

Laxdale Primary School

School Handbook

2016



WORKING TOGETHER FOR GOOD

SECTION 1

INFORMATION ABOUT THE SCHOOL

Contact Details

Head Teacher - Christeen I MacLeod

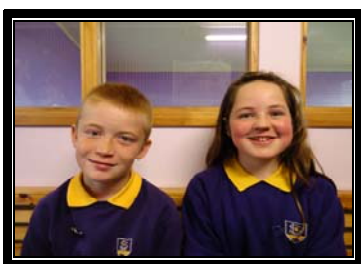
**Laxdale Primary School
Newmarket
Isle of Lewis
HS2 0DY**

Telephone: 01851 702171
Fax: 01851 705238

E-mail: laxdaleschool@gnes.net
Website: www.laxdaleprimary.co.uk

Parent Council E-mail Address: kathbrackie@btinternet.com

House Captain and Vice-Captain



Portrona House



Matheson House



Leverhulme House



Seaforth House

Welcome

Whether your child has joined us at Laxdale Primary School for the first time this session or you already have a child at the school, we extend a warm welcome to you as parents and look forward to a happy and successful partnership over the coming years. As our school motto suggests, partnership is a two-way process in which parents and teachers work together to support learning. Good lines of communication are in place so that parents should feel that they are always welcome to voice concerns, ask for information, request or give advice and become actively involved with the life of the school.

The aim of this handbook is to provide information to parents regarding staff, the school and its activities. We would like you to be informed about and involved in your child's education. Confidence in a school comes from knowing and understanding what is happening within it.

Our weekly newsletter, "Naidheachdan Lacasdail" / "Laxdale News" provides a fresh approach to celebrating pupils' successes and achievements. It also provides information about upcoming events. Laxdale News can be accessed on our school website at www.laxdaleprimary.co.uk

As a school team of teaching, non teaching and management staff we are fully committed to continue and enhance this partnership in the interests of all our pupils.

*Ms. Christeen I Macleod
Head Teacher*



*Mrs. Belle Mackay
Principal Teacher*



About the School

Laxdale Primary School is situated in the village of Laxdale. The catchment area includes: Newmarket, Benside, Bakers Road, Newvalley, Napier Hill, Laxdale, Bennadrove, Marybank, and Maryhill. We currently have a roll of 213 (including Sgoil Araich pupils).

The school caters for boys and girls from all stages from Primary 1 to Primary 7 and includes provision for Gaelic Medium Education. The school is non-denominational.

The school now has responsibility for Sgoil Araich Lacasdail which is currently situated in the school. The group has twenty one 3-5 year old children. They meet four mornings a week and engage in weekly joint learning sessions with the Gaelic Primary 1. Further information can be accessed at

<http://www.cne-siar.gov.uk/earlyyears/earlyeducation/documents/Lacasdail%20Nursery%20Handbook.pdf>

The main building accommodates on two floors: twelve classrooms, a Gym Hall, Cafeteria, Library, Infant Toilets/Senior Toilets, Support for Learning base, Staff Resource Base, Staff Common Room, School Office and Head Teacher's Office. The Sgoil Araich and Art rooms are accommodated in a Portacabin to the rear of the main school building. A lift was installed in the main school building in April 2003.

Playground leisure facilities include a large playing field and ball-court area to the rear of the school. In the front playground leisure facilities include a traverse climbing-wall, infant play area, several playground floor games, seating areas, school garden and polytunnel. The fenced area beside the portacabin, provides a safe area for the Sgoil Araich children. It houses a wooden shelter.

The school was inspected by Her Majesty's Inspectors in April 2008. Copies of their report, in both English and Gaelic, are available at the school. The school participated in an Assisted Self Evaluation in May 2013. Copies of the report were emailed to all families. Laxdale became a Health Promoting School in June 2005 – achieving Gold status. In May 2008 the school achieved a Gold award for Enterprise Education and in April 2009 attained a Bronze award for Eco Schools. In September 2011 we achieved our first Eco Schools Green Flag. In October 2013 we achieved our second Eco Schools Green Flag



Pupils start school at 9.10am and continue until 3.15pm. The school day for pupils is structured as follows:

	School Opens	Morning Interval	Lunch Interval	School Closes
Pupils (P1-4 & GM 3-4)	9.10am	10.45 - 11.00am	12.10 – 13.00pm	3.15pm
Pupils (P5-7)	9.10am	10.45 - 11.00am	12.40 – 13.30pm	3.15pm

Physical Education is taught on alternate Thursdays (rota basis)

Art is taught to: P2-3, P3-4, P6 and P5 on Mondays
GM3-4, P7 and GM5-7 on Fridays

Music is taught to: P3-4, P1, P6, P5, and P7 on Tuesdays
GM1-2, GM3-4, GM5-7 and P2-3 on Wednesdays

Assemblies are on Wednesday afternoons.

Agreed Term Dates for 2016

Spring 2016	7 th January 2016	School opens
	11 th February 2016	Occasional Holiday
	12 th February 2016	Occasional Holiday
	15 th February 2016	Occasional Holiday
	25 th March 2016	School closes for Easter Holiday
Summer 2016	18 th April 2016	School opens
	29 th April 2016	Occasional Holiday
	2 nd May 2016	Occasional Holiday
	24 th June 2016	School closes for Summer Holiday
Autumn 2016	10 th August 2016	School opens (Teaching Staff)
	13 th August 2016	School opens (Pupils)
	14 th October 2016	School closes for Autumn Break
Winter 2016	25 th October 2016	School opens (Teaching Staff)
	26 th October 2016	School opens (Pupils)
	21 st December 2016	School closes for Christmas Holiday

Attendance and Absence

Registration takes place each morning at 9.15am and again in the afternoon at 1.00p.m. for Primary 1 - Primary 4 and again at 1.40p.m. for Primary 5 - Primary 7. Any unknown absences will be recorded as 'unauthorised'.

If your child is absent, parents are asked to ensure that they contact the school by telephone before 9.30am. If a pupil cannot attend school because of illness or other circumstances and the school has not been informed by telephone parents should inform the school in writing on the child's first day back at school. It is also useful if a note is sent to the school explaining a long-term absence in advance of the child's return to school. If a pupil has to be off school long-term, parents should keep the school informed regularly.

