rather than mechanics.

SCHOOL UNIFORM

The school now has access to supply of school wear in Royal blue with an embroidered badge, as on the front cover. Items available are polo-shirt and sweatshirt. These are normally ordered before the end of each session. Order forms and prices will be issued to all pupils at this time. Parents in receipt of Income Support, Family Tax Credit or Income Based Jobseeker's Allowance, may apply for a clothing grant. Application forms are available from the Head Teacher.

Similarity in the pupils clothing creates confusion over ownership and it can not be stressed too strongly that all items of clothing must have a name tab.

MATHEMATICS

Mathematics today is based on many practical activities and experiences,

Often the work is related to real situation to make it relevant to the child. As well as the basics of number work, addition, subtraction, multiplication and division, the children are involved in many mathematical activities such as shape, graphs, time, measurement and area etc.

From P4 upward, an understanding of the use of the calculator is developed, providing an extra tool for the able and a necessary tool for the less able.

The computer plays a useful part in providing reinforcement of skills, taught in a way, which stimulates the modern child. It is also invaluable in a one to one situation with the child needing more encouragement.

GAELIC

As very few children entering the school have any knowledge of or background in the Gaelic language, the school aims to make our children aware of it by using the language in such a way that the non Gaelic speaker can understand it.

Gaelic signs are used on the nameplates of the interior doors and on familiar objects around the classroom.

The wider Gaelic culture is brought in by history, folklore, music and traditions through projects, local studies and participation in the local Mod.

SCHOOL MEALS

These are provided at a cost of £1.65 a day. Meal money should be sent every Monday.

When parents are in receipt of Income Support their children are eligible for free school meals. A form to claim this is available on request from the school. This should be completed by parents and sent to: Area Education Office, Elgin Hostel, Dunvegan Road, Portree, along with a letter from the Benefits Agency confirming that the family is in receipt of Income Support.

Families in receipt of Income Supplement are not entitled to free meals. Children may bring a packed lunch to consume in the school canteen but these may not consist of hot items, fizzy drinks or be brought in glass containers, in the interests of safety and for insurance purposes.

CLOTHING GRANTS

Families in receipt of Income Support or Working Families Tax Credit are eligible for clothing grants. Forms can be obtained from the school.

HEALTH CARE

A well stocked First Aid Kit is kept in the school for minor injuries. The local doctor or district nurse is called for anything more serious. Parents will naturally be informed if the above occurs.

It is most useful if the school knows of any relevant medical history of a pupil, which, for example, may necessitate special care or special provision being made, e.g. inhalers for asthma, creams for eczema.

Two or three visits are made by the school doctor for general examination of pupils. All entrants and P7 pupils are examined.

The doctor normally sends an appointment to parents when their presence is deemed necessary.

SCHOOL DENTIST

A portable dentist unit visits the school on a rota basis. Parents will be informed prior to visits to give permission for treatment.

SCHOOL DISCIPLINE

Children are expected and encouraged to behave in a polite manner at all times.

Any pupils needing continual disciplining may be punished by withdrawal of small privileges made at the teacher's discretion. Should this still prove not satisfactory, the parent will be contacted to discuss the situation.

Pupils are not allowed to leave the school grounds during school hours unless accompanied by (a) a teacher or (b) a parent who has first sought permission from the Head Teacher.

While we do not believe bullying to be a problem in the school, we do have a policy on how we should handle any such behaviour. However, should any parent suspect bullying is taking place, we would appreciate being contacted.

ABSENCE

Due to new government regulations, we need to be informed by telephone or note of the reason for absence.

Pre-arranged visits to a clinic should be reported, as soon as possible to the Head Teacher, as this may mean no loss of attendance for the pupil.

SCHOOL TRANSPORT

Parents who feel their child may be eligible for school transport will be provided with the appropriate form to complete to send to the Highland Council. A supply of these forms is kept in the school. The following information may be of some help:

Statutory Walking Distance

Under 8 years : 2 Miles
8 years & over : 3 Miles

If official transport passes your home on the way to school and you are very close to the legal distance, your child may be eligible for concessionary transport – this is at the discretion of the council and can vary from year to year.

FIRE DRILL

Fire drill is held at regular intervals. The signal is a long continuous blast of the siren. Prior to their first drill, P1 are informed, so as not to frighten them.

PARENT COUNCIL

The school has a Parent Council. All parents are invited to the meetings, but only those on the council are eligible to take part in discussions and vote.

Any decisions taken by the Parent Council are made known to other interested parties through the minutes.

The Parent Council Members also assist with food for social events, as parent minders on school trips etc. The social aspects of the school rely on this valuable asset.

