

Clydeview Academy



School Handbook

2026 - 2027

Welcome by our Head Teacher

December 2025

Dear Parent,

Welcome to Clydeview Academy. This handbook is designed to give you an insight into the school, its aims and achievements. It will also provide you with information about the educational opportunities we offer your son or daughter.

We were founded in August 2011 and moved into a brand-new state-of-the-art building.



We have established strong links with our community and our school values of *Ambition, Respect, Determination, Creativity, Integrity and Commitment* are the cornerstones of our daily practice. We are very proud of the achievements of our students and are delighted at the positive ethos which we enjoy. Our ultimate aim is to develop the full potential of all our young people. Our success stems from the way we value every pupil by providing them with the knowledge, skills and confidence to meet the challenges of our ever changing world. We acknowledge the central importance of parents/carers in the success of their children's learning and we see Clydeview Academy as the ideal establishment to develop the key partnerships which support high levels of attainment and achievement for all.

The school has consistently proved to be successful in a number of different areas - SQA results, wider achievements and a variety of awards.

Our success depends to a very large extent on the co-operation and involvement of parents who are encouraged to take an active interest in the work and life of the school. Parents are encouraged to consult with myself or senior staff about the progress and welfare of their children.

I look forward to welcoming you and your children to Clydeview Academy

Yours sincerely

Craig Gibson
Head Teacher

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Our Values

Ambition: Striving to be the best that we can be

- ⦿ All learners are motivated by the desire to achieve, and experience **success in all endeavours**.
- ⦿ Staff are dedicated to professional development and providing **opportunities** for all learners by delivering a creative and innovative curriculum, which ensures breadth of experience and appropriate challenge.
- ⦿ Our school community supports the **aspirations** of all learners and cultivates a climate of limitless possibility.

We are dedicated to becoming the best versions of ourselves

Respect: Respecting ourselves, others and our environment

- ⦿ All learners show an awareness of others and conduct themselves in a manner which demonstrates **consideration** for people, the school building, its facilities and the wider environment.
- ⦿ Staff are committed to promoting **positive relationships**, achieved through unconditional positive regard.
- ⦿ Our school community encourages **open mindedness**, respecting difference and individuality, creating an environment where every opinion is heard.

Compassion and kindness are at the heart of our school

Determination: Embracing every challenge with enthusiasm and resolve

- ⦿ All learners have high expectations of themselves and have the **focus, courage and conviction to persevere** and recognise the value of hard work.
- ⦿ Staff are **tirelessly dedicated** to empowering learners and unlocking their true potential.
- ⦿ Our school community values responsibility and seeks to develop the **skills of resilience** encouraging us all to never give up.

Reward is earned, not given and is achieved through time and effort

Creativity: Inspiring curiosity for lifelong learning

- ⦿ All learners are inquisitive, using **flexibility of thought** to independently problem solve and apply knowledge, skills and *big ideas* beyond the classroom.
 - ⦿ Staff continually explore new ways of presenting ideas and concepts which **capture the imagination** of our learners whilst nurturing their talents.
 - ⦿ Our school community is strengthened by **collaboration and innovation** and celebrates the successes that stem from 'thinking outside the box'.
- Creativity exists within each of us and propels our desire to learn

Integrity: Having the confidence to do what is right

- ☉ All learners develop a **strong sense of self**. They are honest, take responsibility for, and reflect upon their actions.
- ☉ Staff display the qualities of **trust, truth and transparency**.
- ☉ Our school community supports the best interests of every individual; every action adheres to the **ethical and moral principles** fostered within our emotionally safe environment.

We take pride in being true to ourselves and the spirit of Clydeview

Commitment: Upholding our values prepares us for success in an ever-changing world

- ☉ All learners readily **contribute their service** to the school by using their skills and experiences and are spurred on by the collective aim of changing their community and the world for the better.
- ☉ Staff are **steadfast** in their pursuit to engage all learners in the curriculum and enriching extra-curricular experiences.
- ☉ Our school community contributes to our caring ethos and seeks to **make a difference** to the lives of everyone, preparing all young people for the future.
We are strengthened by our connectedness and the Clydeview identity

Our Vision

**Inspiring
Learners**

**Creating
Opportunity**

**Thriving
Together**

School Information

Clydeview Academy is a non-denominational co-educational secondary school which is located in Gourock. The building was opened in August 2011 and features state of the art ICT facilities. In addition to this a large indoor and outdoor sports complex is complimented by excellent music rooms, a 242 seated Assembly Hall and a large social and dining room.

