

THE SCHOOL

Deshar Primary School is a rural school situated close to the junction of the Aviemore/Grantown road and approximately one mile from the village of Boat of Garten.

The school was built in 1877 and consists of two classrooms, a nursery, a library, an ICT room, a staff room, a small office, a resource room and the canteen which also serves as a classroom.

The school has an active Parent Council who work in partnership with the school.



Contact Details:

Deshar Primary School
Deshar Road
Boat of Garten
PH24 3BU

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www.deshar.highland.sch.uk

SCHOOL STAFF

Mr H. Edge	Head Teacher
Mr C Hutt	P6/7
Miss C McDonald	P4/5
Mrs K Beange	P1/2/3
Mrs L Amphlett	Nursery Teacher
Mrs P Fletcher	Nursery Assistant
Miss P Rattray	Nursery Auxiliary
Mrs B Crymble	Learning Support
Mrs J Dobbie	Learning Support Auxiliary/ Playground & Lunchtime Supervisor
Mrs A Forwood	Learning Support Auxiliary
Mrs A Taylor	Classroom Assistant
Mrs S Gordon	Secretary
Ms L. O'Connell	Cook
Mrs Weston	Assistant Cook
Mrs J Nicol	PE
Mrs S Pilkington	Science and RME
The Rev D Whyte	School Chaplain

THE SCHOOL BUILDING

There are two classrooms in the school as well as a nursery, a library, an ICT room, the staffroom and the head teacher's office. The canteen doubles up as the third classroom.

SCHOOL HOURS FOR PUPILS

Nursery	9.00am. - 11.30 am.
Primary 1-3	9.00am. - 2.45pm.
Primary 4-7	9.00am. - 3.15pm.
Morning interval	10.45am. - 11.00 am.
Lunch break	12.30pm. - 1.30pm.



Primary 6 pupils from Deshar and Abernethy on a residential trip to Kintail, September 2008.

OUR VISION

At Deshar Primary School we see education as a partnership between parents, teachers and children. It is only with full co-operation, mutual support and respect that we can help to develop every child to their full potential.

The aims of Deshar Primary School are to:

- Create a caring environment in which children feel secure and happy and where they learn to treat others with respect.
 - Provide a wide, varied and appropriate curriculum based on the principles of a Curriculum for Excellence.
 - Promote a partnership between school, parents and the wider community to enhance the quality of the children's learning and welfare to promote a healthy lifestyle.
 - Enable each child to seek and achieve his/her full potential and to promote independent learning as much as possible.
 - Develop an awareness and appreciation of the rich environment in which the school is situated.
 - To provide for equality of opportunity for all staff and children irrespective of gender, creed, race, colour or ethnic origin.
 - Ensure that all staff have opportunities for continuing professional development.
 - To make the time spent in school enjoyable for everyone.
- [Pupil Council]

ADMISSION TO SCHOOL

All children who reach the age of 5 on or before 18 August 2009 may begin to attend primary school in August 2009. Children who will reach the age of 5 years after 18 August 2008 but on or before 29 February 2010 may also be enrolled and commence in August 2009. Parents of these children should be aware that they may choose not to enrol their child until August 2010.

Enrolment week will be in early February. Details will also appear in the local press. Admission forms can be obtained from the school office.

In the summer term parents and children will be invited to the school as part of our induction scheme.



Deshar and Abernethy P7 pupils at Edinburgh Castle during a residential trip in May 2008.

CURRICULUM

Currently our curriculum is based on the Scottish Executive's 5-14 curriculum guidelines. However, with the publication of 'A Curriculum for Excellence' the school has begun work on implementing these new guidelines. This new curriculum from 3-18 is built on the following four capacities that will enable all young people to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

To achieve these purposes we will be looking at our environment for working, the choice of teaching and learning approaches and the ways in which learning is organised.

Along with colleagues from the other schools in the Grantown Associated School Group, we have been developing topic plans and programmes that reflect the new guidance. Designing the new curriculum is based on the following principles:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

Our aim is to provide a wide range of opportunities for learning. The children's learning experiences are linked where possible across the following curricular areas.



