



Logie Primary School

Acting Head Teacher

Bill Lundie

BSc(Psy) (Hons), LLB,

DipSFL, DPA

learning to live
living to learn

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Acting Head Teacher

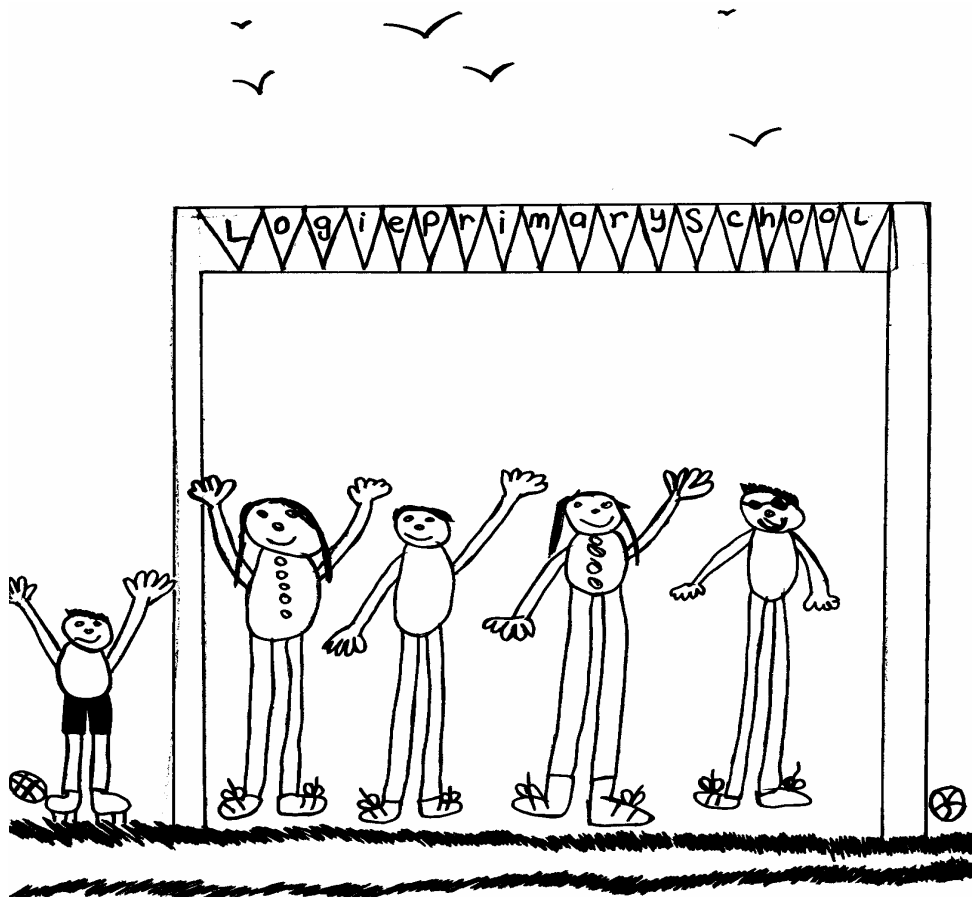
Dunphail

By FORRES

IV36 2QG

admin.logiep@moray-edunet.gov.uk

Date of Issue: December 2009



HAPPY TO TRANSLATE

Inspire

• Include

• Improve

The Moray Council Educational Services

<http://www.moray.gov.uk>

Educational Services Mission and Aims

Our Mission: 'Learning to Live, Living to Learn'

Our Aims

- **Inspire**
 - Motivate all to have high expectations and a desire for excellence
 - Encourage an enthusiasm for active, healthy lifestyles
 - Build the confidence of individuals to become responsible citizens

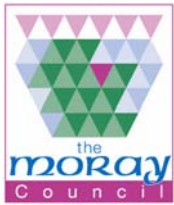
- **Include**
 - Enable access to quality learning experiences for all, in safe and supported environments
 - Involve the people of Moray in shaping the future

- **Improve**
 - Develop enhanced life chances for the people of Moray
 - Work with others to develop high quality services
 - Commit to on-going improvement

Council Office, Elgin. Telephone 01343 563397

The information contained within this Handbook is correct at time of publication, and is updated annually. This Handbook has been prepared by the Head Teacher, and follows guidelines set out by The Moray Council.

