



Barrhead High School Handbook

2024/25



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Section 1 - Introduction

A WELCOME FROM THE HEAD TEACHER

It gives me great pleasure to welcome all prospective parents/carers to the community of Barrhead High School. I hope as you read this Handbook, you will gain not only information about our school but also a sense of the caring and inclusive community at its heart.



As a Rights Respecting School, we are committed to ensuring all our young people are safe, happy and healthy and encourage our young people to take an active role in the wider life of the school and have a voice in school decisions.

Strong and trusting relationships are at the heart of our community. We value our partnerships with parents and carers, and work together to ensure our young people are supported and challenged to achieve their personal best.

We aim to deliver excellent learning experiences to develop confident individuals who are prepared for life and all the opportunities and challenges it will bring.

I hope you find this Handbook informative and I look forward to meeting you as new members of our school community.

Please visit our school website at <https://blogs.glowscotland.org.uk/er/Barrhead/> or follow us on Twitter to keep up to date with our school notices and acknowledgements.

Fiona Johnston
Head Teacher

Barrhead High School



Section 1 - Introduction

BARRHEAD HIGH SCHOOL

Barrhead High School is a six year, non-denominational, comprehensive school serving the town of Barrhead. We work closely with our three associated Primary Schools, Carlibar, Cross Arthurlie and Hillview to support families and improve outcomes for all.

We have a current roll of approximately 632 learners and a teaching staff equivalent to 59 full-time teachers. Our young people are further supported by 21 support staff including Pupil Support Assistants, Librarian, Business Support and technicians.. There are 3 Depute Head Teachers, 9 Curricular Principal Teachers, 6 Pupil Support Principal Teachers and 3 Development Principal Teachers.

The school lies on the outskirts of Barrhead with a splendid outlook over to Cowan Park and adjacent farmland. The new building opened in August 2017 and has provided a learning environment and facilities of the highest standard.

There is a 'theatre box' drama area which serves as a teaching area and also a performing area. There are 8 IT rooms, wifi throughout the building and access to chromebooks, laptops and ipads. The PE facilities are first class and we have 2 MUGA pitches with a running track around one.

The school is also fortunate in having strong support from our local community. Parents have high expectations of the school and provide encouragement and support for their young people.

Local employers also offer work placements to our young people and share their expertise.



Section 1 - Introduction

SCHOOL ETHOS

Barrhead High School is noted for its caring ethos. All learners are respected and valued, and relationships are at the heart of our school community. We are a Gold Rights Respecting School. The Gold Award recognises achievement in putting the United Nations Convention on the Rights of the Child at the heart of a school's planning, policies, practice and ethos. The aims of our school charter is to ensure the whole community learns about the Convention on the Rights of the Child and that our young people, staff and parents use this shared understanding to work for global justice and sustainable living.

Our Vision, Values and Aims

Vision

Our vision is to 'raisethebarr'. This means that we support, challenge and inspire every young person to achieve the very best they can.

Values

What we do and how we do it is guided by our underlying values. At the heart of these values lies **RESPECT** - respect for each other and respect for yourself. We recognise learners' successes in living the school values through their actions and choices.

Resilience
Excellence
Supportive
Participation
Equity
Confidence
Teamwork

Aims

- We want our young people to be successful learners who are enthusiastic about learning and set aspirational goals.
- We want our young people to live our school values so that they leave Barrhead High with the confidence to thrive in a rapidly changing world.
- We want our young people to be active citizens with an awareness of global issues, using their voice to campaign for change.
- We want our young people to embrace opportunities to develop their resilience and contribute effectively to society.

Section 2 - Transition to Barrhead High

TRANSITION FROM ASSOCIATED PRIMARIES



In order to ensure a coherent and smooth progression from Primary to Secondary, an extensive transition programme is in place. Curriculum for Excellence provides a framework that coordinates learning and teaching from age 3 to 18 and we work closely with our associated primaries to ensure this happens.



Your child will have attended a range of cluster transition events to give them an opportunity to meet their future teachers and experience a range of curriculum areas. They will also have the opportunity to join Barrhead High for Induction days to ensure they feel confident about finding their way around the school, following their timetable and are excited about the range of extra-curricular activities on offer at Barrhead High. Parents will have an opportunity to visit the High School and hear more about the transition process and provide an opportunity for you to share any concern you or your child may have.



Section 2 - Transition to Barrhead High

TRANSITION AT OTHER TIMES

Before a child enrolls in Barrhead High School, the Education Department will seek documentary evidence to validate a child's entitlement to a catchment place at this school. Documentary evidence can be submitted to the Education Department via the school office; further detail on required documentary evidence is available in the Education Department's school admission policy which is accessible on the Council's website via the web address below:

<https://www.eastrenfrewshire.gov.uk/school-admissions>

When a child who was enrolled in the school as a catchment pupil ceases to reside within the Barrhead High School delineated catchment area and his/her parents wish the child to continue to attend the school the parent must submit a placing request to remain.

Placing Requests

If you do not live within our catchment, you would need to submit a placing request to East Renfrewshire Council and it would need to be granted before we can proceed. To make a placing request, or for further information about this, please contact

East Renfrewshire Council Offices
Placing Request
Education Department
211 Main St
Barrhead
G78 1SY

0141 577 3578

The ERC Education Department website contains more information regarding catchment places and placing requests. The full policy and procedures can be accessed here:

<http://www.eastrenfrewshire.gov.uk/placingrequest>

Section 3 - Support for Pupils

GETTING TO KNOW US

The support and partnership of parents is very important to the success of Barrhead High School. We hope to get to know new parents as soon as possible, but in the meantime, you will find it helpful to be introduced to some of the staff your child may meet, even before they arrive.

Senior Leadership Team



Ms L Potter
Depute Head Teacher
S5 & S6



Mr A Beaton
Depute Head Teacher
S3 & S4



Mrs K McShane
Depute Head
Teacher
S1 & S2

Pupil Support Team



Ms M. Mahon
Principal Teacher of
Inclusion



Miss G. Van Looy
Principal Teacher Pupil
Support (Pastoral)



Mr S. McLachlan
Principal Teacher Pupil
Support (Pastoral)



Mrs L. Orr
Principal Teacher Pupil
Support (Pastoral)



Mrs J. McGuigan
Principal Teacher Pupil
Support (Support for
Learning)



Mr G. Maybury
Principal Teacher
Pupil Support (Pastoral)

Section 3 - Support for Pupils

OUR SUPPORT TEAM (1)

The Pastoral (“Guidance”) Teacher

Your child will have a Principal Teacher of Pupil Support (Pastoral) who will be the first port of call for any concerns. They will soon get to know your child and will keep a close eye on progress, attendance, timekeeping and on friendship groups.

