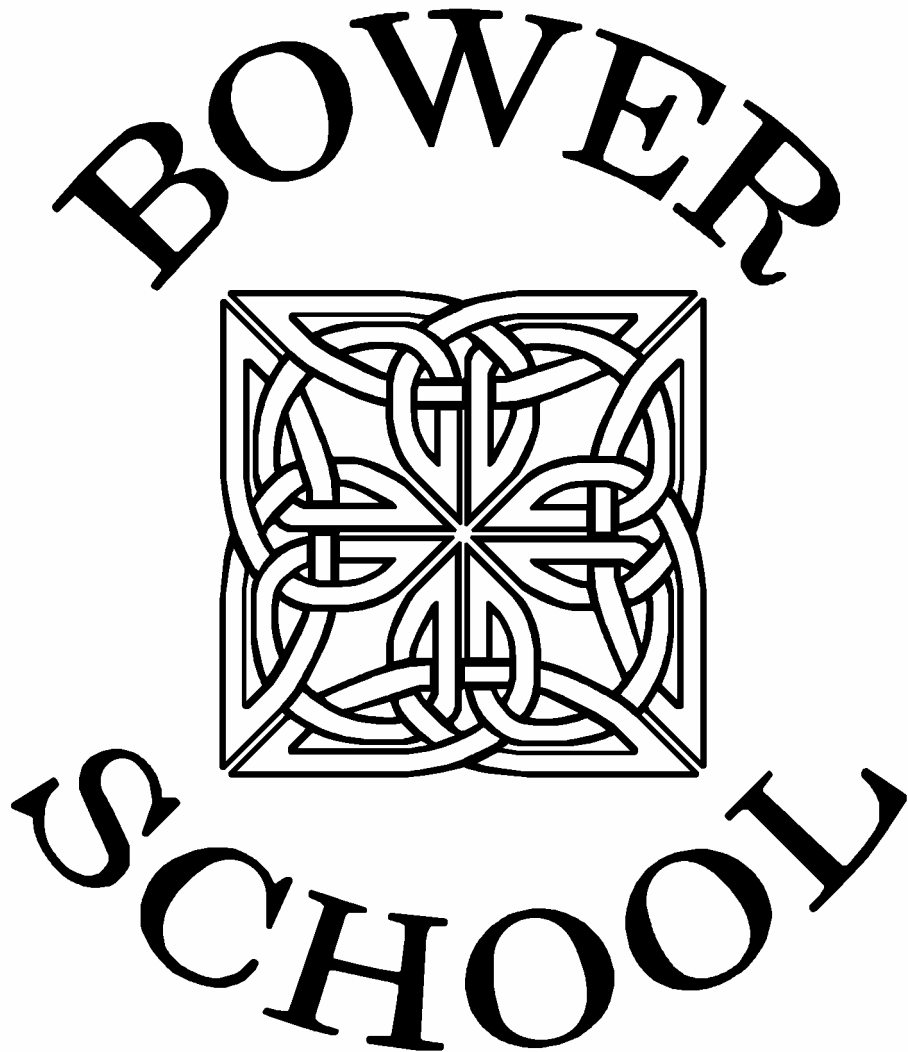


HIGHLAND COUNCIL



School Brochure
Session 2009/2010

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Welcome to Bower School

This booklet has been compiled to acquaint you with Bower Primary School. It contains information regarding all aspects of school life, including the curriculum and organisation of the school. Should you have any questions about topics covered in the brochure or any other aspect of school life and your child's education please do not hesitate to contact the school. It is important to phone first to arrange an appointment as it is difficult for a teacher to see a parent during teaching time.

Close liaison between home and school is desirable at all times and indeed it is necessary that we work together to ensure that your child reaches their full potential.

