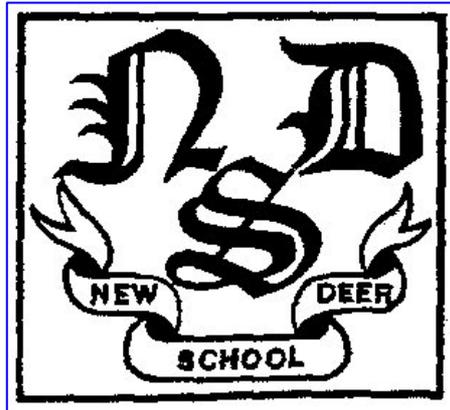


New Deer School Prospectus



**“Working together to
achieve our best.”**

2012 – 2013



**Aberdeenshire
COUNCIL**



This document is available in alternative formats
(Please contact the Head Teacher)

Welcome to New Deer Primary School

We are pleased to welcome you and your family to New Deer and especially to New Deer Primary School and to what we hope will be a long and happy association.

We look forward to a close working partnership with you so that your child can benefit fully from school life in New Deer Primary. You are welcome to arrange a visit to the school to discuss your child's progress at any time.

We aim to provide a stimulating environment and a happy and secure atmosphere in which your child will realise his/her full academic, social and emotional potential.

Aberdeenshire Council School Handbooks are designed to inform parents of as many aspects of life at New Deer Primary School as we can, and has been written in response to 'School Handbook Guidance (Scotland) Regulations 2012.'

The coloured sections in this handbook will be updated annually and you will be asked to replace certain pages with new information.

We hope you find our handbook clear and informative. Please feel free to contact us with any suggestions for improvements.

Wilma E Mutch
Head Teacher

Please note – “Parent” includes guardian and any person who is liable to maintain or has parental responsibilities (within the section 1 (3) of the Children (Scotland) Act 1995) in relation to, or has care of a child or young person.

New Deer School Aims

Successful Learners

We respect the right of our pupils to

- o A range of positive learning experiences that challenge and motivate.
- o Recognition of success and the promotion of an ethos of achievement



Confident Individuals

We respect the right of our pupils

- o To confidently make choices in a secure and stimulating environment.
- o To have their independence promoted and life skills developed

**Our Vision
'Working
together
to achieve our
best'**

Responsible Citizens

We will develop responsibility by

- o Encouraging our pupils to respect the rights of others in the school, wider community and globally.
- o Helping our pupils to make informed and healthy life choices.



Effective Contributors

We respect the rights of our pupils

- o By encouraging them to communicate their ideas effectively.
- o By providing an environment in which they think critically, are good team players and take the initiative.

Section 1

General School Information



New Deer School

New Deer School serves the village of New Deer, about eight miles west of Mintlaw, and the surrounding area. New Deer School provides education for children aged 3 – 12 i.e. from ante-pre school nursery to P7.

There are five permanent teachers plus a part time learning support teacher. In nursery there is a nursery teacher and two part time nursery nurses. The head teacher is non class committed. We currently have visiting specialists in art, physical education, drama, music, science and French. The school also works closely with a range of other support agencies and volunteers in order to provide the best possible experience for children with additional support needs. Our Active Schools Coordinator provides a range of additional active and sporting activities for the children. The teaching staff are supported by four pupil support assistants, one school administrator, one clerical assistant, three kitchen staff, three cleaners and a part time janitor.

On leaving New Deer Primary School the pupils transfer to Mintlaw Academy, Mintlaw. New Deer School is part of the Mintlaw Community Schools' Network and works closely with the other schools in the Network.

Accommodation comprises five classrooms, library, music room, general-purpose room, large hall and dining area. A former church situated across a pathway from the main building allows us to have a separate gym hall. The school also has its own kitchen.

Community links are a valued part of school life. The school is used for a range of community activities, including after school sports and activity clubs. The Head Teacher is a member of the local Community Association. The school has a very supportive Parent Council and PTA. These groups support school improvement activities and raise additional funds to provide many extras for the pupils in the school.

Our catchment area extends northwards to Oldwhat and Whitehill and southwards to Knaven. To the west of the village the catchment includes Cairnbanno and part of the Corsegight area, while the eastern boundary stretches from Brucklay to Nethermuir.

HMIe last inspected the school in 2005. The school is accredited at commended level as a Health Promoting School, has a Silver Enterprise Award and a Silver Eco School Award. The school has also been recognised as a Rights Respecting School., and has a British Council International School Award.

For further information about classes and teachers please see the coloured section at the back of this handbook.

VISITS OF PROSPECTIVE PARENTS

Prospective parents can contact the School Office and request an appointment to come and visit the school/nursery and meet with the Head Teacher. During this visit you will get a tour of the school/nursery and have an opportunity to ask any questions and discuss any particular needs for your child(ren).



Admission Procedures

Parents wishing to enrol their child at school are welcome at any time to visit the school. It is advisable to give us notice so that we can ensure that someone is available to show you around.

Admission/Enrolment Nursery Admissions

Every child is entitled to a free part-time education place at the start of the term following their third birthday.

There are forty places available in New Deer School Nursery. Places are allocated in accordance with Aberdeenshire Council policy. Priority places may be given to children with additional needs in accordance with the Children Scotland Act. Health & Social Services usually identify these children and put forward applications to a multi-agency panel that considers each case in terms of need. Where a child is unsuccessful in gaining a place at New Deer School Nursery, an alternative provision will be offered in accordance with Aberdeenshire Council Policy. Information regarding enrolment is publicised in the local press in November and communicated to parents through the school bulletin. For further information go to www.aberdeenshire.gov.uk/parentscarers/pre_school/index.asp

Pupils who attend our nursery department are taught by a nursery teacher who is supported by two nursery nurses. The pupils have access to a range of educational resources and experiences as part of the school, and will be included in any "school experiences" which are age appropriate.

Primary Admissions

New entrants to P1 are enrolled early in the calendar year for entry to school in August. This is for children who will be five on or before the school start date in the middle of August. Those whose fifth birthday is between the middle of August each year and the end of February the following year may also be admitted to primary one in August the previous year. Details of the enrolment dates are advertised in the local press by Aberdeenshire Education, Learning and Leisure Department. Further information is available at www.aberdeenshire.gov.uk/parentscarers/information/choosing.asp

Parents of children joining the school in classes other than P1 or in the middle of a school session should contact the head teacher who will agree a start date for the child and make arrangements for the parents and child to visit the school.

School Zone

A map showing the school zone/catchment area is available by following this link

http://www.aberdeenshire.gov.uk/local/map.asp?type=school_area&id=151126859. Please note that children who live within the school catchment zone are automatically entitled to a place in school. Please use the zone map to check whether or not you live within the New Deer School catchment. If you live out with the zone, the *Education (School and Placing Information) (Scotland) Regulations 2012* will allow you to seek admission to the school. The main point to note is that out of zone admissions are not guaranteed and pupils out of zone are not entitled to free transport. They are also not guaranteed a place at Mintlaw Academy and parents would need to submit a further placing request before transition to S1. Further information is available in *Notes for Parents Aberdeenshire Council*

www.aberdeenshire.gov.uk/parentscarers/information/NotesforParents2012.pdf

ORGANISATION OF THE SCHOOL DAY

School Hours

Morning Session 9.00 a.m. – 12.15 p.m. (P1-3) Break Time 10.45 – 11.00
9.00 a.m. – 12.30 p.m. (P4-7)

Afternoon Session 1.15 p.m. – 3.15 p.m. (P1-3)
1.30 p.m. – 3.15 p.m. (P4-7)

Nursery Hours

Morning Session - 9.00 a.m. - 11.30a.m.

Afternoon Session – 12.30 p.m. – 3.00pm

School Uniform

All children wear standard form of school dress and this helps promote a sense of identity and belonging to New Deer School. The recommended school wear is as follows:

- navy sweatshirt – embroidered with the school logo
- navy/black/dark grey trousers/skirts or pinafores
- navy and white gingham summer dresses
- red polo shirts
- black or dark shoes



All items of clothing should be clearly marked with your child's name!

The costs of school uniform can be found at the back of this booklet. Some families may be entitled to a school clothing grant. More information about this can be found at the back of this book.

Physical Education Clothing – we suggest simply shorts, T-shirt and gym shoes or trainers. In the interest of safety, jewellery, including earrings, should not be worn during PE lessons. Children unable to take out earrings by themselves should bring micropore tape with them on gym days so that their earrings can be taped over.

Art & Craft Work – we would recommend that parents provide an overall for art and craftwork. An old shirt would be ideal.

Children should be responsible for their own belongings.

The Lost Property Box is a red box situated in the back cupboard beside the school office

Valuables

The wearing of jewellery is discouraged in the school as it can get lost or add to injuries. The wearing of a watch is acceptable. Children who have pierced ears and need to wear ear rings must wear studs as opposed to hoops or dangly ear rings.

Children should not bring electronic games other expensive items into school.

Personal toys should not be brought to school. We have various playground games and equipment available for all pupils to use during morning and lunchtime breaks.

Mobile Phones

Pupils are not allowed to have mobile phones in school. This policy is supported by the local education authority. Parents may always contact their children via the school office in an emergency.

School Equipment

The school provides all of the books and equipment that your child will need to use in school, however the children should bring their own pencil case. We would suggest the following pencil case contents – HB pencil(s), a ruler – marked in centimetres and a rubber. Children will also require a school bag to carry their belongings and equipment to and from school.

In the infant classes children receive a 'zippy bag' for keeping homework jotters and reading books in. This helps to keep these resources in good order. Please note, should reading books be lost or damaged, parents are requested to pay £3.00 towards the cost of a replacement.