It is important that this is done so that any absences can be authorised.

Families are requested to make every effort to arrange holidays to coincide with school closure. Holidays taken during school term time will lead to disruption to their own and other children's work programmes. If however, you intend to withdraw your child from school for a holiday, you must apply to the Head Teacher in writing. It is important for parents to note that in almost all cases, holidays taken during term time will be classed as an unauthorised absences.

School Uniform

Pupils are encouraged to wear the school uniform which can be purchased from the Parent Council. The Parent Council is responsible for the ordering and distribution of the school uniform. Parents will be issued with a price list and an order sheet before children come to school. Forms can also be accessed on the school website. Paper copies are also available at the school. Completed order forms are to be placed in the box located outside the Head Teacher's Office, where they will be dealt with by the Parent Council.

Parents are asked that any queries regarding school uniform are made directly to the Parent Council. Contact Mrs Margaret Smith, Treasurer of the Parent Council.

Ties	-	Purple/Gold. Price - £2.50
Polo Shirt	-	Gold with embroidered school badge. Price ranging from £9.00 to £10.00.
V-Neck Pullovers & Cardigans (to order)	-	Purple with embroidered school badge. Price ranging from £10.00 up to £14.00.
Sweatshirts	-	Purple with embroidered school badge. Price ranging from £10.00 to £12.00.
School Dresses	-	Purple Check A-line Dress. Prices ranging from £10.00 to £15.00.
Fleece (to order)	-	Purple with embroidered school badge. Prices ranging from £12.00 to £15.00.



Footwear and Clothing Grants

All parents in receipt of Family Credit or Income Support are eligible for a clothing grant to ensure that their children are able to make use of educational provision. Application forms for clothing grants are available from the Department of Education and Children's Services, Sandwick Road, Stornoway, Tel 0845 6007090.

School Meals

Primary and Secondary School Menus offer healthy and tasty meal options which reflect the Scottish Government food and drink legal requirements for school lunches. Children of parents in receipt of Income Support are entitled to free meals.

From January 2015 all pupils between Primary 1 to Primary 3 have been entitled to free school meals. A free school meal consists of a main meal + pudding or packed lunch option. Packed lunch is the third option on the menu. Pudding can be exchanged for biscuits and cheese or yogurt or fresh fruit. Juice and baking have to be paid for. The cafeteria operates a cashless catering system and is not obliged to accept any cash.

Food is prepared in the school kitchen and operated on a self service basis in the cafeteria. Pupils are provided with a menu sheet from which to choose a range of meals, snacks and beverages.

- ❖ Provision is made in the cafeteria for pupils with packed lunches.
- ❖ The children are closely supervised during meal time.
- ❖ Parents should let the school know in advance if their child has any special dietary requirements.
- ❖ The cafeteria operates a 'Cashless Catering' system. Parents can pay for school lunches using one of the following methods:
 - Top-up cards
 - ParentPay (on-line)

Children of parents in receipt of Income Support are entitled to a free meal. Further information and application forms can be obtained from the School, or from: The Catering Officer, Department of Education & Children Services, Comhairle nan Eilean Siar, Sandwick Road, Stornoway, Telephone 01851 822729.

Travel to and from School

Primary School Children living two miles or more from school and Secondary School Children living three miles or more from school are entitled to free transport. Children who are not eligible for free transport will have to pay a contribution towards the cost of transport if they make use of it. It will be possible for parents to:

- buy weekly books of tickets or
- purchase a termly pass or
- purchase a session pass.

Tickets can be purchased from Heather Donnelly, Education & Children's Services Department, Comhairle nan Eilean Siar, telephone number 01851 822 729.

Payment for the above can be made by direct debit if parents wish. The overall price is the same regardless of which method parents choose – in other words, there is no cost penalty for choosing to pay weekly or monthly.

There is also a system of stepped discounts for families with more than one child travelling to school.

It is the parent's responsibility to make sure their child arrives at the pick up point on time and behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Children who misbehave can lose their right to home to school transport.

Parents are reminded of the school system for dropping off and for collecting pupils at the school. Parents should enter the drop-off area from the top entrance and exit from the lower end. The staff car park should not be used for dropping off or collecting pupils. Parents should be aware of children crossing from the drop off area and also across the main road at the traffic lights. We do thank you for your cooperation in this respect. Our children's safety is of paramount importance.

Unexpected Closures

It may be necessary, occasionally, to close the school at short notice and send the pupils home, for example, in exceptionally bad weather or if the electricity or heating faults. If parents are not regularly at home during school hours, they should always make arrangements to have someone available to receive their children should such an emergency occur. The school will ask each parent at the point of enrolment to provide the address and/or telephone number of a person who can be contacted in these circumstances. Please ensure this information is kept updated and notify the school of any changes. Parents will be notified of unexpected closure via groupcall, e-mail and local radio stations. If the electricity is off an emergency analogue phone can be used to contact parents.

Parents should also feel free to contact the school if they are concerned about the safety of the children because of severe weather conditions and they are at liberty to call for them at any time.

Communication with Home

From time to time your child will bring home important and routine communications from the school. Parents are encouraged to check their child's schoolbag for the communications. We also communicate by email, website and text messaging.

The school newsletter, 'Naidheachdan Lacasdail'/'Laxdale News,' is emailed each week to homes with internet access. It contains important information relating to school events. Additionally, it is one of the ways in which we celebrate pupil achievement both at school and also more widely.

Mobile Phones

Laxdale Primary School generally discourages parents and pupils from bringing mobile phones or other valuable items to the school on the grounds that they may get lost or stolen. If a phone or other valuable item is brought to the school, parents are advised that, where possible, the items should be marked in some way to aid future identification if lost and subsequently found.

If a pupil does bring a mobile phone to school, the phone must remain switched off during the school day and may not be used on school premises, grounds or during off-site school curricular activities (such as swimming or other sports activities). The only exceptions to this will be on school trips, where the school will have discretion to allow pupils to carry and use phones if they wish (e.g. during planned solo activities), in emergencies or with the express approval of a member of school staff.

If a pupil is found by a member of staff to be using a mobile phone for any purpose, without authorisation, the phone will be confiscated from the pupil and will generally only be returned to the pupil's parent. However, the phone may be returned directly to the pupil.