Christine Sutherland
Head Teacher

Bower Primary School

Bowermadden

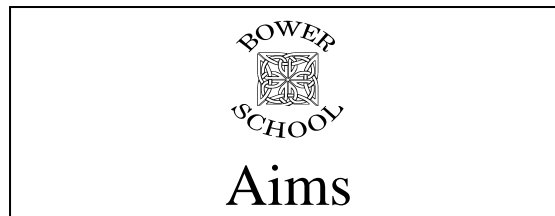
By Wick

Caithness

KW1 4TT

Telephone 01955 641 225

bower.primary@highland.gov.uk



We aim to:

1. **create a safe, happy, working environment**, which promotes healthy living and is satisfying and productive for all pupils and staff. (National Priority - Framework for learning / Inclusion and Equality)
2. **provide learning activities and experiences that develop pupil's individual talents and abilities** to the full and equip them with the knowledge and skills to meet future challenges. (National Priority - Learning for life / Inclusion and Equality)
3. **encourage children to take an active interest in their own learning.** (National Priority - Learning for life)
4. **monitor pupils' progress and maximise levels of achievement and attainment** by ensuring that tasks are relevant and appropriate to each pupil, enabling smooth progression through levels detailed in 5-14 guidelines. (National Priority - Achievement and Attainment)
5. **encourage pupils to treat others with tolerance, respect and thoughtfulness** and become **active and enterprising citizens.** (National Priority - Values and Citizenship)
6. continue to **build up resources** to enable the delivery of a broad-based curriculum. (National Priority - Framework for Learning)
7. **continue excellent links** with the local playgroup to ensure smooth transfer into P1; increase links with other primary schools and the local community; promote primary/secondary liaison to ensure smooth transfer from primary school. (National Priority - Values and Citizenship / Achievement and Attainment)
8. keep parents informed of children's progress and to **recognise parents as active partners** who have a valuable contribution to make to their children's education. (National Priority - Values and Citizenship, Achievement and Attainment)
9. **encourage all staff to engage in regular self evaluation** and **provide appropriate opportunities for continuing their professional development.** (National Priority - Framework for Learning)

Date of last review of school aims: September 2005

Bower Primary School

At Bower Primary School we aim to create a safe, happy, working environment, which promotes healthy living and is satisfying and productive for all pupils and staff. We will keep parents informed of children's progress and recognise parents as active partners who have a valuable contribution to make to their children's education. We have an active and supportive Parent Forum.

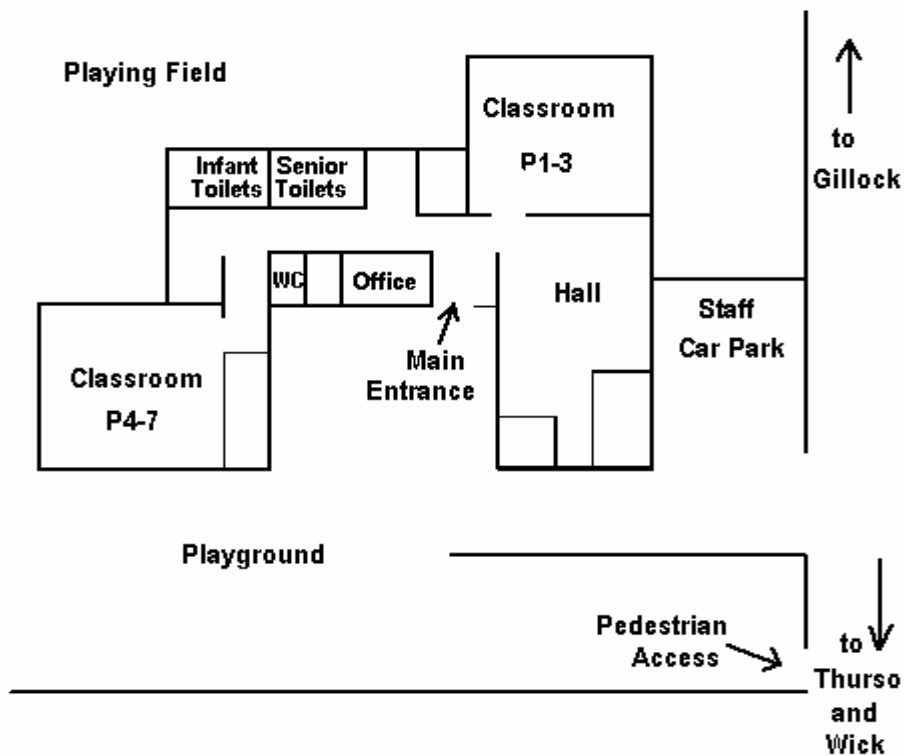


Bower Primary School, constructed in 1976, is a two-teacher school. At present there are 28 pupils on the roll. Miss Sinclair takes the P1-3 children while Ms Unger, teaches the P4-7 pupils. Mrs Christine Sutherland is the Cluster Headteacher for Bower School and Crossroads School, she splits her time equally between both premises.

