

The Moray Council
Education and Social Care Services

Inveravon Primary School
Ballindalloch
Moray
AB37 9BA



Being the Best We Can
Information for Parents / Guardians
2011– 2012

The Moray Council
Education & Social Care Services
High Street, Elgin, IV30 1BX.
Tel: 01343 563397
www.moray.gov.uk
Date of Issue 15 December 2011



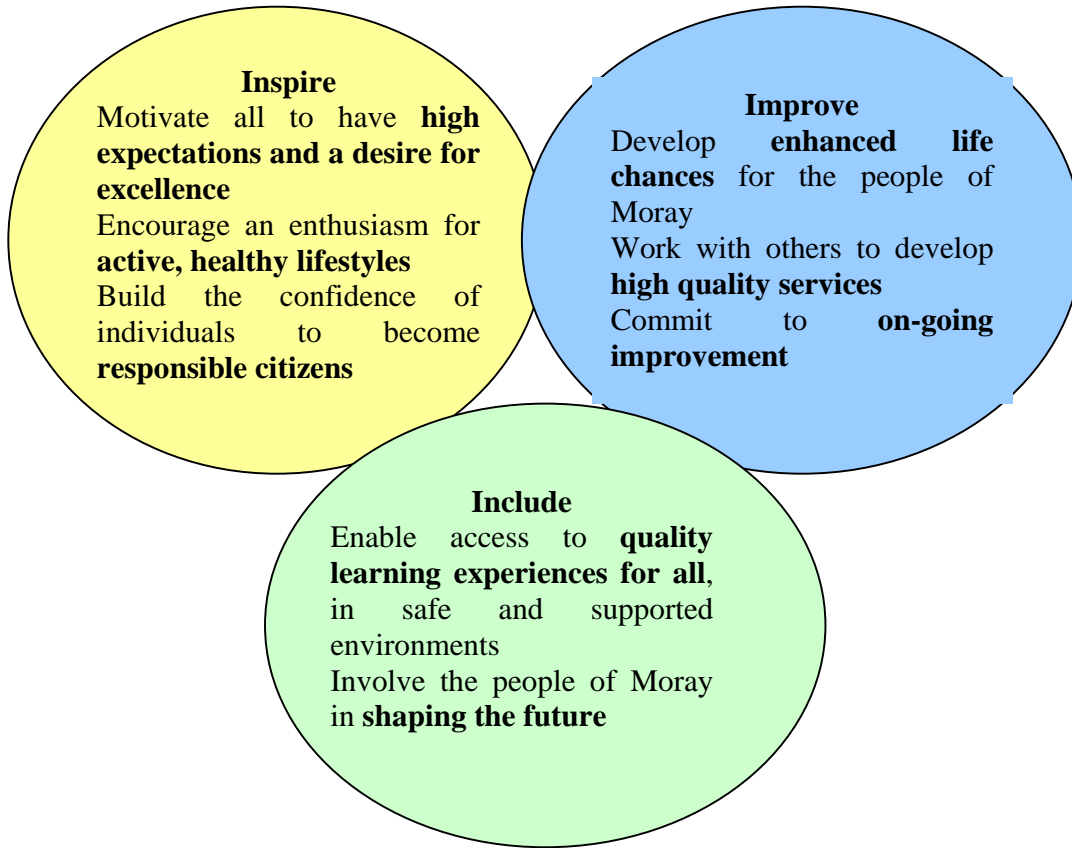
The information contained within this handbook is correct at the time of publication, and is updated annually. The preparation and presentation is done in accordance with the corporate Printed Materials Policy & Procedures.

The Moray Council has produced a “Notes for Parents and Carers” booklet, which is designed to provide basic information about the education system in Moray and also to detail specific areas of government legislation which may relate to your child's experience at school. This booklet is available from the school, from Education and Social Care Services, or the Moray Council Internet site http://www.moray.gov.uk/moray_standard/page_47236.html This booklet is also available in other languages.

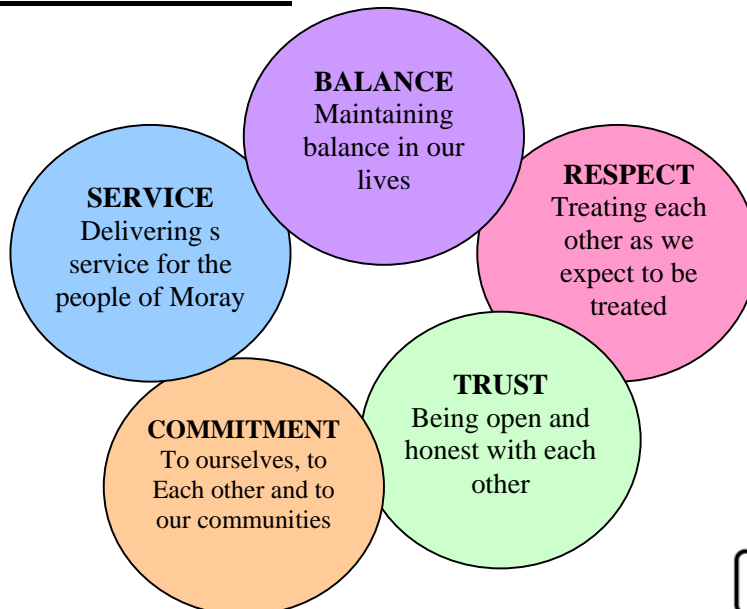
INDEX

2. Index
3. Council Aims, Mission and Values
4. Introduction
5. Staffing Information
5. Contacting our Associated High School and Holiday dates
6. School Vision and Aims
 - Ethos
7. Curriculum
 - Health & Wellbeing
8. Literacy
9. Modern Languages
 - Maths and Numeracy
 - Technologies
10. Social Studies
 - Expressive Arts
 - Religious and Moral Education
 - Assessment
11. Homework
13. Thinking
 - Transition
 - Health Care
 - First Aid
14. Accident & Illness at School
 - Medicines in Schools
 - Information Leaflets
15. Emergency School Closure
 - Safety And Security
16. Additional Support Needs
 - Accessibility
 - School Meals
 - Transport
17. School Clothing
 - Enrolment
18. Absence and Attendance
 - Promoting Positive Behaviour
19. General Conduct
 - Sanctions
 - Parent Forum
20. School Council
 - Data Protection Act
21. Absence and Attendance
22. Running Costs
 - Attainment
23. Curriculum for Excellence update from The Scottish Government School Directorate Curriculum Division