- on a first breach, if it is clear that the pupil did not understand the school's policy on the use of mobile phones; or
- in a situation where there is genuine concern that the pupil requires the phone directly after the school day on security, health and safety or similar grounds; or
- on receipt of a signed authorisation from the parent, where travel or other issues make it difficult for the parent to attend the school to receive the phone.

Complaints, Comments and Suggestions Procedure

We are keen that you should be completely satisfied about your child's education and we encourage feedback from parents and pupils. We are, therefore, interested in feedback of all kinds, whether it be views or suggestions. If you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible. If we have made a mistake we will apologise quickly and clearly and try to put things right.

There are some things which you should take note of in relation to making a complaint:

- please make any complaints initially to the Head Teacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- If you are unhappy with the service or with our response then you will have the right to take the matter further. You can put your complaint in writing or fill in a complaint form. Completed forms should be sent to: Director of Education and Children's Services, Comhairle nan Eilean Siar, Sandwick Road, Stornoway, Isle of Lewis, HS1 2BW.
- If you are still unhappy after further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman. The reply will include the contact details.

Medical & Health Information

MEDICAL SERVICES

Parents should inform the school regarding any significant medical history e.g. asthma, epilepsy, diabetes etc - at the earliest possible opportunity.

Any pupil who feels unwell in class should inform the class teacher who will make arrangements to seek medical advice if necessary. The school has five trained First Aiders. In some cases it may be necessary to send your child home but this will only be done after consultation with the Head Teacher and after contact has been made with the parent/guardian/emergency contact to make arrangements.

Pupils are encouraged to bring water bottles to school. There are two water cooler systems for the use of the pupils. Fresh fruit is issued to Primary 1-2 twice a week.

ADMINISTERING OF MEDICINE TO PUPILS

When it is essential for a child to have medication while in school, this will be carried out by one of our First Aiders, but only when the appropriate request form has been filled in and signed by parent/guardian. Forms are available from the School Office. No medication will be administered when unaccompanied by a letter of instruction from parent/carer.

(If there is no accompanying letter, the parent/carer will be contacted by telephone in order to give verbal consent/instructions).

The medicine must be given to a First Aider, to be stored in the fridge in the staffroom.

Only a trained First Aider can administer medicines.

When administering the medicine the First Aider must have a witness present.

Any medicine given to a pupil must be logged in the Medicine Log Book.

DENTAL SERVICES/TOOTH BRUSHING

The Dentist visits the school regularly to attend to the children's teeth. All pupils are invited to be involved in the local authority Tooth Brushing Initiative.

Safety

FIRE DRILL

Notices instructing what to do in the event of a fire are displayed in every room/area in the school. Teaching staff remind all pupils of fire procedures at regular intervals and the school holds a fire drill once a term.

ROAD SAFETY

The safety of the children is of major concern, and pupils are reminded frequently by their staff of the need to use the road with care.

Pupils are not allowed to cross the main road without supervision. The lollipop man or lady is on duty at the traffic lights in the morning and at school closing time. Pupils are also supervised when getting on buses at the end of the school day. Parents are requested to park in the designated drop off/pick up point and not in the staff car park.

School Policies

HOMEWORK

Pupils at all stages are given some homework. This is geared to the needs of the pupils and while it should be within the pupils' capabilities, the interest of parents in this work can be a great encouragement to the children.

PURPOSE OF HOMEWORK

- Encourage independent learning
- Develop self-discipline
- Make use of materials and sources of information out with the classroom
- Build and extend work done in class
- Preparation for class work
- Consolidation of work done in class
- Means by which parents can become more actively involved with the child's formal education and also more familiar with the content of the curriculum

FREQUENCY OF HOMEWORK

Children are not expected to spend a lengthy period of time each evening working on maths or language exercises. Homework is generally given on Monday to Thursday evenings with weekends free. The individual teacher however is within his/her rights to decide when it is appropriate or otherwise to issue homework.

Homework will not be issued over holiday periods or to families going on holiday during term time unless requested.

CONTENT

At Primary 1 and 2, homework will normally be reading. It is vitally important that parents sit with the child at this stage and carry out the recommended task noted in the reading diary.

At Primary 3 the homework will begin to vary with the inclusion of some written tasks or topic-related work in addition to reading.

At Primary 4-7 there will be further progression and development. In addition to Reading, Spelling, Maths and Language exercises, work relating to Social Subjects, Expressive Arts etc. may also feature. Homework need not necessarily involve writing - interviews and research can be required or watching a television programme for example.

MARKING

Written homework will be marked, discussed or assessed as deemed necessary by the Class Teacher.

PROBLEMS

When a child cannot legitimately carry out a homework task parents are asked to send a note to the teacher to this effect.

Homework tasks beyond a child's capabilities will not be given by a Class Teacher. If a child, however, experiences difficulties at home parents are asked to encourage and assist but they are not asked to complete the assignment. The aim is for the child to learn and benefit and the parent to encourage and motivate. Further information and guidance on homework can be viewed on our school website at www.laxdaleprimary.co.uk

DISCIPLINE

All schools must have rules if pupils are to learn and join in activities, effectively and safely. Rules are linked clearly to the safety of the children and the well-being of the school community.

Unfortunately, there are times when some of these rules are broken and the school system of discipline has a scale of sanctions ranging from discussions; counselling; verbal and written apologies; exclusion from break times; supervision at break times; discussions with parents/carers; letter to parent/carers; individual behaviour action plans. In a very exceptional circumstance a pupil may be excluded from school.

As a means of providing positive experiences for the whole school we have operate a behaviour system where all pupils have been assigned to one of four houses - Seaforth, Portrona, Leverhulme and Matheson. Points are awarded by any staff member to acknowledge positive behaviour. House prizes are awarded each term and the overall winning house for the year receives a team reward.