The Moray Council has produce 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 This booklet is also available in other languages.



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admin.logiep@moray-edunet.gov.uk
Website: www.schools-online.co.uk/logiep
School Information Line: 08700549999 Pin: 031330

Dear Parents,

Welcome to Logie Primary School. The purpose of this booklet is to introduce you to the school and to provide some important information about the running and organisation of the school. Personal visits to discuss any issues with school staff are welcomed.

If you have any questions, comments or suggestions regarding this booklet or questions about the school, feel free to contact me. We aim to work closely with you as parents and by working together we will achieve more for our pupils and young people.

Yours faithfully,
BILL LUNDIE
Acting Head Teacher

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Acting Head Teacher:	Mr Bill Lundie
Class Teacher:	Mrs Clare Ducrocq/Mrs Beverley Clark
NQT:	Miss Lisa Munro

The composition of classes varies from year to year but, at present, Mrs Ducrocq teaches Primaries 1, 2, 3 and 4 on Monday, Tuesday and Wednesday. Mrs Clark teaches P1, 2, 3, 4 on Thursday and Friday. Mr Lundie and Miss Munro teach Primaries 5, 6 and 7. Mrs Ducrocq or Mrs Clark assumes responsibility for the school when necessary. The school roll is 30.

SUPPORTING STAFF

Learning Support	Mrs A Olsen
Music	Mrs A Cook
P E Specialist	Mrs Sircus
Art Specialist	Ms M New

NON TEACHING SUPPORT STAFF

Primary Schools Administrator	Mrs Gil Nicol
Classroom Assistants	Mrs Denise Ross Mrs Dawn Breerton Mrs Alison Noel
School Chaplain	Rev Mrs McColl Poole
Learning Support Auxiliary	Miss Kirsty Logie
Canteen Supervisor	Ms Trisha Nicolson
Lunch Time Auxiliary	Miss Kirsty Logie

CATCHMENT AREA

Logie Primary School serves Dunphail, a scattered hamlet of the parish of Edinkillie. The catchment area of the school stretches from Altyre Estate, south of Forres, to the Highland border.

SCHOOL BUILDING

The main school building has three classroom areas, one of which is used as a general purpose area. In a separate building there is a hall which is used for P E, Drama, Music and Assemblies. The school also has its own dining facilities.

There is a paved area surrounding the school and we are fortunate in having a small football/hockey pitch as well as a large area of grass. These are all within the school boundary and the children are able to choose their play area during breaks.

SCHOOL DAY

Primaries 1-4

8.55am - 12.15pm (Interval 10.30am - 11.00am)
1.15pm - 2.55pm

Primarys 5 - 7

8.55am - 12.30pm (Interval 10.40am - 11.00am)
1.15pm – 3.00pm

TERM DATES AND HOLIDAYS

Session 2010-2011(all dates inclusive)

- Autumn Term: Tuesday 17 August to Friday 8 October 2010
- Autumn Holiday: Monday 11 October to Friday 22 October 2010
- Winter Term: Monday 25 October to Wednesday 22 December 2010
- Christmas Holiday: Thursday 23 December 2010 to Wednesday 5 January 2011
- Spring Term: Thursday 6 January to Friday 1 April 2011
- Spring Holiday: Monday 4 April to Friday 15 April 2011
- Summer Term: Monday 18 April to Friday 1 July 2011

Mid-Term, In-Service and Other Closures:

- In-Service Closures: Friday 12, Monday 15 and Tuesday 16 November 2010
- Mid Term Holiday: Friday 11 and Monday 14 February 2011
- Good Friday Holiday: Friday 22 April 2011
- May Day Holiday: Monday 2 May 2011
- In-Service Closures: Thursday 19 and Friday 20 May 2011

Plus 1 occasional day holiday to be agreed by 30 March 2010

ENROLMENT

The school admits children from Primary 1 to Primary 7. The composition of classes varies from year to year.