We also try to ensure that siblings share the same Pupil Support teacher so you should be able to speak to one person who knows your child and your family well.

Pupils will be introduced to their Pupil Support teacher when they first arrive at High School and in most cases, their Pupil Support teacher will meet with them one period every week during Pastoral.

In addition to their normal teaching duties, they are involved in a number of important activities:

- care of new admissions
- monitoring the attainment and achievements of all pupils
- giving advice on course choices
- monitoring attendance and timekeeping
- care of pupils facing difficulties – emotional, physical, academic
- preparation of reports on pupils – for employers, universities, colleges etc
- contact with parents of individual pupils – by letter, telephone, interview, meeting
- links with supporting agencies such as the careers service, social work department, community organisations etc.

As your son/daughter progresses through the school, they will help them make responsible and informed decisions at the key stages in their education e.g. choosing subjects at option times and considering the possibilities when they leave school.



Section 3 - Support for Pupils

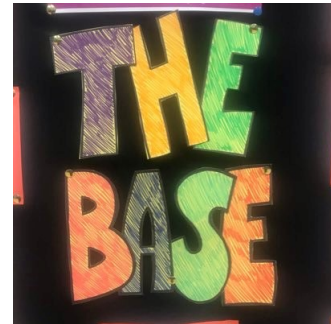
OUR SUPPORT TEAM (2)

Support for Learning

Barrhead High School has a team of specialist staff – teachers and assistants – who aim to provide the additional support an individual pupil may require. If your child has a difficulty which makes learning more challenging, they will quickly get to know the Support department and its Base.

The department offers help to pupils in a variety of ways:

- providing direct one-to-one help from a learning support specialist teacher
- allocation of a support for learning teacher or pupil support assistant to a class
- teaching co-operatively with subject teachers
- advice to classroom teachers by learning support staff
- referral to specialist services, eg Psychological Services, through the school's Joint Support Team
- arranging a case conference for pupils with additional support needs.
- providing specialist resources
- liaising with the Scottish Qualifications Authority (SQA) so that special examination arrangements are made where appropriate
- support for pupils with additional support needs to make positive transitions to Barrhead High School from primary and other schools, and from Barrhead High School to further education, employment or training
- working co-operatively with other staff in the pupil support team.



Contact the Principal Teacher Support for Learning with any concerns.

Inclusion Support

For some pupils who have social, emotional and behavioural difficulties, their behaviour may affect their learning, or the learning of other pupils. We have a specialist team of staff - teachers and assistants - who will work with your child and other teachers to support.

The team will employ similar strategies to those detailed above, working one-to-one, in small groups or with whole classes, focussing on inclusion and developing resilience. They work within the East Renfrewshire GIRFEC (Getting It Right For Every Child) Framework and will also liaise with other partner agencies including the East Renfrewshire Psychological Service and Social Work.

Contact the Principal Teacher Inclusion with any concerns.

Section 3 - Support for Pupils

OUR SUPPORT TEAM (3)

The wider Support Team

Your child can also be supported by our School Counsellor; by Young People's Services; by our Campus Police Officer; or by our Education Psychologist. We can also link to Social Work, the Youth Counselling service, the School Nurse, a local doctor and other partners.

All of these supports are available for any young person who needs additional help. Please contact the Principal Teacher of Pupil Support for additional support.

Joint Support Team (JST)

The work of coordinating the different support agencies is often carried out through the Joint Support Team. It is made up from representatives of the school's Senior Leadership Team, Pupil Support staff, teaching staff, and where possible, Social Work department, Psychological Services, School Nurse service, Careers Service and other appropriate agencies. It allows us to bring together the experience and specialist knowledge of the different agencies to find the best solutions for our young people. We would always seek a parent's permission first before involving the JST.



ENQUIRE

The Scottish Advice Service for Additional Support for Learning

Operated by Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning through:

- A telephone helpline—0345 123 2303
- An email enquiry service—info@enquire.org.uk
- An online enquiry service
- Two websites—www.enquire.org.uk (for parents/carers and practitioners) and www.enquire.org.uk/advice-young-people (for young people)

Enquire also provide a range of clear and easy to read guides and fact sheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'.

Section 3 - Support for Pupils

CHILD PROTECTION

At Barrhead High School we work hard to keep our children safe.

At Barrhead High School we take the care, welfare and protection of our children very seriously. We believe all children have a right to feel safe within the school, home and community.

Within our school we strive to provide a safe, secure and nurturing environment for our pupils, which promotes inclusion and achievement.



Our child protection policy and procedures set out what we will do if we have reason to believe a child is being abused or is at risk of abuse, either within the home or the community. These policies are designed to ensure that children get the help they need when they need it.

Every staff member undergoes a minimum of one child protection training activity every session. Many of our staff are extensively trained in specific areas of child protection to support and identify potential child protection concerns.

We work closely with our partners in Social Work, Health and the Police. The school operates a multi agency Joint Support Team to ensure that the best possible supports are available to pupils when they need them.

The Child Protection Co-ordinator for the school is Mrs McShane, one of our Depute Head Teachers. The Head Teacher, Mrs Johnston, is the Child Protection Officer. If you wish any further information or a copy of the school policy, please contact the school office. If you wish to discuss this important matter further, please make an appointment to see your young person's Support Teacher.

Barrhead Social Work Office: 0141 577 8300

Clarkston Social Work Office: 0141 577 4000

Police Scotland Family Protection Unit: contact Police Scotland 101

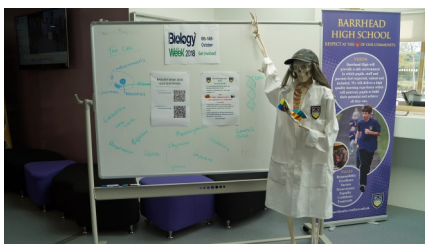
Standby Social Work Out of Hours 0800 811 505

Section 4 - Policies and Procedures

THE SCHOOL DAY / THE SCHOOL YEAR

The School Day

Period 1 • 8.45 - 9.35
Period 2 • 9.35 - 10.25
Interval
Period 3 • 10.40 - 11.30
Period 4 • 11.30 - 12.20
Lunch
Period 5 • 1.05 - 1.55
Period 6 • 1.55 - 2.45
Period 7 • 2.45 - 3.35 (M, T, Th)



The School Year 2024/25

New Session Starts:

School Opens • Wednesday 14 August

September Holiday:

Close • Thursday 26 September

Open • Tuesday 1 October

October Holiday:

Close • Thursday 10 October

Open • Monday 21 October

Christmas Holiday:

Close • Friday 20 December

Open • Monday 6 January

Mid Term Holiday:

Close • Thursday 14 February

Open • Thursday 20 February

Easter Holiday:

Close • Friday 4 April

Open • Tuesday 22 April

May Day Holiday:

Close • Friday 2 May

Open • Wednesday 7 May

Local May Weekend Holiday:

Close • Thursday 22 May

Open • Tuesday 27 May

Summer Holidays:

School Closes • Wednesday 25 June

Section 4 - Policies and Procedures

ATTENDANCE AND TIMEKEEPING

If pupils are not in class, they will not learn. It is vital therefore that parents and carers work with the school to maximise the opportunities to learn for their children by encouraging good attendance and timekeeping.