Clydeview Academy
Burnside Road
Gourock
PA19 1UX
Tel No: 01475 715050

Twitter: @clydevview_a

Email: inclydevview@glowscotland.onmicrosoft.com

Web Address: <https://blogs.glowscotland.org.uk/in/cydevviewacademyinverclyde/>

CURRENT ROLL	
S1	175
S2	172
S3	179
S4	176
S5	166
S6	142
TOTAL	1010 (at Census Date)

SCHOOL CAPACITY
990

MAXIMUM S1 INTAKE	
2017 – 2018	180
2018 – 2019	180
2019 – 2020	180
2020 – 2021	180
2021 - 2022	180
2022 – 2023	180
2024 – 2025	180
2025 – 2026	180
2026 – 2027	180

Associated Primary Schools

Ardgowan Primary School, Newton St, Greenock	Tel: 01475 715683
Gourock Primary School, Davidson Drive, Gourock	Tel: 01475 715824
Moorfoot Primary School, Moorfoot Drive, Gourock	Tel: 01475 715701
Garvel Deaf Centre, Moorfoot PS, as above	Tel: 01475 715642

Deaf Education Unit

Clydeview Academy houses the Secondary Department of the Deaf Education Unit, which is a school for profoundly deaf children. These children are supported in school by Hearing Impaired Unit staff who are specialists in the education of the deaf. The children achieve a high degree of integration into the work and social life of the school.
Successful

Enrolment

If seeking a place for your child at Clydeview Academy you should contact the school who will direct you to the appropriate senior member of staff who will be able to provide you with information and arrange a visit.

[Policy on Admission and Pupil Placement in Mainstream School can be found on Inverclyde Council Website:](#)

<https://www.inverclyde.gov.uk/education-and-learning/schools/placing-requests>

Senior Management Team

Head Teacher – Mr Craig Gibson

- Quality Assurance
- Working Time Agreement
- Health & Safety
- Overview of Curriculum and Raising Attainment
- Pupil Equity Fund (PEF)
- Vision, Values and Aims
- PT/SMT Focus Groups
- Security and School Property
- Recruitment
- Standards and Quality Report
- Pupil Voice
- Parental Partnership
- Insight
- Budgets
- Child Protection
- Departmental Link (Design Technology)

Depute Head Teacher – Ms Valerie Forsyth

- Year Head – S3 & S6
- Strategic Lead Senior Phase Developments
- DYW
- Timetable
- S6 Activities
- Captaincy Team
- MVP
- HGIOS4
- Departmental Links (Music, PE, Science, Supporting Student Achievement, Librarian, Technicians)

Depute Head Teacher – Mr Ross McFadzean

- Year Head – S1 & S4
- Primary Transition
- ICT Coordinator
- SQA Coordinator
- Health & Wellbeing
- Interdisciplinary Learning
- Learning for Sustainability
- HGIOS4
- Departmental Links (Health & Food Technology, Maths, Art & Design, Humanities)

Depute Head Teacher – Mrs Jan Wilson Milliken

- Year Head – S5
- The Cove
- School Improvement Plan
- Positive Relationships
- Health & Wellbeing
- Pupil Support
- HGIOS4
- Departmental Links (Modern Languages, English, Pupil Support)
- Child Protection

Depute Head Teacher (PEF) – Ms Julie Sloan

- Year Head – S2
- Assist with Year Group Head/Pastoral Care duties for targeted group of young people
- National Improvement Framework
- Tracking & Monitoring
- Parental Engagement
- Curricular Pathways
- Literacy & Numeracy
- HGIOS4
- Departmental Links (Business Studies, Computing Science)

School Business Coordinator – Ms Rhona Turner

- Support to Head Teacher
- SQA
- Recruitment and selection of non-teaching staff
- Staff Management – APT&C Staff
- Legislation and Policy Management
- School Inventory
- Health and Safety Support to Head Teacher
- School & Pupil Census
- Management Information Systems
- Overview of budgets

School Year 2026/2027

First Term

Open	Tuesday 18 August 2026
Close	Thursday 24 September 2026
Re-Open	Tuesday 29 September 2026
Close	Friday 9 October 2026
Re-Open	Tuesday 20 October 2026
Close	Tuesday 22 December 2026

Second Term

Re-open	Wednesday 6 January 2027
Close	Friday 12 February 2027
Re-open	Thursday 18 February 2027
Close	Thursday 25 March 2027
Open	Tuesday 30 March 2027
Close	Friday 2 April 2027

Third Term

Re-open	Monday 19 April 2027
Close	Thursday 27 May 2027
Re-open	Tuesday 1 June 2027
Close	Wednesday 30 June 2027

In-service Days

Friday 14 & Monday 17 August 2026
Monday 19 October 2026
Wednesday 17 February 2027
Tuesday 4 May 2027

School Hours

MONDAY/TUESDAY			WEDNESDAY/THURSDAY/FRIDAY	
8.50 – 9.00	Registration		8.50 – 9.00	Registration
9.00 – 9.50	Period 1		9.00 – 9.50	Period 1
9.50 – 10.40	Period 2		9.50 – 10.40	Period 2
10.40 – 10.55	Interval		10.40 – 10.55	Interval
10.55 – 11.45	Period 3		10.55 – 11.45	Period 3
11.45 – 12.35	Period 4		11.45 – 12.35	Period 4
12.35 – 1.15	Lunch		12.35 – 1.15	Lunch
1.15 – 2.05	Period 5		1.15 – 2.05	Period 5
2.05 – 2.55	Period 6		2.05 – 2.55	Period 6
2.55 – 3.45	Period 7			

