

LENDRICK MUIR SCHOOL



Headmaster

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Secretary

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Lendrick Muir is a residential special school, grant-aided by the Scottish Education Department, for secondary age children with special educational needs, with a small number of places for pupils in the Primary 6 to 7 age range. Situated in pleasant country, it lies one mile north-west of Crook-of-Devon and one mile north-east of Rumbling Bridge, on a lane off the A823 road from Dunfermline to Crieff. The Glasgow-Stirling-St. Andrews bus stops at the lane end.

There are two residential houses: the main building, which can accommodate 60 boys, and a house at Rumbling Bridge for up to 20 pupils (girls and younger boys). The grounds include about 60 acres of meadow, wood and moor, providing ample room for games, athletics, field studies and other outdoor activities. There is an integrated modern block of fully equipped classrooms including a large sports-hall and general workshop. A refurbished stable block provides accommodation for Youth Club activities.

The Headmaster is responsible for the running of the school. So that individual needs may be met, there is a generous ratio of staff to pupils. All teachers are registered with the General Teaching Council of Scotland. Most are graduate specialists in secondary subjects. Whenever possible staff are seconded for a year's training in special education. Pupils are prepared for 'O' grades, Highers, the Certificate of Sixth Year Studies or C.S.E. as appropriate. Younger pupils are especially welcomed so that individualised foundation teaching can be given.



The school provides facilities for hockey, cricket, football and tennis. Other leisure-time activities include hill-climbing, cycling, swimming, fishing and canoeing, and all types of indoor games and pastimes. Suitable pupils are trained for Duke of Edinburgh Awards.

Arrangements can be made for Episcopalians, Catholics and Presbyterians to worship in their own churches. Morning Assembly in school is undenominational.

The physical health of the children is in the hands of a local doctor and the Matron, supplemented by the assistance of the resident Deputy Headmaster's wife who is an S.R.N. Pupils are also helped by housemothers and a Senior Social Worker based on the school. Visits from supporting professionals (such as Psychiatrists, Psychologists or Social Workers) are very welcome, particularly to join our internal reviews of pupils at which we are fortunate to have with us on a monthly basis Dr. W. J. Blachford Rogers, formerly Consultant Psychiatrist at the Royal Hospital for Sick Children, Edinburgh. He has also kindly agreed to offer on these visits consultation to staff and pupils should this be requested.

The selection of pupils is made by a sub-committee of the school's Advisory Committee. Candidates for admission are normally expected to be able to follow a course leading to one or more of the examinations mentioned previously. In general we are interested in any child with sufficient personality strengths to profit from the school's programmes and whose best interest is not served by continuing residence in his or her local community. The school cannot, however, provide for seriously behaviourally disturbed or psychotic children, habitual delinquents, nor for those who are sexually promiscuous. On the other hand, children with physical handicaps which can easily be managed (e.g. diabetics or epileptics) can be considered provided they have other special educational needs.

All candidates must be sponsored by Education Authorities who accept full responsibility for fees. Application by Authorities for admission must be accompanied by psychiatric, social work, school and Child Guidance Service reports. Appropriate forms are obtainable from the Headmaster, to whom they should be returned on completion. An informal approach, however, may always be made beforehand. Enquiries from Social Work Departments, Children's Panels, Reporters and Psychiatrists are particularly welcome.

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P. H. Priestly, Esq.
The Headmaster

Lendrick Muir School

Statement of Policy by Headmaster approved in Committee.

Being a boarding school we should set out to be a good one. The first essential is to have an orderly framework of rising, working, playing, feeding and going to bed. Within this framework the bulk of discipline is to be provided by personal influence and the cultivation of mutual tolerance and respect.

Teachers are not only fully qualified academically but also selected because of their willingness to look beyond the mere academic sphere and to make a big commitment to participation with the children in the routines of the period outside the classroom and in extra-curricular activities of the widest possible range. It is appreciated that, although all staff are made aware of the pupils' problems, teachers can be too involved in these routines and activities to cope with the more specialised individual needs. There is also a child care staff who are there to be turned to and are available to help those who are not fully sharing in the life of the school.

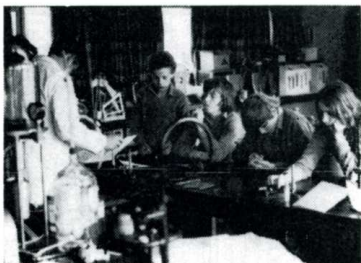
In order to help towards the creation of a relaxed atmosphere, classes are never larger than fifteen and many are as small as one or two, where University entrance or remedial work can be done. Pupils below fourth year are usually allotted to a group of mixed age and ability where, under the guidance of two teachers only, foundation and project work is studied. Where a pupil shows promise there is provision for withdrawal from this group to another, which contains those who have been identified as early examination potential — here they have a different teacher for each subject. All fourth year pupils and over have individual programmes. They are closely guided in their future careers by the Headmaster and the Central Region Careers Guidance Officer who liaises with the pupils' local authority careers staff. With the kind assistance of the Clackmannan College of Education we are able to offer link courses in suitable cases.

Progress of children is reviewed as necessary. If it is felt that an impasse has been reached then outside professional help is sought, if this has not already been done. In all cases we welcome visits from concerned professionals coming to see clients and to discuss their problems with the staff.

With this set-up we feel able to cope with a wide variety of behaviour difficulties. Other things being equal, it is better to have children start with us young so that we have more chance of establishing rapport before the additional strains of adolescence begin. The younger or more vulnerable boy could have a base in the girls' house from where a graded integration into the main school would take place.

The Headmaster's role in all this is to see that these arrangements work. The essential is that there should be a happy and united team of hard-working colleagues devoting the bulk of their time to their various specialisms, but also seeing themselves in others' roles for part of their time according to the needs of the children.

In the Lab



Geographical Studies