East Renfrewshire has a clear policy on attendance, which is set out below: 'Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.'

In Barrhead High School, electronic registration is now recorded for all classes on a period by period basis. East Renfrewshire's target attendance figure is 95%. We value the partnership and support we have with parents in meeting our attendance target. East Renfrewshire Council asks parents to avoid taking family holidays during term time. At a school level we are very conscious of the disruptive effect on a pupil's learning. Holidays taken during term-time will be classed and recorded as unauthorised absence.

Staff will investigate all unexplained absences. If unexplained or unjustified absences persist, the matter is then referred to the Reporter to the Children's Panel.. If parents feel that their child may be truanting from school, they should not hesitate to contact us to resolve any issues.

Absence procedures

Please telephone or email the school office before 8.45am to inform us that your child will be absent. Please telephone every day of your child's absence. Your child will be recorded as Unauthorised Absence if there is no parental communication.

Medical and dental appointments

You should call or email the office and your child should come to the school office to follow signing out procedures. No pupil under the age of 16 will be allowed to leave during the school day without a consenting adult accompanying them.

Unwell at school

If your child feels unwell during the school day, the office will contact you. At no point should your child call you. All calls should be directed through the school office. A parent/guardian may be asked to collect the pupil. No pupil under the age of 16 will be allowed to leave school unaccompanied.

Timekeeping

When pupils are at school, it is vital that they arrive on time for classes. Otherwise not only is their education disrupted but so is the education of others in the class. Your assistance in ensuring your son/daughter arrives at school on time is appreciated.

Section 4 - Policies and Procedures

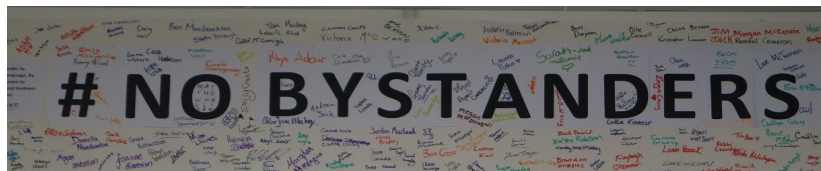
BEHAVIOUR AND ANTI-BULLYING

In Barrhead High School, we are conscious that effective learning and teaching will only take place in a calm and ordered environment, characterised by respect for self and respect for others. We expect the highest standards of behaviour and our classroom charter aims to achieve and maintain this.

School policy on behaviour is based on the classroom charter and on positive relationships between pupils and staff. In dealing with repeated misbehaviour, we recognise the support of parents is vital. In this case, parents will be invited to come in and discuss the situation with a senior member of staff.

The possibility of bullying is often a concern for parents of children moving to a new school, although, in practice, it is not as prevalent as some might fear. However one incident is one too many and as a school we take the issue of bullying very seriously. We aim to ensure that we develop a climate in which bullying is not tolerated by staff or pupils through our “**No Bystanders**” message. We would encourage parents to make contact with the Pupil Support teacher or Year Head as soon as possible if they have any concerns in relation to this.

In recent years, with the easy access many pupils now have to mobile phones, social networking sites and the internet, there has been an increase nationally in incidents of cyberbullying. Internet safety measures are in place by the provision of the ERC firewall, ensuring the safety and protection of our pupils within school. However many incidents of this nature occur out of school and we would encourage parents to be aware of their son/daughter’s phone and internet usage. While we may have limited jurisdiction over what happens out of school, in many instances these things carry over into school as well, so it is helpful for us to know about them.



Section 4 - Policies and Procedures

DRESS CODE

Dressing for excellence at Barrhead High School is crucial to set high standards for all. Wearing a uniform presents an image of the school in the community, avoids inequalities in terms of possessing the latest designer fashions and allows us to identify quickly who should, and who should not, be in our campus.

Pupils, staff and parents working together can maintain excellent standards in uniform. These photographs illustrate acceptable school uniform at Barrhead High School.

Parents can support us by ensuring that their son/daughter is wearing:



- Blazer with badge
- Black Smart Trousers
- Black Skirts or kilts
- White School Shirt (buttons to the neck)
- Black V-neck Jumper / cardigan
- Black Shoes or trainers (all black)
- School Tie



As we are preparing our young people for the world of work parents can support us by ensuring pupils do NOT wear the following items of clothing:

- Leggings, jeggings, shorts
- Jeans (including black)
- Hooded or casual tops (any colour including black)
- White or coloured trainers or shoes
- Items with logos
- Football colours

All outdoor jackets and other coloured tops, other than blazers, will require to be removed inside the building. Lockers are available to keep outdoor jackets in for all pupils.

We have a uniform store, all items can be collected at no cost reduce the cost of the school day



Section 4 - Policies and Procedures

HOMework AND STUDY

Homework is essential to support the learning that takes place in the classroom. It is also important to realise that homework involves more than completing set tasks issued by teachers. Increasingly as pupils move up through the school, they should be taking responsibility for consolidating work already covered and preparing for new work. It is vital therefore that they learn from an early stage to develop good study habits and routinely complete homework.

The amount and type of homework set by teachers will vary from year to year. We expect that all faculties will set pupils homework at all stages. The work to be completed at home should be worthwhile and planned to add to the educational experience. Some exercises may be set to reinforce what has been taught in class; on other occasions pupils may benefit from guided reading, from researching materials in books, newspapers and magazines, or from being directed to watch a programme, film or play on TV.

One of the most significant effects on a young person's progress can happen through the engagement of parents / carers in their child's learning. Barrhead High School uses Google Guardian to remove any barriers there may be for parents accessing / understanding what homework should be completed at home.

Parents will be able to see what homework has been set and completed by their son / daughter. We would ask parents to check on a regular basis to check homework is being completed. Teachers will record the completion of homework.

Teachers or Pupil Support staff will contact parents and carers should there be any concerns developing regarding homework. If parents have concerns about homework, they should contact their son/daughter's Pupil Support teacher in the first instance.