Arrival at School & Playground Information

Children should not arrive at school more than 20 mins before the start of the school day.

Children have access to a member of staff in the school building before school

8.40am is the earliest time we expect children to arrive at school. During inclement weather, your child should arrive at school just in time for the start of the school day at 9.00am.

School transport pupils, whose parents have no control of their children's arrival time, will be allowed into the building if the weather is excessively wet or windy. School transport will not drop off pupils more than 20mins before the start of the school day.

The Education Authority requires that one Pupil Support Assistant is available to the children at lunchtime. The presence of this member of staff helps to ease some of the problems that may arise in the playground. P7 pupils also act as monitors in the playing areas. Any parent wishing to approach their children in the playground should first report to the PSA.

If your child has an accident in the playground, he/she will be treated by a first aider. Your child will be given a minor injury slip, which will inform you of the

nature of the injury and the treatment given. We will attempt to notify you by telephone of any serious injuries. **(Please ensure that you keep the school updated of any change in your emergency contact details/new mobile phone number.)**

Children's play areas are indicated on the school map/plan at the back of this handbook.

During lunch/break times children will be expected to play outside unless the weather is excessively wet or windy. Children should be sent to school with appropriate outerwear to suit the time of year.

In accordance with Aberdeenshire Council's Health & Safety Policy, children will not be allowed to make ice slides in the playground nor throw snowballs.

At the end of the school day, P1 – P3 pupils who do not go home on school transport should be collected outside the infant pupil entrance. (Please see map/plan at back of book.) Please ensure your child knows who he/she is going home with if you are unable to collect your child.

For health & safety reasons, dogs are not permitted in the school grounds.

For security reasons, the outer school doors will be automatically locked once children are inside school at the start of the school day and at the end of the school day.

See Nursery handbook about arriving at and leaving Nursery/Adult collection etc.

School Lunches

It is the Authority's policy to provide meals and facilities for the consumption of packed lunches in all schools where these are required.

Attractive menu and information leaflets are provided to all Aberdeenshire school pupils and parents. These can also be found by following the link below.

http://www.aberdeenshire.gov.uk/schools/school_meals/index.asp

For current school meal charges please see the coloured section at the back of this book or check on the webpage noted above.

Please make cheques payable to Aberdeenshire Council.

High quality school meals, cooked on the premises, are available from the school dinner hall at lunchtime. Tickets are also sold in books of ten and cheques should be made payable to 'Aberdeenshire Council' and have the child's name written on the back of the cheque. Any cash brought to purchase tickets should be in an envelope, again marked with the child's name. Special and medically prescribed diets can be catered for by the School Meal Service and parents should initially contact the head teacher for more information. Children are actively encouraged to eat a healthy school lunch and are asked to take a balanced selection of food on their plate.

Some families may be eligible for free school meals. A leaflet called 'A Guide on How to Obtain Free Schools Meals' is available from the school office along with an application form.

If preferred, pupils may bring their own packed lunches to school, which are also eaten in the school dinner hall. Where children bring a packed lunch to

school, parents are responsible for ensuring that lunch box contents are stored at the correct temperature, by including an ice pack where necessary.

Children are encouraged to eat all of their lunch, but not forced. If we feel that a child is not eating enough at lunchtimes we will contact you.

New Deer is a health promoting school and in line with this we ask that any snacks to eat at break and packed lunches reflect this. We have a healthy school tuck-shop and we do not allow fizzy drinks in school.

Pupils are asked to bring water bottles to school to drink in class time. These can be filled from the water cooling units in school.

An enjoyable, healthy school lunch!



Cakes/Treats

We request that cakes/treats etc for birthdays are not sent to school for sharing as this can cause difficulties where there are children in class with food allergies/intolerances or other dietary circumstances. See Nursery handbook for information about snack and costs.

Absences

In recent years increasing attention has been paid to the issue of child protection and safety due to reported occasions where children have been seriously or fatally injured because of the inappropriate or criminal behaviours of adults.

Whilst it should be noted that there has been no such instance occurring within Aberdeenshire it is important that staff and parents do not become complacent and continue to work together to develop and improve upon existing arrangements for monitoring the care and welfare of all children and young people.

It is the duty of parents to ensure regular and punctual attendance at school. An attendance register is required to be kept by law and an attendance shall be recorded in respect of each morning and afternoon session of every school day. The school should be informed of the reasons for absences by letter or telephone. Regulations stipulate that the attendance register must show whether an absence is authorised or unauthorised.

Authorised Absence

- ✓ Ill health (including medical appointments)
- ✓ Bereavement
- ✓ Education in another establishment
- ✓ Judicial Purposes
- ✓ Certain sporting or artistic events
- ✓ Any other reasonable excuse approved by the head teacher and education authority

Pupils taking time off school to accompany their parents on holiday is **not** a legal right in Scotland. This means that the head teacher is no longer allowed to grant permission for holidays taken in this way except in exceptional circumstances. Parents must inform the school when a pupil is being kept off to go on holiday. It is not school policy to provide children with work to be completed during unauthorised term time absences. However, on their return, they may be required to complete additional homework.

Parents should notify the school after 8.30 a.m. if their child is going to be absent. If the school is not notified then we will make every effort to contact the parent to explain their child's absence. Where there are concerns regarding the child's safety social services and / or the police may be informed.

The school day starts at 9 a.m. and children should be in the school playground ready to come in to school at this time. Failure to do so can be detrimental to the learning in class.

Parents should notify the school should their child have to attend an appointment during school hours.

Emergency Closures

During the winter months in particular, it may be necessary to close the school or to send children home, for example

- if there is a severe storm warning
- if there is a power/heating failure
- due to adverse weather conditions

To be fully prepared for this eventuality the school will, on an annual basis:-

- update emergency contact details for all pupils
- update storm address details for bus children

Parents should note that head teachers usually have total discretion as to the closure of schools when they anticipate storm conditions which would put children or staff at risk. This is not always an easy decision but done in the best interests of the children and staff.

Should the school have to be closed suddenly, we need an emergency address to which your child can be sent if neither parent is at home

Pupils who live out with the village also require a snow address. This is the address where your child will be sent to stay overnight, if necessary, should storm conditions prevent his/her safe journey home.

We will endeavour to contact you should any of the above arrangements need to be used. However, due to the numbers involved, it will not always be possible to get a message to you beforehand. Our first and main concern will be the safety of your child – either handing him/her over to the responsible adult nominated by you or retaining him/her at school. Then we will ensure that you are informed of the arrangement.

Aberdeenshire Council's Adverse Weather guidelines are available on the council website. Aberdeenshire schools have a telephone and website information service which is used if there is a risk of closure due to adverse weather. This allows parents to listen to a recorded message from the head teacher or to log on to the Aberdeenshire website and access details of school closures. In addition, parents may register to receive automated e-mails regarding school closures. The telephone number for this is **0870054 4999** and New Deer pin number is **02 2320**

On days of imminent storm or unsafe conditions the school bus hirers may make the decision not to transport your child to school. In winter months, therefore, please ensure that your child is not left waiting at an exposed road end unaccompanied and please arrange for an adult to meet your child off the school bus, especially if your house is some distance from the dropping off point. Should your child not be picked up by school transport for the above reasons and you choose to transport your child to school yourself, please note that you will also have to arrange to pick up your child at the end of the school day or earlier if the school has to close.

Transport

The Council provides free transport to all children who live over two miles walking distance from school, in the case of primary school children, and three miles for secondary school pupils. Free School Transport is also provided for children with additional support needs. School transport routes are determined by the pick-up locations required for pupils who are entitled to free school transport.

Nursery Transport

Transport to Nursery is not generally provided by Aberdeenshire Council. In exceptional circumstances where there are significant additional support needs, transport may be provided. In such instances this requirement should be discussed with the head teacher in conjunction with the QIO and Early Years Manager. The Early Years Manager can be contacted on – 01224 664400 for further information.

Privilege transport

Pupils who live within two miles of primary school or three miles of secondary school may be able to travel on school transport at a charge. Where spare seats are available on a school transport route parents/carers can apply for a privilege place for their child by downloading an application form. The application form includes information on prices and payment methods for Privilege Passes. Discounts are available for pupils entitled to Free School Meals, and to families with 3 or more children travelling to the same school.

For further information click on the link below or contact the school.

<http://www.aberdeenshire.gov.uk/publictransport/schooltransport/index.asp>

Health care

Medication

Should you require the help of the school to administer medicine to your child, you must sign a slip requesting this service as there is no legal duty requiring staff to do so. You should bring the medicine to the school office where the slip will be completed. Any medication must be clearly labelled with the child's name and written instructions on dosage etc. If a short term medicine prescription – e.g. antibiotics – is required to be given three times a day it is usually possible for this to be done at home. For many conditions, and in particular when a child requires inhaled treatment for asthma, parents are requested to provide a reserve inhaler/supply of medication to be kept in a secure place in school. Therefore the health of the child will not be unnecessarily impaired should the medication 'run out' or be forgotten. It is the duty of the parent to renew reserve medications at least once a year.

Illness / First Aid

Should your child become ill or have an accident in school, we will try to contact you directly. In case you are not available you are required to give the name, address and telephone numbers of a relative or friend who would be willing to collect and look after your child. Please ensure that all telephone numbers are kept up to date.

First aid will be given for day-to-day minor injuries that might occur. For more serious injuries, accidents or suspected illnesses, professional medical help will be sought quickly and parents informed.

At regular intervals the school is supported by the School Health Service which sends a doctor or nurse to check on pupil health. Where it is found that further investigation or treatment is required the parents will be advised.