There are two classrooms and a general-purpose room, which is used for physical education, music, watching television programmes and as a dining room. Separate infant / senior cloakrooms and toilets are provided.

A tarmac play area and a large grassy field for games surround the building. A garden area provides excellent opportunities for Environmental Studies.

Plan of Bower Primary School



Our Associated Secondary School is Wick High School; however pupils often go to Thurso High School since the school lies midway between Wick and Thurso.

Equal Opportunities

The school is committed to equal opportunities for all, regardless of race, creed, gender, social class or culture. This is built into all school policies and is an integral part of the ethos that we promote. We strive to provide anti-discrimination education in the context of mutual respect for each other and we embrace diversity as being the norm in today's society.

School Staff

Head Teacher : Mrs Christine Sutherland

Class Teacher (P4-7)	:	Ms Carola Unger
Class Teacher (P1-3)	:	Miss Vicki Sinclair
Clerical Assistant	:	Mrs Margaret Simpson
Learning Support Teacher	:	Mrs Vida Innes
Classroom Assistant – P1-3	:	Miss Lynsey Webber
Visiting Teacher	:	Mr N Beaumont
Minister	:	Mr A Gray
Cleaner	:	Mrs Jane MacKay
Dining Supervisor	:	Mrs Beverley Martin
Janitor	:	Shared with Thurso High School, visits school once every 3 weeks.

School Hours

Monday - Thursday

9.00am - 12.30pm

1.15pm - 3.15pm (p1-3 finish 2.45)

Friday

9.00am - 12.30pm

1.15pm - 2.00pm (p1-3 finish 1.30pm)

N.B. Primary 1 pupils, during their first week will finish after lunch, parents should collect their children at 1.00pm.

Their 2nd week will be full time.

Useful Addresses and Telephone Numbers

Area Education, Culture & Sport Manager

Mr Graham Nichols

Area Education Office

Rhind House

Wick

Tel. 01955 602362

Thurso High School

Rector – Mrs F Grant

Ormlie Road

Thurso

Wick High School -

Rector - Mr A Traill

West Banks Avenue

Wick

Tel. 01955 603333

Tel. 01847 893822

School Nurse Tel. 01955 604134

School Dentist Tel. 01847 894018

School Calendar Session 2009/2010

Parents are strongly urged to book family holidays during the school holidays and not to interrupt their child's education by taking holidays during term time.

OPEN		CLOSE	
Monday	17 August 2009 (Staff Only)		
Tuesday	18 August 2009 (Pupils)	Friday	9 October 2009
Monday	26 October 2009 (Staff Only)		
Thursday	29 October 2009	Wednesday	23 December 2009
Monday	11 January 2010	Friday	26 March 2010
Monday	12 April 2010	Friday	2 July 2010

Enrolment

Children starting school in Primary 1 should be enrolled at the school during the week beginning Monday 26th January, 2009 at 3pm. When enrolling a child, the parent should bring the child's birth certificate and be prepared to give the name, address and telephone number of an emergency contact.

The Education (Scotland) Act, 1981 allows parents a choice of school. Generally it is more convenient and more suitable for the child to be registered at the local school. Where special conditions and situations arise making registration at a different school a reasonable option the matter should be discussed with the Head teacher and the special placement arranged formally.

Children who have been enrolled for Primary 1 will be invited to visit the school on a few afternoons during the summer term. This will give them an opportunity to meet their teacher and classmates and become familiar with the school building.

Parents wishing to enrol children during the session should call at the school to get information and make arrangements for admission.

Data Protection - any information you have supplied or any information gathered from or about pupils will be used only for the purposes for which it was provided and any relevant procedures following from this. This data will be maintained in

accordance with the Data Protection Act and will not be passed onto any other organisation without your prior approval unless this is a legal requirement.

(Please see Appendix 1 for more detailed information)

Transport

New entrants to the school at any stage must make formal application if transport is required. Normally transport will only be provided for children living within the school's catchment area.

Any child under 8 years of age who lives 2 miles or more from the school and any child over 8 who lives 3 miles or more from the school is entitled to free transport, however they may be expected to walk to a convenient pick up point. Concessions are sometimes made for those living within these distances.

Transport application forms must be completed for children entering P1 and for P7 pupils who will require transport to High School for the following session.

Presently, Johnnie's Taxi (tel 01955 605041) operate this service. Any children travelling by school transport are expected to behave well on the bus. This is essential for safety reasons.