Supported Study

At various times in the session, a programme of supported study may be organised to provide pupils with additional help with their work, particularly in the run up to the prelims or the SQA exams. These supported study sessions are usually held at the end of the school day when teachers are available to provide tutorial support. Pupils are encouraged to take full advantage of these opportunities to maximise their achievement and ensure they attain the highest possible grades.

At other times, teachers will offer help on an informal basis and again we would encourage pupils to make full use of this.

Section 4 - Policies and Procedures

SCHOOL CANTEEN & FREE MEALS



Pupils in S2 and above are allowed to go out of school at lunchtime; however we encourage parents and pupils to make full use of the on-site facilities—the Hub, the Deli or the Cafe. Our facilities are safe, supervised and offer a wide range of healthy eating options. S1 pupils are required to stay in school at lunchtimes.

Barrhead High School operates a cashless cafeteria. Pupils, staff and visitors have an account which is accessed by entering their individual code number. Purchases are then debited from the account.

Money can be credited to the account by inserting cash into the machine in the canteen. However we would encourage parents to make use of the online payment facility **ParentPay** to add money to the pupil's card.



If pupils require special diets, their parents should obtain a diet sheet from their doctor or the hospital dietician and send it to the School Meals Supervisor. The Supervisor will then contact the Catering Manager at the school and the matter will be dealt with discreetly.

Pupils who bring packed lunches to school may use the cafeteria or social areas to eat them.

Free School Meal Entitlement

Some pupils may be eligible for free school meals. This is a means-tested benefit dependent on parental income. Pupils are given a daily allowance (currently £2.30) which is automatically added to each pupil's account each day. If it is not used, it is then lost and cannot be cashed or built up.

Information and application forms for free school meals may be obtained from the school office or from Customer First staff at Council Offices, Barrhead (0141 577 3001). Although application may be made at any time, it is helpful if forms are completed in April for applications which are to take effect from the beginning of the following session. Please note that a new application must be made each session.

We would encourage parents who are eligible to make use of this. Pupils **who are in receipt of** free meals are also eligible for other support e.g. at present senior pupils are entitled to free places on the school's Easter Revision classes. These benefits are only available to pupils who actually receive the free meals. Similarly the school can receive support based on the number of pupils who receive free meals.

Section 4 - Policies and Procedures

PARENTPAY

East Renfrewshire Council operates a service that allows parents/carers to pay for their child's school excursions/visits and schools meals online, via the council's ParentPay system.

By paying online, parents will no longer have to send their young person to school with money to pay for excursions/visits or meals.

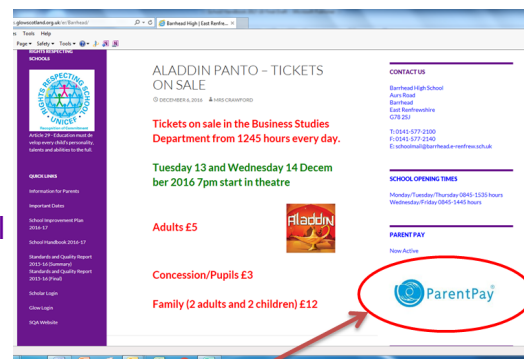
The system is also more cost-effective and avoids the amount of cash that has to be handled by staff.

It is hoped that, due to ease of use, there will be an increase in the number of pupils taking school meals.

You can get more information and log on at:

<https://www.parentpay.com/>

or access it directly from the school website.



Using ParentPay

- Access the ParentPay facility at www.parentpay.com (You can go directly to the site from the Quick Link on the school website.)
- You will first need to create an account using the account activation letter provided by the school and set up a new password.
- Log on with your username (email address) and password.
- You can now use the facility to pay for dinners, Home Economics payments, school trips and much more.

Section 4 - Policies and Procedures

MEDICAL MATTERS

We have 2 trained First Aiders in the school. For pupils who are ill during the day there are strict regulations limiting the first aid we are allowed to provide. We are forbidden to administer medicine unless the relevant pro-forma has been completed, signed by a parent and returned to the School Office along with the medicine, stored in its original packaging.

In cases of serious illness or accidents, every effort is made to contact the parents and, if necessary, arrangements are made to have the pupil taken to hospital. In cases where a pupil is not able to remain in school, contact is made with the parents with a view to having the pupil taken home. Fortunately most cases are straightforward and the pupil returns to classes as soon as possible after receiving first aid.

We would request all parents to inform us of any medical problem or condition affecting their child. Such information is helpful and enables us to take prompt and appropriate action if a pupil is suddenly taken ill. Details of this nature are of course handled with sensitivity and in confidence.

Routine immunisations are carried out by the education doctor and nursing staff. Parents are informed when these immunisations are to take place.

Pupils with medical/dental appointments during the school day should bring the appointment card to the School Office to be recorded. As much notice as possible of appointments should be given.

EMERGENCY PROCEDURES

As with all East Renfrewshire Council schools, we make every effort to maintain a full educational service, but on occasions circumstances may arise which lead to disruption. Schools may be affected by, for example, severe weather, dislocation of transport, power failures or difficulties of fuel supply.

In such cases we shall do all we can to let you know about the details of closure or re-opening as soon as possible. In any decisions taken, the safety and welfare of both pupils and staff will always be paramount. We shall keep in touch by using text-messaging, Twitter and our school website. We shall also use the ERC website, local radio and notices in the local community.

A letter informing parents of the procedures is sent home each year and a copy of the full procedures is available on the website.

Section 4 - Policies and Procedures

EQUALITIES & SOCIAL JUSTICE

East Renfrewshire Council Education Department is committed to ensuring equality and fairness for all. In accordance with the requirements set out by the Equalities and Human Rights Commission, we seek to –

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2012
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not.

As a school, we have a commitment to equality of opportunity and to social justice. This commitment is extended to all members of the school community, pupils, parents and staff, irrespective of social background, creed, disability or race.

The school community has achieved the Rights Respecting School Gold Level Award, LGBT Silver Charter and the Vision Schools Scotland Level 2 Award, which confirms that equality is embedded into our values, policies and procedures.

Barrhead High School has clear guidelines and procedures for dealing with incidents of inequality, as advised by the Education Department. We encourage that any concerns be raised with us. Our Equalities Coordinator is Mrs K. McShane (DHT) and can be contacted by email or by telephoning the school.



DATA PROTECTION

Information on pupils, parents and carers is stored on a computer system and may be used for teaching, registration, assessment and other administrative purposes. The Data Protection Act 2018 and the European General Data Protection Regulations 2016 (GDPR) regulate the way data is managed by us to keep personal information confidential, accurate and secure. For further information please contact the school.