The Education, Learning and Leisure Department also employs speech and occupational therapists who may help children in school. Parents will be informed if their child requires support from these services.

Communicable/Infectious Diseases

When pupils are off school because of sickness or diarrhoea, they should not be sent back to school until 48 hours after symptoms have passed. Pupils must be kept off school for a period of time where they have an infectious or contagious disease. These include common ailments such as impetigo, conjunctivitis, chicken pox etc. Please contact your GP or local health centre for up to date advice if you believe your child may have a communicable disease. For further information regarding how long children need to be kept at home and not sent to school either contact the school office or go to www.nhsgrampian.org exclusion policies for infectious diseases.

Child Protection

"Everyone has a responsibility to protect children from harm. School staff are in a unique position to contribute to the protection of children and must share concerns with appropriate colleagues and agencies.

Every school has a Designated Officer who has been specially trained to listen to concerns and act on them as necessary.

Unless satisfied that a child has not been harmed or is not at risk of being harmed, the school must relay their concerns immediately to the social work service and/or the police. Social work and the police will determine when and how the child's parents/carers and other services are to be informed of the concerns.

Standards of Behaviour / Rights Respecting Schools

New Deer School creates a caring environment where a positive atmosphere for learning and teaching exists. The Golden Rules are displayed in every classroom and around the school. The school has a [Rights Respecting School Award](#) which recognises that the United Nations Convention on the Rights of the Child is at the heart of the school's planning, policies, practice and ethos. This means that we not only teach about children's rights but also model rights and responsibilities: between adults and pupils, between adults and between pupils.

The key provisions are:

- The right to a childhood (including protection from harm)
- The right to be educated
- The right to be healthy
- The right to be treated fairly
- The right to be heard

To ensure these rights can be embedded in our ethos the children are taught that they also have responsibilities. The pupils are responsible for;

- Behaving sensibly and safely within the school building, its grounds and on the way to and from school, thus enhancing the good reputation of the school.
- Showing good manners, courtesy kindness and friendliness to all pupils, members of staff and visitors.
- Following instructions from members of staff quietly and correctly, working diligently and setting high standards. Listening well, not interrupting, distracting or displaying attention seeking behaviour.
- Showing respect, and taking care of their own, others' and school property, keeping the school litter free and tidy
- Being punctual for school and bringing the appropriate books, equipment, homework and clothing with them

Bullying

Bullying may be defined as a range of pre-meditated, persistent and often deliberate actions, undertaken by a person or a group of people, which cause the victim(s) physical or emotional distress.

It may be useful at this point to draw a distinction between acts of bullying and incidents which, although not to be encouraged, are commonplace when groups of children play together. An occasional tussle or quarrel between two children will be treated as a breach of discipline by staff, but it is **not** bullying. Similarly, reciprocal or casual name-calling is not to be condoned, but it is **not** bullying. **Sustained victimisation** is. The crucial distinction is where the imbalance of power is such that the victim clearly needs positive support. At the same time the bully needs to be made aware of the damage, which his/her actions are causing.

The school is opposed to all forms of bullying behaviour, be this physical, verbal, threatening and intimidating behaviour or ostracism from groups, games or activities, and we will do everything in our power to prevent such behaviour amongst our pupils, and to deal effectively with any incidents which might occur. Victims of bullying are supported by a range of strategies and resources depending upon the needs of the child and the nature of the incidents. However, please be reassured that incidents of bullying in New Deer School are few and far between.

We believe that a strong, positive school ethos and constant work on building a caring school community, together with close contact with parents, offer the best way forward.

In knowing our pupils as individuals and recognising their specific needs each bullying incident will be dealt with uniquely.

Restorative Approach to Bullying Behaviour

Whilst many believe that children who bully must be punished for their behaviour, it is widely accepted that this type of response can at times be ineffective, dangerous, breeds resentment and can make the situation worse.

Punishment can make a person resentful instead of reflective. Children who bully must be given the opportunity to hear about and face up to the pain, hurt, distress and anger they have caused to others. Punishment does not help to restore relationships and can result in further retaliation.

Aberdeenshire Council has a responsibility to protect those being bullied but also to provide an education for all pupils including children who bully or those with behavioural problems. Whilst appropriate action will be taken by the school, it is also important that all parents involved, work with the school to resolve the problems in the best interests of their child or young person.

Exclusion

Where pupils who repeatedly display behaviours which compromise the good order of the school i.e. disruption of learning and teaching, unsafe practices, bullying and other forms of abuse and where other forms of support and sanctions have proved unsuccessful, the authority exclusion policy will apply. For further information on exclusions contact the school or go to www.aberdeenshire.gov.uk/about/departments/GuidelinesForExclusion.pdf

Section 2

Curriculum and Assessment

"The primary curriculum is based on the child - how he or she thinks, learns and communicates. It is concerned with helping children ask questions, seek answers, and solve problems. It is a broad curriculum planned to suit the needs of individual children."

Class Organisation and Composite Classes

When entering the school at the age of five (or rising five) your child will be placed in a class with other new entrants and also with slightly older children. Throughout the school children are placed in classes which most suit their experience, age and ability.

The size of the roll at New Deer dictates that we have composite classes. Every effort will be made to ensure that your child will be placed in the appropriate class for their current stage of development. Children transferring to the school midway through a term will be integrated as smoothly as possible, with full regard being given to the schemes followed by, and information provided by, their previous schools.

Curriculum for Excellence

Curriculum for Excellence has now been introduced across Scotland for all 3 – 18 year olds- wherever they learn.

The Curriculum for Excellence aims to ensure that all children develop four key capacities, to be successful learners, confident individuals, responsible citizens and effective contributors. The Curriculum for Excellence and Curriculum Framework 3 -18 for Aberdeenshire sets out what a child should be able to do and the experiences that contribute to their learning, rather than detailed definition of content or prescribed hours of study.

Principles for Curriculum Design

Schools and learning communities in Aberdeenshire apply the principles for Curriculum Design that are drawn from National advice but reflect our unique Aberdeenshire context. Those principles are:

- Challenge and enjoyment in learning
- Breadth of learning
- Progression in learning
- Depth of learning
- Personalisation and choice e.g. in how to present learning
- Coherence (with other areas of learning)
- Relevance of learning

The experiences and outcomes are grouped into five levels

Early Level	Pre-school to P1 or later for some.
First Level	P2 to end of P4 but earlier or later for some.
Second Level	P5 to end of P7 but earlier or later for some.
Third and Fourth Level	S1 – S3 but some primary pupils will be accessing third level.

Curriculum Entitlements

The following entitlements are also provided for all pupils in Aberdeenshire Schools:

- A coherent learning experience
- Experiences in health and well-being
- Cultural experiences
- Environmental experiences
- Vocational experiences
- Creative and enterprising experiences

(In Aberdeenshire Schools this includes a strong focus on learning **In, About and Through** the environment i.e. outdoor learning.)

Learners are provided with a broad, balanced set of experiences designed around the curriculum areas of:

- Expressive arts
- Languages and Literacy
- Mathematics and Numeracy
- Health & Wellbeing
- Religious and moral education
- Sciences
- Social studies
- Technologies

The core curriculum consists of Literacy, Numeracy and Health and Well-Being. These subjects permeate all other curricular areas and attainment and achievement in these areas are continually scrutinised and reviewed annually by the school to ensure standards are maintained or improved.

Learners are given opportunities to develop skills for learning, skills for life and skills for work with a continuous focus on:

- Enterprise and Creativity
- Citizenship and International Education
- Literacy
- Numeracy
- Health & Wellbeing
- Sustainable Development
- Information Communication Technology (ICT)

School Policies

School and authority policies are currently being reviewed and updated to reflect Curriculum for Excellence requirements. Please contact the school office if you would like more information about current school or authority policies.

See Nursery Handbook for Nursery Curriculum and pupil choice information.



Every classroom has an interactive whiteboard.

Our **focus at New Deer** is to ensure that all children develop the attributes, knowledge and skills they will need to flourish in life, learning and work. Our curriculum links knowledge from one subject to another, helping pupils to understand the world and make connections.

Skills for life are the skills of:

- **literacy** (reading, writing, speaking and listening)
- **numeracy** (pure number, problem solving and financial education) and
- **health and well being** (making good lifestyle choices, keeping safe and managing risk developing good mental health, and experiencing and enjoying challenge)

We put great emphasis on these basic skills at New Deer.

Skills for learning -

We develop not only the lower order skills of

- **remembering**
- **understanding**

but also the higher order skills of

- **applying**
- **analysing**
- **evaluating**
- **creating**

Learning the above skills encourages our pupils to think for themselves, make sound judgements, challenge, enquire and find solutions.

Skills for work -

Our methodology is based very much on **cooperative learning** which involves children actively working in groups and provides opportunities for your child to gain skills which can be applied to life in the workplace.

These include –

- **planning and organising**
- **working with others**
- **being managed and managing**
- **time keeping**

*Working together
In primary 1/2*



Instrumental Tuition

From Primary 4 onwards, tuition is available for a range of musical instruments. All disciplines are taught in the secondary schools however not all disciplines are available in primary schools due to limited resources. Orchestral string instruments are not normally available to beginners at secondary level. Tuition is subject to availability. In New Deer School some pupils currently receive tuition in brass, woodwind and stringed instruments.

For further information

www.aberdeenshire.gov.uk/parentscarers/informatio/music_service

Library

Pupils may borrow books from the school library for reading at home. Please ensure the books are handled with care. A donation towards the replacement of damaged or lost books may be requested.