We would hope to give parents 'early warning' of any problems, and work in partnership with them to resolve any situations that could affect the learning and teaching of their child/other pupils in the school

SCHOOL ROLL

BI-LINGUAL CLASSES						
P.1	P.2/3	P.3/4	P.5	P.6	P.7	TOTAL
15	24	25	23	22	27	136
GAELIC MEDIUM CLASSES						
P.1-2		P.3-4		P.5-7		TOTAL
17		18		21		56
SGOIL ARAICH						21
TOTAL SCHOOL ROLL						213

TEACHING STAFF

HEAD TEACHER: Ms. Christeen I Macleod

TEACHING STAFF

NAME	POST		NAME	POST
Mrs M B MacKay	Principal Teacher Class Teacher (0.6)		Miss P MacLennan	Class Teacher (Primary 1)
Miss A Cunningham	Class Teacher (Primary 7) First Aider		Miss M J MacLeod	Class Teacher (G.M. P.1-2)
Miss M MacLeod	Class Teacher (Primary 6)		Mrs M MacIver	Class Teacher (G.M. P.3-4)
Mrs J MacLeod	Class Teacher (Primary 5)		Miss J Morrison	Class Teacher (G.M. P.5-7)
Mrs M Campbell	Class Teacher (Primary 3/4)		Mrs L Morrison	Teacher (0.6)
Mrs B Hepburn	Class Teacher (Primary 2/3)		Mrs D Smithyman	Additional Support Needs Teacher

ITINERANT TEACHING STAFF

Mrs E Rank (0.2)	Music	Ms L Carmichael (0.20)	P.E.
Mr I Smith (0.4)	Art	Mr D J Smith (0.1)	P.E.

INSTRUCTORS

GAELIC MUSIC

Mr F Smith - Gaelic Music

Y.M.I. - Thursday (afternoon)

Mrs C Fish - Keyboard

Mr L Macleod - Guitar

Mr N Johnstone - Fiddle

Ms A Murray - Chanter

Y.M.I. - Friday (afternoon)

Mr D MacLennan - Guitar

NON-TEACHING STAFF

Mrs C J Murray	Secretary (0.6)
Mrs E MacKenzie	Secretary (0.4) / Classroom Assistant (0.6)
Mr C J MacLeod	Janitor
Mrs A MacDonald	Auxiliary
Miss E MacLean	Auxiliary/First Aider
Mrs C MacLeod	Auxiliary/First Aider
Mrs M Stewart	Auxiliary
Mrs M MacDonald	Auxiliary (0.6)
Mrs C Campbell	Auxiliary (0.5) / Cleaner-in-Charge

CAFETERIA STAFF / CLEANERS

Mrs C MacRitchie	Cook-in-Charge
Mrs T Ross	Cafeteria Staff
Mrs M MacRitchie	Cafeteria Staff
Mrs M Murray	Cafeteria Staff
Mrs C M Murray	Cafeteria Supervisor
Mrs K Lonie	Cleaner
Mr G Fox	Cleaner

SECTION 2

PARENTAL INVOLVEMENT IN THE SCHOOL

Parental Involvement

At Laxdale Primary School we greatly value partnership with parents and staff. Partnership is a two-way process: both parents and teachers have extremely important parts to play. We aim to promote a strong partnership by offering opportunities for parents and teachers to work together to support learning. This means taking an active interest in the child's work and progress and giving encouragement. Support for the discipline and authority of the school by the parents is also an important factor. Good lines of communication are set up so that parents feel they are always welcome to voice concerns, request/give advice or ask for information,

A significant strength of the good ethos of Laxdale Primary School is its well-developed links and good relationship with parents and the community. Funds raised by the Parent Council provide much-needed resources and parental help is always appreciated. We encourage parents to participate in extra-curricular activities e.g. sports, swimming, concerts and the Mod. Many parents and members of the community have expertise and knowledge which the teaching staff do not have. We try to capitalise on this by inviting them into school to talk with the children, thus enriching the children's education. Parents are also invited to be active participants in the life of the school through the Parent Council.

If you would like to volunteer to participate in school activities and become actively involved with school life in general, please contact the Head Teacher.

Formal Parent Representation

The role of the Parent Council is to:

- Support the school in its work with parents
- Represent the views of all parents
- Encourage links between the school, parents, pupils, pre-school groups and the wider community
- Report back to the Parent Forum (all parents are members of the Parent Forum).

Parents/Carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council. The Parent Council meets 2/3 times per school term. All meetings are open and parents are welcome to attend.

Laxdale Primary School has always enjoyed the active support of parents and other members of the community in providing the best possible education for our pupils.

All parents are members of the Parent Forum and are eligible -to become members of the Parent Council. The Parent Council forms a particular link between parents and the school and all parents are welcome to attend the regular Parent Council Meetings. The Head Teacher attends all meetings in an advisory capacity.

The Parent Council work in partnership with the school to support the education and welfare of the pupils and to organise school events/engage in fundraising activities. Parents are informed of the work of the Parent Council via school newsletters and minutes of the Parent Council Meetings are displayed on the Notice Board.

Parent Council Contact details:

Chairperson	-	Derick Smith (kathbrackie@btinternet.com)
Vice-Chairperson	-	Philip Jones (philandroz@btinternet.com)
Secretary	-	Ann Smith (annsmith075@gmail.com)
Treasurer	-	Margaret Smith (kathbrackie@btinternet.com)



Community Bonfire Night



Bingo Night

Laxdale Pupil Association

Laxdale Pupil Council includes class representatives from Primary 4 to Primary 7. Their roll is to seek the views of school pupil community and present them to the school Management Team. They are regularly involved in projects which aim to make our school a better place. Often these projects will include links with the local community and with businesses.

School Ethos

In Laxdale Primary School we aspire to becoming a child-centered learning organisation, focused on continuous improvement through self-evaluation and embracing challenge and innovation.

In carrying out all aspects of our work, we aim to:

Meet the needs and aspirations of all our pupils by providing the highest quality teaching and learning experience and by supporting and enabling our pupils to achieve their fullest potential.

Create a climate based on shared values, equality, fairness, integrity, tolerance and mutual respect, where everyone feels included and valued.

Seek progress through maintaining effective partnership and good communication between the school, its parent body, the wider community and external support agencies.

Promote, nurture and celebrate the Gaelic language and culture, whilst at the same time valuing diversity in other cultures.

The above vision & aims were updated after consultation/holding workshops with pupils, parents and staff to seek their views during Session 2010/2011.

Laxdale Primary School has a focal point in the ever expanding local community. Many events are hosted at the school to which the wider community is invited.



