



Stoneyburn Primary School

Handbook

2 Main Street
Stoneyburn
West Lothian
EH47 8BA

Telephone: 01501 762253

E-mail: stoneyburn.ps@wled.org.uk

Blog: blogs.glowscotland.org.uk/wl/StoneyburnPS/

School roll: November 2012: 96

All visitors/parents must report to the School office on arrival.



West Lothian
Council

The information contained in this booklet is accurate at the time of writing but throughout the year changes can occur.

West Lothian Council Education Services



General Enquiries	01506 775000
Free School Meals/clothing grants	281952
Transport Policy	282322
Health & Safety	281414
Special Needs	281665
Outdoor education policy	775390
Customer Care & Communication	281254
Emergency closure policy	775000

WEST LOTHIAN EDUCATION SERVICES

Civic Centre
Howden South Road
LIVINGSTON
West Lothian
EH54 6FF
Tel: 01506 775000
Fax: 01506 281865
www.westlothian.gov.uk

WHITBURN ACADEMY

Shanks Road
WHITBURN EH47 OHL

May I take this opportunity to welcome you to our school. If you wish to get in touch with me please contact the school office, or I can always be contacted directly through the school's email address. I access this regularly and I will respond to you promptly.

Warm regards

Mr Iain McDermott

Head Teacher

School Staffing 2012/13

Teaching Staff

Mr I McDermott - Head Teacher
Mr M Shanks - Principal Teacher / Additional Learning Needs
Mrs F Robley
Mrs N Loosemore
Miss M Mitchell
Miss A McManus
Mr F Mackie
Miss J Welsh
Mrs K Warden

Support Staff

Miss R Smith – Pupil Support Worker
Mrs J Gillies – Pupil Support Worker
Mr M Marzella - Instrumental Instructor (Brass)

Office Staff

Mrs M Bennie – Admin Assistant

Facilities Management

Mr M MacKay (Facilities Management Assistant)
Mrs D McCreadie (Cleaner/Caretaker)

School Hours

P1 - P7

Mon, Tues, Wed, Thurs	8.45 am - 12.30 pm
Morning Interval	10.40am - 10.55 am
Lunch break	12.30 pm - 1.15 pm
	1.15 pm - 3.10 pm
Friday	8.45 am - 12.20 pm

Stoneyburn PS: Our School Values, Vision and Aims

To provide education of the highest quality for all children which will meet their educational, personal and spiritual needs and ambitions, and which will enable them to be successful learners, confident individuals, responsible citizens and effective contributors to society throughout their present and future lives.

We strive to become a learning organisation capable of continuous improvement, renowned for the excellent quality of learning and teaching, care, welfare and support that we provide to maximise student achievement.

1. Learning and Teaching

To have the highest quality learning experiences. There will be a clear focus on outcomes with lesson and programme planning that helps learners achieve to their fullest extent by

- Continuing to create learning experiences which are imaginative, creative, stimulating and challenging, both in and out of class
- Further developing the Learners' voice and making sure it has a positive influence on individuals and the whole school community
- Continuing to develop pace and challenge of learning experiences for individuals through appropriate differentiation, including extension opportunities for more able pupils
- Developing assessment and recording practices and procedures by taking evidence from a wide range of learning activities

2. Vision and Leadership

To have a shared vision and high quality leadership at all levels which ensures a common purpose and a focus on preparing young people for the future by

- Continuing to engage in distributive leadership And further develop leadership roles
- Ensuring leadership is shaped by current educational thinking and good practice
- Maintaining a high standard of self-evaluation and reflective practices which will positively impact on continuous school improvement

3.Partnership

To develop relationships with parents/carers enabling them to be actively engaged in the life and work of the school; to develop partnerships with the community and other agencies which help meet learners' needs by

- Informing partners about initiatives being undertaken in school and nationally
- Further developing communication with partners and to enlist their help, advice and support when appropriate
- Making best use of outside agencies to meet the needs of all learners
- Participating in enterprising activities and community projects.