Enterprise

Each class will incorporate enterprise into the curriculum. This can take the form of an event organised specifically by the children who will work cooperatively on their chosen project. Some examples of such enterprise projects this session have been; The School of Rock Evening, the Titanic Experience, Grandparents' Fly Cup and Troy Story



Educational Outings

We believe that 'hands on' experiences greatly enhance a child's education, while also helping to make the necessary links between learning in school and life out with school. Staff members and parent volunteers provide supervision to standards laid down by Aberdeenshire Education Learning and Leisure. They vary from local studies within walking distance of the school to a variety of visits further afield. Parents will be asked to contribute towards the cost in order to defray expenses. Anyone having a difficulty with this should contact the school office.



Primary 1/2 all dressed up at the Victorian Museum at Tarves.

An annual residential trip is organised for pupils in primary six and seven.



| Primary 6/7 skiing at Glenshee

Learning and Teaching

Our teaching methods recognise and reflect that each child is an individual with their own aspirations and aptitudes. We aim to develop each child to their full potential. We use a variety of teaching methods to cater for a range of learning styles.

We believe in active learning for all pupils at all stages with children fully engaged in thinking. In promoting active learning, we recognise the importance of ensuring that learning experiences are stimulating and challenging.

We make full use of the local environment, including local businesses. Our aim is to make learning relevant and meaningful and to promote enthusiasm for life-long learning.

Not all pupils do the same work at the same time; within any class the teacher will regularly allocate tasks that are set at different levels of difficulty. The aim is to challenge all pupils but at the same time give them work that is within their capabilities so that each child experiences success.

There are circumstances when all pupils in the class are given the same task. In these circumstances teachers will look for and accept different levels of outcome based on their knowledge of the individual child's strengths.

By the time pupils leave our school we hope that they have acquired many of the attributes of an independent learner. Each will have developed at his/her own pace and in his/her own way. We trust that not only will each of them gained an awareness of his/her full potential, but will want to fulfil that potential.

Arrangements for Pupil Choice and their Involvement in What and How they Learn

The school provides a framework for learning based upon the principles of curriculum design and curriculum entitlements. Within this, the school encourages pupils to have a say in how they learn and what they learn e.g. in topic based work in a social studies based topic, the children might choose to communicate their learning through a report, a PowerPoint presentation or a piece of artwork. The pupils also might choose to research a specific aspect of information within the topic framework. Through the use of learning logs and personal planning, the pupils are involved in setting their own targets and planning next steps in learning.

For further information on specific aspects of learning, please contact your child's teacher in the first instance.

Further information about Aberdeenshire's curriculum framework can be found at www.aberdeenshire.gov.uk/about/departments/CurriculumFramework.pdf

Further information about Curriculum for Excellence can be found at www.educationscotland.gov.uk/thecurriculum

Pupils' Involvement In The Life Of The School

Taking Responsibility

We encourage pupils to take responsibility within the school. This allows them to have a say in aspects of what happens in school and allows them to see that they can make a difference. Some of the ways that we do this are:

- Monitors – P7 support the younger pupils at playtimes
- Buddies – P7 pupils are paired with P1 pupils and help them to settle into school life
- ECO group – help the school become more environmentally friendly
- Health group – helping the school become healthier
- Rights Respecting Group – ensuring that children are aware of and accessing their rights, while being responsible learners. We are currently working on Global Education and developing our contact with our link school in Tanzania
- Pupil Council – making decisions about learning and improvements to the school.

Assessment & Reporting

Teachers carry out continuous assessment as part of their daily practice to ensure that learning activities are meeting the needs of their pupils and extending and developing learning. Assessment results are used to track pupils' progress, inform planning, direct future learning and teaching activities and for reporting purposes.

The overall purpose of assessment is to support learning. Staff at New Deer School use a variety of formative assessment techniques in teaching the children HOW they can improve upon their current standards of work. This applies to all pupils, regardless of ability and ensures that opportunities to progress and achieve are fair and inclusive.

Formative Assessment includes :

- Sharing learning intentions, success criteria, ideas and expectations
- Promoting creative thinking skills by using quality questioning techniques
- Giving constructive feedback to pupils which is focused on improvement
- Assessing what children **Make, Say, Write** and **Do** and planning teaching activities to support future learning

Children are also encouraged to self and peer assess, and recognise their own strengths and learning needs. Once learning needs are identified, children are involved in planning their own future learning. In addition to this, teachers set realistically challenging targets for their pupils, helping to ensure that the pace of children's learning is appropriate.

More formal assessments are also carried out to confirm teachers' professional judgement about learning. This may include summative assessment, diagnostic assessment and the use of national assessment resources. The Curriculum for Excellence levels (previously mentioned) are worked by pupils throughout their school career. During this time the children are signposted as making progress through the levels with the terms '**developing, consolidating and secure.**' So for example, your child may come home with a report one year saying they are at '**developing**' stage **level 1** e.g. in numeracy and the following year may be '**consolidating**' at the same level in numeracy. This helps us communicate the progress that your child has achieved through the year.

All Aberdeenshire schools are introducing PIPS standardised assessments (Performance Indicators in Primary Schools) in P1 and InCAS standardised assessments (Interactive Computerised Assessment System) in P3, P5 and P7. These assessments provide Quantitative Data to support other sources of assessment evidence to provide the fullest picture of progress in learning for individual children and within schools. (See coloured section at the back of this handbook for recent results.)

In the Mintlaw School Network moderation also takes place. This involves teachers from different schools comparing samples of pupils work and applying common approaches to assessment. This ensures that there is a shared understanding of standards between schools.

Parents receive information about their children's progress and achievements throughout the year in a number of ways e.g. through homework diaries, jotters, and samples of work sent home, through visits to school for open days and class assemblies and through visits to school for more formal parent interviews.

During parent interviews, information will be shared about children's strengths, development needs and next steps in learning. Parents will also be given ideas about supporting their children's learning at home. School reports are sent home around April of each year. Parents and pupils are invited to add their comments to these reports.

Pupils are developing skills to identify and record their best work and achievements in and out of school. This process, known as profiling, will involve on-going dialogue with the class teacher and will take place at all stages. Pupils will record their 'latest and best' achievements in documents called profiles. These profiles will be produced in P7 and S3 and may be either electronic or paper based. Pupils can add to their profiles in school and at home. Parents are encouraged to become involved in the process with their child. Regular dialogue between parents and pupils is of course the best way for parents to be informed of their children's progress at school.

We also invite pupils to make us aware of their wider achievements outside school on an ongoing basis.

Parents are welcome to request an interview to discuss their child's progress at any other time during the school session should they wish.

Sensitive Aspects Of The Curriculum

Spiritual, Moral, Social And Cultural Values

The Development Of Pupils' Values

In our school we are committed to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values through both the ethos and the curriculum. This will be undertaken in partnership with parents and will take account of the individual needs of pupils and the views of parents.

Our school welcomes and encourages diversity and individuality, while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of our school that all who are involved in the life of our school has the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We implement the Council policy for Equal Opportunities and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of age, race, religion, gender, sexuality or disability. See Aberdeenshire Council Policy at www.aberdeenshire.gov.uk/about/equality.asp

Religious and Moral Education

Throughout the school there are opportunities for pupils to learn about aspects of Christianity, other world faiths and to reflect upon their own moral standpoint in relation to world issues. During weekly whole-school assemblies, we encourage awareness of matters of a cultural, social and moral nature.

We aim to develop in our pupils an ethos of tolerance, understanding and respect for the beliefs and customs of others. The school is committed to supporting the development of its pupils as whole people and as a result, wish to encourage their development in moral, social and cultural terms.

The key human aspects of learning are supported by:

- Creating an atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school community and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.

- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- Providing a programme of moral education.
- Taking every opportunity to acknowledge value and appreciate the various cultures and heritage of our pupils and to encourage them to appreciate and value the cultures and heritage of others including visits by representatives of other beliefs or faiths.

The School Chaplain visits school on a regular basis and we visit the local church for a short service at Christmas, which is usually led by the children.

Parents wishing to exercise their right to withdraw their child from Religious and Moral Education should contact the head teacher so that acceptable alternative arrangements can be made.

Relationships, Sexual Health & Parenthood

The following Aberdeenshire Council information guidance is followed by the school in providing appropriate learning experiences with regard to relationships, sexual health and parenthood which is part of the health and wellbeing curriculum.

Sex education can be defined as a lifelong process whereby children and young people acquire knowledge and skills, and develop beliefs, attitudes and values about their sexuality and relationships within a moral and ethical framework.

(Sex Education in Scottish Schools: Effective Consultation with Parents and Carers, Scottish Executive & Learning and Teaching Scotland 2001).

Children learn about relationships, sexual health and parenthood from a wide range of sources including formal education, parents and families, friends and the media: magazines, books, TV, video games and movies.

Key learning themes from nursery through to P7: are as follows:

Nursery – P4

- Friendships and relationships
- Carers and people who look after us
- Respect and appropriate behaviour
- Keeping safe
- Similarities and differences
- The growing body and body parts (correct terminology)

P5/6/7

- Wide ranging friends and relationships
- Health and wellbeing of others
- Changing relationships
- Respect and appropriate behaviour
- Emotional issues
- Puberty and personal hygiene
- Keeping safe
- Giving birth
- Looking after a baby
- Role of a parent/carers

These areas are not taught in isolation, but are included across many areas of the curriculum. In addition to the learning areas, the following topics may be discussed at age appropriate stages:

- Physical development – e.g. menstruation, reproductive parts
- Sexual behaviour (e.g. masturbation)
- Contraception and safer sex
- Sexually transmitted infections
- Sexuality and gender

Roles And Responsibilities In Relationships, Sexual Health & Parenthood Education

Parents/carers/guardians

Education begins at home. Parents are the first and foremost educators of their child. Even if parents do not talk to their child about relationships and sexual health, parental influence will still be strong.