Section 4 - Policies and Procedures

RELIGIOUS & MORAL EDUCATION and RELIGIOUS OBSERVANCE

In line with our statutory duty, the school includes one period of Religious & Moral Education (RME) within the curriculum for S1 - S4. Relevant issues are examined in a meaningful and progressive way, using a context of Christianity, other religions or other belief systems.

Within the S5/6 curriculum, pupils also have the opportunity to study Religious, Moral and Philosophical Studies, offering SQA certification at Higher level.

Further relevant issues in relation to Moral Education will be addressed through our programme of Personal, Social & Health Education for all year groups, delivered mainly by the Pastoral Support teachers.

Similarly issues of this nature may be addressed within the programme of regular assemblies held with each year group.

At times throughout the session, again in line with our statutory duty, we offer opportunities for religious observance.

The programme for this is designed to provide a meaningful experience for all, regardless of personal faith. Such assemblies are planned to be meaningful to all and are sensitive to individual spiritual needs and beliefs. They provide opportunities for the school community to reflect upon and develop a deeper understanding of the dignity and worth of each individual and their contribution to the school and wider community.



Section 4 - Policies and Procedures

COMPLAINTS

As a school, we pride ourselves in offering a first class service to all parties — pupils, parents and the community.

We encourage our pupils to show respect for each other, and the local community. For example, our pupils carry out regular litter-picks in the area surrounding and participate in volunteering in the local community.

If you have a concern, we would welcome hearing from you at an early stage, before it develops into a more serious concern or complaint. Often a quick call to the Pupil Support teacher or even the Year Head will be enough to resolve the issue.



In line with Council policy, and following statutory direction from the Scottish Public Services Ombudsman (SPSO), we have adopted a Complaints Handling Procedure with a two stage approach to handling complaints:

Stage One: Frontline Resolution: We will use this to deal with issues that are straightforward and easy to resolve. We will give you our decision in five working days or less, unless there are exceptional circumstances.

Stage Two: Investigation: For complaints not resolved at Stage 1 or those that are complex and require detailed investigation, we will:

- acknowledge receipt of your complaint within three working days
- give you a full response to the complaint as soon as possible and within 20 working days.

If you are still unhappy with the response, after going through all the stages, you would still have the option of taking your complaint to the Scottish Public Services Ombudsman (SPSO). We would expect however that we would be able to resolve most issues at an earlier stage.

Section 5 - The Curriculum

CURRICULUM FOR EXCELLENCE

Curriculum for Excellence (CfE) is the name given to the Scottish Government's programme for education in schools. It aims to provide a coherent, more flexible and enriched curriculum from ages 3 to 18.

The curriculum includes the **totality of experiences** which are planned for children and young people through their education, wherever they are being educated. These experiences are grouped into four categories:

- Curriculum areas and subjects
- Interdisciplinary learning
- Ethos and life of the school
- Opportunities for personal achievement

The curriculum has been planned to offer “relevant, inspiring, engaging education for every child and young person in Scotland”. It aims to ensure that all children and young people in Scotland develop the attributes, knowledge and skills they will need to flourish in life, learning and work. The knowledge, skills and attributes learners will develop will allow them to demonstrate four key capacities – to be successful learners, confident individuals, responsible citizens and effective contributors.

The curriculum is described in terms of **experiences and outcomes**. They signpost progression in learning and set challenging standards that will equip young people to meet the challenges of the 21st century.

The title ‘experiences and outcomes’ recognises the importance of the quality and nature of the learning **experience** in developing attributes and capabilities and in achieving active engagement, motivation and depth of learning. An **outcome** represents what is to be achieved. The experiences and outcomes are used both to assess progress in learning and to plan next steps, making use of the **benchmarks** for each subject area which help determine the levels at which pupils are achieving.

You can find out more about Curriculum for Excellence on the website:
<https://education.gov.scot/>

The school website also contains further information relating to the particular curriculum arrangements, the subjects on offer and the subject departments within Barrhead High School.

Section 5 - The Curriculum

CfE—IMPLEMENTATION IN BARRHEAD HS

Curriculum for Excellence (CfE) encourages the focus on a broad general education up to S3, before pupils progress to the senior phase. In the broad general education, they will experience learning in all of the 8 curricular areas:

Languages	Mathematics
Social studies	Sciences
Technologies	Expressive Arts
Health and Wellbeing	Religious and Moral Education

covering the experiences and outcomes up to 3rd Level, with progress for many into the 4th Level.

As your child progresses through the school, they will move from a broad general education in S1 towards a greater depth and specialism by S4. The following pages give more detail on how the curriculum throughout S1 to S6 is designed to contribute towards this.

Skills Development

The development of skills is central to Curriculum for Excellence, particularly in relation to literacy, numeracy and health & wellbeing. These 3 areas are seen as the responsibility of all teachers and much work has been carried out by teachers working together to ensure consistency and coherence in developing the skills across the school. This has involved work within individual subject departments but also interdisciplinary learning coordinated between 2 or more subjects.

There is an emphasis on the development of skills for learning, for life and for work, both in school subjects, and in other opportunities for achievement, within and outwith the school context. We recognise that the learning experience will not finish for any pupil when they leave Barrhead High and it is vital that we prepare and equip them for the next stage in their experience.

A major focus for us at all stages is the Scottish Government's Developing the Young Workforce programme and staff have incorporated various strategies into learning and teaching to emphasise how learning in school helps prepare for the world of work and to ensure our pupils move on to a positive and sustained destination when they leave school.

Section 5 - The Curriculum

S1/2 CURRICULUM

In S1 and S2 pupils study a broad range of courses, covering the 8 curricular areas of Curriculum for Excellence, which create the strong foundations for study in S3 to S6. The allocation of time to each subject is outlined below:

Subject	Periods (S1)	Periods (S2)
English	5	4
Mathematics	4	5
French	3	3
Social Subjects (Geography / History)	3	3
Science	3	3
Art	The 6 Practical Subjects are taken on a rota, 3 at a time, with an average of 1.5 periods per week	
Music		
Drama		
I.T.		
Technical		
Home Economics		
Physical Education	3	3
Social Education / Pastoral	2	2
Religious & Moral Education	1	1