Primary 6 and 7 pupils with their John Muir Awards for a project about red squirrels.

Language

Talking, listening, reading and writing are at the heart of children's learning: it is through language that they acquire much of their knowledge and many of their skills. The curriculum gives high priority to developing the functional language processes and the ability to express ideas and opinions.

The teaching of writing skills is given a strong emphasis in the school with weekly lessons. The school follows the North Lanarkshire scheme. This structured programme develops imaginative, personal and functional writing. Achievement is rewarded with our star writer awards, publication of stories in the School Story Book and in newsletters.

This session the school is taking part in the Highland Council Literacy Project. The following information is from Highland Council:

Your child's school has been invited to participate in The Highland Literacy Project. This is an exciting initiative based on practice proven to be successful in equipping pupils, of all abilities, with the skills and motivation necessary to become improved and more enthusiastic readers.

Many of these and other good practices are already happening in your child's school. However, this information is intended to briefly outline what happens/will happen in your child's class and how you can help them at home.

P1 - P3

In School

Your child will be practising their reading *every* day in school. Sessions will include reading aloud for fluency and for expression, word and sound recognition, understanding and comprehension, prediction and retelling. They will be playing text related games, using the computer to practise their reading skills and embarking on a wide variety of written activities. They will be learning how to use their knowledge of phonics to decode words and will also be given opportunities to read fiction, Non-fiction, plays and poetry.

At Home

Whilst in the process of learning to read, children need to be given as much practice as possible. We therefore ask that you help at this crucial stage by practising what has been taught in class that day. This may include

- ✓ Reading the book to your child & talking about it

- ✓ Reading the book **with** your child (at the same time)
 - ✓ Listening to your child read. Remember to praise them.
- * **Please note** - Encouraging your child to retell the story and to talk in detail about the book are two of the most worthwhile activities a parent can do with their child at this stage.*

P4 - P7

In School

Your child will be consolidating and improving their skills during three main group reading sessions per week. These sessions will encourage development in the following - reading for fluency, comprehension, reading aloud and with expression, prediction and word meanings. They will also be looking at the author's craft such as style, character analysis and settings and using this to help improve their imaginative and personal writing.

They will be tackling follow up activities based on the text and will be practising their punctuation, grammar and spelling.

In addition, a further weekly whole class lesson will be focusing on either Non Fiction or Writer's craft.

Although the children will continue to work individually and as a whole class, there will be a much greater emphasis on collaborative learning, where the pupils work in pairs and trios.

At Home

Most pupils in P4 - P7 will no longer be taking their group reading books home to practise. Research has shown that by this age, children need to have a **choice** in what is read at home, how much is read and when and where reading takes place or there is a real danger that they may simply lose the pleasure in reading and in turn, the motivation to become a better reader.

However, pupils *will* be bringing home separate books that they have chosen themselves. These will be at the same reading level as work done in class but are to be read simply for

enjoyment. We are asking your help in encourage your child to do so. Please also see the back page of the booklet.

Pupils who receive extra support will continue to do so. The above reading sessions will be in addition to their usual routine.



Getting ready for the sponsored cycle in September 2008

MATHEMATICS

The aim of primary mathematics is to allow children to relate their mathematical experience to solving real life problems.

Their ability in problem solving and enquiry should involve Information Handling, Number, Money and Measurement and shape, Position and Movement.

Practical mathematical experience and numeracy skills are given equal value and integrated with other areas of the curriculum.

The computer is used throughout the school to reinforce skills and solve problems.

ENVIRONMENTAL STUDIES

The aim is to develop an understanding of the environment near and far, through the child's own experience and through various aids such as television, radio, books and talks. Pupils study the environment to develop attitudes to other people and to make them aware of the interdependence of all living things.

The environment is often studied through project work which helps to develop positive concepts, skills and attitudes.

Progression is achieved through studying the child's immediate environment in the early stages, progressing to studies of people in other lands.

Within the school grounds the children are involved in caring for their environment through planting to attract wildlife, and recycling.