List of Staff

CLYDEVIEW ACADEMY Staff List – January 2026

Senior Management Team

Craig Gibson	Head Teacher
Valerie Forsyth	Depute Head Teacher
Ross McFadzean	Depute Head Teacher
Jan Wilson Milliken	Depute Head Teacher
Julie Sloan	Depute Head Teacher (PEF)
Rhona Turner	School Business Coordinator

Art and Design

Claire Wooler	Principal Teacher
Lesley Afuakwah	0.6
Stephen Jewell	0.8
Katie Lynch	0.8
Danielle McAllister	0.8

Business Studies

Chantelle Scott	Principal Teacher
Lauren Bolger	
William Brown	
Corrinne McKinnon	

Computing

Alan Wallace	Principal Teacher
Suzanne Millar	
Kyle Robertson	

English

Joanne Tranter	Principal Teacher
Alan Archibald	
Harris Ashley	0.8
Marion Barclay	
Ewan Hawthorne	0.8
Kirsty King	0.6
Nadine McKenzie	0.8
Cliona McCheyne	NQT
Sean McLaughlan	
Julie Sloan	Depute Head Teacher (PEF)

Home Economics

Grace McKendrick	Principal Teacher
Laura Lewis	0.8
Leanne Ward	Principal Teacher of Guidance

Humanities

Julie Eccleston	Faculty Head
Carly Blackman	Geography (0.8)
Angela Cowie	Geography/PT Guidance
Calum Edenborough	History & Modern Studies
Harley Fleming	RMPS
Irene Fox	RMPS 0.4
Shaun Kavanagh	Modern Studies
Tony MacDonald	History 0.8
Ross McFadzean	Depute Head Teacher
Jennifer McKeeman	NQT History & Modern Studies
Lauren Wagstaff	History
Colynn Walker	History

Librarian

Rebecca Pye

Mathematics

Robbie Conley	Principal Teacher
Julie Devlin	0.6
David Foster	
Mark Lamont	Principal Teacher Guidance 0.4
Laura Lever	
Carla Mulholland	
Michelle Nelis	Principal Teacher Guidance
Vacancy	0.8

Modern Languages

Clare Edwards	Principal Teacher
Kerry Blance	Principal Teacher Guidance 0.8
Debbie Connell	Principal Teacher Guidance 0.6
Jill Gillespie	0.8/PT Student Achievement
Vanessa Hall	0.6
Lucy McCue	

Music

Alan Beck	Principal Teacher
Karyn Fleming	
Valerie Forsyth	Depute Head Teacher
Jaimie Stables	Principal Teacher of Guidance 0.2

Physical Education

David Wight	Principal Teacher
Kara Chalmers	
Emma Forster	
Kevin McLaren	
Leanne Murty	Principal Teacher of Guidance

Science

Sandra McAdam	Faculty Head
Kirstyn Cannie	Chemistry 0.8
Faye Currie	Physics
Lewis Ferguson	Physics 0.8
Elizabeth Higgins	Chemistry
Lynne Kelly	Chemistry
Fiona Murray	Biology 0.8
Rebecca Murray	Physics 0.8
Brianna Nelis	Biology

Technical

Paul McQuilken	Principal Teacher
Graham Bolster	0.6
Alex Hagan	
Gillian Marshall	
Ronnie McDonald	0.6

Pupil Support:

The Hub

Ewan Campbell	Principal Teacher
Kwasi Addo	0.4
Laura McCallum	0.6
Clare McGeary	

The Cove

Kellyann Donnachie	Principal Teacher
Laura Duffy	0.5
Lyndsey Taggart	PSA

Deaf Education Unit

Jennifer Campbell	Principal Teacher
Judith Archibald	0.6
Annie Gallagher	
Emma Galloway	
Jo Pavia	
Irene Rowe	PSA (Monday & Tuesday)
Linda Taylor	PSA (Wednesday – Friday)
Paul Tipling	
Denise Williams	

Guidance

Kerry Blance	Principal Teacher 0.8/
Jaimie Stables	Principal Teacher 0.2
Debbie Connell	Principal Teacher 0.6/
Mark Lamont	Principal Teacher 0.4
Angela Cowie	Principal Teacher
Leanne Murty	Principal Teacher
Michelle Nelis	Principal Teacher
Leanne Ward	Principal Teacher

Chloe Bryceland
Leigh Gavin/
Stephanie Stinson

DYW Coordinator 0.5
Skills Development Scotland Support

Pupil Support Assistants

Avril Brooks
Rose Cameron
Jacqueline Copeland
Caitlin Graham
Stephen McDade
Anne O'Donnell
Sharon Stocks
Karen Sutherland
Jennifer Wilson

Home/School Link Worker

Vacancy

0.5

Finance Office

Lorna Lafferty
Irene Rowe
Jean Andrews

School Business Officer
School Business Support Asst 0.6
School Business Support Asst 0.4

Office

Jacqui Smith
Jean Andrews
Charlene MacGregor
Laura Martin
Abby McKinnon
Mary Rodgers
Pamela Small