Children starting school for the first time do so in August and attend only in the morning for the first 2 weeks. Children are eligible for enrolment if they will be five years old before 1st March the following year.

TRANSFER TO SECONDARY

At the end of their seventh year, pupils transfer to Secondary School, normally Forres Academy.

There are strong links between all Primary Schools in the catchment area and Forres Academy. Head teachers of the Primary Schools meet regularly with Senior Staff at the Academy and there

are opportunities for teaching staff at the Academy to visit Primary Schools - and vice versa. In these ways an attempt is made to ensure that courses at the Academy link with what has been done in the Primary School.

EDUCATIONAL AIMS

The school aims to:

- Provide a secure, friendly, well-ordered environment in which the school community can work together harmoniously and for the benefit of all.
- To help each child attain his or her maximum potential across the 5-14 curriculum, develop a good attitude to work and thereby raise standards of achievement at Logie School.
- To help the children learn that courtesy, kindness, good manners and consideration for others should be cultivated and self-esteem developed through Personal and Social Education, Religious and Moral Education and Health Education in line with 5-14 Guidelines on Multicultural/Anti Racist education and its Guidelines on Anti-Bullying.
- To encourage the appreciation, knowledge and enjoyment of all aspects of English Language together with their use and understanding and to communicate effectively with others.
- To develop a knowledge, use and understanding of the range of Mathematical concepts and operations and to use IT confidently to organise and display information.
- To interest the children in their heritage locally, nationally and internationally through historical, geographical and scientific investigations and observations.
- To foster a positive attitude towards the Expressive Arts, incorporating Music, Art, Drama and Dance and to encourage all pupils to participate in extra curricular activities and the wider life of the school.
- To develop enjoyment of physical activities, recreational games skills and to encourage good team spirit and sportsmanship.
- To subscribe to the ideals of the Health Promoting School by encouraging children and parents to become involved in making informed decisions about their social, emotional and physical health.
- To develop staff professionally according to their identified needs and against the background of School Priorities as expressed in the Logie School Improvement Plan.

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.

CURRICULUM

LANGUAGE

Language is at the heart of the children's learning. Through language they receive much of their knowledge. It enables them to communicate with others effectively for a variety of purposes. Because language is central to children's development, it has an essential role across the curriculum. The school aims to develop in its pupils the skills necessary to read with understanding, to listen attentively, to talk confidently and to write fluently and legibly with accurate spelling and punctuation. To this end, the school employs an integrated reading/language development programme, stressing all these skills. The programme follows the 5-14 guidelines for language.

MATHEMATICS

The method of teaching mathematics in the primary school has changed considerably in recent years. Emphasis has moved from mainly number to a broader study of mathematical topics.

These are identified in Mathematics 5-14 as:

number, money and measurement

shape, position and movement

information handling

problem solving and enquiry skills.

The importance of technology is also recognised and we aim to keep abreast of new developments in this area.

An integrated mathematics programme operates in the school which offers a wide experience of mathematical topics. This is not done at the expense of the more traditional skills, however, which are still recognised as essential tools for understanding and applying maths.

ENVIRONMENTAL STUDIES

This is an umbrella term used to describe various areas of study. It includes history, geography, science, technology, ICT and Health Education. This usually takes the form of cross-curricular topic work which will evolve from class themes. Through these studies we hope to develop in the child a desire to know more about his or her world and to help him or her develop the skills he or she needs to interpret it.

The school's programme for environmental studies covers all skills, knowledge and understanding identified in the 5-14 guidelines. This ensures that there is balance, variety and progression in the themes studied as the child moves through the school. The local area and community is often used as a starting point through which understanding of other places and other times can develop.

EXPRESSIVE ARTS

The school benefits from the services of specialist teachers in Art and Craft, Physical Education and Music. These, along with Drama, are termed the Expressive Arts.

Skills in these subjects are developed through planned programmes of study and activities are carefully planned to allow the children to express their ideas using a variety of media.