4. People

To value the whole school community; its contribution to and responsibility for the development and direction of the school by

- Continuing to develop the pupil voice through extending membership to all pupils and staff
- Continuing to identify priorities relating to learning and teaching which will develop the four capacities of Curriculum for Excellence
- Providing opportunities for all stakeholders to have their voices heard in relation to the development and direction of the school
- Maintaining high levels of collegiate working which will impact on the future direction of the school

5. Culture and Ethos

To promote a culture and climate within our school which builds positive attitudes towards learning, life and work and supports ambition and achievement in every learner by

- Continuing to share and celebrate the contributions and achievements of pupils, staff and the wider community
- Further developing opportunities for all staff to share and develop good practice
- Embedding the 'Rights Respecting Schools' initiative throughout the curriculum towards gaining Rights Respecting Schools status
- Continuing to have high expectations for all learners and encouraging them to have high aspirations for themselves.
- Further promoting positive behaviour and attitudes within school and in the wider community, including strategies for developing tolerance and compassion for others

Pupil Information Sheets

Parents/Carers are asked to fill these out early in the session to give the school a record of necessary information e.g. medical conditions and contact details for parents. Should these change during the session, please let the school know. It is essential that we have an up-to-date address, home telephone number and emergency telephone number for all children in the event of the child becoming ill, loss of essential services in school, emergency school closure or any other unforeseen circumstance.

Better Behaviour – Better Learning

Our school is committed to promoting positive behaviour and self esteem in all our pupils. The main aim of this policy is to create a positive ethos allowing teaching and learning to take place in a safe and happy environment. It is also to encourage all children to practice good behaviour by operating a system of praise and reward. The system is based on merit awards through which children can be rewarded for academic and non-academic achievements, for effort, for being caring and helpful and for all aspects of good work and behaviour.

Our Better Behaviour, better learning policy aims to:

- encourage and reward children who **choose** responsible behaviour
- enable children to be aware of their actions and how they affect others

- provide consequences for poor behaviour

At the end of each session the rules for around the school are agreed at an assembly in consultation with all the pupils. These are then written up as a code of conduct and displayed around the school at the start of each new session, to remind the children about what was agreed.

Each classroom will have a code of conduct. This is an agreed set of classroom rules, rewards and consequences which has been discussed and drawn up with the children. All children are expected to follow them and be rewarded for doing so. As a whole class incentive for keeping to the code all children are entitled to 30 minutes Golden Time each week.

A '**Golden Challenge**' is in operation, where children who have been observed keeping to the rules by a member of staff may be given a 'Golden Token'. Each class has a 'Golden Challenge' collecting board displayed in their room, and earned Golden Tokens are displayed there. One day each week (normally Mondays), the Golden Tokens are counted up and divided by the number of children in the class. The class which has the highest average number of Golden Tokens per pupil that week wins 15 minutes extra playtime.

Rewards may also take the form of the following:-

- praise
- stickers
- points
- good note home
- certificate

If children choose not to follow the rules then they will be given a consequence. A consequence is an action that the children know will happen if a rule is broken. Consequences may include:-

- warning
- final warning
- loss of golden time
- time out
- sent to Head Teacher or Principal Teacher

Formal Disciplinary Warnings and Exclusion

If all avenues of support for children who are experiencing serious behavioural difficulties have been exhausted, or the following health and safety rules are broken, then it may be necessary to issue a formal disciplinary warning or an exclusion in accordance with West Lothian Council policy. Health and Safety rules are:-

- Children must not enter the car park unless supervised by an adult
- Children must not leave the school building and grounds without permission
- Children must not engage in physical or verbal abuse to staff or other children

Anti-Bullying and Racial Equality

We have clear Anti-Bullying and Racial Equality policies. It is made clear to all children that bullying of any sort is unacceptable in our school. We have an anti-bullying emphasis after every holiday and there are procedures in school for children to use if they are worried or upset. Please refer to our Anti-Bullying leaflet.

School Uniform

We have a school uniform which we encourage children to wear. Our school colours are black and yellow. Acceptable combinations of school uniform are:

- Gold/yellow polo shirt, black sweatshirt (preferably with school badge), dark grey/black trousers/skirt, dark socks and black/dark indoor shoes;
- White shirt/blouse with school tie, dark grey/black trousers/skirt, dark socks and black/dark indoor shoes;
- In warm weather, short school trousers or a yellow checked summer dress can be substituted for dark trousers/skirt

Sweatshirts, polo shirts, fleeces and reversible jackets can be ordered at any time during the year. The school keep a stock of school ties and badges which can be purchased from the office.