The framework for Environmental Studies consists of: Science, Social Subjects, Technology, Health Education and Information and Communication Technology.

EXPRESSIVE ARTS

The creative potential of children is provided for through P.E., Music, Art and Craft and Drama.

Staff, visiting specialists and talented parents all work together to enhance the provision of expressive arts within the school. A specialist in P.E. visits the school for half a day each week.

Pupils are given opportunities to take part in a wide range of musical activities including playing instruments, performing, using the voice, creating and designing, observing, listening, describing and responding.

Games, gymnastics, expressive movement, swimming, athletics, cross country, orienteering and dance are all part of the P.E. programme.

Drama is an important part of the curriculum as it creates stimulating and exciting activities in which pupils can exercise their imaginations. Drama is also often linked to topic work.

RELIGIOUS AND MORAL EDUCATION

Throughout the teaching of RME pupils are made aware that relationships and personal behaviour are very important. There are close links with the church through assemblies, class lessons and visits to the church.



Members of the eco committee with the ragbag collection.

PERSONAL AND SOCIAL DEVELOPMENT

The aims of PSD are to help the pupils develop positive attitudes to themselves and others. We hope they will develop a tolerance and respect for each other and a willingness to co-operate and share. They will learn to work independently and take responsibility for their own learning as they progress through the school. Through the use of Circle Time all classes are given the opportunity to listen to other people's feelings and opinions

HEALTH EDUCATION

Health education should aim to enable young people to explore and clarify their beliefs, attitudes and values, develop personal and interpersonal skills, and increase their knowledge and understanding of a range of health issues.

It should provide opportunities for young people to value themselves, gain in confidence and develop skills and knowledge.

Help pupils to acquire the relevant knowledge and understanding, not just of the human body and how it works, but also of the social and emotional factors that influence health. Health education is supported by external health and caring agencies: school nurse, dentist and the Police.

Drugs Education

Our health programme covers work on drugs education. The following summarises the knowledge and understanding covered at each stage of the school.

Early Years

- simple ways of keeping safe, e.g. safe use of medicine
- respect and care for themselves and others
- simple ways of getting help, e.g. telling, dialling 999
- identify ways in which the local environment can affect health, e.g. smoke
- identify ways in which they can contribute to keeping the environment clean, safe and healthy.

Middle stages of Primary

- understanding the impact of harmful substances on the body
- simple decision-making strategies about keeping healthy and safe in a range of situations
- safe ways of responding to risks to health and personal safety in the community

Upper stages of Primary

- strategies for keeping healthy and safe, e.g. choosing not to use harmful substance
- peer and media influences
- the link between body image, self-worth and external influences
- understanding the wider environmental influences on health, e.g. passive smoking

Sex and Relationships Education

Sex and relationships education is a key element of personal, social and health education in the school and is an important part of children's preparations for adult life. The purpose of sex education is to provide knowledge and understanding of the nature of sexuality and the processes of human reproduction within the context of relationships based on love and respect.

Pupils are encouraged to appreciate the value of stable family life, parental responsibility and family relationships in bringing up children and offering them security, stability and happiness.

The following Sex and Relationships Education programme operates within the school's overall health education programme.

Early Years

- Awareness of the way bodies grow and change
- Uniqueness of the body
- Where living things come from
- Family and other special people who care for them

Middle stages of Primary

- Exploring changes in the body
- How human life begins
- Being part of a loving family

Upper stages of Primary

- Physical and emotional changes at puberty
- Body image and self-worth
- Understanding of own developing sexuality
- Developing an awareness of gender identity
- Changing nature of friendship
- Dealing with love and sexual feelings
- Contraception and family planning issues
- Menstruation, pregnancy and birth

Anyone wishing to see Sex and Relationships Education materials may do so by appointment.

Parents have the right to withdraw their pupils from Sex and Relationships Education. Any parent or guardian wishing to do so must inform the school in writing.



The school raises the Green Flag

FRENCH

French will be taught in the upper class.