RELIGIOUS AND MORAL EDUCATION

Whole school assemblies are held every two weeks and at the end of each term, parents are invited join in special assemblies.

Whilst providing a multi-faith education, worship at assemblies is normally Christian based.

Parents are entitled to withdraw their children from R.E. lessons if they so desire but are urged to discuss the matter with the Head Teacher first as R.E. is usually integrated with other curricular areas.

MODERN LANGUAGES

German is taught to the children in the upper stages.

More detailed information on all curriculum matters is available at 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.

HOMEWORK

Homework is viewed throughout the school as an extension of classwork and is tailored to suit the individual needs of the child. The purpose of homework is to consolidate and revise work covered in class.

At each stage of the school, parents are asked to read with their children. The purpose of this is to encourage Reading for Enjoyment and also to consolidate skills previously learned in class. The core reading schemes are usually used to achieve this, Oxford Reading Tree in the Lower Stages and Kingscourt in the Upper Stages.

From the Lower Stages of the school through to the Upper Stages, spelling is taught in a structured manner. This is started in Primary One using Jolly Phonics which is fun and multi-sensory. With this firm foundation in place, children are equipped with the necessary skills to embark on the Spelling Made Easy programme in the Upper Stages. Throughout the school, weekly spelling homework will revise and consolidate spelling taught in class.

Throughout the school, the children are working on Heinemann Maths Homelink materials. These consolidate work covered in class and keep parents informed as to what children are working on in school.

Homework should be completed neatly and carefully. Occasionally, children may be asked to complete work at home which should have been done at school. At some points in the year, other homework may be given, to link with Environmental Studies. However, Reading, Spelling and Maths form the basis of the weekly routine.

If you would like to discuss any aspect of this, feel free to telephone or call in at the school. It is important for the children that we work together consistently.

ASSESSMENT AND PROGRESS REPORTS

Continuous assessment is used to monitor the day to day progress and achievement of each child. This allows the school to make adjustments to teaching programmes for individuals or groups of children. Standardised and diagnostic testing is also used on an individual basis if pupils are experiencing difficulties or are not progressing as expected. Tests are also used to assess the effectiveness of particular courses of instruction.

National Assessments, linked with the 5-14 development programme in Language and Mathematics are also administered in the school when a child is considered ready to move from one level to the next.

Official progress reports are issued to parents each session. At these times, formal parents' evenings are held where pupils' progress and attitude are discussed in depth.

COMMUNICATION WITH PARENTS

Parents are welcome to visit the school at any time, although a telephone call prior to the visit usually ensures that sufficient time is available for a satisfactory discussion. The end of the school day is normally the most convenient time.

In addition, the school issues regular news letters which keep parents and friends up to date with current affairs. The school also holds a number of explanatory evenings on curriculum matters.

On matters of discipline, parents will be contacted at an early stage to discuss the situation. However, serious discipline problems are rare in a small school such as Logie.

We consider that contact with parents is invaluable to the smooth running of the school.

ATTENDANCE

For the safety and welfare of your child it is important that the school is informed, by telephone on the morning of the first absence. A letter detailing the reason for absence should be taken to school on return.

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 (eg approved by the local authority) or unauthorised (eg unexplained by the parent/guardian (truancy) or excluded from school).

MEDICINES IN SCHOOL

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 medicine.

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 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 FOR PARENTS LEAFLETS

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://www.moray.gov.uk/moray_standard/page_42708.html

PUPIL USE OF INTERNET AND E-MAIL

Moray school networks are provided for pupils to do school-related work, including research and communication with others. For Internet access, parental permission is required.

SANCTIONS

Children are expected to follow the school rules. Generally, children are made aware that they are responsible for their own actions, and that breaking rules will lead to punishments. Sanctions include:

- verbal warnings for persistent misbehaviour, or
- reported to the Head Teacher, or
- punishment exercises, or
- withdrawal of privileges, or
- parents/carers asked to discuss behaviour and agree future conditions, or
- exclusion from school

You should also note that any incidents involving violence, dangerous weapons, drugs or alcohol are reported immediately to Educational Services, and the Police may also be involved.