Parents are encouraged to review the school's programme and resources and to speak to their child about what they are being taught in school.

Actively support the work of the school.

School

Building supportive and positive communication with parents.

Encouraging parents to view the teaching and resource materials.

Dealing with parental concerns.

Providing staff with appropriate training and support.

Actively seek parents' support through activities such as:- homework tasks, questionnaires, training, workshop and information sessions.

Using Appropriate Language

Some families use a range of different names for intimate parts of the body. This can lead to confusion for some children. We would appreciate, therefore, your support in using the correct names for body parts from pre-school through to Primary 7.

In early and lower primary the curriculum focus is on:-

- handling and understanding relationships
- personal and physical changes.
- respecting oneself and others

In middle to upper primary more detailed information will be made available for parents regarding content and vocabulary used.

In some exceptional circumstances, parents or carers may prefer to deal with their child's relationship and sexual health education themselves. This should be discussed with the head teacher or designated member of staff so that appropriate alternative arrangements can be made.

For further information about specific resources or programmes of work please contact the school.

Drugs Education/Substance Misuse

The Aims Of Substance Misuse Education

When planning for Substance Misuse Education within the curriculum, it is important to reflect on the guidance outlined in Aberdeenshire's Curriculum Framework 3-18. Within the rationale of this policy, the key elements of successful Substance Misuse Education provision are addressed directly within the advice for supporting children and young people in becoming successful learners, confident individuals, effective contributors and responsible citizens.

- An effective Substance Misuse Education programme should aim to:
 - Allow pupils to develop knowledge and understanding about legal and illegal drugs, their effects and the implications of use and misuse.
 - Provide opportunities for pupils to develop beliefs, attitudes and values about drugs.
 - Enable pupils to develop the skills necessary to make healthy, informed choices and informed decisions about drugs, including resistance to peer pressure or influence.
 - Link with other components of personal, social and health education to
 - Develop life skills and promote access to positive, health-promoting lifestyles.



Each child in Aberdeenshire has an entitlement to visit the ALEC Mobile Classroom annually. The Alec Educators deliver age appropriate programmes on healthy lifestyle, including drugs awareness.

Extra Curricular Activities

A variety of sport and recreational activities are offered for our pupils, some in school time and others out with the school day. Currently these include

- Choir
- Netball
- Football
- Jogging
- Card Playing
-

| In addition the Active Schools Coordinator organises occasional classes such as 'stay and play, karate and zumbatonic.



Ethos of Achievement

We have high expectations of all our pupils in academic, sporting, musical and artistic achievements, standards of behaviour and code of dress. All these achievements are valued and celebrated by pupils and staff. Certificates and awards are regularly used to praise and encourage children to reach their full potential. Achievement is celebrated at school assemblies, through the 'golden book' positive referrals, best work boards and the end of year prize giving. The television screen in the hall is used to share these achievements within the school.



A couple of our many achievements last year!

Section 3

Parental Involvement

Pupil Welfare

Education is a partnership between home and school. We are keen to maintain excellent and open communication links with parents and have a number of ways in which we do this

Our school newsletter, containing news and information is e-mailed to parents on a regular basis – or sent home via pupils for those parents without internet access. Feel free to make comment on the return pro-forma on any aspect of school whether as a comment/suggestion, compliment or concern. These are responded to as and when necessary.

Each teacher sends home a curriculum newsletter at the beginning of terms two, three and four to give you a broad idea of curriculum content for the term.

Our website address is www.newdeer.aberdeenshire.sch.uk and the newsletter can also be read there.

Pupils have their own password to access 'glow' – the national intranet for learners, parents and educators. You will be able to see your child's class 'glow' page as well as Aberdeenshire's 'glow' site.

We will contact you by telephone if there is ever anything specific that we wish to discuss with you. Should you ever wish to discuss any aspect of your child's development, please phone the school and an appointment to meet will be arranged at a mutually convenient time.

The school homework diary is another means of communication where parents and teachers can share relevant information about your child. In addition to homework, your child will also bring home samples of pupil work for you to see and discuss with your child.

In Nursery, at drop off or collection times, you will have daily opportunities to talk to a member of the nursery team, exchanging information about your child's day in Nursery or information from home that you feel is important for the Nursery team to be aware of.

In August, a 'Meet the Teacher' open evening is held to give you information about the year's curriculum.

Bi monthly 'Family Fridays' are days when parents and friends are welcome to come into school and visit the classrooms.

Individual classes may also host 'Learnfests' which are celebrations of the learning that has taken place in class. Parents are frequently invited to whole school events such as shows, health evenings, church services etc.

The children's learning experiences can also be extended and enriched by adults who have skills and talents. We are committed to the involvement of parents and other volunteers in school. Currently our volunteers support learning in the classrooms, assist in our eco garden, organise our Bikeability

programme, run our library, organise extra curricular activities and accompany classes on school trips etc, etc! Social and fund raising activities organised by the PTA also depend on the support of parents and members of the community. All adults assisting in school must have a PVG Disclosure Scotland Certificate – these may be applied for via the school office and will be paid for by Aberdeenshire Council. If you feel you can assist in any of these ways or when specific help is requested please do not hesitate to contact a member of staff.



A family Friday

Invaluable parental help!



[Parent / Teacher Association \(PTA\)](#)

There is an active PTA at New Deer whose aim is to work together to raise funds for the school. Money raised is used to fund the accelerated reading scheme, school trips, Christmas parties and to purchase new equipment for the school.

[Parent Council](#)

Parent Councils are now established in almost all Aberdeenshire primary and secondary schools. The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents play in supporting their children's learning.

The basic principle under-pinning the Act is the desire to have children become more 'confident learners' through closer working between each family and the school.

The functions of a Parent Council include:

- Communication with the parents
- Approving proposed per capita expenditure
- Articulating school policy to parents
- Involvement in promoted staff appointments

PTA and Parent Council information and minutes are displayed on the parent notice board in the school entrance hall



PTA School Fayre



Health Care

Specific school staff attend to first aid and we have regular visits from the School Nurse and Dentist. Please tell us as soon as possible if your child has a specific medical condition.

The School Health Team, (eg school doctor, school nurse, speech and language therapist etc) working in partnership with parents and teachers, carries out assessments to ensure the best level of health for all school children.

Primary 1

Parents are asked to return a completed health questionnaire. A Health Support Worker checks height and weight for all children and health interviews will be carried out by the School Nurse on selected children only.

Hearing and vision are no longer checked in school.

Primary 7

All parents are asked to return a completed health questionnaire. An opportunity to discuss health problems with the School Nurse is offered.

Children with an identified health need may be seen more frequently.

How can Parents Help?

1. Contact the school if you are worried about any aspect of your child's health, emotional well-being or learning.
2. Please fill in and return all questionnaires sent to you. This helps the School Nurse enormously.
3. If you are offered a health interview, please keep the appointment or request an alternative.
4. If you feel that a problem has not been solved, please let us know.

The Programme Of Routine Dental Inspection Of School Children

Aberdeenshire Community Dental Service will be inspecting P1 and P7 children in schools as part of the National Dental Inspection Programme. Written parental consent is not required for dental inspections, but parents will be informed in writing approximately one week before the inspection date. Immediately after the inspection, parents will be informed in writing of their child's caries (dental decay) risk category. Those children who are not registered with a dentist are invited to arrange an appointment for their child to attend the Community Dental Service for a single course of treatment after which parents are encouraged to register their children with a general dental practitioner. Treatment is undertaken at a clinic or in a mobile dental unit, at a location convenient to the patient. Parents are invited to attend.

See Nursery Handbook for information about the Childsmile Toothbrushing Programme.

Administration Of Medicines

Many pupils will, at some time in their school careers, need to take medication. For the vast majority this will be a short-term requirement, with pupils simply finishing a course of medication which has been prescribed for them by their family doctor. Wherever possible, parents are requested to ask for GP prescriptions which can be administered outwith the school day, ie in the morning and evening. Where this is not possible, parents are required to complete a signed *Authorisation to Administer Medication* form prior to school staff administering medications on parents' behalf. This policy also includes items such as Calpol, throat lozenges and cough mixture.

However pupils may have long term medical conditions such as asthma or diabetes which may require on-going support and, if their conditions are not properly managed by taking regular medication in school, their access to education could be limited. In addition, some children have conditions which may require occasional staff intervention eg severe allergic conditions such as anaphylaxis. In certain cases specific training of staff about a child's treatment may need to be given.

You Can Contact Your School Health Staff At: -

Ms. Kelly Jarvis, School Nurse – 01771 622994

Transitions

We understand that transitions especially at Pre-School, P1 and S1 stages can be anxious times for parents and pupils. At Abershire School we have arrangements in place to support transitions and these are outlined below.

Transfer to Ante-Pre School and Pre-School Nursery

In order to support and ease transition into Ante-Pre School/Pre-School Nursery, we arrange a series of induction events/meetings/Come and Play sessions for you and your child. These events are planned to allow you and your child to become familiar with the Nursery setting, to meet staff, to meet with the other children and to find out about life in Nursery and what you can do to support your child's transition into Ante-Pre/Pre School. A major part of this process involves parents sharing information about their children's needs and you will be asked to complete a number of forms regarding e.g. your child's specific needs. Any other Ante-Pre School setting your child is joining us from may also provide transition information regarding your child.

Deferrals to P1

Where parents have concerns regarding their child's entry to P1, they should discuss this with the nursery team in the first instance who will be able to offer support and guidance.

