



learning to live  
living to learn



The Moray Council Educational Services  
Inveravon Primary School  
Ballindalloch  
Moray  
AB37 9BA



Information for Parents  
2009– 2010



Date of Issue December 2009

*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.*

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**Inspire**



**Include**



**Improve**

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**EDUCATIONAL SERVICES**

**Inveravon Primary School**

Ballindalloch

Banffshire

AB37 9BA

Tel: 01807 500217 Fax: 01807 500708

[www.moray.gov.uk](http://www.moray.gov.uk)

**Mrs Mary R Smith**

**Head Teacher**

[admin.inveravonp@moray-edunet.gov.uk](mailto:admin.inveravonp@moray-edunet.gov.uk)

Donald Duncan  
Director of Educational Services

Dear Parents,

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 and the local toddler group 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, 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 2009 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**

## ADDRESS

Inveravon Primary School  
Ballindalloch  
Banffshire  
AB37 9BA  
Tel No. 01807 500217  
Fax. No. 01807 500708

E-mail [admin.inveravonp@moray-edunet.gov.uk](mailto: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	Miss Letitia Miller

### VISITING STAFF

Home Economics	Mrs. Kay Cameron
Music	Mrs. Alison Cook
PE	Mrs. Eluned Mitchell
Support for Learning	Miss Helen Martin
Art	Ms Helen Wright

### NON-TEACHING STAFF

School Administrator	Mrs. Mary Inglis
D.S.O. Catering	Mrs Fiona McBain
Classroom Assistant	Mrs. Yvonne Ferguson
Classroom Assistant	Mrs Kate Nicol
Lunchtime Auxiliary/Children's Supervisor	Mrs Dawn Bassett
D.S.O. Cleaning	Mrs. Audrey Mackie

### Inveravon School Council

Chairperson	Mrs. Yvonne Ferguson
Secretary	Mrs Patricia Lawson/Mrs Helen Rogers
Treasurer	Ms Emma Maguire

The Moray Council  
Educational Services  
Council Headquarters  
High Street  
ELGIN  
IV30 1BX  
Tel No 01343 563397  
[www.moray.gov.uk](http://www.moray.gov.uk)

**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 Educational Services, or the Moray Council Internet site [http://www.moray.gov.uk/moray\\_standard/page\\_47236.html](http://www.moray.gov.uk/moray_standard/page_47236.html)  
This booklet is also available in other languages.**

## CONTACTING OUR ASSOCIATED HIGH SCHOOL

Postal Address	Speyside High School Mary Avenue Aberlour Moray AB38 9PN
Telephone Number	01340 871522
Email	<a href="mailto:admin.speysidehigh@moray-edunet.gov.uk">admin.speysidehigh@moray-edunet.gov.uk</a>
Head Teacher	Mr David Tierney

Other primary schools in our Associated School Group are;

Tomintoul, Glenlivet, Knockando, Aberlour, Craigellachie, Rothes, Mortlach and Cabrach.

### 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 receive their Speyside High Booklet, we help our children become familiar with its contents by completing our complimentary booklet which helps them study the information about their new school.

### TERM DATES

#### 20010/2011

Autumn Term

Term begins Tuesday 17<sup>th</sup> August 2010

October break

Monday 11<sup>th</sup> October - Friday 22<sup>nd</sup> October 2011

In-service closure

Friday 12<sup>th</sup> Monday 15<sup>th</sup> & Tuesday 16<sup>th</sup> November 2010

Term ends

Wednesday 22<sup>nd</sup> December 2010

Winter Term

Term begins

Thursday 6<sup>th</sup> January 2011

Mid Term holiday

Friday 11<sup>th</sup> & Monday 14<sup>th</sup> February 2011

Term ends

Friday 1<sup>st</sup> April 2011

Summer Term

Term begins

Monday 18<sup>th</sup> April 2011

May Day holiday

Monday 2<sup>nd</sup> May 2011

In-service closure

Thursday 19<sup>th</sup> & Friday 20<sup>th</sup> May 2011

Local Holiday

(to be confirmed)

Term ends

Friday 1<sup>st</sup> July 2011

**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 attain their full 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.

## **CURRICULUM**

Scottish education is currently entering 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 and ensure that we are equipping them to make a positive contribution to life in 21<sup>st</sup> 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.

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

## **LANGUAGES**

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 four main areas of Language have been identified as Reading, Writing, Listening and Talking but these are all closely connected and are not taught as separate subjects.