French language is integrated into the school day and developed through routines such as greetings and instructions. Other activities include games, songs and drama.

INFORMATION AND COMMUNICATION TECHNOLOGY

This subject is taught across the whole curriculum. Computers are used in most subjects to support and develop the children's learning.

When appropriate, specific lessons are given in the subject. All children are taught how to use the technology in order to retrieve information and communicate with other people.

ASSESSMENT

Assessment is a way of obtaining information which allows teachers, pupils and parents to make professional judgements about pupils' progress.

Assessment involves Planning, Teaching, Recording, Reporting and Evaluating. It is based on what pupils say, write, do and observation of how they go about their tasks and activities. Within the school there is a policy of continuous assessment.

Information from assessment is used to make sure that tasks are matched to pupils' needs.

Individual pupil profiles are kept containing samples of the children's work.

Reports are issued at the end of each session.

Parent Evenings are held in the winter term and the summer term. Parents are welcome to visit the school at any time throughout the year by contacting the Head Teacher.

SUPPORT FOR LEARNING

Class Teachers, Support for Learning Teacher and Auxiliaries all work together as a team to provide additional teaching and classroom support where appropriate.

The school also has input from the Educational Psychologist, Speech Therapist, Occupational Therapist and Physiotherapist. If the school feels that any child requires additional support from any of the specialist services, parents will be invited to the school to discuss the matter prior to this support being arranged.

If any parent feels that his/her child would benefit from such support or is worried in any way about their child's progress, they should contact the school at once.



Primary 6 and 7 take part in a sponsored relay for Children in Need

PROCEDURES FOR UNEXPECTED CLOSURE

Unexpected closures may occur because of:

- Adverse weather
- Health and safety aspects relating to the building

Adverse Weather

The Authority has a very clearly prepared storm warning procedure. Head Teachers, especially in rural areas, have total discretion to close the school when anticipated weather conditions would put children at risk. Information about the school closures can be obtained in the following ways:

- Parents are asked to listen to Moray Firth Radio or Radio Highland if in any doubt about the school opening.
- Parents are asked to use the Highland Council telephone message service on 0870 0546999 to hear the latest news from the school. (pin number: 041860)
- Parents who have access to the internet can check the winter weather website on:-
www.winter.highlandschools.org.uk

Adverse weather conditions could result in the retention of children at school or at a nearby address. The Head Teacher will ask for a nomination by parents, of relatives or friends, who can, in an emergency, look after their children. This emergency contact person will be asked for early each session.



Pupils helping in the Community garden.

GENERAL INFORMATION

SCHOOL UNIFORM

ALTHOUGH SCHOOL UNIFORM IS NOT COMPULSORY, PUPILS ARE ENCOURAGED TO WEAR IT.

The wearing of jeans, denim jackets and clothes with inappropriate motifs is not allowed.

Deshar school uniform consists of a:

Navy sweatshirt with school logo

Blue/white polo shirt

Black/navy skirt/trousers/joggers

Uniforms can be purchased from Yo! and Stitch Up in Grantown. The school's eco committee also runs a second hand uniform stall at school events.

INDUCTION PROCEDURES

During the summer term all the Nursery Children have the opportunity to spend time in the P1/2/3 classroom, becoming familiar with the classroom and the teacher.

Also during the summer term, nursery may also join P1/2/3 for a range of activities and in the playground at interval time.

The older children in school are involved in reading stories to the nursery children.

When the nursery visits the P1/2/3 classroom the parents will have the opportunity to talk to the Head Teacher and the classroom teacher.

In school we run a Paired Reading programme which also leads to a Buddy System so that the new pupils have someone they know to look after them and to talk to.

BEHAVIOUR AND DISCIPLINE POLICY

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. The school discipline policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school guidelines, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

We praise and reward children for good behaviour in a variety of ways:

Teachers and support staff congratulate children;
All children have an opportunity to share their achievements at Achievement Assemblies each term where they are able to show examples of their best work.

The school acknowledges all the efforts and achievements of children; both in and out of school and as a result, certificates to and from home are also shared.