'The school is active in seeking parents' views and consults frequently on a range of issues. It works very effectively with the supportive Parent Council, which meets monthly'

*Report of Assisted Self-Evaluation
May 2013*

Pupils' Comments

- *The teachers ask what we want to learn instead of just telling us what to do.*
Iona Hilton
- *I get lots of opportunities to represent my school at sporting events.*
Derek Finlayson
- *I am always encouraged to work at my own level in every subject.*
Nathan Rogers
- *Tha mi faireachdainn sabhailte anns an sgoil.*
Murray Begg
- *Tha sinn faighinn cothrom araidean a dhèanamh.*
Beth MacDonald
- *Thuair a h-uile duine cothrom pàirt a ghabhail aig latha fosgailte na Gàidhlig.*
Jeni MacLeod
- *Tha na tidsearan gar cuideachadh gu mòr.*
Maisi Morrison
- *Tha an sgoil seo math. Chord e rium nuair a rinn sinn an dealbh chluich 'Car mun t-saoghal'.*
Katie Smith
- *Tha an sgoil dèanamh cinntinneach gu bheil sinn fallain.*
Lilli-Mae MacAulay
- *I like that we have jobs in our class. We have lots of people who help us.*
Maria Murray
- *The teachers are really nice. The playground is very fun. We have buddies not bullies.*
Logan MacKenzie
- *It is a very good school and we like to help make it even better.*
Samuel Scott
- *Lots of fun things are planned for us. The Head Teacher and all the teachers are nice to us. We have lots of friends to play with..*
Lexi Proverbs
- *The teachers always make maths fun. Jungle gym is very good fun to play on.*
Abby Burley
- *We are good at listening to the teachers when they are talking.*
Tommy Smith

- *We take part in local competitions and also National ones.* Alasdair Chlad
- *I enjoy it when we do interesting work e.g particular class projects.* Angus Murray
- *It's a very hard working school.* Catherine MacDonald
- *There's a lot of talent in the school.* Iain Smith
- *Football can be very competitive.* Lucy Duncan
- *We're involved with a lot of activities.* Mairi Aitken
- *Its good there are Gaelic competitions also.* Kaitlin MacDonald
- *It's a very generous school because we support many charities.* Mary Sophia Morrison
- *I get turns to be leader. I walk around the room and point to a number then everyone calls the answer.* Isobl Morton
- *I like how we make up a maths song to help us learn about strategies.* Eva Morrison
- *I think our classroom looks great. I love science and finding things out.* Daniel MacLeod
- *Maths is fun I like maths time and I know my 2 times table.* Reece Crossley
- *Laxdale school has responsible and kind pupils. Every pupil works hard at Laxdale school.* Charlie MacRae
- *We get a lot of great opportunities such as the Mod and the sports festival.* Nitika Grace
- *Laxdale is a kind, helpful and supportive school.* Shaun MacLeod
- *Is toil leam a'bhith a ruith mile a h-uile là.* Innes Macdonald
- *Tha tòrr caraidean agam. Tha a h-uile duine cho snoc.* Ruby MacLeod

- *Is toil leam a h-uile cal ann an Sgoil Lacasdail.*
Seb Durbin
- *We have lots of exiting things to do. Our big production was great!*
Naomi Morrison
- *We are asked about what we want to learn about.*
Samuel MacKay
- *It is a very healthy school and we do lots of sport.*
Kyla Macmillan
- *The house that wins gets to go to do some active stuff in the Sports centre.*
Anna Harrison
- *As you get older you start to learn new languages like French.*
Zoe MacKay
- *Our school is a safe, happy place.*
Finlay MacMillan
- *We learn all about numbers in maths.*
James Morrison
- *We learn Gaelic and English.*
Kyle MacDonald

Parents' Comments

- *Laxdale School has an excellent open door policy. I feel very comfortable in approaching my son's teacher or the Head Teacher with any concerns or query I may have. It is a comfort to know they are there.*
- *My association with Laxdale School ends this year as my son is moving to the Nicolson. I feel he is ready for the move socially and educationally. Laxdale School has been good for him in many ways. He has gone through Gaelic Medium, and the smaller class sizes have enabled him to have a more one-to-one relationship with his class teachers. We have had few concerns during our time as parents at Laxdale, and those we have had have been dealt with promptly owing hugely to the school's open door policy. I've been happy with the education both my children have received at Laxdale School. As a native Gaelic speaker myself, I was very happy with the opportunity for my children to go through Gaelic Medium at Laxdale School. I feel they have both benefitted greatly from this experience, and both are keen to maintain their Gaelic education in secondary.*
- *There are strong links between the school, parents and the local community.*
- *Regular newsletters, phone calls and the schools "Open Door" policy enable any concerns amongst parents to be dealt with quickly and efficiently.*
- *Laxdale School has an excellent Gaelic Medium Unit. Children who have gone through GM at Laxdale have performed very well in secondary, and have then gone on to find excellent opportunities in the job market.*
- *As a former pupil myself, I am delighted that my children have been able to attend Laxdale School.*

SPIRITUAL, MORAL, SOCIAL AND CULTURAL VALUES

Laxdale Primary School aims to develop the spiritual, moral, social and cultural values of its pupils, having regard to the Christian values of the community, and guided by the recommendations contained in national and regional guidelines

As a non-denominational school, we have pupils from different religions and backgrounds. Parents who wish to exercise their right to withdraw their child from Religious Education should put their request in writing to the Head Teacher. On such occasions arrangements should be discussed with the Head Teacher.

The school's chaplaincy team consists of Rev Tommy MacNeil of Martins Memorial Church, Rev Iver Martin and Rev Kenneth I MacLeod of The Free Church, Kenneth Street and Rev Roddy Johnston of Our Holy Redeemer, Stornoway.

The Head Teacher leads assemblies on a weekly basis with separate sessions for P.1-3 and P.4-7. School chaplains take services regularly and various speakers are invited to attend throughout the year. In accordance with the Scottish Government's February 2011 Guidelines, "Religious observance needs to take place sufficiently frequently to have an impact on the spiritual development of the school community. It is, however, the quality of such occasions which is of greatest importance".

Every school is required to provide opportunities for religious observance at least six times in the school year, in addition to traditional celebrations central to the life of the school community, and preferably with greater frequency.