OUR AIMS



OUR MISSION



learning to live
— living to learn

Inspire

•

Include

•

Improve

•



EDUCATION & SOCIAL CARE SERVICES

Inveravon Primary School

Ballindalloch

Banffshire

AB37 9BA

Tel: 01807 500217

www.moray.gov.uk

Mrs Mary R Smith

Head Teacher

Sandy Riddell

Director of Education & Social Care

admin.inveravonp@moray-edunet.gov.uk

Dear Parents / Guardian

Welcome to Inveravon Primary school which is a one teacher rural school set amidst spectacular scenery overlooking the River Spey.

Our catchment area lies broadly from The Corries on the west, along the A95 through to Drum Croft (near Glenfarclas Distillery) on the east. The River Spey creates a natural boundary to the north of the school and we extend south on both sides of the River Avon as far as Delchirach and Dalrachie farm. A map is available at the school if required.

The very attractive 18th century building has been significantly refurbished and extended to provide welcoming, attractive and modern facilities. At the moment all the children are based in one classroom but they regularly separate into groups and use all areas of the school. As well as our pupils, visiting specialists make regular use of our bright and spacious hall which separates the two classrooms. It is also used at lunchtimes as our dining hall.

Throughout this booklet which has been prepared by the Head Teacher follows the guidelines set out by Moray Council. In it you will find information about the organisation of Inveravon Primary, our aims and what we can offer to you and your children.

The information given is correct as of December 2011 but it may change during the course of a school session.

As parents you are very welcome to become involved in the life of the school and our door is always open to you.

Mary R Smith
Head Teacher

Being the Best We Can

Inspire

•

Include

•

Improve

•



Inveravon Primary School

Ballindalloch

Banffshire

AB37 9BA

Tel No. 01807 500217

E-mail admin.inveravonp@moray-edunet.gov.uk

THE SCHOOL DAY

	<u>P1-P3</u>	<u>P4-P7</u>
School starts am	9.05am	9.05am
Morning Interval	10.40-11.00	10.40-11.00
Lunchtime	12.30pm	12.30pm
School starts p.m.	1.20pm	1.20pm
School closes p.m.	2.45pm	3.15pm

SCHOOL STAFF

Head Teacher	Mrs Mary Smith
P1-7 Teacher and Principal Teacher	Mrs Claire Ducrocq

VISITING STAFF

Music	Mrs. Alison Cook
PE	Mrs. Eluned Mitchell
Support for Learning	Mrs Lorna Walker
Art	Vacancy

NON-TEACHING STAFF

School Administrator	Mrs. Dawn Bassett
D.S.O. Catering	Mrs Fiona McBain
ASN Auxiliary	Mrs Fiona Laing
Classroom Assistant	Mrs. Yvonne Ferguson
Lunchtime Auxiliary/Children's Supervisor	Mrs Marion Duncan
D.S.O. Cleaning	Mrs. Audrey Mackie
Inveravon School Council	Chairperson Mrs. Camilla Grant
	Secretary Mrs Patricia Lawson
	Mrs Helen Rogers
	Treasurer Ms Emma Maguire

Inspire

•

Include

•

Improve

•

CONTACTING OUR ASSOCIATED HIGH SCHOOL

Postal Address Speyside High School
Mary Avenue
Aberlour
Moray
AB38 9PN

Telephone Number 01340 871522

Email admin.speysidehigh@moray-edunet.gov.uk

Head Teacher Mr Nigel Engstrand

Other primary schools in our Associated School Group are;

Tomintoul Primary School
Glenlivet Primary School
Knockando Primary School
Aberlour Primary School
Craigellachie Primary School
Rothes Primary School
Mortlach Primary School



Inspire

•

Include

•

Improve

.

Our School Vision
Being the Best We Can
Our School Aims

At Inveravon our general aim is to provide a quality educational experience for each child catering for their intellectual, physical, emotional and spiritual needs.

Therefore our specific aims are: -

- To provide a curriculum which has breadth and balance and is within the Framework of national and local guidelines.
- To provide a stimulating learning environment where pupils can maximize their potential.
- To provide a variety of appropriate and varied learning experiences in order that each pupil can develop confidence and acquire a wide range of skills.
- To create a welcoming atmosphere where parents are actively involved in their children's learning and feel they contribute positively to the life of the school.
- To provide a consistent, well-resourced education in line with national and council guidelines by raising attainment and taking account of best value.
- To work together to create a climate where mutual trust and respect promotes the development of positive attitudes to themselves and others.
- To give children an awareness of their roles and responsibilities within school, the community and the wider world.
- For all staff to work together as a team committed to improving the effectiveness of this school.

ETHOS

The general atmosphere in school is a very happy, purposeful and welcoming one with all pupils and staff being proud of their school. Relationships among staff are very positive and we work well together as part of a team. All staff have high expectations of pupil achievement and behaviour and these are shared with pupils and their parents. We encourage our children to evaluate their own efforts and discuss how things could be improved.

Our pupil council is currently made up of all the pupils who have been divided up into four groups with an appointed spokesperson. Regular meetings are held where the groups are given an opportunity to discuss issues which have been brought to the table either by themselves or a member of staff. Each pupil is encouraged to give an opinion and then the main points are reported back to the whole meeting via the spokesperson. Decisions are taken and appropriate action identified.