Children are also required to have a gym kit of **T-shirt, shorts and gym shoes**. Children should not wear jewellery to school in case they have an accident (eg necklace or ring becoming caught in something) or in case the jewellery is lost. Jewellery including earrings must NOT be worn during PE classes.

Families in receipt of Income Support, Income Based Job Seekers Allowance or Tax Credit Award (with Child Tax Credit element only) can apply for a clothing grant and an application form can be obtained from school office.

Valuables

We discourage children from bringing valuables to school. You can imagine the distress that is caused if anything is accidentally damaged or lost. Earrings must be removed when children are taking gym. If mobile phones are brought to school they must be handed in to the office and collected at the end of the school day and parents are advised that the school cannot accept ANY responsibility for them at all.

Attendance

Parents are asked to support us by ensuring the regular attendance of their child in school and also seeing that they arrive in school on time. Please advise the school by 9.30 am if your child is going to be late or absent for any reason.

Wherever possible we would ask that children are not taken out of school on holiday during term time. Any requests for holidays during term time should be made in writing. However, in line with West Lothian Council Policy, these days will be marked as unauthorised in the register. **Homework will not be provided for holidays.**

Playground Supervision

When pupils are at school the responsibility for their safety rests with the authority. The Head Teacher and Staff, including the Playground Supervisors undertake the responsibility on behalf of the authority. This means that **reasonable steps** are taken to prevent any pupils suffering injury and to ensure that accidents or difficulties can be reported to a responsible adult and appropriate action taken. It is our policy to make the safety and well-being of our pupils a priority. It is also prohibited for children to be dropped off or picked up from the school car park in order to avoid the possibility of an accident occurring.

During wintry conditions parents and members of the public are asked to note that pathways are cleared through the snow and ice in playgrounds and entrance areas to ensure, so far as possible, safe passage for all those using them.

Parents are asked to make sure their children stay away from uncleared areas for their own safety. **The Council cannot accept responsibility for any injuries caused to children or adults who venture onto the uncleared areas.**

Children will stay inside the school at intervals and lunchtimes if the weather is inclement.

Health and Safety

Fire drills and testing of the fire alarms are carried out regularly and the results logged. West Lothian Council arranges for the fire extinguishers to be checked annually. Fire and other Risk Assessments are carried out by our Business Support Manager and we carry out a Risk Assessment before arranging Educational Outings.

Child Protection

At Stoneyburn Primary School, protection of children is a responsibility that is taken most seriously.

- Entry into the school building is regulated by a door-entry system;
- All staff are checked by Disclosure Scotland;
- All staff have been trained in Child Protection Procedures and two Designated Members of Staff for Child Protection have been identified, currently Mr. McDermott and Mr Shanks;
- Training in specific Child Protection issues and in handling allegations is undertaken by all staff yearly;
- A 'Worry Box' is located discreetly that children can use to raise any concerns they may have;

N.B. If any serious concerns arise about Child Protection issues, staff are obliged to record and report these to the relevant authorities, In this circumstance, it may not be possible for confidentiality to be maintained.

Outings

Educational Excursions take place at various times during the year. These can be part of Environmental Studies topics, sports or Council events. A reasonable charge will normally be made to cover the cost of transport, etc., and parental permission is required. Details and permission forms will be sent home prior to the outing.

A Curriculum for Excellence at Stoneyburn Primary

A Curriculum for Excellence is firmly embedded in our school and provides learning experiences to help pupils become:

Successful Learners
Responsible Citizens

Confident Individuals
Effective Contributors

Developing the Four Capacities

In order to help our children develop the Four Capacities of 'A Curriculum for Excellence' we will strive:

- to provide attractive, challenging and relevant courses for all our pupils
- encourage pupils to take responsibility for their own learning
- promote interactive approaches to learning and teaching, including the use of ICT and Creativity
- encourage discussion of social, moral and ethical issues
- allow pupils to learn independently and in co-operation with others.