Senior Clerical Assistant
Clerical Assistant
Clerical Assistant
Clerical Assistant
Clerical Assistant
Clerical Assistant
Clerical Assistant

Science & Technical and Support

Technicians

Vacancy
John McLean
Nicki Stevenson
James Worthington

Senior Science Technician
Technical Technician
Science Technician
Science Technician

FES Staff

Arthur Robb
Damien Lee
Thom Rodgers
Janis Beecham
Michelle Woods

Senior Janitor
Janitor
Janitor
Day Cleaner
Cleaning Supervisor

Catering

Shonna Haggerty

Catering Manager

Pupil Support Team

The Pupil Support Team works co-operatively to ensure that each and every pupil feels safe and secure within the school environment and that the needs of each young person – learning, social and emotional – are met sensitively and effectively. It works under the principal of *The Getting it right for every child* approach and is about how practitioners across all services for children and adults meet the needs of children and young people, working together where necessary to ensure they reach their full potential. It promotes a shared approach and accountability.

In this way, the team plays its part in promoting success and confidence of learners. We want all our children and young people to be fully supported as they grow and develop into successful learners, confident individuals, effective contributors and responsible citizens.

We believe they should be:

Safe	protected from abuse, neglect or harm
Healthy	experiencing the highest standards of physical and mental health, and supported to make healthy, safe choices
Achieving	receiving support and guidance in their learning – boosting their skills, confidence and self-esteem
Nurtured	having a nurturing and stimulating place to live and grow
Active	having opportunities to take part in a wide range of activities – helping them to build a fulfilling and happy future
Respected	to be given a voice and involved in the decisions that affect their wellbeing
Responsible	taking an active role within their schools and communities
Included	getting help and guidance to overcome social, educational, physical and economic inequalities; accepted as full members of the communities in which they live and learn

Individual staff in the Guidance team aim to create an environment in which every pupil on their caseload is known in depth. The progress and development of each pupil is monitored to ensure that he or she realises their potential. To assist this process, it is the policy of the Pupil Support Team to build strong links between home and school. The team approach ensures that the needs of every young person are met.

The Principal Teacher of Pupil Support (Additional Support Needs) and his staff work collaboratively to ensure that each pupil is educated in a manner appropriate to his or her individual needs, learning styles and abilities.

The Guidance team are also responsible for the delivery of the Personal and Social Education programme (PSE). This programme, for all year groups, covers many aspects of mental, social and physical wellbeing. Many professionals and external agencies support the school in the delivery of PSE. Further information concerning course content is available by contacting the school.

Parents should feel confident in contacting the school should any issues arise concerning their youngsters. In turn, members of the Guidance team are committed to engage with parents at the first sign of any concerns relating to their child. By these means, the effective partnership between home and school is fostered and maintained.

Additional Support Needs

Many young people require support for learning at some point during their school career; this might be long-term or short-term. For instance, a pupil might have a specific difficulty in learning in all subjects or may have a temporary difficulty because of missed work through illness. The Principal Teacher Pupil Support gives advice to teachers regarding pupils requiring support and, where necessary, refers pupils to support services out with the school. Him and his staff also work with pupils in class and on an individual basis. The pupil support team offers universal support to all young people and in many occasions targeted support is deemed appropriate whereby greater intervention and a range of support is required.

Some pupils have severe or complex difficulties requiring extra support and very careful monitoring. In these circumstances we involve the school's Educational Psychologist; additionally we seek advice and support from external services. Clydeview Academy operates an Joint Support Team in order to assess and access the best possible support for our young people.

A child or young person's needs are identified at the earliest possible stage and can be met in a number of ways, for example by adaptations to the curriculum or learning environment, as well as input from the Support for Learning Teacher and on occasion support from visiting specialists. The appropriateness of the support is determined through a process of assessment, planning and monitoring, working jointly with parents and carers, and is regularly reviewed.

The school has a Confidential Register which details strategies for support for all young people with an additional support need. Via the Register, advice is given to staff regarding how to best accommodate the learning needs of the child and advises if work should be differentiated. Also, the Register directs teachers towards the types of alternative assessment arrangement needs for class tests and SQA exams.

Learning outcomes for children and young people with additional support needs are set out in a plan and all educational establishments hold regular review meetings with parents and carers to determine needs and the most appropriate supports. Everyone's views are equally important in order to consider what is currently working and how to determine next steps.

Children and young person's needs are identified in a number of ways, and the process of assessment is an ongoing, shared process with partnerships with parents and carers at the forefront. On some occasions health service staff or other partner agencies make children known to Education Services. Other additional support needs may be notified to Education Services by parents themselves or identified by one of a range of staff working closely with the child.

An individual support need is identified in a number of ways and the assessment of how best to support them is an ongoing process. We work collaboratively with the child, parents and, in some cases, external agencies to ensure that the needs of the young person are recognised and addressed. The Confidential Register is continually reviewed and updated to reflect the needs of the young person.