We promote enterprising attitudes within our pupils and encourage them to have an "I can" attitude. Social responsibility is encouraged through our Eco and Global Citizenship activities and the pupils take responsibility for organizing various events and activities throughout the year. They also have responsibility for producing a school newsletter which is published each term. It includes articles about their various trips and activities and celebrates success by sharing the achievements of the children with each other and the wider community. The school garden club has been established for many years and the pupils successfully plan for and organize activities which enhance the school garden areas.

CURRICULUM

Scottish education is currently in an exciting and challenging phase which will see the implementation of a Curriculum for Excellence (CfE) for all our learners aged 3 – 18. The aim is simply to raise standards for learners, close the gap and ensure that we are equipping our youngsters to make a positive contribution to life in 21st century Scotland.

“The Curriculum for Excellence places a focus on learning which encompasses

- the ethos and life of the school
- curriculum areas and subjects
- interdisciplinary learning opportunities for personal achievement” (Building the Curriculum 3 June 2008)

The purpose of the curriculum is to help children and young people to become successful learners, confident individuals, responsible citizens and effective contributors. These are known as the Four Capacities.

The framework for this consists of Learning Outcomes which describe the expectations for learning and progression in all eight areas of the curriculum. These define the standards and expectations for the whole curriculum.

- Health and Wellbeing
- Religious and Moral Education
- Languages
- Mathematics
- Science
- Social Studies
- Expressive Arts
- Technologies

HEALTH AND WELLBEING

At Inveravon the children experience certain aspects of health and wellbeing through focused topics in personal and social education. Within these topics we often draw on the expertise of others. Specialists within and outwith the learning community work together to ensure that the children learn in the most effective ways. Sports specialists play an important part in physical activity and sport provision.

We believe that physical education is fundamental to the overall physical development and well being of every child. We aim to provide the opportunity for all pupils to engage in a wide variety of purposeful, satisfying and enjoyable Physical Education activities. This provides them with a platform from which they can build physical competences, improve aspects of fitness and develop interpersonal skills and attributes. They encounter a wide range of practical learning experiences, including working on their own, with a partner and in small or large groups. Physical activity and sport take place in addition to planned physical education sessions, at breaktime and lunchtime in and beyond the school.

Pupils wear gym shoes, shorts and tee shirt for PE days which are notified at the start of the year. PE kit can be kept in school in a drawstring bag marked with the child's name and taken home for regular washing. For safety reasons, earrings, bracelets, rings and watches must be removed for PE.

We have a visiting specialist of PE every Friday afternoon throughout the year. At other times PE activities are led by the class teacher.

LITERACY

Language is central to children's learning. Through language they receive much of their knowledge and acquire many of their skills. Language enables children to communicate with others and to understand feelings, ideas and experiences.

The three organizers within Literacy are

- Listening and Talking
- Reading
- Writing

Within our literacy sessions we endeavor to develop critical and creative thinking as well as competence in listening and talking, reading writing and the personal, interpersonal and team working skills which are so important in life and in the world of work.

During their time at Inveravon our children will experience an environment which is rich in language and which sets high expectations for literacy and the use of language. They will spend time with stories, literature and other texts which will enrich their learning and develop their language skills. We balance play based learning with more systematic development and learning of skills and techniques for reading and writing.

Reading

In the early stages Oxford Reading Tree provides a core of interesting and attractive reading experiences which the children enjoy. As they become more competent readers Ginn 360 is introduced to extend vocabulary and to provide progressive opportunities for skill development. Supplementary readers from several sources including non fiction are provided to raise awareness of different genre and for extension and consolidation.

We provide opportunities for the children to make good use of our well stocked library to encourage reading for enjoyment. Children are encouraged to read for pleasure both in school and at home, and for this reason, school library books may be taken home.

Listening and Talking

Activities are planned which will encourage children to listen and talk individually or in groups for a variety of purposes and to respond to what they have heard. This could be by asking and answering questions, summarising and discussing plots etc. A variety of strategies are used by teachers to ensure that all pupils have an opportunity to contribute to discussions, to perform to audiences and to present their findings in a variety of appropriate ways.

On occasion our video camera may be used to record the performance of the children. By using the video as a teaching aid for peer and self assessment, the pupils can identify ways of improving their performance.

Writing

We encourage the children to write regularly in a variety of different genre in various cross curricular contexts. They are provided with clear guidance and a wide range of tools and strategies on how to write effectively using a carefully designed progression of skills. Core writing skills such as spelling, punctuation, grammar and presentation are also given high priority. The children have individual writing folders which enable them to record their progress and to identify their next steps.

MODERN LANGUAGES

Our Senior pupils are being introduced to German. The main aims are to offer them the opportunity to learn about and use everyday German in an informal and relaxed atmosphere. Areas covered include: introductions/greetings, classroom objects, days of the week, months, numbers, parts of the body and family members. The main emphasis is on the spoken word and opportunities for this are planned through enjoyable activities such as group and class games, craftwork and songs.

MATHEMATICS AND NUMERACY

Numeracy skills play an important role in our lives and are used in everyday activities such as buying food and clothes, keeping time or indeed tiling the kitchen floor. Looking at real life problem solving activities enables pupils to have a clearer understanding of numeracy and mathematics. Being numerate helps us to function responsibly in everyday life and contribute effectively to society. Children acquire new skills and knowledge more easily when actively involved in their learning. For example a Post Office or Café creates an opportunity for children to learn how to count and give change. We aim to give our pupils a sound understanding of our number system and to this end we provide a skilful mix of a variety of approaches including

- active learning and planned purposeful play
- development of problem solving capabilities
- developing mental agility
- asking children to explain their thinking
- use of relevant contexts
- using technology in effective and appropriate ways
- promoting and interest in and enthusiasm for numeracy

At Inveravon Primary we place a great deal of importance in developing a range of mental strategies which the children can draw on in real life situations.