Curricular Areas

Language and Literacy

The development of each child's language is pursued through an integrated programme of language work involving listening, talking, reading and writing. In the early years we have a book-banding scheme, in which the books used allow the children to meet similar vocabulary in many different contexts. Later on the child carries out reading through appropriate fiction and non-fiction material. Literacy Circles have been adopted as one strategy which can be used in the teaching and learning of language.

Modern Languages

Children in the upper stages are given the opportunity to learn French. The language is taught to fit in with the foreign language teaching in the first year at Whitburn Academy. Sometimes, due to the make up of our composite classes, P5 children will begin learning French in a less formal way.

Mathematics and Numeracy

The study of mathematics is to be found everywhere in the child's environment and our children are given the opportunity to explore and discover mathematical relationships in the spaces and shapes around them. We aim to provide the children with the experience necessary for the development of mathematical thinking. Our mathematics programme has a broad base. We teach our children the basic skills and we also provide opportunities for them to apply their skills in practical, real-life and problem-solving situations.

Health and Wellbeing

The main components in the Health and Wellbeing Area are:-

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health
- Substance misuse education
- Relationships, sexual health and parenthood

Social Studies

Social Studies is where children learn about:-

- People, Past Events & Societies
- People, Place & Environment
- People in Society, Economy & Business

Science

We also teach Science where children learn about:-

- Planet Earth
- Energy in the Environment
- Forces & Motion

Religious and Moral Education

At Stoneyburn Primary School, your child will learn about:-

- Christianity
- World Religions
- Development of Beliefs and Values

Expressive Arts

The four main components in the expressive arts area are:-

- Art and Design
- Drama
- Music
- Dance

Expressive Arts have links to all other areas of the curriculum, and their contribution helps to provide breadth and depth to the education we offer. All aspects of the expressive arts are taught by the class teacher. We are also fortunate in having the services of a visiting specialist in Brass Instrument instruction.

Technologies

Subjects addressed in the Technologies Area are:-

- Technological developments in society
- ICT to enhance learning
- Business contexts for developing technological skills and knowledge
- Computing science contexts for developing technological skills and knowledge
- Food and textiles contexts for developing technological skills and knowledge
- Craft, design, engineering and graphics contexts for developing technological skills and knowledge

Information and Communications Technology (I.C.T.)

At Stoneyburn Primary School, Information and Communications Technology is embedded in teaching and learning throughout the curriculum.

Teachers increasingly use the latest developments in educational I.C.T. (e.g., Interactive Whiteboards, data projectors, computers, 'visualisers' digital video, etc.) to deliver all aspects of the primary school curriculum. In addition, children are encouraged to use I.C.T. in many different ways in the course of their studies.

Stoneyburn Primary School is well equipped to meet the challenges of teaching and learning in this increasingly important area of Primary Education in the 21st. Century. Each classroom is equipped with an interactive whiteboard, data projector and computer for use by teachers and pupils. In addition, each class has a number of stand-alone computers (most of which are networked to the school's intranet system and to the Internet) and access to a number of laptop computers, which are shared between classes. Equipment is looked after by an I.C.T. technician on a regular basis, and is updated and added to as necessity dictates and funds allow.

Homework

Homework is set for all our pupils. In the early stages this largely consists of reading practice. Later, homework may be asked for in any of the curriculum areas based on work that has already been taught, or some sort of investigation or personal research.

We like parents to know what we are doing in school and ask that you sign the homework to show that you have seen it. **We have found that children who are encouraged at home to do their homework regularly undoubtedly make better progress.** The value of parental co-operation and interest cannot be over emphasised. Please refer to our parents homework policy leaflet for more details.

Assessment, Records and Reports

Assessment is continuous by the class teacher. Occasionally more standardised forms of assessment will be used to diagnose difficulties and discover areas in which a pupil may need more help.

Records of a child's progress are held confidentially. These records are sent to the secondary school, or to any other primary school which the pupil might subsequently attend. In addition we discuss each child's needs with teachers from the secondary school so that these needs can be met appropriately.