Golden Rules and Circle Time

The school uses the Jenny Mosley Whole School Quality Circle Time Model. Circle Time is the major focus for dealing with and developing personal and social education. Teachers have agreed the following points:

Circle Time must take place each week.

- Each session should consist of opening game, a round, an open forum, celebration of success and a closing game.
- Staff will use the Quality Circle book lessons as a guide when relevant issues arise. These lessons may also be used when dealing with issues relating to work in RME and Health.

Golden rules are used to promote positive behaviour in school.

The rules are:

Do be gentle	Do not hurt anybody
Do be kind and helpful	Do not hurt people's feelings
Do work hard	Do not waste your or other people's time
Do look after property	Do not waste or damage things
Do listen to people	Do not interrupt
Do be honest	Do not cover up the truth

- Golden Time is provided for all pupils to promote Golden Rules. Golden Time will last for 30 minutes, and take place at the same time each week for each class.
- The breaking of Golden Rules will result in the loss of 5 minutes of Golden Time.

- Children will receive a verbal warning followed by a visual warning.

All school staff will be involved in the promotion of *Golden Rules*.

We as a staff attempt to build on our school aims in order to create a positive atmosphere.

- Children must be made aware of their importance to the school and know that the school cares about them.
- All children must know that the school is concerned about bullying.
- Children must be encouraged to talk about bullying and be able to trust their teachers.
- Messages about good behaviour and effective relationships should be transmitted through the curriculum where possible. This is done in a number of ways, e.g. through topics about themselves and relationships, by using drama and via Religious Education. The school actively encourages positive attitudes about race and gender. Multi - cultural issues are addressed via class lessons and projects.

Bullying

Bullying behaviour is discouraged via our 'Creating a Positive School Ethos' policy. However, a specific policy, and procedures for dealing with this behaviour have been drawn up.

At Deshar Primary School we take the issue of bullying very seriously. One of our major aims is to create a safe and caring environment in which children can learn. Bullying behaviour has

no place in such an environment. Children are made aware of this through classroom lessons and by highlighting the issue in assemblies.

What is bullying?

Bullying is any deliberate action, which is intended to hurt, frighten or threaten anyone else. Bullying is aggressive and may take the form of emotional, psychological or physical aggression.

Aims of this Policy.

Prevent bullying.

Give practical advice to pupils and staff on how to deal with bullying.

Make all members of the school community aware of bullying and our policy.

Make children aware of their importance to the school and that the school cares about them.

Encourage children to talk about bullying.

Be able to trust their teachers.

Procedures for Dealing with Bullying

Any incidents of persistent bullying must be reported to the Head Teacher immediately.

Once reported the following action will be taken:

1. The children involved will be asked about the incident. Where appropriate the bully and the victim will be asked to record their accounts of the incident in writing and to sign the account. Such written accounts will be discussed with parents should there be any recurrence of the bullying behaviour.

2. An appropriate punishment will be given to the bully, in line with our discipline policy. An apology will be sought for the victim.
3. Persistent bullying by any pupil will result in the parents of the bully being invited into the school to discuss the problems. They will be shown the written accounts of the bullying incidents and will be informed that should the bullying continue the school's discipline procedures will be followed, which may result in the child being excluded from school.
4. Appropriate advice will be given to the victim in order to minimise or discourage the possibility of future bullying. Pupils who seem to be repeated victims of bullying will be given help to raise their self esteem.
5. Playground supervisors, classroom auxiliaries and all school staff will be alerted to the problem so that they can be extra vigilant and supportive.
6. Friends and classmates should be encouraged to disapprove of any bullying behaviour. The bully should see that their behaviour sets them apart from their peers. Children should be encouraged to see "telling" as positive behaviour and their positive contribution to stamping out bullying.

Preventing Bullying

During each school session bullying will be highlighted at an assembly. Disapproval of inappropriate behaviour will be emphasised strongly.

Dealing with bullying will be included in the health education and moral education programme of each class.