Some children and young people will have additional support needs arising from complex or multiple factors which require a high degree of co-ordination of support from both education and other agencies in order that their needs can be met. In these cases, the school will hold a meeting to decide whether the child or young person meets the criteria for a Co-ordinated Support Plan. The Co-ordinated Support Plan is a statutory document which ensures regular monitoring and review for those children and young people who have one.

You have the right to ask the education authority to establish whether your child needs a coordinated support plan. Your child can make this request themselves, if they are aged 16 or over. You and your child, if they want to, will attend a meeting with staff at their school. Other professionals from different agencies who may be involved in providing support for your child will also attend. If your child does not want to attend meetings or feels unable to, their views must still be sought and considered.

Disputes and Resolution Relating to Meeting/Not Meeting Additional Support Needs

If, for any reason, a parent feels that their child's needs are not being met, they should contact the school in order to resolve the matter. If after working with the school the parent is not satisfied with the outcome, they should contact the local authority to seek further advice.

Inverclyde's mediation service can be accessed by contacting Michael Roach, Head of Education at the address below.

For further advice please telephone 01475 712850, or write to:

Education Services
Wallace Place
GREENOCK PA15 1JB

Further information and support to parents of children and young people with ASN can also be accessed through the following information:

- a) [Children in Scotland: Working for Children and Their Families, trading as "Enquire – the Scottish advice and information service for additional support for learning" a charitable body registered in Scotland under registration number SC003527;](#)
- b) [Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576;](#)
- c) [Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741](#)

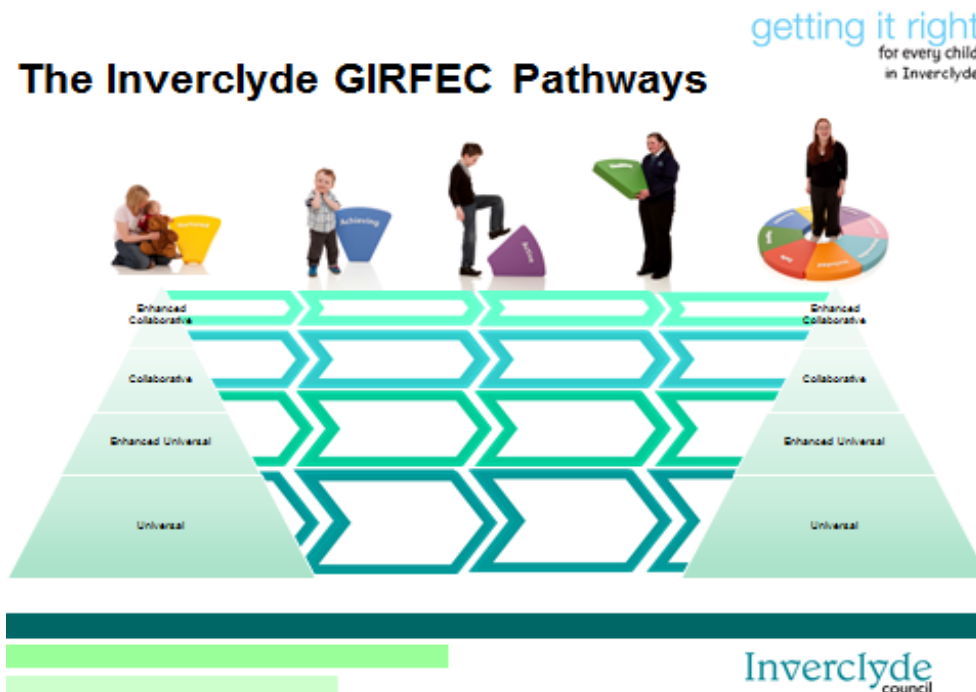
<http://www.enquire.org.uk>

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

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

GIRFEC Pathways in Clydeview Academy

The purpose of the Inverclyde GIRFEC Pathways policy is to provide a model to support the practical process of ensuring wellbeing for every child. There are four Inverclyde GIRFEC Pathways: Universal, Enhanced Universal, Collaborative and Enhanced Collaborative. All children and young people in Inverclyde are on a GIRFEC Pathway at all times.



All staff and partners in Clydeview Academy ensure that every young person is supported to learn, develop and reach his or her full potential. Young people are fully supported as they grow and develop into successful learners, confident individuals, effective contributors and responsible citizens. The nurturing ethos and positive relationships within Clydeview Academy promotes resilience and enables all young people to achieve the best possible outcomes. Learners are supported to be safe, healthy, achieving, nurtured, active, respected, responsible and included. Our processes and practices reflect these wellbeing indicators.

All young people in Clydeview Academy are entitled to:

- Review their learning and plan for next steps.
- Gain access to learning activities which will meet their needs.
- Plan for opportunities for personal achievement.
- Work with a range of partners to prepare and support them through changes and choices.

Universal Pathway

- The young person is at the centre of all we do ensuring that support is appropriate, proportionate and timely.
- Every young person should feel safe and nurtured with his or her needs met by an integrated and planned approach. The young person's voice is reflected in planning and decision making.
- This is achieved via links with students, parents, staff and partner agencies.
- Each individual student is known and supported throughout his or her school years by a key member of staff, with opportunities to review learning, set targets and plan next steps
- Appropriate learning activities are planned and help is provided in overcoming any obstacle or barrier to that achievement.