School Meals

School meals are provided. They are cooked in Castletown School and are transported to us. The menus provide nutritionally balanced meals, which have been approved by a dietician. Menus are normally available in advance and a sample menu is provided at the end of this brochure.

The current cost of a school meal is £1.65 per day and if your child is having a meal every day it is convenient for the weekly payment of £8.25, to be made on Friday morning for the coming week. Children taking meals on odd days should pay on the day or by the Friday morning of that week. Payments should not be left until the following week. Credits can be carried to the following week or the money refunded.

Application forms for free meals may be obtained from the school. Children who are entitled to free dinners are not identifiable to other pupils.

Children taking packed lunches also eat in the dining hall. Packed lunches must be carried in suitable boxes and glass bottles are not permitted. Pupils must not bring fizzy drinks to school but may bring a water bottle for the classroom.

Uniform

Pupils are encouraged to wear the school uniform. This consists of a navy blue sweatshirt with an embroidered logo, to be worn with a pale blue polo shirt. These can be ordered three times a year through the school. All children should bring shoes for indoor wear. This helps to keep our classrooms and hall clean.

Organisation of Learning in Primary I

In their classroom, which they will share with the P2 and P3 children, they will find an environment similar to that encountered at playgroup or in nursery. Play areas provide a variety of activities such as a sand tray or constructional toys. These are all designed to give the children opportunities to play together and with teacher guidance develop their use of language in readiness for learning to read. News times, discussions, reading and telling stories, singing, saying poems and dramatic play further develop this.

Sorting, matching and counting games also play an important part in developing their readiness for more formal work.

As a parent you are a most important and valued part of our teaching team. Your encouragement and praise are most important to your child. Show an interest in their work and spend time reading with them. Look at books together and discuss pictures as well as the words. Children also learn a lot from helping parents with jobs at home.

Curriculum

It is the aim of the staff to work together to provide a curriculum which is well balanced and pays attention to the individual needs of the child. Regional and National Guidelines are followed and a programme of work which provides stimulation, interesting work content, and continuity is an ongoing process.

Language, Arts, Maths, Environmental Studies, Religious and Moral Education, Health and Expressive Arts (PE, Music, Art and Drama) provide the core of the curriculum and along with other informal and extra curricular experiences we endeavour to provide the pupils with a broad and fulfilling educational experience.

A good standard of work and neatness is encouraged in all areas. Pupils are taught on a group or individual basis so that they progress at a speed and in a manner suited to their levels of ability.

A good learning environment is provided in both classrooms with the best use being made of all the resources available. The school has several computers with internet access. Good software is now widely available and we are beginning to build up a good selection. Both classrooms have interactive whiteboards which are used for learning and teaching throughout the curriculum.

Maths

All pupils use TeeJay Maths, a course in line with National guidelines, along with a variety of other maths resources. The main TeeJay maths scheme provides good practical experience of number, measurement and shape as well as problem solving, pattern, and investigative work. Maths is presented in context wherever possible so that it can be related to the world outside the classroom. Active maths is used extensively in the infant room. The course aims to help children apply maths in a variety of situations.

Pupils work in groups and individually. Provision is made both for the mathematically gifted pupils to undertake independent mathematical investigation and for the less able pupils who may require back up to the main scheme.

Computer programmes are also helpful and children enjoy using them.

It is important that pupils become quick and accurate in mental calculation. Parents can help at home by spending time working on counting, addition and subtraction number facts and then multiplication tables. Regular reinforcement improves the memory.

Language

The 'New Ginn Reading 360' scheme is used in the school, mainly in the infant room.. It is an attractive scheme with many resources and teaching aids linked to the core reading books. In P1 – P3 we try to provide as much supplementary material as we can to ensure a good grounding in reading skills. Reading with understanding is very important. Once the children are fluent in reading a wide variety of material is available to them. Both class teachers are developing the Highland Literacy Programme.

Both classrooms have built up a library and there is a good range of fiction and reference material available. In addition the Primary Resource Library provides us with books on specific topics as necessary. The Mobile Library visits school every three weeks and offers a wide choice of reading and reference books. Encouragement of wide independent reading cannot be stressed too much. The Jeanie Moodie Library, set up in memory of the late Miss J. Moodie who taught in Bower School for 30 years, has proved very popular. Parents are involved in the running of the library and their help is much appreciated.