The whole school community must be made aware of our aims with regards to social education and discipline. Everyone must also be aware of our policy entitled "Creating a Positive School Ethos".

The school attempts to create a stimulating, challenging and caring environment for all pupils and staff. The school also attempts to provide equality of opportunity regardless of race, gender, class or ability.

EVERY PUPIL HAS THE RIGHT TO LEARN
EVERY TEACHER HAS THE RIGHT TO TEACH



Pupils taking part in a project about venison at Kinveachy Lodge

HANDY HINTS FOR NEW ENTRANTS

Gym shoes/slippers should be worn in the classroom.

Names should be clearly marked on all items of clothing.

An overall or old shirt should be provided to provide protection while doing art and craft.

Shorts and a T-shirt should be worn for gym.

It helps greatly if your child can tie his/her shoe laces.

HEALTH

Within the Highland Council, the School Health Service exists to foster certain aspects of health care among the children attending their schools. This includes:

- a) Examination of entrants at P1
- b) Vision testing of children
- c) Screening of hearing
- d) Provision of Speech Therapy
- e) Review of P7 pupils on their transition to the secondary school.

Minor aspects of First Aid are generally carried out in school as they arise. We request that parents supply us with the name and address of the family doctor in case of emergencies. It is also helpful if parents notify us about any particular disabilities or conditions which affect their child and which require specific medication or treatment.

The school will only dispense drugs or medicine to children when these are supplied to the teacher by the parent and accompanied by a letter detailing doses and times etc. The parent will be required to sign a consent form.

Where a child requires to be sent home due to illness we will contact the parent or emergency contact, who can collect the child from the school or be on hand to receive the child.

PARENT HELPERS

The school has always encouraged and appreciated parental support in a variety of ways, e.g. help with swimming, music, sport, dancing, art and many other things.

If you have a talent or if you have some spare time do come along and help.

For issues to do with child protection we now require helpers in school to be checked by disclosure Scotland. The school will pay for this if you are willing to give your time to help.

HOMEWORK

Homework is a valuable element of the curriculum.

Homework will be set within the child's capabilities.

The nature and amount will vary from time to time, according to the class teacher's judgement. No pupil will be expected to spend more than half an hour per night as a rule.

Parents are requested to take an interest in their child's homework, particularly with regard to reading. It is a good idea to set aside some time in the evening away from distractions where the child can develop a habit of studying on his/her own.

Homework should be of the same standard accepted in school.

Homework is not always written.

EXTRA CURRICULAR ACTIVITIES

The school is obviously dependant on the willingness of staff and other interested individuals (e.g. parents) in terms of what it can offer. With help from our Active Schools Co-ordinator and funding for Study Support the following activities have been offered to pupils:

Football, Art Club, Yoga, Hockey, Shinty, Golf, Orienteering, Archery and Guitar.

Cycling proficiency is offered to the P7 pupils in the summer term. It is important that bicycles are in good order before the pupils begin instruction.

CHILD PROTECTION

From time to time incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering some form of abuse.

In terms of High Child Protection Committee Inter-agency Protection Guidelines, Education Service staff have to report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation.

All agencies involved in Child Protection regard the welfare of children as paramount and this will be their priority.

More information about Child Protection Procedures within Highland can be obtained from the Child Protection Development Officer, Mrs Susan MacLaren, Highland Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness, IV3 8NN - Telephone (01463) 703483 - Fax (01463) 713237.

PARTNERSHIP WITH POLICE

Our Police liaison Officer is Sergeant Malcolm Taylor. He makes regular visits to the school to work with the children.

He is also involved in our Health Education programme and speaks to classes about Stranger danger, Road Safety and does cycle proficiency training with P6/7.

PUPIL COUNCIL

The school has an active Pupil Council, that meets each month, to discuss issues relating to the running and everyday life of the school. MPCs are elected by their classmates.

ECO SCHOOL

In December 2007 the school successfully achieved Eco School Green Flag Status. The school's Eco School Committee worked towards achieving this by drawing up and implementing an action plan to address issues relating to energy, biodiversity and waste minimisation etc. This committee is made up of pupils, staff, parents, members of the community and representatives from environmental agencies.