- Each student is helped to prepare for, and assisted through, the appropriate stages of development and choice throughout their school career resulting in positive, sustained destinations.

Universal pathway support includes:

- Monitoring and tracking of progress through student interviews, SEEMIS reporting, merits and alerts, guidance flags, confidential register.
- Attendance monitoring.
- Parental and Partnership involvement.
- Support through transitions.
- Differentiated curricular support.
- Support to sustained positive destinations.
- Personal Learning Pathways.
- Wellbeing assessments at all levels.
- Personal social and emotional education.
- Actions plans

Enhanced Universal Pathway

At times a young person's needs are such that further targeted support is required this may be for short or prolonged periods of time. Wellbeing needs after assessment deem that some additional support is required from other services such as Enhanced support such as JST, Educational Psychology, Inverclyde Communication Outreach Service, Barnardo's, Social Work Services, School Nurse, MCMC, CLD, Garvel Deaf Unit, Speech and Language, ADHD, OT. Progress and needs are carefully monitored and reviewed and young may change pathways as a result of interventions.

Collaborative and Enhanced Collaborative Pathways

[Further information regarding GIRFEC pathways and all matters relating to GIRFEC can be found by accessing the following web address:](#)

<http://www.inverclyde.gov.uk/education-and-learning/girfec>

[Further information relating to Inverclyde Councils policy in relation to provision for young people with additional support needs can be found at the following web address:](#)

<http://www.inverclyde.gov.uk/education-and-learning/additional-support-needs>

CLYDEVIEW ACADEMY PUPIL SUPPORT TEAM

Mrs Jan Wilson Milliken

Depute Head Teacher with responsibility for Pupil Support

Guidance Team & Remits

- Mrs Kerry Blance/ Principal Teacher 4A, 5A, 6A classes (Part time) (*The Promise, S1 PSE*)
Kerry.blance@clydeviueacademy.inverclyde.sch.uk
- Mrs Leanne Ward Principal Teacher B classes
Leanne.ward@clydeviueacademy.inverclyde.sch.uk
- Mrs Debbie Connell Principal Teacher 2C, 3C, 5C, 6C classes (Part time) (*DYW, S5 & 6F*)
Debbie.connell@clydeviueacademy.inverclyde.sch.uk
- Mr Mark Lamont Principal Teacher 1C, 4C classes (Part time) (*DYW, S5 & 6F*)
Mark.lamont@clydeviueacademy.inverclyde.sch.uk
- Ms Michelle Nelis Principal Teacher E (*JST, S4 & 5F*)
Michelle.nelis@clydeviueacademy.inverclyde.sch.uk
- Angela Cowie Principal Teacher D classes
Angela.cowie@clydeviueacademy.inverclyde.sch.uk
- Mrs Leanne Murty Principal Teacher F classes (Wellbeing, S6 PSE & Ambassador Programme)
Leanne.Murty@clydeviueacademy.inverclyde.sch.uk
- Jaimie Stables Principal Teacher 1A, 2A classes (Part time)
Jaimie.Stables@clydeviueacademy.inverclyde.sch.uk

Pupil Support – Additional Support Needs Team

- Ewan Campbell Principal Teacher Pupil Support
Ewan.campbell@clydeviueacademy.inverclyde.sch.uk
- Kwasi Addo Teacher ASN (0.4 – Monday & Tuesday)
- Clare McGeary Teacher ASN
- Ms Laura McCallum Teacher ASN (0.6 – Wednesday, Thursday and Friday)

ASN Provision

- Kellyann Donnachie Principal Teacher
Kellyann.Donnachie@clydeviueacademy.inverclyde.sch.uk
- Laura Duffy Teacher 0.5
- Lyndsey Taggart PSA

Personal and Social Education Programme:

When a young person is in S1, S2 and S3 year of secondary school, most will be learning at what we call third or fourth level. Learning across 2 levels at school means that the teacher can decide what is the best approach for the class or individual young person.

It might be that your child will benefit from learning some subjects at Second Level – your child's teacher can talk to you about this. The difference between Third and Fourth Level is that learning at Fourth Level develops some of the topics a bit more.

Part of our learning with young people at school is about **relationships, being safe, growing up, their bodies, emotional wellbeing, gender, being a parent and sex and sexuality**. This is part

of our Health and Wellbeing learning called Relationships, '*Sexual Health and Parenthood Education*'. Here are the main things we learn about:

When it comes to relationships young people learn about:

- Loving relationships and being attracted to others
- Making relationships work
- Respect for others and the importance of being kind – in our face-to-face relationships and online

When it comes to being safe young people learn about:

- Social media and being safe and smart online
- What we mean by consent
- Abuse in relationships – considering grooming, sexual exploitation, partner control, coercion and violence
- Pornography – what it is and what harm it does
- Sexually Transmitted Infections (STIs)
- Who they can go to for help and support, including Sexual Health Services

When it comes to growing up and learning about their body young people can learn about:

- Puberty and how the bodies and emotions of both girls and boys change as they grow – this includes menstruation (periods) and masturbation

When it comes to emotional wellbeing young people learn about:

- Feeling emotional
- Looking after themselves and others
- Body image and the pressures on young people

When it comes to gender young people learn about:

- Gender stereotypes
- Equality
- That they can be any kind of boy or girl they want to be
- Feminism
- Sexual harassment

When it comes to being a parent/carer young people learn about:

- Being a parent and thinking about what kind of parent they would be
- How having a baby changes the parent's life
- Important things about child development including the importance of nurture and play for babies and children

When it comes to sex and sexuality young people learn about:

- The age of consent
- The pressures young people can feel about having sex
- That some people are lesbian, gay, bisexual or transgender
- That sex should be something that is pleasurable
- Getting pregnant, contraception and condoms
- What we mean when we talk about human sexuality
- The idea of sexual rights



How do we learn at school?

Young people at this age are curious. They are really interested in how people get on, thinking about relationships, thinking ahead about sex and learning about their bodies. While young people are becoming more independent, and learning at school is important, they also remain dependent on their parents and carers to look after them, love and care for them and help them learn behaviours and values for life. At school we will use conversation and online material to support learning about health and wellbeing.

Child Protection in Inverclyde

Inverclyde Council Education Services has Child Protection Guidelines and Procedures which all schools and establishments are required to follow. Education Services work very closely with other agencies namely Strathclyde Police, Social Work Services, NHS Greater Glasgow and Clyde and the Children's Reporter to support children. Common responsibilities of all staff are to protect children from abuse and exploitation, to respond appropriately when abuse is identified, and to ensure whenever possible that all children are able to exercise their right to be raised in a warm, stimulating and safe environment with the support of staff, their families and carers. (See Appendix 6)

Key Staff:

Child Protection Coordinator and PREVENT Lead	Jan Wilson Milliken, Depute Head Teacher
Depute Child Protection Coordinator	Craig Gibson, Head Teacher

Equalities

Inverclyde Education Service is committed to ensuring that no children or members of staff or service users receive less favourable treatment on any ground including age, gender reassignment, pregnancy and maternity, race, disability, sex, sexual orientation, marriage and civil partnership, religion or belief. We have a moral, social and legal obligation to mainstream and put equality at the heart of everything we do. We aim to promote a culture in which equality of opportunity exists for all. We are opposed to all forms of discrimination, direct or indirect, and aim to eliminate all discriminatory practices. We will ensure that, in our schools and other educational establishments, equality permeates the curriculum and underpins all our policies and practices in terms of access to education. We must ensure that all our children achieve their full potential to develop physically, emotionally and academically. Finally, we believe that equality and inclusion should be a given right, where everyone is valued and treated with respect.

Curriculum for Excellence

The aims of Curriculum for Excellence are that every child and young person should:

Know they are valued and will be supported to become a successful learner, an effective contributor, a confident individual and a responsible citizen;

Experience a traditionally broad Scottish curriculum that develops skills for learning, skills for life and skills for work, with a sustained focus on literacy and numeracy that encourages an active, healthy and environmentally sustainable lifestyle and builds an appreciation of Scotland and its place in the world.

The experiences and outcomes under Curriculum for Excellence are written at five levels, with progression to qualifications described under the senior phase.

Early Level	the pre-school years and Primary <i>but</i> later for some
First level	to the end of Primary 4, but earlier for some
Second level	to the end of Primary 7, but earlier for some
Third and Fourth level	Secondary 1 to Secondary 3, but earlier for some
Senior phase	Secondary 4 to Secondary 6 and college or other means of study.

Progression from Primary

Our aim is to ensure that the courses we offer pupils coming to us from Primary 7 integrate with, and progress from, the courses that they have been following in primary school. Much has been achieved in integrating our practice with primary schools, especially in certain areas:

(a) English and Maths:

Close links have been built between our English and Maths Departments and the staff teaching in the later years of the primary schools. These links include visits by the teachers concerned to each other's schools, as well as exchanging information about courses each school teaches its pupils. There will also be joint discussions of assessments, so that staff in both primary and secondary understand and apply the achievement levels in the same way.

• Responsible Citizens • Effective Contributors • Successful Learners •

(b) Joint Staff Development and Discussion:

Staff from the different schools liaise at meetings and visit each other's schools and classrooms.

Broad General Education (S1-S3)

Curriculum for Excellence

Scotland's curriculum – Curriculum for Excellence – helps our children and young people gain the knowledge, skills and attributes needed for life in the 21st century.

Scotland's curriculum places learners at the heart of education. At its centre are four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning.