BULLYING IN SCHOOLS

People often say that bullying won't take place in a small school such as Logie but this, of course, is not true. However, it is easier to be aware of it because children are known so well by

teachers and non teaching staff and uncharacteristic behaviour is usually spotted very quickly. The children are also more willing to talk to members of staff. The lunchtime auxiliary reports back after every lunchbreak and is quick to notice a child who is withdrawn or not joining in the others' games.

How do we prevent bullying?

- ❖ A confidential, sealed problem box will be available in the Head Teacher's office for anyone who wishes to communicate privately
- ❖ Primary 7 will act as 'Bully Busters' to watch out for problems and help anyone who is unhappy
- ❖ Fortnightly assemblies will be held to celebrate good citizenship and reinforce the message that we should treat others as we would like to be treated
- ❖ A friendship bench will be put in a suitable place in the playground

The Anti-Bullying Policy for Logie Primary was updated in June 2004 after consultation with parents, staff and pupils and is available from the school.

ADDITIONAL SUPPORT NEEDS

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 Mr Lundie can help sort out the great majority of situations. To further help with this, you can contact Mrs Amma Olsen, who is the additional support needs co-ordinator in the school.

TARGET SETTING - ATTAINMENT

The Scottish Executive through the application of the Standards in Scotland's Schools Act (2000) has identified five National Priorities which all Education Authorities must address and requires each Authority to set out its 'Local Improvement Objectives' in relation to these.

National Priority 1 - Achievement and Attainment:

To raise standards of educational attainment for all in schools, especially in the core skills of literacy and numeracy, and to achieve better levels of achievement including examination results.

Part of the process of responding to the national priorities requires local authorities and schools to set attainment targets, particularly in the areas of 'literacy and numeracy'. It is recognised that a number of factors can have a considerable effect on children's attainment. As a result, the Scottish Executive Education Department now have an expectation that these targets are realistic, ambitious and achievable. Moray schools therefore have set and agreed targets with the

local authority taking into account the various factors that are likely to have an impact on attainment.

Targets may change from year to year depending on the changing circumstances of individual schools. Each school will establish a starting position for groups of pupils and then set realistic targets for these groups based on the range of assessment information, including 5-14 and SQA attainment measures, available to the school. Schools and the local authority will monitor pupil progress.

The Moray Council is committed to improving standards in literacy and numeracy and setting realistic targets for individual pupils.

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

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. 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 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

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 and the Scottish Government.

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

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.

HEALTH CARE AND SAFETY

The staff at Logie consider it part of their professional duty to ensure the happiness and safety of all pupils. In addition, regular visits and inspections are made by the School Doctor, Dentist, Health Visitor and Audiometrician. General health, eyesight, hearing, speech and teeth are checked and parents are entitled to attend such medical examinations if they so desire.

Please ensure that we are made aware of any health problems, allergies etc. peculiar to your child. Any medical information is treated confidentially.

Children are supervised during the lunch break and they are made aware of the rules set out by the school for general safety.

They are also trained in the safe use of certain tools and instruments used in the school e.g. scissors and craft tools. Staff are aware of the need for diligent observation at all times.

Parents will always be informed of any plans to take the children out of school and are at liberty to decide whether or not pupils should go. It is necessary for you to give written permission for out-of-school activities.

CHILD PROTECTION

In child protection matters The Moray Council is guided by the North East of Scotland Child Protection Committee. 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.

These include:

- emotional abuse, physical abuse, sexual abuse, non-organic failure to thrive and neglect.

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

FIRE DRILL

Fire drills are held regularly in the school, usually once per term, in order that the children are familiar with the necessary procedures for evacuating any of the school buildings in the event of a fire. Fire extinguishers are serviced regularly.

EMERGENCY CONTACT

The school requires the address of a neighbour, relative or friend who could take charge of your children should they have to be sent home for any reason when neither parent is available. This information needs to be updated regularly. It is obviously an advantage if your emergency contact has a telephone.