## **READING**

The teaching of reading is considered to be of great importance throughout the school. We aim to provide our children with opportunities to read for different purposes using a range of materials, such as poetry, short stories, plays, a variety of novels as well as newspapers, pamphlets, directories and of course, books providing information.

In the early stages Oxford Reading Tree provides a core of interesting and attractive reading experiences which the children really 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 use also Star Reader and Accelerated Reader to further raise the profile of reading within the school.

Much emphasis is placed on the 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.

## **MODERN LANGUAGES**

This session 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**

Mathematics plays an important role in our lives and it is 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 mathematics. 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 provide children with a logical structured progression using a variety of carefully selected resources and methodologies. Learning maths is a little like building a house where each brick must be set on top of a solid foundation to ensure a stable structure. We aim to give our pupils a sound understanding of our number system and to this end we view the acquisition of number bonds and table facts as being essential along with the ability to compute mentally. The guidelines identify the areas of maths that we teach and suggest tasks appropriate to each level. These areas come under the headings of: -

- Number Money and Measurement
- Shape Position and Movement
- Information Handling
- Problem Solving and Inquiry

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

ICT plays an increasingly important part in many areas of our lives therefore it is necessary that pupils acquire skills early. Inveravon Primary is well equipped to integrate ICT across existing practice so that pupils become confident and skilled in the use of ICT

We are in the fortunate position of having networked computers in the classrooms which have access to the internet. Both classrooms have interactive whiteboards.

At Inveravon we make regular use of the computers in the following areas:

- Word Processing and desk top publishing
- Information Handling (Database\Spreadsheet)
- Problem Solving (Simulations\Adventure Programs)
- Graphics
- Educational Games
- Internet for research and E-mail communication

## SOCIAL STUDIES

Social Studies cover the traditional areas of History, Geography, Modern Studies, 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.

## EXPRESSIVE ARTS

The Expressive arts encompass the following four subjects:

- Art
- Drama
- Music
- Physical Education

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.

N.B. A painting shirt is needed to protect clothing. An Art specialist has been recently appointed and each class has one art session per week with the specialist and at other times it is class teacher lead.

Drama- Investigating and experimenting with roles and relationships helps children to learn to observe and listen carefully to others and to communicate more effectively. Children read plays in class and are encouraged to assume a role. They experience drama as part of a designed program and this may lead to a performance.

Physical Education- 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 PE activities. The main objectives of this programme are to allow pupils to develop a wide range of physical skills, to acquire knowledge and understanding of the principles involved and to apply these in various contexts.

The main elements of our PE programme include gymnastics, dance and team games.

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 who visits the school every Friday afternoon throughout the year. At other times PE activities are led by the class teacher.

Music-

Pupils are given the opportunity of exploring music in a variety of ways:

- using voice
- using instruments
- listening to and responding to music.

It is taught throughout the school by class teachers and a visiting specialist who will come to school for 20 weeks during the session.

## **RELIGIOUS AND MORAL EDUCATION**

We study this subject under the headings of:

- Christianity
- Other World Religions
- Personal Search

We have a rolling programme of these themes to cover the content described in the national guidelines. Pupils are encouraged to develop an understanding of and respect for people of other faiths and people who adopt a non-religious stance in their lives.

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.

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**

Summative Assessment

All pupils are tested in Mathematics and Language using National Assessment material. They only complete these tests when the class teacher considers that they are capable of passing and these tests are a confirmation of the teacher's own assessment.

Parents are given a written report about their child's progress in yearly reports during the spring term.

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.

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 enable them to identify areas for improvement and strategies are identified to help the pupils achieve their targets.

## 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 sheets
- 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 exercises are part of our Heinemann Maths scheme and 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.

### Environmental Studies –

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 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.

## 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

Miss Miller and Mrs Bassett hold a 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.

## CHILD PROTECTION

The Moray Council is guided by the North East of Scotland Child Protection Committee in Child Protection matters. The following statement applies to all Moray Schools:

"It is the duty of the Moray Council and all its staff to ensure as far as possible, that all children are protected from the danger of child abuse in all its forms :

Emotional abuse, Physical abuse, Sexual abuse ,Non organic failure to thrive Neglect.

Where staff have concerns about a pupil which suggests the possibility of abuse, then these concerns will be discussed initially with the Head Teacher and then with a member of the Social Work Department to determine what, if any, action needs to be taken. Under these circumstances, parents will not normally be consulted first. "

## INFORMATION LEAFLET

A series of leaflets has been produced by Educational 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](http://moray.gov.uk/moray_standard/page_47236.html)

These leaflets include:

- 5-14 Curriculum
- 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.