DESHAR PRIMARY SCHOOL PARENT COUNCIL

The Parent Council also promotes home/school partnership.

Throughout the school year the Council helps to organise a programme of events which benefits pupils through fund raising to provide extra resources as well as workshops, talks and exhibitions which help parents to understand changes in the curriculum and teaching methods.

OFFICE BEARERS

CHAIRPERSON

Mrs. E. Forsyth

TREASURER

Mrs. K. Derrick

SECRETARY

Mrs. G. Sermanni

Information on many of these subjects can be obtained from the school's website at www.deshar.highland.sch.uk

Transferring Educational Data About Pupils

Education authorities and the Scottish Executive Education Department (SEED) 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 SEED 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 the Scottish Executive itself.

What pupil data is collected and transferred?

Data on each pupil is collected by schools, local authorities and SEED. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to SEED. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Dates of birth are passed on as 'month and year' only, again to ensure that individuals are never identified. Data is held securely and no information on individual pupils can or would be published by SEED.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

Why do we need your data?

In order to make the best decisions about how to improve our education service, SEED, 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.

Your data protection rights

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

SEED works with a range of partners including 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 SEED, 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 SEED.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at Peter.Whitehouse@scotland.gsi.gov.uk or write to The ScotXed Support Office, SEED, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

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>.

INFORMATION FOR PARENTS 2008 PRIMARY SCHOOLS

School: Deshar Primary School	Id No.: 270 - 5145422
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Budgeted Running Costs For Financial Year 2008-2009

School Roll at September 2007	51
Total School Running Costs at April 2008 (£)	199,749
Cost per Pupil (£)	3,917

Attendance And Absence For School Year 2007/2008

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	2,518	**	2,116	4,196	**	3,402	4,652	19,270
Percentage Authorised Absences	7.8	**	4.1	5.6	**	5.6	2.7	4.7
Percentage Unauthorised Absences	0.0	**	0.0	0.1	**	0.6	0.0	0.2

Minimising Overall Absence

	Absence recorded (2006/2007) Average number of half days absence per pupil	Absence recorded (2007/2008) Average number of half days absence per pupil
Absence	17.5	18.7

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

INFORMATION FOR PARENTS 2008 PRIMARY SCHOOLS

Education Authority: Highland

Budgeted Running Costs For Financial Year 2008-2009

School Roll at September 2007	17,029
Total School Running Costs at April 2008 (£)	60,594,613
Cost per Pupil (£)	3,558

Attendance And Absence For School Year 2007/2008

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	823,218	879,569	901,186	901,018	1,019,376	986,524	958,200	6,469,091
Percentage Authorised Absences	4.6	4.2	3.9	3.8	3.8	3.9	4.1	4.0
Percentage Unauthorised Absences	0.4	0.5	0.4	0.5	0.5	0.4	0.5	0.5

Minimising Overall Absence

	Absence recorded (2006/2007) Average number of half days absence per pupil	Absence recorded (2007/2008) Average number of half days absence per pupil
Absence	17.1	17.1

INFORMATION FOR PARENTS 2008 PRIMARY SCHOOLS

National Data

Budgeted Running Costs For Financial Year 2008-2009

School Roll at September 2007	372,265
Total School Running Costs at April 2008 (£)	1,352,956,701
Cost per Pupil (£)	3,634

Attendance And Absence For School Year 2007/2008

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	18,44 4,479	19,14 5,177	19,52 6,465	19,94 1,323	20,66 9,987	21,01 7,565	21,09 2,362	139,8 37,358
Percentage Authorised Absences	4.3	4.1	3.8	3.8	3.7	3.7	3.8	3.9
Percentage Unauthorised Absences	0.9	1.0	1.0	1.0	1.0	1.0	1.0	1.0

Minimising Overall Absence

	Absence recorded (2006/2007) Average number of half days absence per pupil	Absence recorded (2007/2008) Average number of half days absence per pupil
Absence	18.0	18.6