The Curriculum for Excellence has categorised working levels as follows:

Early Level	Curriculum from start of Nursery Education until the end of Primary 1
First Level	Curriculum from the beginning of Primary 2 until the end of Primary 4
Second Level	Curriculum from the beginning of Primary 5 until the end of Primary 7

Parental Consultations

Parents' Evenings are held in the first and second term and you will be given the opportunity to make an appointment to speak to your child's teacher. Reports are issued in June each year. Teachers will always be available to discuss any worries or concerns outwith formal Consultation Evenings, and appointments can be arranged through the School Office.

Medical

The School Doctor and Nurse visit the school from time to time to carry out medical checks. Medicals will take place in the course of P1 and P7.

Parents/Carers will be informed of when these are to take place, and are invited to attend. Children who have inhalers may take them at any time as prescribed by their doctor. **Before medicines can be taken by children in school it is necessary for parents to complete the appropriate forms. The giving of a medicine will then be logged.**

School Meals, Breakfast Club and School Milk

School Meals are provided (cost is £1.75 paid on a daily basis) as are facilities for packed lunches. Milk is available in school and may be purchased by parents for their children. The present arrangement is that parents may order milk for certain stated periods at a given cost. The dates of these payments are intimated to parents in school by letter.

Pupils with parents in receipt of Income Support, Income-based Jobseekers' Allowance or any Income Related element of Employment and Support Allowance are entitled to a free mid-day meal.

Families in receipt of Child Tax Credit only (not working tax credit) and whose annual income does not exceed £15,860 also qualify.

Families in receipt of Working Tax Credit are entitled to Free School Meals if income does not exceed £6,420.

An application form can be obtained from school office.

Pupils can also attend our Breakfast Club which runs from 8.00 am and costs 50p.

Pupils in receipt of free meals will also receive a free breakfast.

Newsletters

These are issued regularly and give news and information about school and West Lothian Council Events. Please check schoolbags for newsletters and other correspondence.

School Blog

The Blog is a valuable communication tool for the school. It is updated regularly by staff and pupils and readers can add comments to any of the postings. All comments are moderated.

<https://blogs.glowscotland.org.uk/wl/StoneyburnPS/>

Assemblies

Assemblies are a regular part of the Stoneyburn calendar. Some assemblies deal with Religious Observance, some are led by classes or pupil voice groups within the school and some are specially reserved for celebrating achievement both in and out of school. One key feature of our achievement assemblies involves teachers regularly highlighting a group or individual in their class for a special achievement award. Members of staff will be awarding a variety of certificates according to the successes of individuals and groups of pupils.

Pupil involvement in School Life

Our children are involved in all aspects of school life. All pupils are part of whole school Pupil Voice Groups which meet regularly to make decisions about the running of their school. The groups that pupils can choose to be part of are ECO, Health, Transport, Playground, Pupil Council and Communication.

Other pupil involvement includes:

- **P7 Monitors**

At the start of P7 all children have earned the right to be monitors. A third of the class per term will fulfil the duties of being a monitor. These include: tuck duty, infant duty, re-cycling collection bags as well as being a role model for the other pupils.

- **JRSO**

P7 children can apply for the job of Junior Road Safety Officer.

- **Buddy System**

The new P7 children will be 'buddied up' with our nursery children coming into P1. This will be initiated, for the first time, at the end of this session.

- **After School Clubs**

This is a valuable way to involve the children in the wider school community. Information will come home separately about this.

Transferring Educational Data 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 best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the 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.

Want more information?

Further details about ScotXed are available on the ScotXed website, www.scotxed.net, which contains a section on 'frequently asked questions' at <https://www.scotxed.net/jahia/Jahia/lang/en/pid/220>.

Concerns/Questions/Problems

Please do not hesitate to contact us by letter, a note in your child's bag or homework jotter/diary or by phone if you have any concerns, questions or comments related to the school. We believe that an effective relationship between the school and home, based on mutual trust and respect, can only enhance our children's education. Our telephone number is **01501 762253** and our e-mail address is **stoneyburn.ps@wled.org.uk**.