Transfer to Primary 1

In order to support and ease transition into P1, we arrange a series of induction events/meetings for you and your child. These events are planned to allow you and your child to become familiar with the school building, to meet staff, to meet with the other children including your child's buddy and to find out about life in school and what you can do to support your child's transition into P1. The induction process starts in your child's pre-school year, with P1 staff arranging to visit your child in their pre-school setting wherever possible in order to begin to get to know your child.

Induction meetings are arranged for parents around May/June in order to share information about starting school and how you can help your child at home. This is also an opportunity for parents to meet their child's teacher and to ask any questions or share any information.

At these induction meetings, parents are issued with a range of materials designed to support children's learning at home and parents are asked to complete a range of forms to gather information about e.g. your child's medical needs, contact addresses, special needs etc.

Our prospective P1s also have the opportunity to come into class for a series of induction sessions around May/June. This allows the children to begin to get to know their classmates and their teacher as well as familiarising themselves with the school buildings and classroom routines.

Parents are also invited to join their P1 children for a school lunch.

Information communicating details of P1 induction arrangements along with dates will be communicated directly to Prospective P1 parents around April.

Transfer to Secondary Education

Most children from Aberdeenshire School attend Mintlaw Academy.

New Deer School is part of the Mintlaw Community Schools Network.

An induction programme for P7 is in place to help ease the transition into S1. P7 pupils spend two days at Mintlaw Academy towards the end of the summer term. Further information is communicated to parents about the induction calendar for secondary school around February each year. Parents also have the opportunity to visit Mintlaw Academy where information will be shared and questions can be asked.

Liaison between New Deer Primary and Mintlaw Academy is very good. During the P7 year, pupils have many opportunities to join with P7 pupils from the other Mintlaw Community Schools Network. Transition art projects, sports festivals, trips, invites to academy shows and other ad hoc activities are arranged for P7 pupils to get together.

Information about our P7 pupils is shared with guidance staff at the academy to help support appropriate continuity of education. Parents are welcome to attend these information sharing meetings, especially when additional support has been provided previously.

Mintlaw Academy staff also visit our pupils in Aberdeenshire Primary where information is shared and questions can be asked.

When possible we invite children who have moved on to the Academy to come back and visit us at New Deer.

Where parents opt to send their child to any other secondary school, (following placing requests) Aberdeenshire School supports any alternative transition arrangements wherever possible.

Transitions Between Stages

For some children, the thought of moving onto their next class/teacher can also be an anxious time. Again, we have structures in place to support these transitions. Teachers share planning and work together on school improvement projects helping to ensure a commonality of expectations and approaches. Time is arranged for teachers to hand over information regarding the learning needs of the pupils transferring from class to class. Around June of each year “step up” time is also arranged where pupils can meet their next teacher and their classmates. Opportunities throughout the year for children to work on joint projects, e.g. enterprise challenges help to ensure that the children have opportunities to work with other staff and pupils.

If you have any particular concerns regarding transitions, please make an appointment to see the head teacher.

Child Protection

“All children and young people in Scotland have the right to be cared for and protected from harm and to grow up in a safe environment in which their rights and needs are respected. The welfare of children is paramount”. Protecting Children and Young People: Framework for Standards, Scottish Executive 2004.

Protecting children and young people is a priority for Aberdeenshire Council services.

It is everyone’s job to ensure that children are kept safe. Schools are required to report any suspected child abuse to appropriate services such as police or social work.

‘Child protection means protecting a child from abuse or neglect. Abuse or neglect need not have taken place; it is sufficient for a risk assessment to have identified a *likelihood* or *risk* of significant harm from abuse or neglect.’

From National Guidance for Child Protection in Scotland 2012

Categories of abuse include:

- Physical
- Physical neglect
- Emotional
- Sexual
- Non Organic Failure to Thrive

A comprehensive set of guidelines provide all staff and volunteers who come into

contact with children the essential information about protecting children from harm. Where parents have concerns about the safety or protection of any child they can contact the National Child Protection Line on 0800 022 3222 at any time. For further information go to North East Child Protection Committee website on www.nescpc.org.uk

All Education, Learning and Leisure Service Managers and School Child Protection Co-ordinators have received training to ensure that they are confident, well informed and supported to promote the protection of children.

All establishments are required to provide Child Protection awareness raising to all teaching and non-teaching staff on the first day of each session.

Protecting Children and Young People in Aberdeenshire – Education, Learning and Leisure Guidelines can be accessed through:

<http://www.aberdeenshire.gov.uk/parents/carers/ChildProtection.asp>

Security

We have a security system installed which involves all external doors being alarmed. Parents who come into school during the school day are asked to report to the school office before going to a classroom or approaching a child or member of staff.

Photographs

Aberdeenshire Education, Learning and Leisure Service understands that parents want to have mementoes of their children's life at school and may want to have photographs and video recordings of a range of events such as school plays, concerts and sports days. In response to this, a policy has been introduced that permits photography and video recording of pupils at nurseries and schools run by Aberdeenshire Council whilst respecting the rights of individuals. At New Deer School we request that any photographs or videos taken are used solely for personal use and are not uploaded to the internet.

Pets

It is Local Authority policy that no pets should be brought into any part of the school, including playgrounds and car parks. Exceptions are made for guide dogs and recognised visits to support the curriculum, when a full risk assessment is carried out.

Aberdeenshire Council Education Leisure And Learning

Support For Pupils

Getting It Right For Every Child (Girfec)

Taking care of our children's well-being and making sure they are alright - even before they are born - help us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society.

Getting it right for every child is a programme that aims to improve outcomes for all children and young people. It promotes a shared approach that:

- Builds solutions with and around children and families
- Enables children to get the help they need when they need it
- Supports a positive shift in culture, systems and practice
- Involves working together to make things better

Getting it right for every child is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services, and is embedded in the developing early years and youth frameworks.

Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those particular areas to improve outcomes for children.

The Getting it Right approach looks at eight areas of 'well-being'. These are recognised as areas in which children and young people need to progress in order to do well now and in the future. They allow those responsible for the care and support of children - including members of their own families - to look at a situation in a structured way that will help them identify any needs and concerns and plan with the child and family any action they need to take.

The eight wellbeing indicators are:

Safe
Active
Responsible
Respected
Included
Nurtured
Healthy
Included

The approach gives them a common language and a way to gather information about a child's world, making sure the child is growing and developing, and has everything they need from the people who look after them both at home and in the wider community. It also encourages practitioners to think about who else might need to be involved (for example a teacher might need to contact other professionals to make sure that an education improvement plan with the child and family was meeting all the child's needs).

For more information about Aberdeenshire's approach to GIRFEC go to;

<http://www.aberdeenshire.gov.uk/about/departments/girfec>

Key Adult

Your child's teacher is generally the person who knows your child best, and as such is your child's key adult, however where significant additional support needs are present, they key adult may change. The school consults with parents where a change in key adult is thought to be in the best interests of the child.

Support For Learners

Additional Support Needs

Many children will face barriers to their learning at some time in their school career. These may be short or longer term and for a variety of different reasons. Some children may benefit from having some sort of support plan in order to develop learning. Pupils, parents and staff are involved in developing support plans, helping to identify specific needs and what might be done to help overcome areas of difficulty. In Aberdeenshire we adopt a multi-agency approach to supporting pupils with additional needs. Some of the people we meet with regularly include; educational psychologist, school nurse and doctor, family support workers, speech and language therapists, pupil support workers, police liaison officers and our support for learners' teacher. Similar processes may also be put into place for pupils who have been assessed as being able or gifted as these children might also need additional support to reach their full potential.

Educational Psychology

The School's Educational Psychologist works in partnership with school staff to help children and young people reach their full potential. The educational psychologist supports this by offering schools a number of services including training, research, project work, intervention work, assessment and consultation.

During planned visits to the school, the educational psychologist meets with staff to discuss whole school and class issues and how best to meet the needs of the children and young people.

These informal consultations aim to develop strategies the teacher can use to bring about positive change. The educational psychologist may also spend time observing in the classroom or playground to support teachers in assessing how different teaching approaches affect learning and behaviour.

When concerns persist, the school and educational psychologist may feel that a more formal meeting may be helpful. If the concern is about a child, the school will ask the parent's permission to hold a consultation meeting. This is a problem solving meeting led by the educational psychologist, with parents, school staff and sometimes others who can usefully contribute. The child or young person can also be supported to attend or contribute to the meeting in another way if it is thought appropriate. The aim is to develop a plan of action to bring about positive changes for the child or young person.

Further information about the educational psychology service can be found at;
www.aberdeenshire.gov.uk/eps

Local, direct support is how we meet pupils' needs initially, and all Aberdeenshire schools support pupils who have additional support needs (ASN). If parents have any questions about their child's progress or well-being at school, they should discuss these first with the class teacher or Head Teacher.

Pupils who have more significant identified needs, and need more support than can be provided in their local primary school, can be supported in the area 'Enhanced Provision resource' a school which has additional staffing and resources. At least one primary in every Aberdeenshire Cluster is additionally resourced. In Mintlaw cluster the additionally resourced schools are Mintlaw Primary and New Pitsligo School who provide support for children requiring significant intervention to meet their identified needs. All Aberdeenshire secondary schools have Enhanced Provision resources. There are also 4 special schools in Aberdeenshire, and these Aberdeenshire specifically resourced schools also have additional levels of staffing, expertise or resources to allow them to meet very significant or profound needs.