The programme for, and reports on, school assemblies are regularly shared with parents.

Pupil Conduct

A partnership between the school and parents is required in order to ensure the best possible standard of pupil conduct. Pupils are expected to set themselves high standards in appearance and behaviour. School rules are relatively simple and few in number to allow for the smooth running of the school. The general aim is to produce an atmosphere of friendly co-operation, encouraging respect and consideration for other persons and other property.

Dealing with Bullying

Parents should inform the school immediately if they become aware of any incidents of bullying. The child should be encouraged to discuss any worries or problems of this nature with the Class Teacher/Head Teacher as soon as possible. The playground is supervised during the morning break and lunch breaks by the school janitor and school auxiliaries. Supervision is also provided in the school dining hall.

Parents should keep a written record of any incidents including the date, the child(ren) involved, and what happened. This will help the school to deal with the situation and agree the best way to support the child inside and outside the school. We do endeavour to create an anti-bullying ethos in the school through school assemblies, circle time and through instilling caring values in our interactions with one another.

SECTION 3

THE SCHOOL CURRICULUM

The curriculum for Excellence (CfE) is the curriculum in Scotland for children and young people from 3 to 18 years. All Nursery, Primary and Secondary Schools have been given CfE guidelines that detail national expectations of learning and progression from the early to fourth curriculum levels, i.e. from Nursery to the end of S3.

Curriculum for Excellence aims to enable children to become:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

Schools need to incorporate enterprising learning and teaching in all curricular areas with children developing thinking skills and taking responsibility for their own learning as much as possible. Cross-curricular learning includes aspects such as education for equality, enterprise and citizenship. The whole curriculum is intended to contribute to the personal and social development of pupils. Active learning will feature across all stages. There is now a greater focus on outdoor learning and pupils' wider achievements. Pupils with Additional Support Needs may require a significantly differentiated curriculum.

Our priority is to provide a happy, stable environment where each child has the opportunity to grow in confidence and develop his/her own abilities and gifts. Primary children have great enthusiasm for learning and we aim to foster this in our approach to their education.

There are eight curriculum areas:

- Health & Wellbeing (incorporating PE)
- Languages (incorporating English, Gàidhlig, leaner Gaelic & modern language French)
- Mathematics
- Social Subjects
- Sciences
- Technologies
- Expressive Arts
- Religious and Moral Education

These curriculum areas may be organised as discrete subjects or within interdisciplinary projects and studies. In planning for the new curriculum areas, we will give specific time to the core areas of Language and Mathematics but there will be much greater flexibility in organising the rest of the curriculum. When planning the curriculum, teachers will consider the seven principles of curriculum design: challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance.

In making provision for pupils the school liaises with a range of support services including psychological services, inclusion staff, active schools staff, speech and language therapists, physiotherapists, occupational therapists, health visitors and social services.

Further information relating to the school curriculum can be accessed on www.educationscotland.gov.uk/

GAELIC MEDIUM EDUCATION

In Gaelic Medium education the whole curriculum is delivered through the medium of Gaelic for the first two years with English introduced as a second language in Primary 3.

Support for pupils with additional educational needs will be offered through Gaelic as available. It is of particular importance that Gaelic should be the language through which the contemporary world and its culture, at local, national and world levels, are viewed and that curricular dimensions such as information technology and media education be explored through the medium of Gaelic.

Parents interested in educating their children through the medium of Gaelic are very welcome to meet with the Head Teacher. A Gaelic Open day is held annually at the school. The programme for the day includes: pupil presentations on current school initiatives from Gaelic Medium classes and from the Sgoil Araich class, parent discussion and research findings, presentations on 'Gaelic in the World of Work', Storlann Resources and online support, the secondary school perspective on Education through Gaelic and Gaelic homework support.

Gaelic open days are both informative and enjoyable, not only for parents of pre-school children but also for parents whose children are currently in GM Education.



Sgoil Araich



Gaelic Medium Classes

ADDITIONAL SUPPORT NEEDS

The Education Authority aims as far as is possible to educate pupils who have additional support needs alongside their peer group, in a mainstream class at their local school. Where necessary, help is provided in the form of additional support for learning or for behaviour. This support is delivered in a flexible manner and the pupils can be seen individually, in a group or in class. In addition, the Authority's Psychological Service advises teachers on teaching materials, methods and programmes of work which are appropriate to support pupils' needs. If a child's needs are so severe or complex that they cannot be educated within a mainstream class, the Authority has made special dedicated provision available at four schools across the Western Isles.

Most pupils who require some additional support will have their learning needs met in day-to-day classroom practice. In some circumstances, more formal planning arrangements may be required in the form of an Individual Educational Plan (IEP). Where a child has significant learning difficulties, the Psychological Service may establish a Co-ordinated Support Plan, in consultation with parents and other agencies involved with the child. The Co-ordinated Support Plan (CSP) replaces Records/Statements of Need, and is used to ensure a co-ordinated approach to providing support for children. The CSP will summarise assessments carried out for the child, explain the nature of the child's difficulties and outline the steps the Authority will take to support the pupil's needs. An assessment service is also provided by the itinerant teacher of children with visual and hearing impairment.

Consultation is high on our priority list - the Additional Support Needs Teacher works very closely with staff. The school liaises with the home and other agencies to support individual needs. When necessary a behaviour modification programme is devised to suit the needs of an individual and all available resources are explored and communicated. Co-operative and team-teaching is encouraged to achieve aims. Auxiliaries and Classroom Assistants support teaching and learning.

WHAT YOU NEED TO KNOW ABOUT THE 2009 ADDITIONAL SUPPORT FOR LEARNING ACT

Legal information

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in November 2005. In June 2009, the Act was amended. These amendments form the Education (Additional Support for Learning) (Scotland) Act 2009 and it comes into force on 14th November 2010.

What does this mean for pupils and parents?

The new Act doesn't change the basic purpose of the 2004 Act – it aims to strengthen some duties under the Act and clarify parts that have been confusing.

Here are some of the main changes:

- ❖ Under the 2004 Act 'additional support' means support that is provided in a classroom or a school. The 2009 Act changes this to include support that is given out of school but that helps a child get the most out of their school education. This could include a social worker helping a child who refuses to go to school or a mental health nurse supporting a child to cope with issues affecting their school life.