Section 5 - The Curriculum

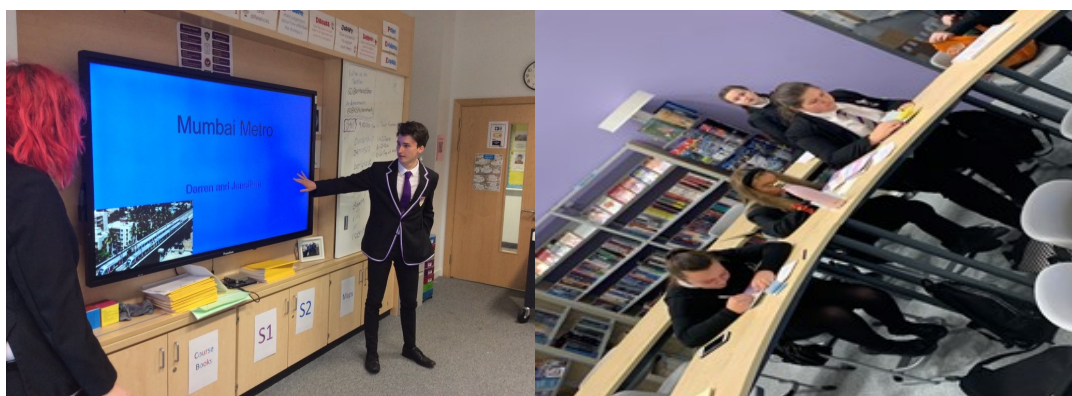
S3/4 CURRICULUM

In S3, most pupils in Barrhead High will continue to focus on 8 or 9 subjects which they will study over the next two sessions. S3 in particular will act as a bridge between completing the broad general education phase, described in terms of experiences and outcomes, and preparing for certification through the National qualifications in S4.

Choice in S3 & S4

Pupils will have the opportunity to make some selections of subjects at this stage, but are still required to follow a broad general education comprising Languages (English and French), Mathematics, a Social subject, a Science subject, a Technology subject and an Expressive Art subject. All pupils will access Health and Wellbeing through core Physical Education and Social Education and all will follow a core course in Religious and Moral Education. However there is also an element of personalisation and choice in terms of which subjects they choose within some of these broad areas.

Pupils will choose their subjects through an option pathways process taking into account their progress and achievements to date and their career intentions beyond school. They will be supported in making these choices by their subject teachers, Pupil Support teacher, Year Head and Careers Officer, among others. Further details can be found in the Option Pathways Booklets (see website).



Parents will have a vital role to play at this time in supporting and helping their child to make the right choices. Information sessions specifically aimed at parents are held at the times choices are being made.

Section 5 - The Curriculum

S5/6 CURRICULUM

In S5/6, pupils can continue their studies from S4, progressing on to Highers and then Advanced Highers or continuing at National levels as appropriate. Pupils will normally focus on 5 subjects in S5.

East Renfrewshire Council also offers an extensive programme of vocational courses in conjunction with the local colleges which can supplement or take the place of some of the school options. Vocational courses are intended to provide a pathway to employment, training or further and higher education, and pupils will gain general employability skills valued by employers.

Some courses are 2.5 day options which means a student will attend college/training provider Monday, Tuesday and Wednesday afternoons and all day on Thursday. The rest of the week he/she will attend school, taking 3 school subjects. Other courses will run for 2 afternoons, (Tuesday and Thursday) allowing students to study 4 subjects in school. All transport costs are met by East Renfrewshire Council. Taxis /buses collect students from the school and return them at the end of the day. Full details of the programme for this session are available by clicking on East Renfrewshire's Vocational Programme prospectus or, speak to your Pupil Support Teacher.

In S6 pupils are expected to focus on 3 or 4 subjects. This allows them some to have an involvement in the wider life of the school – for example the S6 committees, volunteering or peer mentoring.

It is important that pupils check with employers, colleges and universities to identify the required qualifications for their chosen pathway.

The school works hard with Skills Development Scotland to ensure every pupil moves on to a positive destination. Pupil Support teachers lead an intensive UCAS programme to help pupils apply for university, including a parents' information evening.

LEAVING SCHOOL

If you have questions relating to the choices after school, please contact the DHT with responsibility for post-16 provision - Mrs Potter.



Section 6 - Assessment and Reporting

ASSESSMENT

Assessment is an integral part of learning and teaching. It helps to provide a picture of a young person's progress and achievements and to identify next steps in learning. As learners move through the curriculum, they will experience a range of approaches to assessment.

A learner's progress will be assessed in ways and at times appropriate to their learning needs. Judgements about learning will be based on evidence from a broad range of sources, over time, and across a range of activities, both in and out of school. Learners at all stages will be involved in planning and reflecting on their own learning, through formative approaches, self and peer assessment and personal learning planning.



Assessment in the Broad General Education

Teachers will use a range of ways of assessing young people; this may include observation, coursework and assessments to capture how a young person is progressing and what their next steps in learning should be. The CfE benchmarks are used to establish standards.

In addition to school assessment, all pupils in East Renfrewshire currently sit standardised tests in Literacy and Numeracy during S2 and the Scottish National Standardised Assessments in S3.

Assessment in the Senior Phase

At the senior phase young people will also experience assessment practices which lead to qualifications. There will be a variety of internally and externally assessed items, including the formal exams.

Many courses at **National 5**, **Higher** and **Advanced Higher** levels include work that is assessed by teachers and lecturers, but learners will also have to pass a course assessment for these qualifications – usually a question paper and/or coursework. This will be marked by SQA.

Section 6 - Assessment and Reporting

REPORTING

Reporting has two main purposes. Firstly, it provides clear, positive and constructive feedback about young people's learning and progress, looking back on what has been achieved against standards and expectations. Secondly, it creates an agenda for discussions between learners and those teaching and supporting them about their next steps in learning.

Parents will receive regular information about their children's strengths, progress and achievements. They will be informed about any gaps in their children's progress and ways that they can help.

Teachers will report to parents on their child's progress in planned learning across the curriculum areas and in different contexts. They will do this in terms of levels (CfE levels or National Qualification levels) as well as using brief qualitative comments. Reporting will note particular strengths, areas for development and achievements in challenging aspects and in the application of learning.

We will send home a full formal report for each learner at an appropriate time each year. In addition, we will issue at least one tracking report which informs briefly how the pupil is performing in each subject area in terms of effort, behaviour and homework. The timing of these reports varies by yeargroup and is issued at the start of each session.

Each learner in S1, S2 and S3 will produce a profile. A profile is a snapshot of a child's or young person's best achievements at a given point in time. Profiles are primarily aimed at learners and their parents, and draw together a range of information about a young person's learning. It is envisaged that this profile will build up over the pupil's time in school and produce a document that will assist the pupil in applying for jobs, college or university when they leave us.

In addition to the written reports, there will be a parents' consultation meeting for each yeargroup each session. Where possible this is held at a different point in the session from the full report to increase the quantity and value of communication.