For further details contact:

ASN Manager
Education Learning and Leisure Service
Woodhill House
Westburn Road
Aberdeen
AB16 5GB
Tel no 01224 664886
Fax no 01224 664615
ELL.Enquiries@aberdeenshire.gov.uk

[Identifying and Reviewing Additional Support Needs](#)

In Aberdeenshire the 'Staged Intervention' process is used to identify and meet pupils' needs, and to manage and review provision. This is explained in more detail below. Parents and young people also have the right to ask the Education Authority to establish if a pupil has Additional Support Need (ASN), and consider if a Co-ordinated Support Plan (CSP) is needed. (CSPs are also described in more detail below.)

Parents can also arrange an assessment privately and ask the Education Authority to take the assessment report into account. Requests should be made in writing to the Director of Education describing the type of assessment and why it is necessary. Requests are acknowledged promptly and usually agreed unless this would be 'unreasonable'.

Staged Approach to Assessment & Intervention

In order to ensure consistency of practice to assessment and intervention, Aberdeenshire Education Department have developed a framework to support school decisions and practice around supporting children and young people.

Stage 1: School Based Action

Consultation can be provided by any agency/service

Any actions required are delivered within the school context by school staff. Personal Learning Planning is used and where appropriate pupils have individualised educational programmes.

Stage 2: Education & Recreation Service Action (in addition to school-based action)

- Consultation can be provided by any agency/service
- Any actions required are delivered within the school context.
- There will be a need for action by education and recreation services out with the school. Again, where appropriate, pupils have individualised educational programmes. It may also be necessary to consider the need for Managing Accessibility Plans.

Stage 3: Multi Agency Action

- Consultation can be provided by any agency/service
- There is a need for action by education and recreation services as detailed in stage 2 along with integrated collaborative action by other agencies.
- Pupils should have individualised educational programmes and other planning formats such as CSPs may also be considered where pupils meet the relevant criteria.

Individualised Educational Programmes

An Individualised Educational Programme (IEP) is an education planning document managed by schools setting out long and short term educational targets. Parents, and where appropriate, pupils, are involved in review each term.

Multi Agency Plans

Where a pupil has support from agencies in addition to education – eg health or social work, it may become necessary to develop a single collaborative plan to support the pupil. These are known as Multi Agency Plans or IAF plans. Parents (and pupils where appropriate) will be involved in and consulted upon these plans and they will be reviewed as required.

Co-ordinated Support Plans (CSPs)

A Co-ordinated Support Plan is an educational planning tool which plans long term and strategically for a year at a time. A CSP is made by the education authority in cases where education staff are working together with colleagues from another agency to provide significant levels of support to a pupil.

What to do if you are anxious about the support your child has in school.

The Education Authority values partnership working with parents and will do everything possible to help resolve concerns or differences of opinion at an early stage.

If you have any queries or anxieties about your child's additional needs, or about the support being provided to meet those needs, as a first step please contact your child's class teacher or Head Teacher. If you would find it helpful to discuss a problem informally with someone other than school staff, please contact the Education Department on 01224 664630. Parents and young people have the right to:

- **Supporters**
Parents can bring a supporter to any meeting about their child. Supporters can take notes, provide clarification and give advice to parents.
- **Advocacy**
These people can provide relevant information to the parent, can speak on behalf of the parent and support them to access their rights.

For more information on Support and Advocacy contact:

Enquire, Princess House
5 Shandwick Place
Edinburgh EH2 4RG
Helpline: 0845 123 23 03
Email: info@enquire.org.uk
Website: www.enquire.org.uk

For local advocacy contact:

Advocacy North East
Thainstone Business Centre
Inverurie
Aberdeenshire
AB51 5TB
Tel: 01467 622674

Scottish Independent Advocacy Alliance can be reached at:
Website: www.siaa.org.uk

Independent Mediation Services

This service is free and involves an independent third party who helps to resolve disagreements between education authority and parents or young people. A local independent mediation service can be accessed at:

Children 1st
15 Frithside Street
Fraserburgh
Aberdeenshire
AB43 9AR
Tel no 01346 512733
Fax no 01346 512810
Email fraserburgh@children1st.org.uk

Additionally, information for the Scottish Child Law Centre can be found at:

www.sclc.org.uk

Additional Support Needs School Policy

The school's policy is to support pupils with additional support needs alongside their peer group, in the normal classroom setting. They may have support from a school Pupil Support Assistant, the Support for Learning Teacher and/or other agencies as noted above. Individually targeted work at a level accessible to the child and designed to support the learning progress is normally provided by the class teacher and learning support staff. Occasionally where deemed necessary the children may be supported individually or in small groups away from the classroom in a quiet setting within the school.

Dealing with Concerns & Complaints

Concerns

We understand that parents may have concerns about their child/ren from time to time. We are accustomed to supporting parental concerns regarding issues such as friendships, eating habits, behaviour, health issues (including toileting), homework, learning difficulties etc.

Where parents have concerns regarding their child, the class teacher should be contacted in the first instance, as he/she will be the person in school who knows your child best. Quite often your concern can be addressed quickly and easily via a phone call. At times, another professional colleague may be called upon to support you with concerns e.g. school nurse or additional support needs teacher. You will always be consulted prior to any information being shared with other professionals.

You can contact your child's class teacher either by putting your concern in writing or by telephoning the school and arranging an appointment time to talk to him/her. The school will make every effort to respond to your concern as soon as practically possible, and certainly within 5 working days.

If you feel that the class teacher has been unable to support you in dealing with your concern, you should contact the head teacher for further advice.

Whilst we understand that there may be times where parents may be upset or angry regarding their concerns, please be reminded that Aberdeenshire Council expects all staff to be treated respectfully and has a zero tolerance policy towards aggression or humiliation of staff.

For further information e mail hrpolicyteam@aberdeenshire.gov.uk

Complaints

Where a concern remains unresolved in the eyes of parents, parents have the right to make a formal complaint. This complaint can be put in writing, e mailed or communicated verbally to the school. The school will make every effort to respond to and resolve your complaint as soon as practically possible, within 5 working days.

Where complaints remain unresolved by the school, these will be escalated to stage 2 (investigation stage) of the complaints process. In these circumstances the Quality Improvement Officer with line management responsibility for the school or the area Head of Service will investigate the complaint and make a response to the complainant.

Where complainants continue to be dissatisfied with a stage 2 response, complaints can be referred to the Scottish Public Services Ombudsman. Further information and guidance can be found at – www.aberdeenshire.gov.uk/haveyoursay/index.asp

Insurance

No insurance is held by Aberdeenshire Education, Learning and Leisure Service that automatically compensates school pupils for personal accident, whether an accident occurs within or outwith the boundary of the school. Insurance of this nature, e.g. personal accident, life, private medical, is seen as a parental responsibility. It is your responsibility as a parent to insure your child for personal accident or death if you feel this is appropriate.

Aberdeenshire Education, Learning and Leisure Service does hold third party liability insurance, which indemnifies the Council against claims from third parties, e.g. parents on behalf of pupils who have suffered injury, illness, loss or damage arising from the negligence of the Council or its employees. In these circumstances all claims are handled on behalf of the Council by external Insurers and Claim Handlers and compensation is dealt with on a strictly legal liability basis.

The Authority has a duty of care in respect of pupils in its charge during school hours and as such has to take reasonable steps to ensure the safety of all primary and secondary pupils. However, it is thought that secondary pupils should be more mature and, therefore, a lesser degree of supervision would be sufficient.

It may be necessary to provide supervision for primary children on school premises before or after normal school hours if their early arrival or late departure is due to the timing of official school transport. This general duty of care continues if the children go home by way of school transport and ends when the child gets off the bus, at which point the parents then become responsible.

Parents may wish to consider their own insurance arrangements in terms of appropriate extensions to their household insurance or arranging their own separate covers.

Section 4

School Improvement

Data Protection

School Improvement

Standards & Quality & Improvement Planning

All schools in Scotland are required to report on Standards and Quality and Improvement Planning on an annual basis.. Parents are welcome to request a copy of the full report or can view this on the school website. Members of the Parent Council are invited to comment on and add to this report before it is finalised and sent to parents.

The Standards and Quality Report measures school performance against a set of national quality indicators and include information about the main achievements of the school. The report also evaluates progress on the school's previous year's improvement plan e.g. how standards have been raised in literacy, numeracy and health & wellbeing.

Improvement Planning

In consultation with the Parent Council, the school draws up an improvement plan on an annual basis, indicating the priorities for school improvement. National and local authority initiatives and developments also inform the school improvement plan.

Parents can access comparative information about all Scottish Schools and their education authorities at www.ltscotland.org.uk/scottishschoolsonline

For further information on national quality indicators go to www.journeytoexcellence.org.uk/about/keydocuments/part3.asp

TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

Education authorities and the Scottish Government collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. This 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 Government itself.

What pupil data is collected and transferred?

Data on each pupil is collected by schools, local authorities and ScotXed. 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 ScotXed. 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 ScotXed.

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.

How Does Aberdeenshire Council Hold and Store Pupil Data

Aberdeenshire Council use a system called SEEMIS which is used in almost all local authorities in Scotland and is subject to independent scrutiny to ensure that it is a secure environment for holding such data. Our schools update the data held in the system when they have an education update to make to a pupil's record or when they receive advice from a parent or guardian either through the Annual Data Check exercise or when they are made aware of a change of circumstances at any other time in the year.

Data Protection Act 1998

When registering your child in one of our schools, and throughout their time in education, you will be asked to provide a range of personal and potentially sensitive information about your child and your family. All information provided by you will be handled in accordance with the Data Protection Act 1998. As such we draw your attention to the following Fair Processing Notice.

Fair Processing Notice

Who may process your personal data?

The information which you provide to your child's school will be processed by Aberdeenshire Council, which is a Data Controller of this information for the purposes of the Data Protection Act 1998. You can tell us at any time if you do not want us to process or share any information that you have previously provided.