- ❖ Children who are looked after by a local authority will automatically be assumed to have additional support needs. For looked after children who don't need extra help this will have little impact. For those who do need help it will make sure their needs are considered as they move through school or if they change school. Local authorities will also be expected to check whether these children require a Co-ordinated Support Plan (CSP) or not.
- ❖ The 2009 Act allows parents to ask their local authority for a specific type of assessment at any time. Under the 2004 Act parents had this right only when asking the education authority to identify whether their child had additional support needs or when asking the education authority whether their child required a CSP.
- ❖ The duties that local authorities have towards young disabled children have been strengthened. Under the new Act local authorities have a duty to assess disabled children aged between 0 and 3 and provide them with additional support, if required, in agreement with their parents.
- ❖ Local authorities will have to publish information on where parents and carers can find help, information and advice, including contact details for Enquire. Local authorities will have to make sure that a summary of this information (including details of dispute resolution and mediation services) is available from all schools (and other sites that provide education). They also need to make sure this information is included in school handbooks and on their website.
- ❖ There is a section about placing requests that states that parents of children with additional support needs, (including those that have CSPs) can make placing requests to any school in Scotland including schools outside of the local authority area they live in.
- ❖ All appeals about placing requests to special schools (whether the child has a CSP or not) will be referred to the Additional Support Needs Tribunal. Some of the changes made in the 2009 Act deal specifically with children who have, or may require a CSP, and in particular to disagreements between local authorities and parents about the CSP.
- ❖ The Act extends the reasons that a parent or young person can make a referral (called a reference) to the Additional Support Needs Tribunal. Parents can make a referral when a local authority decides that a child does not need a CSP but also when local authorities have: failed to provide the additional support set out in the CSP; not responded to a parent's request to find out whether their child needs a CSP within a given time; or, after having said they will consider whether a CSP is required have not made a decision (within a given time) on whether the child needs a CSP or not.
- ❖ The Act also gives the Additional Support Needs Tribunal extra powers to force local authorities to provide, or make arrangements providing additional support that is set out in a CSP if they have not done so.
- ❖ The new Act includes a duty for the Scottish Government to fund a national independent advocacy service (on request and free of charge) to support parents and young people in Additional Support Needs Tribunal proceedings.

The above points do not include all the changes resulting from the 2009 Act but simply cover the main points. Throughout the summer Enquire will be changing all their guides and factsheets to take account of the 2009 Act.

If you have any questions about the 2009 Act

Please feel free to ask the Head Teacher at your child's school, and they will aim to find out the answer to your query.

Alternatively you can contact the Enquire Helpline on 0845 123 2303 or by email on info@enquire.org.uk

Sensitive Aspects of Learning

When P6 and P7 are given age appropriate talks on puberty and hygiene, consent is sought beforehand. Staff members who give talks always try to deal with issues as sensitively as possible. However, parents have the right to withdraw children from these talks

Active Schools

Active Schools work with schools and communities to help make sure children start active and stay active. The fundamental aim is to offer children and young people the opportunities and motivation to adopt active, healthy lifestyles, now and into adulthood. Our Active Schools Co-ordinator is Eric Macleod and he works with the school to develop an action plan of work they can support through the school year. Here are some examples of the activities which took place in the last year:



Football



Cycling

Assessment / Reporting to Parents

Assessment is the means of obtaining information which allows teachers, pupils and parents to determine what a pupil is actually achieving in relation to expectations of achievement. Teachers report on pupils' progress and attainment across the whole curriculum using their professional judgement as well as the evidence available to them from standardized tests and from continuous assessment throughout the year.

Assessment is built into the everyday learning experiences of our children. In this way all our children are encouraged to discuss what they are learning and how they are learning. Some of the strategies used in each of the classes are:

clarifying and sharing our learning intentions and success criteria, involving the children in self-evaluation against the learning intention—"how well did I do?" Empowering the children to assess each other's efforts. Target setting so that children and parents know what we are aiming for. Reports on pupil's progress are an important form of communication between home and school. Consultation and reporting afford opportunities for home and school to work together to enhance the child's education. Pupil reports are issued annually in June. Should we feel that a child is not making satisfactory progress and is in need of additional support, we will inform you and invite you to the school to discuss the matter with us.

There are two Parents Evenings held each session - usually in September and February - when parents have the opportunity to discuss their child's progress with the class teacher. In addition to these scheduled evenings, individual class open-days and celebration assemblies are held throughout the session where pupils share their work and achievements with their parents. This allows parents to keep in regular touch with their child's learning.

Laxdale School operates an 'Open-door' policy where parents are welcome to telephone the Head Teacher and make an appointment to visit the school to discuss any matter which is causing them concern.

SUMMATIVE ASSESSMENT

Other testing also takes place over the course of the school session at Laxdale Primary. Children undertake standardised baseline tests on P1 of GM and EM classes.

Progress in English (PiEs) and Progress in Maths (PiMs) tests are taken by pupils on P3 and on P7. Results are analysed and action plans drawn up in order to address any concerns raised.

Cognitive Ability Tests (CAT) are taken by children in Primary 5. Further information is provided by the school prior to taking the test and results are submitted on the yearly report card.

SECTION 4

SUPPORT FOR PUPILS

We aim as far as is possible to educate pupils who have additional support needs alongside their peer group. When necessary, extra help is provided. This help is delivered in a flexible manner and the pupils can be seen individually, in a group or class.

The Additional Support Needs of the Children are identified through a process of Staged Assessment and Intervention. The process of Staged Assessment and Intervention provides a structured system for identification, assessment, planning, review and record keeping for individual children who receive additional support of any kind. The Getting it Right Approach for Children and Young People(GIRFEC) in the Western Isles puts in place a network to promote wellbeing so that children and young people get the right help at the right time.

All Looked After Children and Young People are considered to have additional support needs. This is the case unless the school establishes they do not have additional support needs. The Local Authority must consider whether each looked after child requires a Co-ordinated Support Plan (CSP). The CSP is used to ensure a co-ordinated approach to providing support for children. The CSP will summarise assessments carried out for the child, explain the nature of the child's difficulties and outline the difficulties the Authority will take to support the pupil's needs. An assessment service is also provided by the teacher of children with visual and hearing impairment. The Speech Therapist also visits the schools to help any pupils who require support.