### **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 pupils attainment and behaviour and these are shared with pupils. We encourage pupils to evaluate their own success and discuss how things could be improved.

Our pupils have drawn up and agreed to abide by a set of Classroom and Playground Rules which they feel are appropriate.

As part of our citizenship programme a Pupil Council was formed which this year consists of our P6 pupils. This gives them the opportunity to experience the workings of a committee with a specific remit to organise charity fundraising events and to influence decision making within the school.

We promote enterprising attitudes within our pupils and encourage them to have an "I can" attitude. The pupils take responsibility for organizing various events and activities throughout the year and have responsibility for producing a school newsletter which is published monthly. The school garden club has been established for many years and the pupils successfully raise plants and seedlings annually which they use to enhance the school garden areas. Social responsibility is encouraged through our very proactive Eco Group and Activity Afternoons. The Eco group meet monthly and have recently extended their activities to become energy monitors. As a result of their work the Moray Council provided the funding for additional roof insulation which we hope will help us to reduce our energy bills. Our Activity afternoons have been hugely successful due in large part to the help and support given by parents and volunteers from the community who have given a weekly commitment to lead groups of children in various craft, technology and eco activities. At all times pupils are encouraged to solve problems, find solutions and overcome obstacles which will enable them to develop enterprising skills and attitudes.

## ADDITIONAL SUPPORT NEEDS

Miss Helen Martin 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 Miss Martin, 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.

The Additional Support for Learning Act introduces a new statutory framework for supporting children and young people in their school education, and their families based on the idea of additional support needs. This new term will apply to children and young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education.

The legal definition is:

“A child or young person has additional support needs for the purposes of this Act where, for whatever reason, the child or young person is, or is likely to be, unable without the provision of additional support to benefit from school education provided or to be provided for the child or young person”.

Additional support is therefore a different and much broader concept than the former one of “special educational needs” which it replaces. It does not define a small section of children as in some way being different or special. The concept takes full account of the social and educational context in which children grow and develop and applies to needs that are short term (e.g. a few weeks) as well as those that are more enduring. It is likely therefore that the majority of children and young people will need additional support at some point in their educational career,

Children and young people may require additional support for a variety of reasons which fall broadly into the following four themes or factors. Examples are provided under each factor but this is not an exhaustive list:

- **The Learning Environment**  
For example: the ethos and relationships in the school; curriculum not suited to the child's abilities and aptitudes; inappropriate approaches to teaching; problems with physical access; language used in school different from that used at home.
- **Family Circumstances**  
For example: homelessness or poor housing conditions; disability or ill health of family members; excessive burdens of care placed on the child and/or the family; need for care and protection; disruptions caused by family moves or changes in care arrangements; family break up or bereavement; drug or alcohol misuse.
- **Disability and Health**  
For example: motor or sensory impairment; learning difficulties; mental health problems; specific developmental disorders; ill health.
- **Social and Emotional**  
For example: bullying; experience of discrimination; poor social skills and understanding; impulsive behaviour; difficult relationships with others in the school; poor school attendance; anxiety.

A number of leaflets are available either in school or on the Internet  
[http://www.moray.gov.uk/moray\\_standard/page\\_42567.html](http://www.moray.gov.uk/moray_standard/page_42567.html)

For further information and advice you can contact the Additional Support for Learning co-ordinator in Moray:  
Mr Richard Donald  
The Moray Council, Council Offices, High Street, Elgin IV30 1BX

## **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.

## **DISABILITY DISCRIMINATION**

Within Moray Council Educational Services strategies to avoid discrimination on the basis of pupil disability are guided by legislation as contained in Part IV of The Disability Discrimination Act 1995, as amended in 2001.

This legislation makes it lawful for a school to discriminate against a child for reasons related to his/her disability.

A “disability” is defined as a condition which prevents or makes it unreasonably difficult for a child or young person to access:

- the school curriculum – e.g. Are large print books available for children with visual impairment?
- The school environment – e.g. Can a child who uses a wheelchair move readily, as required, from one area of the school to another?

Disability is also defined as a condition which may require the school to introduce appropriate alternative communication systems – e.g. Supplying portable electrical vibrators to allow hearing impaired children to be aware of school bells and / or fire alarms.