Written work is given careful attention at all stages. Children are encouraged to write both functionally and imaginatively. Much written work is related to Environmental Studies. Children are encouraged to develop skills needed for the future: taking notes, looking up reference books etc. A high standard of handwriting and spelling is encouraged and we aim to teach spelling systematically by giving the children groups of words with similar letter patterns.

Children are encouraged to listen and respond to adults, other children, radio and T.V. programmes and CD's. They have opportunities to take part in group and class discussion as well as giving talks to the class. Poetry recital at the local festival makes a worthwhile contribution to this aspect of the work.

Environmental Studies

Environmental Studies cover elements of History, Geography, Science and Technology. It can also encompass aspects of Language, Maths, Expressive Arts, Religious Education and Health. Particular attention is paid to Local Studies and to Scottish History and Culture. A cyclical plan based on a 3-4 year cycle is in operation.

We aim to make the children aware of their immediate environment and progressively of the wider world and to appreciate their own heritage and that of other cultures. Our plan will provide a core of knowledge and continuity of content. It is also flexible enough to allow for the study of something topical of interest to pupils.

Religious, Social & Moral Education

The local Church of Scotland minister visits the school fortnightly and conducts an assembly, of a broadly Christian nature. While we are aware that not all children share the Christian faith, we feel the strong Christian tradition in the Highlands is an important part of the children's heritage and as such, should be given due place in the curriculum. We do recognise the right of every parent to withdraw their child from RE activities if they wish. Assemblies, however, serve to draw the school together as a family.

At Christmas and the end of the summer term we hold a service in the local church.

We aim to give the children an awareness of other religious beliefs beside Christianity and hope to teach tolerance and understanding of other points of view and beliefs.

Moral and Social Education is an ongoing process, training the pupils toward socially acceptable behaviour and preparing them for life. Moral and Social Education is largely influenced by the home. Through use of 'Circle Time' we hope to help pupils develop a

sense of right and wrong, a sense of truth and honesty in their relationships with themselves and others and to have regard for the feelings of those around them.

Expressive Arts (Music. Art. PE and Drama)

Music is taught by the class teacher. Bower follows the Borders scheme of work for Music.

Art is taught by a specialist teacher, weekly.

Drama There are opportunities in the classroom for role-play and games to develop speech. Children also take part in drama workshops when these are available and several theatre groups have visited the school. Pupils gain much from these activities which are often funded by the PF.

PE is taught by the class teacher. If the weather is suitable games lessons may be outside. All pupils must have a PE kit consisting of shorts, T-shirt and suitable footwear. Swimming is also part of the PE programme with all pupils from P1-7 having lessons once a fortnight, throughout the year.

Homework

Homework is given to reinforce work already covered in school.

Discussion and practice of reading is often the only homework given in the early stages. Children benefit greatly from the interest taken in their reading progress and the time you spend with your child looking at books is invaluable. Discussion of the story is stimulating for the child and this extra time with an interested parent is a worthwhile contribution to the development of reading skills and vocabulary.

At any stage a pupil should not expect to spend more than half an hour on homework on any evening and P1-P3 should find quarter of an hour sufficient. We tend to forget that children have, in fact, been fully occupied during the school day and need their leisure time.

Assessment

The class teacher is continually assessing pupil progress. Informal tests are given at all stages to diagnose any difficulties and to ensure that the child understands new processes. Difficulties are noted and steps taken to remedy them.

The 5-14 National Curriculum Programme lays down desired levels of achievement. Pupils progress through Levels A to F as they move up through the primary school and during the first two years of High School. As a general guide, the time when pupils reach the different levels is listed below.

Level A should be attainable in the course of P1-P3 by almost all pupils.
Level B should be attainable by some pupils in P3, or earlier, but certainly by most in P4.
Level C should be attainable in the course of P4-P6 by most pupils.
Level D should be attainable by some pupils in P6, or earlier, but certainly by most in P7
Level E should be attainable by some pupils in P7/S1, but certainly by most in S2.
Level F should be attainable by some pupils in S1

When the teacher feels a child has achieved a certain level, the child will sit an appropriate National test to confirm this. Results will be given to parents. Children will not necessarily be tested every year and not all children will be tested at the same time.

All schools are engaged in developing the new Curriculum for Excellence. The levels given about will change in 2010.