In addition, an Educational Psychologist advises on the varied behavioural and learning difficulties which all pupils can experience. He can work directly with pupils and families if required.

Under the Equality Act 2010, the Education Authority is not allowed to discriminate against disabled pupils.

Mediation is provided by Resolve in the Western Isles. It is a non judgemental voluntary process which seems to resolve misunderstandings in the early stages to prevent them escalating. Parents also have the right to have an advocate present at Mediation and this is available through Advocacy Western Isles.

Parents should also be aware of the following organisations which provide advice and further information.

- Children in Scotland: Working for Children and their Families, trading as Enquire – a charitable body registered in Scotland under registration number SC003527.
- Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SCO33576
- Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741

Further information locally can be obtained from the School or Area Principal Teacher of Learning Support.

Pastoral Support Arrangements

Staff members undertake training in Child Protection annually and have also recently engaged with Data Protection training. These, along with awareness raising sessions in a range of conditions, gives staff members the capacity to support and encourage pupils to achieve and to progress. Supervision of pupils at break times is carried out by auxiliary staff and the school janitor.

Transitions

Sgoil Araich / Nursery

Pre School Education enrolment usually takes place in February on a date notified to parents by local press advertisement. Children aged 2½ can be enrolled at the group if there is sufficient space and that their birthday falls before the 29th of February of the current academic year. If demand for places outweighs supply, priority will be given to children eligible for their pre school funded place. Children securing a funded place are entitled to 475 hours over 38 weeks and a maximum of 12½ hours pre school education will be provided in any one week. Children who enrol in the nursery will be invited into the nursery before they begin to experience a little of the nursery atmosphere and to meet the nursery staff.

More information can be obtained from the Sgoil Araich Manager, Miss Chrismar Montgomery, Telephone Number 01851 701274.

Transfer from Nursery to Primary

Before leaving nursery, a profile and transition record for each child will be prepared by nursery staff to hand over to Primary School staff to ensure a smooth transition and continuity of education for the child transferring to Primary. There will also be a number of visits to the Primary Class in the lead up to the child commencing in P1.

Primary School Admissions

Children who will be four years of age by 29th February 2016 are eligible for infant enrolment in August 2016. Enrolment takes place at the beginning of February, on a date specified by press advertisement.

In our school, pupils can be taught through the Medium of Gaelic or English and parents should indicate their preference on the enrolment form. At the time of enrolment, parents should bring their child's Medical Certificate and should inform the school of any medical problems or special needs which their child may have. New entrants are invited into the school in June prior to entry to sample some typical P1 activities.

Other children, whose families have just moved into our catchment area, should be accompanied by a parent or guardian on their first day of reporting to school if they have not already been in contact with the school.

Parents who wish to apply for a place at a school other than the local Primary School for new enrolments should apply in writing to the Head of Education and Resources, Education and Children's Services Department, Sandwick Road, Stornoway, HS1 2BW, indicating the name of the school that they wish their child to attend.

Primary to Secondary Transfer

A visit to the Secondary School is organised before the summer holidays and children from other catchment schools will have the opportunity to meet and get to know each other and their teachers. When pupils complete Primary 7 they will normally transfer to The Nicolson Institute, Springfield Road, Stornoway. Telephone number 01851 707000.

Additional support is arranged with the Secondary School in order to assist pupils with additional needs to make successful transitions.

Placing Requests

As a parent, you have the right to make a Placing Request to be educated in a school other than the local school. Every effort will be made to try to meet parental wishes but you should note that it is not always possible to grant every Placing Request to a particular school.

If you wish to make a Placing Request, you should complete the appropriate form (available from school) and return it to Louise Smith, Principal Officer, Education and Children's Services, Comhairle nan Eilean Siar, Sandwick Road, Stornoway HS1 2BW. If a Placing Request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.

SECTION 5

SCHOOL IMPROVEMENT

Standard & Quality Report

Each year the school publishes a Standards and Quality Report which highlights the school's major achievements in the previous year.

The Standards and Quality Report can be requested from the school.

School Improvement Plan

Each year the school publishes a School Improvement Plan which highlights the school's major development projects for the following session.

The School Improvement Plan can be requested from the school

Transferring Education Facts about Pupils

Education authorities and Scottish Government have collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus Scottish Government has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within Scottish Government itself.

WHY DO WE NEED YOUR DATA?

In order to make the decisions about how to improve our Education service, Scottish Government, Education Authorities and other partners such as SQA and Careers Scotland 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 examination results. Accurate and up-to-date data allows us 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 which influence pupil attainment and achievement,
- share good practice,
- target resources better.

DATA POLICY

The ScotXed programme aims to support schools and Local Authorities by supporting the collection, processing and dissemination of statistical information required for planning, management and monitoring of Scottish education services.

A subset of this information is passed to Scottish Government for research and National Statistics publications. Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be published by Scottish Government.

The individual data collected by Scottish Government is used for statistical and research purposes only. We hope that the explanations contained on the ScotXed website will help you understand the importance of providing the information.

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).

Scottish Government works with a range of partners including HM Inspectorate of Education and the 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 of data will be done under the strict control of Scottish Government, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith Scottish Government.

Activities, Groups, Clubs

Laxdale Primary School actively encourages and offers pupils opportunities to take part in a varied programme of extra-curricular activities. There are a number of sporting, musical and other activities on offer. Swimming lessons are given as part of the annual curriculum for Primary 4 pupils.

SCHOOL CLUBS

Monday	-	School Choir / Gaelic Homework Club
Wednesday	-	Gaelic Homework Club
Thursday	-	Tchoukball (Primary 6 and Primary 7)
Friday	-	Rugby (Mr Calum Campbell)

All clubs run from 3.15pm – 4.15pm. except for Gaelic Homework Club which finishes at the later time of 4.45pm.

*** Other blocks of activities that are run throughout the session are intimated via the weekly school newsletter.

The Laxdale Community Hall across the road from the school is used regularly for Youth Clubs, Cub Scouts, etc. Facilities are available for games such as badminton, indoor football, snooker and table tennis.



Gaelic Afterschool Club



Rugby Club