LIBRARY

Books from the school library may be taken home by the pupils on a weekly basis.

Senior pupils record withdrawal and return of the books in their own class.

The Infant teacher supervises these duties in her class.

The mobile library also calls at the school on alternate Fridays.

SCHOOL LETS

The school is available for let after 4pm and in the evenings, subject to the approval of the Head Teacher and if necessary the School Board.

Application forms may be obtained from the Head Teacher.

VALUABLES & TOYS

Children are encouraged not to carry money and valuables to school that they do not require. The school is not responsible for toys that pupils may bring to school.

LOST PROPERTY

Any items found are taken to each class for identification. Items not claimed are stored and anything which remains unclaimed at the end of session, is sent to Oxfam or another deserving cause.

TRANSFER TO SECONDARY

Pupils from Carbost will transfer to Portree High School. During the fourth term, a Support Teacher from Portree High School will visit the school and meet with Primary 7 pupils. At this time pupils will be given a list of their subjects, class group and other information about the school. A date will also be set for pupils to visit the High School before the end of June. All this information is shared with parents.

INFORMAL GET TOGETHERS

Parents are invited to share experiences with the children and staff on occasions such as school sports, prize days, visits by puppet theatres, guest speakers etc. Usually such events are advertised in the school newsletter, which is regularly issued.

SCHOOL FUND

The bulk of the school fund is raised by fundraising, organised by the parents whose co-operation and help is much appreciated.

The main two events sponsored by these funds are the Christmas Party and the School Trip.

Proper accounts are kept and audited once a year. A copy of the audit is sent to the Finance Department of the Highland Council and is available to parents if requested.

UNWELL CHILDREN IN SCHOOL

Children who complain that they are unwell should be observed for a short while in class. If they continue to complain, they will be sent to the office and a First Aider will attend to the child while his/her parents are phoned. Unwell children should not be sent to school except on the recommendation of a doctor. Supervision of children unable to be outside at playtime is not practicable except under exceptional circumstances, for example a child with their leg in plaster or where a parent has consulted the Head Teacher.

Normally medicines are not administered in school. Where a child needs to finish a course of medicine, the parents are able to request an *Administration of Medicine* form which they should complete, sign and return to the school.

Inhalers are kept in the school office and are marked clearly with the child's name. **Asthma inhalers should be taken outdoors for games and kept with the child when swimming or on visits off site.**

If a child leaves the school premises for any reason, such as a dental appointment, the parent must report to the office or telephone the school with details of when their child will be collected / returned. Under no circumstances will children be allowed to leave school unaccompanied during school session times.

CHILD PROTECTION

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

In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service staff must report such incidents to Social Work Services which can lead to a joint Social Work / Police investigation.

All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff.

More information about Child Protection Procedures within Highland can be obtained from the *Child Protection Development Officer, Mrs Susan MacLaren, Highland Child Protection Committee, Kinnylies Building, Leachkin Road, Inverness, IV3 8NN – Telephone (01463 703483) Fax (01463 713237)*

SUGGESTIONS FOR PRE-SCHOOL ACTIVITIES

Parents often ask how they can help to prepare their child for school. The staff have discussed this and come up with some suggestions and ideas. You may already do some of these things, but we hope this list may be of some use.

1. DRAWING & COLOURING

Any drawing or colouring activity helps to improve hand/eye co-ordination using pencils, crayons, chalks, felt pens or paints.

2. CUTTING

Practice the correct use of scissors by cutting up the columns of an old newspaper or cutting out the rectangular pictures. Later cut out simple objects from magazine pictures.

3. TEARING

Can be controlled if done between finger and thumb of both hands. Try tearing along folds of different lines (straight, curved, zigzag). Then try tearing shapes, rectangles, circles or symmetrical shapes by folding the paper first.

4. GLUING

The important point is that glue should be dabbed on or spread economically. Try to discourage excessive use of glue.

5. MODELLING

- (i) Plasticene or playdough can be used for rolling, pinching, flattening by hand or with a rolling pin, cutting out shapes or impressing patterns into the surface.
- (ii) Building blocks allow for constructions involving balance, sorting and matching.

6. THREADING

Activities might include pegs into holes, rings into rods or beads onto lace either at random or in a sequence according to colour or shape.

7. SEWING

Use large eyed needles with thick yarn and punched cards.

8. CARE OF MATERIALS & EQUIPMENT

Young children should be encouraged to use materials and tools correctly, clean up and put everything away when they've finished.

All these activities will also allow opportunities to select and recognise colours and shapes, compare size/texture, create pattern etc.