What personal data will be collected?

The information which you provide may include:

- Personal contact details
- Employment details
- Child's date of birth
- Physical or mental health or medical conditions
- Income (if applying for free school meals or clothing grants)

For what purposes will your personal data be used?

The information which you provide on the attached form will be used by Aberdeenshire Council for the following purposes:

- Provision of education to your child
- Provision of additional educational support for your child (if required or requested)
- Provision of transport for your child (if required or requested)
- Provision of extra curricular activities for your child (if required or requested)

Will Aberdeenshire Council disclose your personal data to anyone else?

Yes. Aberdeenshire Council may share this data with partner agencies. These may include NHS Grampian, Careers Scotland, or Scottish Government departments such as the ScotExed statistical return and transport providers.

We will tell you on the forms that you complete, who we may share that information with, and will seek your permission to do so. We will only reveal information to somebody else where we have your permission or as required by law where it is relevant for that purpose. We do not sell or rent information to anybody.

If you have any queries regarding how we will process your information under the Data Protection Act 1998, please contact:

Aberdeenshire Council Education, Learning and Leisure Service:

01224 664630 or email: education@aberdeenshire.gov.uk

PARENTAL ACCESS TO RECORDS

The Pupils' Educational Records (Scotland) Regulations 2003 means that you can get access to your child's records. Details of the regulations and process for obtaining information specific to pupils are available by contacting the school directly or can be found at:

www.educationscotland.gov.uk/parentzone/yourchildatschool/accessyourchildrecord

Section 5

Annual Updates

School Clothing Grants

Parents or carers who have a child under 16 attending an Aberdeenshire school and receive any of the following:

- Income Support
- Income-based Job Seeker's Allowance
- Income-based Employment Support allowance
- Child Tax Credit, but not Working Tax Credit, and where your income is less than £15,860 (in 2011/12 as assessed by the Inland Revenue)
- Support provided under Part VI of the Immigration and Asylum Act 1999

Qualify for a School Clothing Grant. Pupils aged between 16 and 18 years who receive any of the above benefits in their own right also qualify.

Further information is available from:

<http://www.aberdeenshire.gov.uk/parentscarers/financial/ClothingGrant2011.pdf>

School Uniform Costs

Fleeces, sweatshirts and polo shirts printed with the school logo, are available from the school office. Prices are as follows:

- | | |
|---|--------|
| • Fleece (child) | £16.00 |
| • Fleece (adult) | £21.50 |
| • Sweatshirt Size 5-6, 7-8, 9-10, 11-12 | £ 9.75 |
| • Sweatshirt Size Small, Medium Adult | £13.00 |
| • Cardigan Size 5-6 , 7-8, 9-10, 11-12 | £13.00 |
| • Poloshirt Size 5-6, 7-8, 9-10, 11-12 | £ 8.50 |
| • Poloshirt Size Small Adult | £10.50 |

Can My Child Get Free School Meals?

You can claim free school lunches for your children if you are receiving:
Income Support (IS)

- Income Based Job Seekers Allowance (JSA)
- Any income related element of Employment and Support Allowance
- Child Tax Credit (CTC), but not Working Tax Credit, and your income is less than £15,860
- Both maximum Child Tax Credit and maximum Working Tax Credit and your income is under £6420
- By email: benefits@aberdeenshire.gov.uk
- In person at one of our [Benefit Offices](#)

<http://www.aberdeenshire.gov.uk/parentscarers/financial/meals.asp>

School Meals charges are currently £1.95 per ticket and £19.50 for a book of 10 meal tickets. Cheques should be made payable to Aberdeenshire Council.

School Staff

Teaching Staff

Head Teacher

Nursery

P1/2

P2/3

P3/4

Pr 5/6

Pr 7 (Job share)

Learning Support

Mrs Wilma Mutch

Mrs Alison Baxter

Miss Linsey Milne

Mrs Alison Shand

Miss Lindsay Macdonald

Miss Catherine McKay

Mrs Angela Verth

Mrs Estelle Bain

Mrs Carole Brook

Visiting Specialists

Music

Park

P.E.

French/Spanish

Art

Science

Drama

Instructor

Violin

Miss Josephine Breton / Mr David

Mrs Denise Lynch

Mr David Harris

Miss Shona Gibb

Mrs Kirsty Potts Vialettes

Mr Robert Milne

Non-Teaching Staff

Nursery Nurses

Pupil Support Assistants

School Administrator

Clerical Assistant/Receptionist

Janitor

Cook/Supervisor

Catering Assistants

Cleaners

School Chaplain

Community Paediatrician

Educational Psychologist

Mrs Sheila Wilson

Miss Emma Cordiner

Mrs Caroline Galloway

Mrs Kerry Anderson

Mrs Gwen Bremner

Mrs Allison Bruce

Miss Marelle Forest

Mrs Pauline Cumming

Mrs Sarah Cooper

Mr Sandy Gerrard

Mrs Anne Smith

Mrs Evelyn Bremner

Mrs Alison Davies

Mrs Anne Milne

Mrs Sheena Murdoch

Pastor Paul Read

Dr Nalini Gajapathy

Mrs Jan Foot

HOLIDAY DATES SESSION 2012/2013

New Session Begins - In-Service Day	Monday 20 th August 2012 (Staff) Tuesday 21 st August 2012 (Pupils)
End of Term	Friday 12 th October 2012
Start of Term 2	Monday 29 th October 2012
In-Service Day	Monday 12 th November 2012
In-Service Day	Tuesday 13 th November 2012
End of Term	Friday 21 st December 2012
Start of Term 3	Monday 7 th January 2013
Occasional Holiday	Friday 8 th February 2013
Authority Holiday	Monday 11 th February 2013
In-Service Day	Tuesday 12 th February 2013
In-Service Day	Wednesday 13 th February 2013
End of Term	Thursday 28 th March 2013
Start of Term 4	Monday 15 th April 2013
Authority Holiday	Monday 6 th May 2013
Occasional Holiday	Monday 10 th June 2013
End of Term	Friday 5 th July 2013

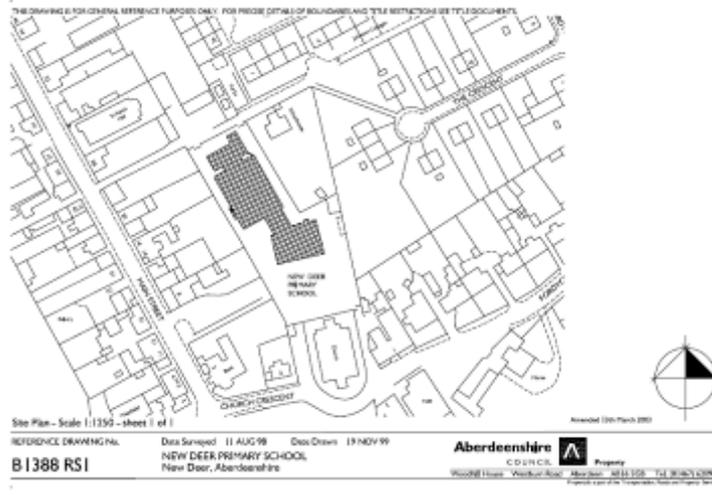
Also link to annual holiday calendar-

www.aberdeenshire.gov.uk/schools/information/School_holidaydates2011-12to2014-15.pdf

Link to Catchment Area for New Deer School

http://www.aberdeenshire.gov.uk/local/map.asp?type=school_area&id=151126859

Plan of school



THE DRAWING IS FOR GENERAL REFERENCE PURPOSES ONLY. ALL DIMENSIONS ARE TO BE CHECKED ON SITE.



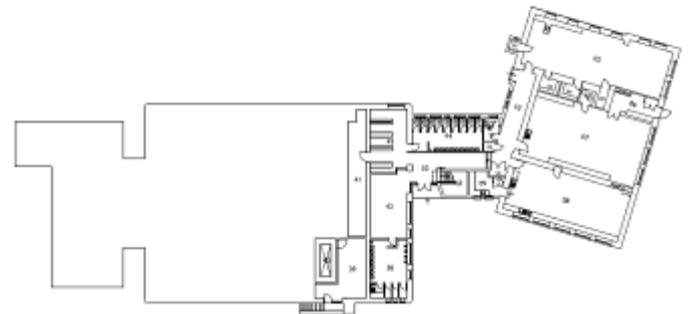
Floor Plan - NOT TO SCALE sheet 2 of 3

REFERENCE DRAWING No. B1388 RF2 Date Surveyed: 11 AUG 98 Date Drawn: 19 NOV 99

NEW DEER PRIMARY SCHOOL
New Deer, Aberdeenshire

Aberdeenshire COUNCIL Property
Woodhill House, Woodburn Road, Aberdeen AB11 1SR, Tel: 01463 420900
Aberdeenshire Council is a registered charity. No. 1000000

THE DRAWING IS FOR GENERAL REFERENCE PURPOSES ONLY. ALL DIMENSIONS ARE TO BE CHECKED ON SITE.



Floor Plan - NOT TO SCALE sheet 1 of 3

REFERENCE DRAWING No. B1388 RF1 Date Surveyed: 11 AUG 98 Date Drawn: 19 NOV 99

NEW DEER PRIMARY SCHOOL
New Deer, Aberdeenshire

Aberdeenshire COUNCIL Property
Woodhill House, Woodburn Road, Aberdeen AB11 1SR, Tel: 01463 420900
Aberdeenshire Council is a registered charity. No. 1000000

Please note that whilst all information within this booklet is correct at the time of printing, it is possible that some items may change during the course of the year.