Full Moray Council Educational Services guidance on disability access strategies is contained in:

The Moray Council Inclusion File – “Accessibility for All”

Copies of this file are available in school for your scrutiny, can be viewed on the internet or should you require a copy for closer study you are invited to contact:

Mr Richard Donald

The Moray Council  
Council Offices  
High Street  
Elgin  
IV30 1BX

Also “ A Guide for Parents to part IV of The Disability Discrimination Act 1995 as amended by the Special Educational Needs and Disability Act 2001 – schools” can be obtained free of charge via the Disability Commission helpline.  
Tel. 08457 622633.

## **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 £19.00(price correct as at December 2009).

### 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 5<sup>th</sup> 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 Electoral Roll, which ensures voting rights on the election of members of 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.

## **INSURANCE**

"No insurance cover is held by The Moray Council to provide automatic compensation in the event of a personal accident or death. It is your responsibility as a parent to insure your child for personal accident or death if you feel this is appropriate. Moray Council does third party liability insurance, which indemnifies the Council, claims from third parties (e.g. parents of pupils) who have suffered injury, illness, loss or damage arising from negligence of the Council or its employees. However, if there is no negligence, no claims would be accepted by the Council"

This information is brought to your attention at this time in order that you may take whatever action you feel appropriate. We are also particularly anxious to avoid the potentially distressing situation of parents only becoming aware of the insurance position after an incident has occurred, however remote this possibility."

## **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. Pupils work together on various personal, social and health topics including the whole issue of taking medicine, who should give it and why etc. This is the very beginning of drug education for infants.

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 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 Educational Services.

#### **RACE RELATIONS ACT**

Educational Services has general and specific duties under the Race Relations Act section 71 (1)

" The Moray Council is opposed to Racism. It is committed to taking all steps within its power to eliminate discrimination and racist incidents and to promote equal opportunities and good relationships amongst all communities. Educational Services is committed to an inclusive ethos based on respect for, and celebration of, ethnic diversity. Educational Services strive to prepare all pupils for living in a multi-cultural and multi-ethnic society and will strive to promote race equality in all dimensions of its work amongst service users, staff and partners in the community".

The Moray Council has a Scheme for Race Equality and as part of that scheme Educational Services has a distinct Race Equality Policy. A copy of the scheme is held in all educational establishments or on the internet at [www.moray.gov.uk](http://www.moray.gov.uk) for your scrutiny or should you require a copy you can contact:

Paul Watson  
Quality Improvement Officer  
The Moray Council Headquarters Building  
High Street  
Elgin  
IV30 1BX

Tel. No. 01343 563119 e-mail [paul.watson@moray.gov.uk](mailto:paul.watson@moray.gov.uk)

## **RACIST INCIDENTS**

“A racist incident is any incident which is perceived to be racist by the victim or any other person”

The Moray Council is a partner in the Grampian Racial Incidents Multi-Agency Strategy group. All racist incidents must be recorded as a racist incident using the appropriate form. Parents, pupils or staff can ask to report the incident using the Racial Incident Monitoring Form at the school. Parents, pupils or users of Educational Services can report a racist incident to any of the other agencies involved in the Partnership. Guidelines for using the form and details of the Racial Incidents Strategy are available in all schools and educational establishments.

Moray Council has provided schools with a "Happy to Translate Toolkit" giving instructions on how to access translators if required by parents or pupils,

## **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	Yvonne Ferguson
Secretary	Patricia Lawson/Helen Rogers
Treasurer	Emma Maguire

The Inveravon School Council;

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

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.

## **TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS**

Education authorities and the Scottish Executive Education Department (SEED) have collected data about pupils on paper forms for many years. We are now working together to transfer data electronically through the ScotXed programme.

What pupil data will be collected and transferred?

Data on each pupil is collected by local authorities and SEED. Pupil names and addresses are collected by their school and education authority but they are not passed to SEED. Your postcode is the only part of your address that is transferred. Data is held securely and no information on individual pupils can or would be published by SEED. It is used for statistical and research purposes only.

Why do we need your data?

In order to make the best decisions about how to improve our education service, SEED and education authorities need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better exam results. Accurate and up-to-date data allows SEED, education authorities and schools to:

- plan and deliver better policies for the benefit of all pupils,
- plan and deliver better policies for the benefit of specific groups of pupils,
- better understand some of the factors that influence pupil attainment and achievement,
- target resources better.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website [www.scotxed.net](http://www.scotxed.net)

SEED works with a range of partners, including Her Majesty's Inspectorate of Education (HMIe) and the Scottish Qualifications Authority (SQA). On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing will be done under the strict control and prior agreement of the Data Sharing Panel in SEED, who will not publish or release any information that allows an individual pupil to be identified. Data will not be used to take any actions in respect of any individual pupils.