Section 7 - Achievement & Improvement

ACHIEVEMENT

Attainment in SQA Examinations

Barrhead High School aims to ensure that all pupils attain to their highest level. The summary statistics for current attainment in the SQA examinations are summarised in the school's Standards & Quality Report for the previous session, issued each October. A copy of this can be accessed on the school website.



Other Achievement

While we recognise attainment in SQA exams as very important, we value achievement in other areas too, both in and out of school. As we have received a number of exciting awards including the Digital Schools Scotland award, the Vision Schools Scotland award, the GOLD Sports School Scotland award and the Rights Respecting School Gold Level award. In addition we regularly see our pupils achieving success in sporting, musical and competitive contexts, as individuals or teams.

We highlight achievements on a week by week basis on the school website or Twitter account and again summarise the most significant of these in the annual Standards & Quality Report.

Celebrating Achievement

S1 PUPIL OF THE MONTH
October

RE Danielle S Mylice P Aaryn T Elise F Lauren M Nathan B	History Colum T Ben G Ruby M	PE Cameron E Kayla C Colum B Hannah M Tyler T Hollie N
D&T Nathan B Lauren FS Milla D Dylan A	Art Jessica F Saffi N Dylan A David H	Music Gabe T Spratt D Nail M Ana M
French Beth M Nathan B Elise F Hannah M Beth S Adam K	Science David H Lyla W Jessica B Connor G Aaryn T Zola M Tyler T Mylice P	HE Sharon S Colum T Lara T Hollie N
English Lyla M Jessica F Nail M Dominique M Jessica B Danielle S	Geography Lauren FS Tyler T Erin B	BACS Nail M Jessica B Ruby M Michael B
Drama Sophie C Colum B	Maths Nathan B Elise F Ruby M	Maths Razafika E Olivia M Aidan A Lyla M Zak M Beth S Adam K Danielle S

Barrhead High School
at the heart of our community

At the end of each session, we hold an awards ceremony for S1-3 learners to recognise their achievements.

These can range from effort in classes, leadership, and from representing the school to service to the community.

Section 7 - Achievement & Improvement

IMPROVEMENT

The results below summarise the school's achievements in SQA exams over the past sessions in the key measures:

All percentages are of the relevant S4 roll.

By end of S4	5+ @ level 5 or better						
	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/23	2023/24
	52	60	66	65	66	59	

By end of S5	3+ @ level 6 or better						
	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/23	2023/24
	42	35	46	56	53	51	

By end of S5	5+ @ level 6 or better						
	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/23	2023/24
	13	20	23	25	31	20	

By end of S6	5+ @ level 6 or better						
	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	2023/24
	29	36	37	45	51	44	

By end of S6	1+ @ level 7 or better						
	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/23	2023/24
	20	17	20	22	17	27	

School Improvement Plan

Barrhead High School works in the context of the Scottish Government's National Improvement Framework and the Local Improvement Plan of East Renfrewshire Council's Education Department. East Renfrewshire.

As a school, we ensure that we are offering the best possible learning experiences for our pupils by reflecting on our practice, both as individual teachers and as a school. Each year we produce a School Improvement Plan which identifies our priorities and vision.

A copy of the current School Improvement Plan created by parents is posted on the Website.

Section 8 - Pupil Involvement

GETTING INVOLVED IN SCHOOL LIFE

School is not just about the academic learning that takes place in the classroom. Many of the most memorable experiences for our learners will occur in other contexts. Sometimes this will involve teachers taking their subject out of the classroom but often it will be through participating in other experiences and making the most of opportunities.



This can be through extra-curricular clubs, charity work, competitions, school trips and much more. The Friday Club is always popular and offers a variety of activities in a non-competitive context.

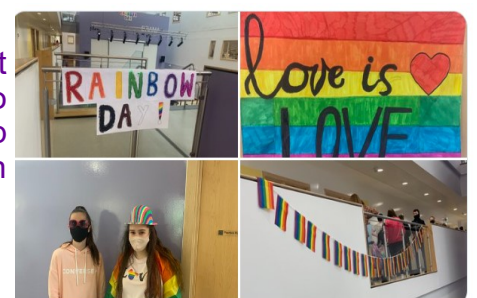
Each session, we run a Freshers' and volunteering Fayre to ensure that all pupils, but particularly the new S1, know what clubs and activities are taking place and we encourage them all to sign up for something.

To get the most out of your time at Barrhead High School, learners must be prepared to try new opportunities to #raisethebarr.



Pupil Voice

Pupils can have a voice on decisions which will affect them through the Pastoral Representatives. We also have various committees and leadership opportunities to ensure learners are involved in planning and driving forward changes.



Section 8 - Pupil Involvement

EXTRA-CURRICULAR ACTIVITIES

Sports

Barrhead High School offers many sporting activities during lunchtimes and after school. Activities vary from session to session depending on demand. Football, Rugby, Badminton, Basketball, Netball, Gymnastics and Athletics teams also represent the school.



Music

Barrhead High School has a wide variety of musical activities on offer. Pupils can join the school orchestra or choir or use the Music Department's extensive resources to join groups of pupils, for example, practising guitar, drum, keyboard or many other instruments during the lunchtime.



Drama

Our drama studio has allowed our pupils not only to study Drama as part of their course, but to take part in other activities based on drama.

Performances

As well as an annual concert, we have a number of school shows throughout the year. We also showcase achievements via talent shows; gymnastics displays; and dance shows.



Trips Home and Abroad

Trips are often the highlight of a learners' school experience. In recent years we have skied in Italy, caught a show in London, visited Iceland and Berlin², as well as adventured in an Outdoor Centre.



Section 9 - Parental Involvement

KEEPING IN TOUCH

Parents often feel that their teenager is reluctant to give away any information about school! - “What did you do at school today?” “Nothing!” - is a standard conversation in many homes.

We have a number of ways of communicating with parents. Parents should check that their child produces any letters or forms from the depths of the schoolbag. For urgent and important messages/reminders, we will send a text or e-mail. You will also receive a monthly digital bulletin with all the key information.

We are making extensive use of our website and Twitter to inform parents and pupils. They are updated regularly and contain a wealth of information about the school as well as important links to other sites of interest to parents. Most information is added as news items to the website. We also have good relationships with the Barrhead News and they regularly feature articles about the school.



We are always accessible by phone to our school office. Even if the member of staff you need is teaching, a contact number will be noted and we will get back to you as soon as possible. Principal Teachers of subjects or Pupil Support may contact you directly. We also welcome parents into school for formal and informal meetings.

Google Guardian is an online app which is used across the school to issue and monitor homework. Every pupil is registered and parents should also sign up. Parents can see or receive notifications about homework due or missed. The feedback we have received about the value of this app is very positive.

Our contact details are on the back of this handbook.