EMERGENCY CLOSURE

On rare occasions, usually due to adverse weather conditions, pupils will have to be sent home with little advance warning. You will be contacted by telephone and informed of the closure. If you cannot be reached by telephone, your emergency contact will be informed before your child is sent home.

In the event of continuing severe weather, Moray Firth Radio will broadcast each morning a list of schools that are closed. You are advised to tune in for details.

The school also has a dial-in service if there is a risk of closure due to adverse weather. This allows parents to listen to a recorded message from the school.

When severe weather warnings are received, we will endeavour to keep the system updated.

Instructions for use are as follows:

1. Dial **0870 054 9999**
2. Enter the school's PIN number: **031330**
3. You will hear a confirmation message: **'Selected Logie School'**

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 **#** - to end call

SCHOOL MEALS AND PACKED LUNCHES

We provide a servery for lunch with our meals being cooked at Anderson's Primary in Forres and taken up to Logie. Tickets can be purchased from the canteen supervisor. Parents are notified of any price changes and cheques should be made payable to The Moray Council. Pupils may bring packed lunches and these are eaten in the canteen at the same time as school meals are being served.

All schools in Moray provide a wide range of healthy food in their menus. These meet the Scottish Nutrient Standards for School Lunches, and offer choice and variety. In addition, the Moray Council has an on-going commitment to providing healthy options through its snack and vending position.

Free School Meals

You can claim free school meals for your child if you are receiving the following benefits:-

- Income Support
- Income Based Jobseeker's Allowance
- Child Tax Credit, but not Working Tax Credit, and your annual income is less than £16040 (as assessed by the Inland Revenue)
- Child Tax Credit and Working Tax Credit with an income below the threshold for receipt of maximum Working Tax Credit, currently set by the UK Government at £6420
- Support under Part V1 of the Immigration and Asylum Act 1999

If you are between 16 and 18 years old and receive any of these benefits in your own right, you can claim free school meals for yourself.

Application forms are available from the school or online at www.moray.gov.uk

Meals and packed lunches are supervised by our lunchtime auxiliary. Pupils must obey instructions from staff and good manners are expected at all times.

SCHOOL UNIFORM

The children are expected to wear school uniform. Royal blue sweatshirts and fleeces bearing the school logo can be purchased from the school. This is seen as both practical and comfortable yet promotes the identity of the school. School polo shirts are also available and if your child is member of a school sports team this is an essential part of the school strip.

As a general rule, grey, black, or navy skirt/trousers are all acceptable. Pupils are not allowed to wear jeans, tracksuit bottoms, football tops or T-shirts bearing slogans.

Pupils must have a pair of indoor shoes in school at all times. During P.E.lessons, the children are required to change into T-shirt, shorts and gym shoes or trainers. These should remain in the school from Monday to Friday as class teachers follow up the work of the P.E.specialist on another day.

Clothing Grants

You can apply for a clothing grant for your child if you are receiving the following benefits:-

- Income Support

- Income Based Jobseeker's Allowance
- Child Tax Credit, but not Working Tax Credit, and your annual income is less than £16040 (as assessed by the Inland Revenue)
- Support under Part VI of the Immigration and Asylum Act 1999

If you are between 16 and 18 years old and receive any of these benefits in your own right, you can apply for a clothing grant for yourself.

Application forms for clothing grants are available from the school on request or online at www.moray.gov.uk

SCHOOL TRANSPORT

All primary and secondary pupils who live more than two miles from their school will be provided with free transport if that is their local catchment school. Door-to-door transport is not guaranteed. In certain instances, children may be required to walk up to two miles as appropriate.

Bus transport is provided by Kinneil Coaches and a taxi is also available from Frank Pratt for children in the catchment area.

EXTRA CURRICULAR ACTIVITIES

During the school year the PTA run a popular after school club. Children are involved in fun activities such as gardening, outdoor play, art and craft and sports.

Training in cycling proficiency is arranged each session (9 years and over).

The school welcomes assistance from parents with after-school activities. Any parent who feels he or she would like to share any interest with groups of children should contact the school.