TECHNOLOGIES

The technologies framework at Inveravon has six organisers which offer opportunities for personalisation and choice using many different contexts for learning.

- Technological Developments in Society
- ICT to enhance learning
- Business
- Computing Science
- Food and Textiles
- Craft, design, engineering and graphics

Through a mix of interdisciplinary work and discrete subject teaching we aim to provide challenging activities which involve research, problem solving, exploration of new and unfamiliar concepts, skills and materials. Our framework provides progression in cognitive skills. Through the use of Critical skills challenges, KNEX Engineering Club, Enterprise, Citizenship and Eco activities our children are provided with opportunities to develop their creative and entrepreneurial skills and are encouraged to become innovative.

SOCIAL STUDIES

Social Studies cover the traditional areas of History, Geography, Modern Studies and now include Eco Awareness and Global Citizenship.

We study various aspects of these subjects through themes and short modules, which provide contexts for learning. The emphasis is on developing: -

- knowledge and understanding
- skills
- informed attitudes

During our courses of study we ask the children to: -

- observe
- compare
- predict
- record
- research
- investigate
- evaluate

Social studies cover many aspects and it is hoped that through these studies the pupils will develop inquiring minds and a caring attitude to the people and the world they live in. Some topics require visits to places of interest while others are enhanced by inviting members of the community and other speakers in to school to talk to the pupils and share their experiences. The school grounds, garden and immediate surroundings provide a fantastic natural resource which is regularly used. The pupils are currently developing this to create an outdoor learning environment which will benefit the school and its wider community.

EXPRESSIVE ARTS

The Expressive arts encompass the following four subjects:

- Art
- Drama
- Music
- Dance

These subjects help to develop creativity, imagination and personal response in each child.

Art and Design is an important form of self-expression. We encourage children to be confident in using different materials, techniques and processes. Children are encouraged to observe detail closely and to use colour, texture and pattern in their work.

Class work and weekly art sessions from our visiting specialist provide a range of activities which enable our children to enhance their creative talent and develop their artistic skills

Through drama, our children have rich opportunities to be creative and to experience inspiration and enjoyment. Creating and presenting are prominent activities for all learners. Their acting and presenting skills are developed through participating in scripted or improvised drama. Exploring real or imaginary situations helps learners to understand and share their world. They develop their capacity to enjoy drama and their knowledge and understanding through evaluating technical aspects and scripts, and commenting on their work and the work of others.

In music our children have opportunities to be creative and to experience inspiration and enjoyment. They are encouraged to develop their vocal and instrumental skills, explore sounds and musical concepts, and use their imagination and skills to create musical ideas and compositions. A visiting music specialist is in school for 20 weeks during the session.

Taking part in dance contributes to the children's physical education and activity. At Inveravon they are encouraged to develop their technical skills and the quality of their movement in a variety of different dance genre eg Scottish Country Dance, Hip Hop and Street Dance etc. Where possible we invite outside partners to work with us at specific times of the year or when they are available. The children are involved in a weekly dance session called Tone Up Tuesday which is part of our Health Promoting agenda.

RELIGIOUS AND MORAL EDUCATION

We approach learning through interdisciplinary studies under the headings of:

- Christianity
- Other World Religions
- Development of beliefs and values

Our children are enabled to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. The skills of reflection and critical thinking and an enhanced understanding of the beliefs and values of others are all crucial in assisting this process.

Inspire

•

Include

•

Improve

•

We are in the fortunate position of having two chaplains at present Father Colin Stewart and Rev Sven Bjarnason come to school to take whole school assemblies at regular intervals throughout each term.

Regular whole school assemblies give the pupils the opportunity to participate in a time for reflection accompanied by music, story and song. Our aim is to develop the whole person by encouraging self-awareness, tolerance and a respect for others.

If parents do not wish their child to take part in these acts of worship, they must let the school know in writing

ASSESSMENT

Using the four capacities of Curriculum for Excellence as our overarching principles we assess each learners progress in Knowledge and Understanding, Skill Development and Attributes and Capabilities.

Assessment evidence may come from things that the pupils say, write, make and do in response to their learning experiences.

Summative Assessment

On entry to school our Primary 1 children take part in a baseline assessment called PIPs which gives the school a starting point to build on along with their moving along report from nursery of playgroup. They are then reassessed at the end of P1.

Starting this session the children in P3 and P6 will take part in another set of assessments called INCAS which will enable the school to monitor the progress they are making. These assessments are now done on the computer and are enjoyed by the children. The school uses the information to identify areas of strength and areas where the children might need more support.

The information provided by the P7 PIPS assessment is used in the transition process from Primary School to High School.

Formative Assessment

Pupils are encouraged to evaluate their own work and that of their peers throughout all areas of the curriculum. Regular discussions with teaching staff who provide high quality feedback to the children enable them to identify areas for improvement and strategies are identified to help the pupils achieve their targets.

Open evenings afford the staff and parents the opportunity to discuss children's progress in detail, and to identify next steps. Parents may of course contact the school at any time and arrange an appointment if they have any concerns.

Reporting

Parents receive an annual report on their children's progress. The report is compiled by the teacher but includes opinions and comments from the children about their learning and next steps. Parents are also invited to comment on their children's progress prior to the report being issued. Reports are currently being changed in line with the expectations of the Curriculum for Excellence. Parents will be kept informed about these developments.

HOMEWORK

We believe homework can be a valuable opportunity for parents to work in partnership with the school. Your involvement gives children the reassurance of a consistent, positive attitude from both home and school. Homework activities give children further opportunities for individual work and encourage independent study habits where the children can take responsibility for their learning.