Section 9 - Parental Involvement

GETTING INVOLVED

Research consistently demonstrates that where parents are involved with their children's education and learning, both at home and in partnership with the school, their children do better and achieve more. These benefits can be long-lasting and extend to better health and relationships, and improved employment prospects.

Parents make a difference

Parents, carers and families are by far the most important influences on children's lives. Parents who take on a supportive role in their children's learning make a difference in improving achievement and behaviour. Their support can play a vital role at all stages of education.

For example, where parents are actively involved in reading with their children at home, their children's reading scores improve, on average, by between 12 and 18 months. In the secondary sector, parents' active support for their child's learning can make a difference into adolescence. Evidence shows that most differences in achievement by 14-year-olds in English, maths and science are due to home influences.

Parents in partnership with schools

The active involvement of parents in the life of the school can help promote a learning community in which pupils can engage positively with school staff and their peers. As a school, we try to ensure that parents are kept informed and involved in all decisions affecting their children's education and learning.

We run a number of events aimed at parents in addition to the normal curricular parents' meetings. We regularly offer sessions to help parents support their child in their homework and study, whether the focus is on maths in S1, helping with English homework, different ways of studying and preparing for exams in the senior phase or preparing for transition to university after school.



Section 9 - Parental Involvement

PARENT COUNCIL

Scottish Schools (Parental Involvement) Act 2006

The Act makes provision for all parents to be members of the Parent Forum at a school, and to have their views represented to the school, education authority and others, through a representative Parent Council for the school.

The legislation supports parental involvement in a much wider sense than before. It aims to help *all* parents to be:

- involved with their child's education and learning
- welcomed as active participants in the life of the school
- encouraged to express their views on school education generally and work in partnership with the school

The Parent Council also has a role in the appointment of Head Teachers and Depute Head Teachers.

The Parent Council for our school is known as:

Barrhead High School Parent Council

We have more than 20 Parent Council Members who will meet monthly. The Council has its own section on the school website. Parents can contact the Parent Council through the school office or by email to the school email address.

Chair	Nikki Winning
Vice-Chair	David Frame
Treasurer	Nuzhat Uthmani

The Head Teacher and local councillors may attend all meetings as advisors to the Parent Council .

Meeting dates will be advertised on the school website at
www.barrhead.e-renfrew.sch.uk

Joining the Parent Council is a positive way to contribute to the life of the school and parents of new pupils who are interested in doing this will be made most welcome.

Section 10 - Further Information

ERC INFORMATION

East Renfrewshire Council Education Department

East Renfrewshire Council's education website can be found using the link below. There are further pages giving information on a range of topics including placing requests, free meal entitlement, school holiday dates, and much more.



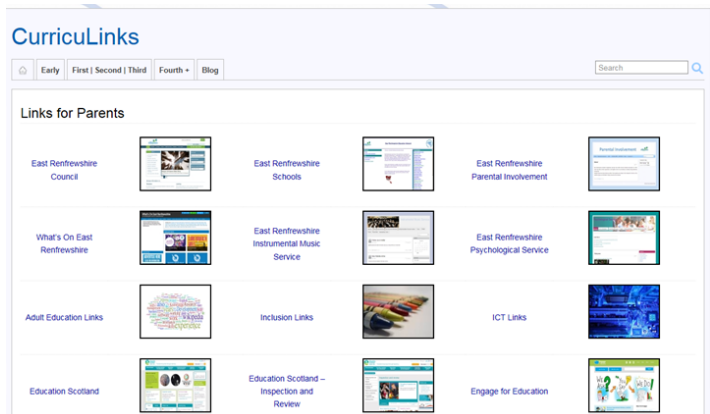
<http://www.eastrenfrewshire.gov.uk>

CurricuLinks

The link below will take you directly to the East Renfrewshire Council Education Department's CurricuLinks 'Links for Parents' page:

<https://blogs.glowscotland.org.uk/er/curriculinks/links-for-parents/>

As well as giving information on the curriculum, this site has direct links to various other websites which may be of interest to parents including Education Scotland, SQA, and Parentzone.



The 'Inclusion Links' icon will lead to various sites of relevance to Additional Support

Needs including Enquire, Dyslexia Scotland and the Scottish Society for Autism.

The 'ICT Links' icon will lead to various sites giving advice on the safe use of ICT including Respectme, CEOP and Be Safe Online.

Section 10 - Further Information

OTHER USEFUL WEBSITES

The Scottish Government

This is the Government's site relating to education. There are further pages dealing with curriculum, assessment, support for pupils, Additional Special Needs and much more.

<http://www.scotland.gov.uk/Topics/Education/Schools>

Education Scotland

Education Scotland is the key national body supporting quality and improvement in Scottish education. It has merged the development work previously carried out by Learning Teaching

Scotland with the functions of the HMIE. The website is full of information relating to all areas of education—curriculum, assessment, support for pupils, Additional Special Needs, quality and improvement, and much more

<https://education.gov.scot/>



The Scottish Qualifications Authority (SQA)

The SQA is the national accreditation and awarding body in Scotland. They are responsible for the administration of courses and exams offered in the senior phase.

<http://www.sqa.org.uk>

Parentzone

A special section of the Education Scotland website, designed specifically with parents in mind. It covers everything from choosing a school to getting involved in your child's education; from Curriculum for Excellence to Additional Support Needs—from a parent's point of view.

<https://education.gov.scot/parentzone/>

Parenting Across Scotland

Parenting across Scotland is a partnership of charities which offers support to children and families in Scotland to give children the best possible start in life.

<http://www.parentingacrossscotland.org/>

The National Parent Forum of Scotland

The NPFS is a very active organisation who have produced a number of very high quality and useful materials, particularly relating to Curriculum for Excellence and the new National Courses. They have produce single sheet summaries for almost every subject known as "Nationals in a Nutshell" ..

<https://www.npfs.org.uk/downloads/category/in-a-nutshell-series/nationals-in-a-nutshell-series/national-5/>

Section 10 - Further Information

OTHER USEFUL WEBSITES — continued

Enquire

Enquire is the Scottish advice service for additional support for learning (see page 13)

<http://www.enquire.org.uk/>

Skills Development Scotland

Formerly Careers Scotland. The Skills Development Scotland website can be accessed from the link below—in particular the 'My World of Work' site can be accessed from here and offers a number of tools to support career planning.

<http://www.skillsdevelopmentscotland.co.uk/>





Barrhead High School

Aurs Road

BARRHEAD

East Renfrewshire

G78 2SJ

0141-577-2100

Email:

schoolmail@barrhead.e-renfrew.sch.uk

Website:

www.barrhead.e-renfrew.sch.uk