PARENT COUNCIL

Members:

Chairperson:

Mrs Donna Skelly
The Kennels

Dunphail
611230

Treasurer:	Ms Marilyn Simpson
Secretary/Clerk:	Vacancy
Reporting from PTA:	Julia Boger and Dawn Nicolson
Reporting from Policy Group:	Jamie Swanson
Reporting from ECO Group:	Tim Hurst
Co-opted Members:	Mrs Alice Young Mr John Collins Alasdair Laing

Functions:

- support the endeavours of those managing the school
- make representations to the head teacher and the education authority
- promote contact between the school, the Parent Forum, parents of prospective pupils, school pupils, the community and other persons as appear appropriate
- report on the Council's activities to the members of the Parent Forum
- ascertain the views of the Parent Forum as regards the standards and quality of education in the school, the exercise by the Council of its functions and such other matters as appear to be of interest or concern to the Parent Forum
- collate parent's views and report them to the head teacher and the education authority.

PARENT TEACHER ASSOCIATION

The school enjoys the support of an active PTA who run the after school club and social gatherings throughout the year.

Office bearers:	Chairperson	Ms Julia Boger
	Vice Chair	Miss Marilyn Simpson
	Secretary	Mrs N Hurst
	Treasurer	Miss H Rodway
	Pre Audit Nominees	Tba

Executive Committee: Miss Frances Jamieson Ms Kim Siu
Mrs Dawn Nicolson

MANSON BEQUEST

This trust fund was set up under the terms of the will of Donald Manson in 1940s. When the will was prepared, secondary education was not a statutory requirement and only the children whose parents could afford it attended secondary school. The terms of the trust allowed for a grant of money to be paid for the 'poor children of Edinkillie' to enable them to attend secondary school. The trust now grants the sum of £850 to children transferring from primary to secondary school, whose parents are on a low joint income. Parents must have a low annual income to qualify for a grant. Any parent who wishes to have more details of the Manson Bequest should call at the school where application forms are held.

SCHOOL PUPILS INSURANCE

I have been requested by the Director of Educational Services to inform you of the insurance position of your child whilst a pupil with the Education Authority.

No insurance cover is held by The Moray Council to provide automatic compensation to pupils 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.

The Moray Council does hold third party liability insurance which indemnifies the Council for claims from third parties (e.g. parents of pupils) who have suffered injury, illness, loss or damage arising from the 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. I am also particularly anxious to avoid the potentially distressing situation of parents only becoming aware of the insurance position after an accident has occurred however remote this possibility.

5-14 Attainment levels for Logie 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	79.2%	83.6%	76.9%	83.8%
Writing	87.5%	78.0%	76.9%	78.7%
Maths	95.8%	85.3%	73.1%	84.8%

INFORMATION FOR PARENTS 2009 PRIMARY SCHOOLS

School: Logie Primary School	Id No.: 300 - 5202027
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Budgeted Running Costs For Financial Year 2009-2010

School Roll at September 2008	35
Total School Running Costs at April 2009 (£)	162,513
Cost per Pupil (£)	4,643

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

Attendance And Absence For School Year 2008/2009

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances (Pupil Half Days)	**	**	**	2,838	2,244	2,090	2,216	13,587
Percentage Authorised Absences	**	**	**	3.9	4.1	7	4.8	5.2
Percentage Unauthorised Absences	**	**	**	0	0	0	0	0

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 (2007/2008) Average number of half days absence per pupil	Absence recorded (2008/2009) Average number of half days absence per pupil
Absence	24.2	19.9

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 2009 PRIMARY SCHOOLS

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

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

Attendance And Absence For School Year 2008/2009

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

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 (2007/2008) Average number of half days absence per pupil	Absence recorded (2008/2009) Average number of half days absence per pupil
Absence	18.6	18.3

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 2009 PRIMARY SCHOOLS

Education Authority: Moray

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

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

Attendance And Absence For School Year 2008/2009

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

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 (2007/2008) Average number of half days absence per pupil	Absence recorded (2008/2009) Average number of half days absence per pupil
Absence	17.4	15.7

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.