Further information

Further details about ScotXed data exchanges are available on the ScotXed website [www.scotxed.net](http://www.scotxed.net) The website also contains answers to commonly asked questions about

ScotXed. If you have any concerns about the ScotXed data collections you can email the Senior Statistician at [peter.whitehouse@scotland.gsi.gov.uk](mailto:peter.whitehouse@scotland.gsi.gov.uk) or write to The ScotXed Support Office, SEED, Area 1B, Victoria Quay, Leith, EH6 6QQ. The ScotXed contact for Moray is Fiona McKay – telephone 01343 563113, e-mail [fiona.mckay@moray.gov.uk](mailto:fiona.mckay@moray.gov.uk).

## **THE FREEDOM OF INFORMATION (SCOTLAND)ACT 2002**

The Freedom of Information (Scotland) Act 2002 aims to increase openness and accountability in the Public Sector by giving people a right of access to information held by Scottish public authorities. The Act applies to almost all public bodies in Scotland including local authorities, the NHS, colleges the Scottish Parliament and The Scottish Executive.

The Moray Council aims to make as much information as possible directly available to the public through its website and through its Publication Scheme. If you can't find what you are looking for then you can contact any department of the Council directly or complete an on-line form. The web site address in [www.moray.gov.uk](http://www.moray.gov.uk)

## INFORMATION FOR PARENTS 2009

<b>School:</b> Inveravon Primary School	<b>Id No.:</b> 300 - 5207428
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### Attendance And Absence For School Year 2008/2009

INVERAVON	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
<b>Total Number of Possible Attendances(Pupil Half Days)</b>	**	**	**	**	2,353	**	**	8,450
<b>Percentage Authorised Absences</b>	**	**	**	**	5.1	**	**	4.2
<b>Percentage Unauthorised Absences</b>	**	**	**	**	0.2	**	**	0.4

### Attendance And Absence For School Year 2008/2009

LOCAL AUTHORITY	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
<b>Total Number of Possible Attendances(Pupil Half Days)</b>	317,755	342,622	329,891	358,168	374,235	393,695	419,578	2,535,944
<b>Percentage Authorised Absences</b>	3.9	3.8	3.1	3.2	3.3	3.5	3.3	3.4
<b>Percentage Unauthorised Absences</b>	0.8	0.7	0.7	0.6	0.7	0.7	0.6	0.7

### Attendance And Absence For School Year 2008/2009

NATIONAL DATA	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
<b>Total Number of Possible Attendance (Pupil Half Days)</b>	18,770,340	18,657,477	18,947,576	19,308,118	19,728,279	20,392,937	20,734,700	136,539,427
<b>Percentage Authorised Absences</b>	4.1	4.0	3.7	3.6	3.7	3.7	3.7	3.8
<b>Percentage Unauthorised Absences</b>	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0

## INVERAVON PRIMARY - Budgeted Running Costs for Financial Year 2009-2010

### *Inveravon Primary School Budgeted Running Costs For Financial Year 2009-2010*

School Roll at September 2008	24
Total School Running Costs at April 2009 (£)	164,033
Cost per Pupil (£)	6,835

### *Moray Council Budgeted Running Costs For Financial Year 2009-2010*

School Roll at September 2008	6,831
Total School Running Costs at April 2009 (£)	21,748,136
Cost per Pupil (£)	3,184

### *National Data Budgeted Running Costs For Financial Year 2009-2010*

School Roll at September 2008	368,411
Total School Running Costs at April 2009 (£)	1,454,313,470
Cost per Pupil (£)	3,948

## 5-14 Attainment levels for Inveravon Primary School

### Level of performance

Percentage of P3, P4, P6 and P7 roll attaining or exceeding minimum 5-14 levels for their stage

### **5-14 Attainment levels for Inveravon Primary School**

### Level of performance

Percentage of P3, P4, P6 and P7 roll attaining or exceeding minimum 5-14 levels for their stage

	June 2008		June 2009	
	School	Moray	School	Moray
Reading	85.0%	83.6%	88.9%	83.8%
Writing	80.0%	78.0%	88.9%	78.7%
Maths	80.0%	85.3%	77.8%	84.8%

# 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.