Homework activities may vary but will generally consist of

Reading and Language

Your child may have reading to prepare and their reading record will show the pages required. You may sign this and add comments if you wish. Your help in hearing reading and discussing the content is greatly appreciated, as it can help reinforce vocabulary, expression and fluency.

As well as preparing their reading children may be asked to

- Look up words in the dictionary
- Complete comprehension activities
- Write a book review
- Practise spelling words

We do not expect older pupils to read aloud a whole chapter of a novel but your help with asking questions on the content or helping children with more difficult words is appreciated.

Mathematics –

Children may be asked to complete Pupil sheets and other relevant maths tasks. These short activities provide children with valuable practice at home. They also help to give parents:-

- an insight into some of the maths carried out in school
- an opportunity to talk to the children about maths.
- a focus for communication with the school.

Topic Work

Sometimes children may be asked to collect information or materials from home in connection with their project.

P3-7 will be asked to complete a personal project on a specific theme once a term. Although designed to be an independent study, pupils will benefit from the support and encouragement which parents can provide by allowing them access to the internet, library and other reference sources.

Unfinished class work - If your child has not completed a piece of work that we feel could easily have been done in class within the time given, we will ask your child to take it home to finish. We are grateful for your support in this matter. When homework has been completed we would appreciate it if parents would sign it.

THINKING

At Inveravon we place great importance on the development of thinking and we integrate "teaching for thinking" approaches into everyday learning experiences. The aim is not to get the "right" answer necessarily, rather it is to help the children make explicit their thinking processes so that they can be applied in similar and in new circumstances. We endeavour to establish "communities of enquiry" in our classrooms in which the emphasis is on the thinking process and enjoyment. The development of thinking skills requires a lot of listening and talking. Knowing that their thinking is unique to them and therefore valid brings children out of themselves..... they start to listen more carefully to what other children are saying and find that they can get even more involved in the discussions and become more confident. As they think and talk about their learning the children become more aware of how they learn and what helps them to learn better. Consequently their self esteem is enhanced and their motivation increases.

"What thinking skills offers is the chance for our pupils to become independent learners with the potential to improve their understanding of how to achieve. This is then transferred from subject to subject and ultimately prepares them for a world which is ever changing and where companies are increasingly expecting their employees to learn." (Ginnis 2002).

TRANSITION

Most pupils from Inveravon transfer to Speyside High School at the end of Primary Seven. We try to ensure that this transfer is as smooth and stress free as possible by having regular meetings with staff from Speyside High School. Our pupils have opportunities throughout the academic session to work with P7 pupils from other schools on various curricular themes. In the summer term they visit Speyside High School for a series of planned visits where they get a chance to experience a typical day at High School and to meet some of the teachers.

In addition, we welcome visits to school from all our secondary colleagues and encourage our older pupils to keep in touch once they have transferred to Secondary. When our P7 children receive their Speyside High Booklet, we help them to become familiar with its contents by completing our complimentary booklet which helps them study the information about their new school.

HEALTH CARE

Soon after your child starts Primary One, you may receive notification that he\she is being examined by the School Doctor. You are given the opportunity of being present at this examination.

Throughout your child's primary education, there are subsequent medical check-ups as well as hearing being tested by the Audiometrician.

The School Dentist visits the school once a year and you will be notified if your child needs treatment, you have the choice of accepting his treatment or making your own arrangements.

If we or yourself think that your child would benefit from speech therapy, then you will be asked to sign a consent form and we can arrange regular visits from the Speech Therapist.

FIRST AID

Mrs Duncan and Mrs Ferguson hold First Aid Certificate. In school we have a basic First Aid box and all teaching and non-teaching staff know of its location.

ACCIDENT OR ILLNESS OF PUPILS AT SCHOOL

If your child has an accident or takes ill during school time we will contact you. If you are unavailable we will then contact your emergency contact person. **It is very important that you keep us up to date with this information.** We will send out an emergency contact form at the beginning of each school session. We may have to contact your own doctor and if necessary emergency help will be called for. In a small school situation we may not always have staff available to accompany them. At the moment children are supervised in the playground at interval and at lunchtime.

An accident book is kept in school and all incidents are recorded. Parents will be contacted if a child sustains a head injury of any type.

There is a council statement on Head Lice in school and is available if any parent wishes to read it. Parents are encouraged to check for Head Lice on a regular basis.

MEDICINES IN SCHOOLS

A copy of the "Supporting Pupils with Medical Needs in schools including The Administration of Medicines" guidance document is available at the school.

Whilst school staff have a general duty regarding health and safety it is NHS Grampian who have the legal responsibility regarding medical treatment of pupils. Generally however in Moray Schools, there will be staff who, with appropriate training, will be able to administer essential medication. All requests must be made in writing.

Depending on their maturity, it may be appropriate for older children to carry their own medication and be responsible for its use. It is essential; nevertheless, that parents ensure the school is informed of this in writing.

In line with policy agreed by the Senior Clinical Medical Officer, schools will only administer medicines with the written approval of a medical practitioner. Painkillers such as aspirin and paracetamol fall into this category, and will therefore not be administered on pupil request.

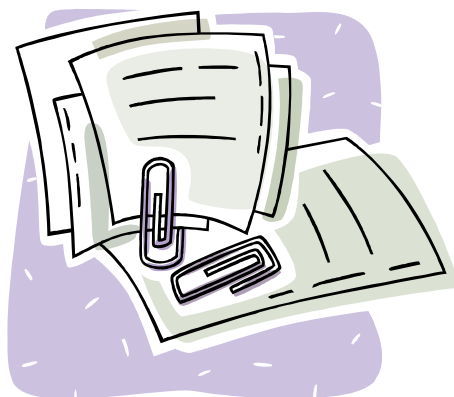
INFORMATION LEAFLET

A series of leaflets has been produced by Education and Social Care Services for parents and carers. These leaflets are available from the school or The Moray Council Internet site

http://moray.gov.uk/moray_standard/page_47236.html

These leaflets include:

- Higher Still
- Bullying
- Central Services (Support for Learning)
- Education at Home
- Exclusions
- Grants & Bursaries
- School Health Services
- Music Instructors (Music Centre)
- Placing Requests
- Admission to Primary School
- Provision of Special Educational Needs
- School Transport



EMERGENCY SCHOOL CLOSURE

"Head Teachers have total discretion as to the closure of schools when they anticipate conditions which would put children at risk"

In the event of a storm warning, lack of heating or any other reason that would result in school closure being necessary, the following action will be taken – if pupils are not expected to attend school there will be a radio message on Moray Firth Radio early in the morning. The School Telephone Information Line will have a message saying that the school will be closed and give a reason.