THE EDUCATION SERVICE COMPLAINTS PROCEDURE

If you wish to raise a concern with the Education Service, **the first person to approach will normally be the Head Teacher of your school** or the Community Education Worker at your local area Office or Community Education Centre, or the Office staff dealing with matters such as free meals, transport or bursaries at the Civic Centre, Livingston. He/she will try to resolve the difficulty or provide an explanation to you within ten working days.

If, after these steps, you remain dissatisfied, you can make a complaint to the Education Service. The Advice and Conciliation Service provides a Helpline during office hours to advise you on how to take further action. **The Helpline number is 01506 775000**. You may be asked to put your complaint in writing. Such complaints will be acknowledged promptly and then fully investigated. A reply explaining the outcome of your written complaint will be sent as soon as is possible.

Address all complaints to the:
Customer Care and Communication Manager
Civic Centre
Howden South Road
Livingston
West Lothian
EH54 6FF

We would also love to hear from any parent who feels they have particular talents or skills which could be used to benefit our pupils e.g. volunteering to help organise resources, accompany teachers and pupils on educational outings or help the school with fund raising activities. We have a parents' fund-raising group called SOC-IT (Stoneyburn, Our Community, Involvement Team) and all parents automatically become members when their children attend Stoneyburn Primary School. Advance notice is given of meetings and all are welcome to attend.

Attached to this booklet are information sheets that have been provided by West Lothian Council in relation to attendance.

INFORMATION FOR PARENTS 2010 PRIMARY SCHOOLS

School: Stoneyburn Primary School	Id No.: 400 - 5507928
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Budgeted Running Costs For Financial Year 2010-2011

School Roll at September 2009	95
Total School Running Costs at April 2010 (£)	519,527
Cost per Pupil (£)	5,469

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

Attendance And Absence For School Year 2009/2010

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	5,001	5,762	3,640	5,458	4,746	3,760	3,657	32,024
Percentage Authorised Absences	5.0	5.2	3.3	3.9	3.1	3.5	3.2	4.0
Percentage Unauthorised Absences	0.6	0.7	0.4	0.4	0.6	0.2	0.4	0.5

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 (2008/2009) Average half per pupil	number days of absence	recorded of absence	Absence (2009/2010) Average half per pupil	number days of absence
Absence	19.0			15.8	

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

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

INFORMATION FOR PARENTS 2010 PRIMARY SCHOOLS

Education Authority: West Lothian
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Budgeted Running Costs For Financial Year 2010-2011

School Roll at September 2009	14,384
Total School Running Costs at April 2010 (£)	56,877,076
Cost per Pupil (£)	3,954

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

Attendance And Absence For School Year 2009/2010

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendance s(Pupil Half Days)	709,557	709,181	679,294	690,881	681,560	696,307	701,178	4,867,958
Percentage Authorised Absences	3.8	3.6	3.4	3.5	3.4	3.4	3.5	3.5
Percentage Unauthorised Absences	1.1	1.2	1.1	1.2	1.1	1.1	1.2	1.1

Key to symbols:

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* 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 (2008/2009)	recorded	Absence (2009/2010)	recorded
	Average	number	Average	number
	half	days	half	days
	per pupil	of	per pupil	of
		absence		absence
Absence	17.1		16	

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 2010 PRIMARY SCHOOLS

National Data

Budgeted Running Costs For Financial Year 2010-2011

School Roll at September 2009	367,146
Total School Running Costs at April 2010 (£)	1,478,797,126
Cost per Pupil (£)	4,028

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

Attendance And Absence For School Year 2009/2010

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendance (Pupil Half Days)	19,136,227	19,091,222	18,545,411	18,823,231	19,175,554	19,573,622	20,175,467	134,520,734
Percentage Authorised Absences	4.3	4.1	3.9	3.8	3.9	4	3.9	4
Percentage Unauthorised Absences	1.1	1.2	1.1	1.1	1.1	1.1	1.1	1.1

Key to symbols:

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

* Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.

* In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

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

Minimising Overall Absence

	Absence (2008/2009) Average number of half days per pupil	recorded number of absence	Absence (2009/2010) Average number of half days per pupil	recorded number of absence
Absence	18.3		19.4	

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.