Learning Support

Presently we have the services of Mrs V Innes, Additional Support Needs Teacher, for one morning a week. She gives extra support to children experiencing learning difficulties and works closely with class teachers to ensure suitable provision for all pupils.

Communication with Parents

Regular meetings for consultation between staff and parents take place twice a year and a full written report is issued to each child in the summer term.

Parents, are of course, welcome to discuss any problems regarding their child's progress or welfare at any time. Because of full time teaching commitments it is helpful if an appointment is made. It is more convenient to meet parents after 3.30 p.m.

Newsletters are issued regularly which keep parents up-to-date with all the events in school and provide updated information.

Extra-curricular and Social Activities

Sports day

An annual sports day is held, usually in May. Parents and pre-school are very welcome to attend.

Swimming

All pupils go swimming at Thurso Swimming Pool every fortnight for the whole year. Swimming tuition is provided free but a charge has to be made for transport. At present this is £2.00 per child or £4.00 per family.

Dance/Drama Workshops

When suitable tutors are available, pupils in the school have been offered the opportunity to participate in after-school dance or drama classes.

Concerts

At the end of the Christmas Term or the Summer Term the children enjoy putting on a short concert for parents and friends.

Any suggestions?

If you have any skills or hobbies which you would feel would interest our pupils please contact the Head teacher to discuss ideas for activities. For example, chess, gardening, football, sewing, drama.

Health

The School Nurse carries out a routine medical examination of all children in P1. Children throughout the school who have noticeable hearing/sight defects can be referred at this time. Parents are encouraged to attend and appointment times are given well in advance. Screening of P7 children is also carried out.

The Oral Health Educator visits the school termly to encourage the children in dental care. The School Dentist is available at any time in an emergency.

It is important that parents inform the teachers of any particular medical condition that a child may have. (e.g. allergies, epilepsy, diabetes, etc.)

In the event of a child taking ill in school the parent is notified. If possible the parent should make arrangements to transport the child home. It is essential that each family have an emergency contact that can take over if the parent is not available. Please advise us immediately of any change of emergency contact, address or phone number.

In case of accidents at school requiring medical help, this is immediately sought and the parent contacted. In the case of minor accidents (scrapes, bumps and cuts) we ensure that any break of the skin is cleaned and a plaster may be applied. If there is a known allergy to plasters please inform us.

Highland Council Child Protection Policy

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

In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service staff must report such incidents to Social Work Services. Information may be passed on without immediate reference to a pupil's parents or guardians and can lead to a joint Social Work/Police investigation.

All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration.

Drug misuse

In line with Highland Council Policy, the school will record and report all instances of drug misuse or suspected drug misuse on school premises.

Fire Safety

Regular fire drills are held in school to familiarise staff and pupils with the procedures to be followed in the event of a fire.

Absence of Pupils

Parents must inform the school of the reason for their child's absence on the first morning of absence. A written note **must** be sent in on the child's return to school.

Parents who wish to take a child on holiday during term time must request permission of the Head Teacher. If parents have no control over the dates of annual leave permission is usually granted. **It should be noted that holidays taken during term time are recorded as unauthorised absence.**

Parents should note that should a child regularly be absent from school without notification the school is required to forward relevant details to the Area Education Manager.

Homework will not be given to children going on holiday, although every effort will be made to ensure that, on their return to school the child covers any work missed. Likewise, when children are ill, homework should not be expected of them. In the case of routine work (reading, spelling etc.) they may wish to keep up at home but any new teaching requires to be supervised on their return.

Unexpected School Closure

It is sometimes necessary to close the school at short notice because of bad weather or power failure. Every precaution is taken to ensure that parents are informed. Parents have the responsibility during periods of severe weather to ensure that they or an emergency contact are available to take messages and to be prepared to take the children. Parents should ensure that the school is informed immediately of any change of address or phone number of either parents or emergency contact.

Playground

Pupils are expected to play outside at morning and lunchtime breaks unless the weather is unsuitable. Children benefit from the time they spend playing in the fresh air. If they must stay inside for any reason please let us know.

Discipline

In Bower School we aim to create a positive ethos where children are rewarded for good behaviour and feel valued and cared for.

We have high expectations for behaviour and self-discipline is our ultimate goal for the children.

Members of staff deal with any negative behaviour immediately. The parent may be contacted depending on the severity of the misdemeanour. Often there are one-off incidents, which are a learning experience for many children who never 'offend' again. In incidents of repeated bad behaviour, parents are always contacted. We see this as a chance to work together with you to change the negative behaviour and have experienced a high success rate in this where teacher and parent present a 'united front' to the child.