If the school is to be closed once the pupils are in class –

1. All parents will be contacted; if you are unavailable we will phone your emergency contact.
2. You will be given an approximate time of your child's arrival home.
3. If we are unable to contact you or your neighbour\emergency contact, then we will keep your child in school until your return home is confirmed.

To ensure that parents can communicate with the school at any time we have a "School Information Line" which can be accessed in the following way:

1. Dial 0870 054 9999
2. Enter the school's PIN Number - 031280
3. You will get a confirmation message - "Selected Inveravon Primary"
4. You will then enter a menu system:

Press 1 - to hear severe weather information

Press 2 - to leave a non urgent message

Press 3 - to hear general school information

Press 4 - to enter a different school PIN number

Press hash key - to end the call

Please note that should parents wish to leave an urgent message they should speak directly to someone at the school.

SECURITY AND SAFETY

Our fire alarms are checked weekly and fire evacuation drill is undertaken at different times throughout each term. All pupils and staff are made aware of the Assembly Point which is at the gate of the car park. Recent improvements carried out by Moray Council include the installation of a disabled access from our fire doors.

Security doors at our main door means that no one can enter the school without authorisation. Staff are issued with a security code and visitors are requested to sign in before entering the school. Security cameras monitor and record visitors to the school.

ADDITIONAL SUPPORT NEEDS

Mrs Lorna Walker our ASN teacher works closely with class teachers to provide effective support for pupils in specific areas of their work. She is currently in school for a half a day once a week but this can change from year to year.

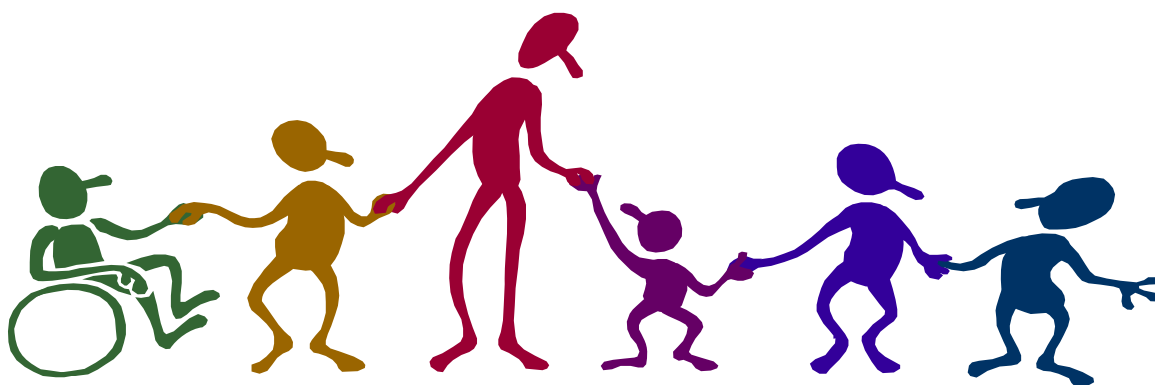
The main role of support for learning is to assist pupils with specific, identified educational needs. Sometimes pupils will be withdrawn from class work if it is felt that more individualised support is needed. Parents will be informed if support for learning is deemed necessary and appropriate for their child. They will be offered the chance to come to school to discuss any concerns they may have with Mrs Walker, the Head Teacher and/or Class Teacher.

The Moray Council is committed to working in partnership with parents, young people and children. It is important that everyone feels able to have their say at meetings and to have their views fully discussed as part of the decision making process.

Procedures such as talking to Head Teachers or Guidance Staff (in Secondary schools) can help sort out the great majority of situations. To further help with this, you can contact *Mrs Mary Smith*, who is the additional support needs co-ordinator in the school.

ACCESSIBILITY

The school has a duty to ensure that all our pupils have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of lessons and the teaching strategies but also minor adaptations to the physical environment of our buildings to address the needs of pupils with physical or sensory impairments, including the relocation of classes to the ground floor where feasible. We also need to ensure that parents and carers who have a disability have equal access to information about their children. This will involve, for example, relocating a venue for parents/carers meetings to facilitate physical access; provision of an interpreter for deaf people; agreeing a phone contact system to provide direct feedback to parents/carers.



Inspire

•

Include

•

Improve

SCHOOL MEALS

At present school meals come from the kitchens at Aberlour Primary. Children are issued with the menus which are on a six week cycle so that they can choose whether to have a meal or take a packed lunch. The food arrives in specially insulated vacuum containers which keep food piping hot. The cook uses an electronic thermometer to check that the temperature is correct and records this for monitoring each day. The food is not reheated in our kitchen as this would contravene Health and Safety Regulations. The cost of a book of 10 tickets is £20.00(price correct as at December 2011).

Free School Meals

Information regarding Free School meals is provided in the Notes for Parents & Carers booklet.

TRANSPORT

The Education Authority provides transport to and from school if your child lives more than 2 miles from school and is within the delineated zone for Inveravon. Door to door transport is not guaranteed. In certain instances, children may be required to walk up to 2 miles as appropriate.

SCHOOL CLOTHING

The wearing of school uniform is recommended. We encourage children to dress smartly and to look their best. We urge parents to mark children's school clothing with their name or some distinguishing mark.

The colours selected as standard wear are navy skirts, navy\grey\black trousers and sweatshirt with a white\blue polo shirt. It is preferred that the children bring along a change of footwear especially during bad weather.

We ask that children do not wear Brand name clothing as it leads to competition and unnecessary peer pressure.

Their PE kit (tee shirts and shorts) should be kept in a drawstring bag or carrier bag, this can go home on Fridays for washing and be returned on Mondays.

Clothing Grants

Information regarding Clothing Grants is provided in the Notes for Parents & Carers booklet.



ENROLMENT

ADMISSION TO SCHOOL

There is a new enrolment procedure to school in Moray Council. A clear instruction relating to the qualifying age for a new entrant is contained in advertisements which appear in the local press prior to enrolment week in January.

Parents may choose whether or not to enrol their children, whose 5th birthdays fall on any date after the opening date of the new session and on, or before, the last day of February following.

Parents will complete an admission form which can be obtained from the School secretary, tender a birth certificate for confirmation of the qualifying age of the child, and supply information on which playgroup/nursery he/she attended. Additionally, parents will be given a registration form to allow entry in the Parents Electrol Roll, which ensures voting rights on the election of members or the School Board.

At the time of Registration parents have a right to make a placing request so that their child can be educated in another school. On request a copy of the leaflet "Placing Requests a guide to Parents "is available along with a list of other schools in Moray.

During the summer term, prior to school entry in August, parents are invited to visit Inveravon Primary and are given a general insight into school life. Visits are organised for the new entrants to attend school and spend some time with their teacher and to take part in a variety of classroom activities. We also provide a workshop for parents giving them the opportunity to experience various teaching methods used in the early stages. The curriculum is outlined and methods of assessment and recording are explained.

ATTENDANCE & ABSENCE

Section 30 of The Education (Scotland) Act 1980 requires parents to ensure that their child attends school regularly. Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment etc. Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised (e.g. approved by the local authority) or unauthorised (e.g. unexplained by the parent/guardian (truancy) or excluded from school).

If your child is unable to attend school for any reason it is now necessary to inform the school by telephone first thing in the morning and also to confirm this by letter. If the school has not been informed we will contact parents before 10am to ascertain the whereabouts of the child. When a child has to be removed during the school day for an appointment with a doctor, dentist or hospital, please inform the school in the morning and arrange to come to the classroom to pick up your child.

PROMOTING POSITIVE BEHAVIOUR

The personal and social development of every child is an extremely important area of school life. We work hard to try to create an atmosphere where mutual trust and respect are prevalent throughout the school. We willingly give time to parents and where appropriate keep other staff informed of relevant background information concerning individual pupils. We have a 'buddy' system where an older child becomes a special friend to a younger child for the year. They work together on elements of personal and social development, the older child giving encouragement and support to the younger.

Every year our senior pupils are given the opportunity to attend a residential skiing course with pupils from other Speyside Primaries at Abernethy. Educational trips and excursions are organised for both infant and senior classes.

Our school ethos promotes respect from the individual and therefore bullying behaviour will not be tolerated at Inveravon Primary.

We aim to develop self esteem, self respect, self control, caring and respect for others. We discuss many of these values in other curricular areas like Health, Citizenship and Religious and Moral Education.

The whole school community is committed to put in place structures to prevent bad behaviour from occurring while providing children with a safe forum to discuss issues.

We want our school to be a welcoming place where children feel valued, secure and happy. In order to accomplish this we have a code of conduct based on respect, tolerance and consideration for others.

The purpose of school rules is to encourage pupils to have pride in themselves, have consideration and care for others and their property and finally to be aware of the safety and well being of those around them.

School rules are discussed and reinforced at assemblies and in the classroom in many different ways.

We are committed to using positive attitudes towards the pupils, to praise rather than blame, and to encourage good, positive behavior.

The school has a policy on bullying which may be obtained from the school if any parent wishes to see it.

GENERAL CONDUCT

All pupils

- must accept and respect all staff.
- treat others with courtesy and consideration.
- avoid any form of aggressive or anti-social behavior.
- remain within school grounds at all times.
- respect equipment, property and report breakages.
- be on time for school with necessary books, materials or equipment.

The children made up some rules to keep them safe and happy in the playground, and at lunchtime. When we are at school we all follow these fair rules.

- Be kind, tolerant and include other people in games.
- Help other people if they are hurt or upset.
- Be polite, pleasant and helpful to visitors
- Don't throw litter as it spoils our environment and can be a danger to wildlife.
- Rough and hurtful behaviour is not acceptable.
- Treat others as you would like to be treated.
- If you are angry walk away from the situation.
- Keep off the muddy grass.
- Don't go out of the playground without asking permission.
- If you see something you know is wrong tell staff.

For the most part pupils at Inveravon do keep to these rules and are praised and congratulated regularly for their good behaviour. However should a pupil find it hard to abide by these rules they may be liable to various sanctions.

SANCTIONS

- Discussion about the problem and a verbal warning.
- Withdrawal of privileges
- Reported to Head Teacher
- Parents invited to discuss behavior and agree future conditions
- Possible exclusion

A copy of the school policy on Positive Behaviour is available on request.

You should note that any incidents involving violence, dangerous weapons, drugs or alcohol are reported immediately to Education and Social Care Services.

INVERAVON PARENT FORUM

Every parent or guardian of a pupil at school is automatically a member of the Parent Forum.

Members of the Parent Forum should;

- Receive information about the school and its activities
- Be invited to be involved in ways and times that suit them
- Participate in deciding how the Parent Council is organised and how it operates
- Be asked their opinion on issues relating to the school and the education it provides
- Enjoy taking part in the life of the school.