We have an anti-bullying policy in school which fits with our discipline policy. We encourage the children to TELL SOMEONE if they are being bullied, or repeatedly annoyed by someone else, or a group. It is important that you pass on any concerns that your child may be withholding from their class teacher; especially at the beginning of term with a new teacher. We aim to listen to children when they tell and we encourage you to do the same. Sometimes the signs of bullying are non-verbal; withdrawal or unhappiness, bed-wetting or soiling, or some other change in character. Please let us know if you have any concerns.

Part of our work with the children involves helping them to distinguish between 'normal' playground arguments and bullying. It is important to establish this, or a real complaint can be lost amidst insignificant incidents.

Pupil Council

We have a pupil council, which consists of pupils from P3 – P7, voted for by their peers. The Council meets regularly with one of the staff to discuss ideas and find solutions to problems which pupils have noticed within the school. This is proving to be a very valuable tool, giving the pupils more responsibility within the school and encouraging discussion about many aspects of citizenship.

Parent Forum

An active and enthusiastic PTA has always existed at the school and all parents have been invited to the meetings. The PTA have always been involved in fundraising to assist mainly in the financing of extra curricular activities but has also assisted in providing resources which we could not otherwise afford.

Fund raising activities are greatly enhanced by the participation of the children and help to foster a feeling of working together for the school in activities which are beneficial and also fun to take part in.

2006/2007 was a transitional year for all PTA,s & School Boards. In August 2007 the parent body in school became the **Parent Forum** in line with the recommendations of the Scottish Schools (Parental Involvement) Act.

Secondary Transfer

Due to the school's geographical position, a precedent has been set for pupils to transfer to either Wick or Thurso High School where transport facilities exist for this.

During the summer term before transfer all pupils pay a visit to the High School of their choice. They have a conducted tour and meet staff. An evening meeting for parents is also arranged prior to transfer. Primary/Secondary liaison between the local High Schools and the feeder primaries is now much improved with primary and secondary teachers meeting throughout the year. A report on each child of the new intake comes back to us for information and will help to identify any pupils who may feel "lost" and be underachieving.

Appendix 1

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 are now working together 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 and the analysis of data for statistical purposes within the Scottish Executive itself.

What pupil data will be collected and transferred?

Data on each pupil is collected by 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 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 and 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 SEED, education authorities and schools to:

- plan and deliver better policies for the benefit of all pupils,
- plan and deliver better policies for the benefit of specific groups of pupils,
- better understand some of the factors that influence pupil attainment and achievement,
- 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 Scottish Qualifications Authority. 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 data exchanges are available on the ScotXed website, www.scotxed.net; which contains a section on 'frequently asked questions' at <https://www.scotxed.net/jahia/Jahia/Jang/en/pid/220>.

Appendix 2

INFORMATION FOR PARENTS 2008/2009 PRIMARY SCHOOLS

School: Bower Primary School	Id No.: 270 - 5100127
-------------------------------------	------------------------------

Budgeted Running Costs For Financial Year 2008-2009

School Roll at September 2007	27
Total School Running Costs at April 2008 (£)	106,621
Cost per Pupil (£)	3,949

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)	**	3,024	**	**	**	**	**	10,192
Percentage Authorised Absences	**	3.0	**	**	**	**	**	3.4
Percentage Unauthorised Absences	**	0.1	**	**	**	**	**	0.3

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	21.6	14.0

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.

Appendix 3

INFORMATION FOR PARENTS 2008/2009 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

Appendix 4

INFORMATION FOR PARENTS 2008/2009 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)	18,444,479	19,145,177	19,526,465	19,941,323	20,669,987	21,017,565	21,092,362	139,837,358
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

Appendix 5

Highland Council 5-14 Attainment – 2007-2008

Average % of P3, P4, P5, P6 & P7 pupils attaining or exceeding minimum
5-14 levels for their stage.

Subject	School Avg %	ASG Wick Avg %	Highland Avg %
Maths	75	84.2	83.9
Reading	91.7	78.1	80.9
Writing	100	74.3	74.8

Bower is a small school therefore our percentage refers to a small number of pupils. Fluctuations both upwards and downwards are more likely, depending on the sample of children included in these statistics in any given year.