INVERAVON SCHOOL COUNCIL

Parents and guardians can then decide if they would like to get involved with the school further by joining the Inveravon School Council. There is no upper limit to the amount of members of the Inveravon School Council so parents are welcome to join at any time.

The role of the Inveravon School Council is to;

- Represent parent's views to the head teacher, education authority and HMIe
- Promote contact between the school, parents, pupils and the local community
- Help with fund raising and organising events
- Be involved with the appointment of senior staff

The Council is made up of parents/guardians and two members of the community. The Head Teacher attends the meetings as an advisor.

Committee Members are as follows;

Chairperson	Camilla Grant
Secretary	Patricia Lawson/Helen Rogers
Treasurer	Emma Maguire

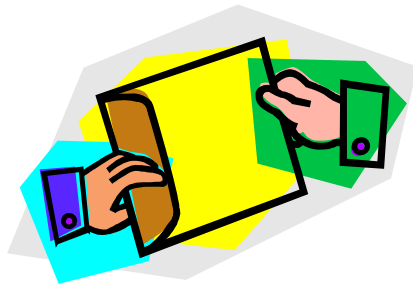
The Inveravon School Council support the school by:

- Paying for the tickets for all the children to attend a Pantomime
- Providing funds to put on a Christmas Party.
- Paying for the hire of buses throughout the year enabling the children to attend various educational events.
- Providing refreshments when needed at various events throughout the year such as the concert and church services
- Purchasing resources and equipment

The main aim of the Inveravon School Council is to provide a chance for all parents, guardians and members of the community to get involved with the school as much as possible for the benefit of everyone..... especially the children.

DATA PROTECTION ACT

Information on pupils, parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information gathered complies with the principles of the Data Protection Act 1998 and may only be disclosed in accordance with the Codes of Practice. The Data Protection Act 1998 ensures that information is collected fairly and lawfully, is accurate, adequate, up to date and not held for longer than necessary.



INFORMATION FOR PARENTS 2011 PRIMARY SCHOOLS

School: Inveravon Primary School	Id No.: 300 - 5207428
---	------------------------------

Budgeted Running Costs For Financial Year 2011-2012

School Roll at September 2010	15
Total School Running Costs at April 2011 (£)	120,754
Cost per Pupil (£)	8,050

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

Attendance And Absence For School Year 2010/2011

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances (Pupil Half Days)	**	**	**	**	**	**	**	5299
Percentage Authorised Absences	**	**	**	**	**	**	**	5
Percentage Unauthorised Absences	**	**	**	**	**	**	**	1.1

Key to Symbols:

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

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

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

Minimising Overall Absence

	Absence recorded (2009/2010) Average number of half days absence per pupil	Absence recorded (2010/2011) Average number of half days absence per pupil
Absence	14.3	23

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

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

INFORMATION FOR PARENTS 2011 PRIMARY SCHOOLS

Education Authority: Moray

Budgeted Running Costs For Financial Year 2011-2012

School Roll at September 2010	6,342
Total School Running Costs at April 2011 (£)	21,147,009
Cost per Pupil (£)	3,334

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

Attendance And Absence For School Year 2010/2011

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances (Pupil Half Days)	328403	320205	316299	335570	316989	349458	359021	2325945
Percentage Authorised Absences	4.2	4	3.6	4	3.7	4	3.9	3.9
Percentage Unauthorised Absences	0.7	0.9	0.8	0.8	0.7	0.8	0.7	0.8

Key to symbols:

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

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

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

Minimising Overall Absence

	Absence recorded (2009/2010) Average number of half days absence per pupil	Absence recorded (2010/2011) Average number of half days absence per pupil
Absence	18.2	17.8

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

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

Inspire

•

Include

•

Improve

INFORMATION FOR PARENTS 2011 PRIMARY SCHOOLS

National Data

Budgeted Running Costs For Financial Year 2011-2012

School Roll at September 2010	364,284
Total School Running Costs at April 2011 (£)	1,490,002,771
Cost per Pupil (£)	4,090

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

Attendance And Absence For School Year 2010/2011

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendance (Pupil Half Days)	18951308	19116971	18672816	18136151	18404407	18748517	19075039	131105209
Percentage Authorised Absences	4.2	4.1	3.9	3.8	3.8	3.9	3.9	4
Percentage Unauthorised Absences	1.2	1.2	1.3	1.3	1.2	1.3	1.2	1.2

Key to symbols:

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

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

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

Minimising Overall Absence

	Absence recorded (2009/2010) Average number of half days absence per pupil	Absence recorded (2010/2011) Average number of half days absence per pupil
Absence	19.4	19.8

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

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

Inspire

•

Include

•

Improve

Curriculum for Excellence

Bringing learning to life and life to learning

Curriculum for Excellence is now being introduced across Scotland for all 3-18 year olds – wherever they learn. It aims to **raise standards**, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to **work together** across the school and with other schools, to share **best practice** and explore learning together. Glow, Scotland's unique, world-leading, online network will support learners and teachers in this and plans are already in place for parents across the country to have access to Glow.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of **knowledge** and **skills**.

Every child is entitled to a **broad and deep** general education, whatever their level and ability. Every single teacher and practitioner will be responsible for **literacy and numeracy** – the language and numbers skills that unlock other subjects and are vital to everyday life.

Curriculum for Excellence develops **skills** for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links **knowledge** in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

There will be new ways of **assessing progress** and ensuring children achieve their potential. There will be new **qualifications** for literacy and numeracy from 2012/13 and new National 4 and 5 qualifications from 2013/14. Our well regarded Access, Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.

There is personal **support** to help young people fulfil their potential and make the most of their opportunities with **additional support** if that's needed. There will be a new emphasis by all staff on looking after our children's **health and wellbeing** – to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture **successful** learners, **confident** individuals, **effective** contributors, and **responsible** citizens, building on Scotland's reputation for great education.