They:

- recognise the need for all children and young people to know themselves as individuals and to develop their relationships with others, in families and in communities
- recognise the knowledge, skills and attributes that children and young people need to acquire to thrive in our interconnected, digital and rapidly changing world
- enable children and young people to be democratic citizens and active shapers of that world

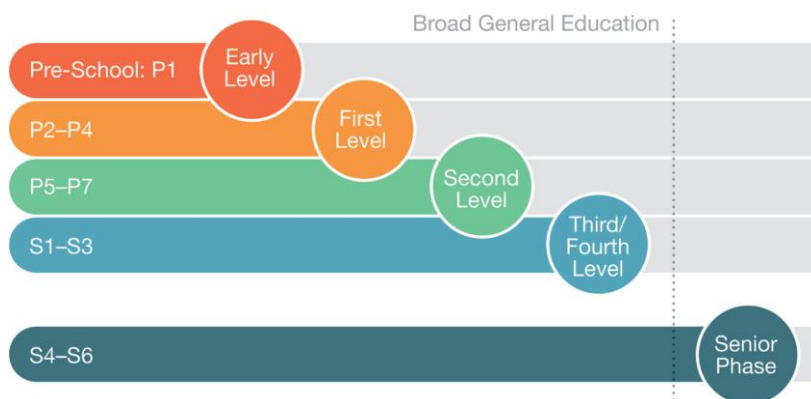
At Clydevew Academy we aim to provide a wide range of opportunities for our young people to enable them to feel valued and supported to become:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

Broad General Education S1 - S3

In first year, while classes are organised on a mixed ability basis, teaching strategies may lead to pupils being grouped, at times, on the basis of ability. Learning in S1 - S3 will take place across all the Experiences and Outcomes in the eight curriculum areas.

In S1, most young people will move from level 2 in primary 7 onto level 3 Experiences and Outcomes and many will progress to study level 4 at appropriate points during S1-S3. Throughout S1 to S3 there are regular assessment, which help monitor progress.



Broad General Education Rationale

On leaving primary school, most pupils will have benefited from a wide range of learning experiences and be ready to take on the challenges of progressing their learning in secondary. The work undertaken in P6/7 in the primary is enhanced by strong cluster working with the secondary. There is a need to ensure that in the Secondary we build on pupils experiences across all curricular areas and wider achievements. During the early years of secondary education young people will extend their knowledge and skills as well as developing their strengths and interests further. It is an important stage in their education and they need to be engaged and challenged in their learning to ensure that their motivation is sustained which will lead to a successful transition to the senior phase. The broad general education phase is closely connected to the senior phase with the learning undertaken up until the end of S3 providing a strong foundation for choosing and specialising in a range of subjects.

At Clydeview Academy the broad general education phase has a clear purpose - to ensure a strong platform for later learning and for successful transition to the new qualifications at the appropriate level for each young person. As they continue to develop the four capacities, the curriculum should enable each young person to:

- Experience learning across all eight curricular areas up until the end of S3.
- Achieve high levels of numeracy and literacy with opportunities to develop these across the curriculum.
- Maximise their individual potential, benefit from appropriate personal support and challenge
- Develop skills for life, learning and work.
- Experience opportunities for personal development and achievement.
- Experience challenge and success.

They should be encouraged to adopt an active and healthy lifestyle equipped with the skills needed for planning their future lives and careers.

The introduction of choice within the broad general education phase should ensure that there are appropriate progression routes at the end of S3 as pupils move into the senior phase.

Coherence

Taken as a whole, learning activities should combine to form a coherent experience with clear links between different aspects of learning. Subject departments within curriculum areas will work closely together in order to ensure a coherent experience for pupils within the curriculum area and across the experiences and outcomes.

Relevance

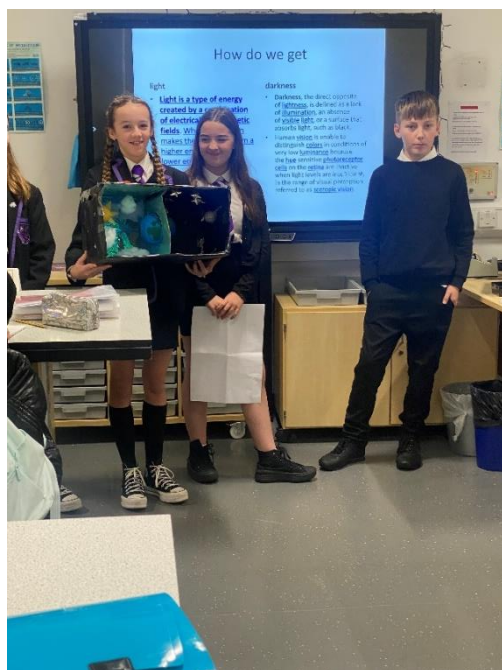
Pupils should understand the purpose of their learning and the activities they are engaged in. Courses should be planned so that pupils understand the relevance of their learning to their lives, present and future. This curriculum model aims to enhance relevance through offering choices that focus on personal development, are innovative, and will enhance skills for life, work and learning.

S1 Curriculum

Language	Mathematics	Science	Social Studies	Technologies	Expressive Arts	Health & Wellbeing	RE	PBL
8	4	3	3	5	4	4	1	1
English (5) Spanish/ French (4)	Mathematics (4)	Integrated Course (3)	Integrated Course (3)	Information Technology (2) Technical (2) Home Economics (1)	Art & Design (2) Music (2)	P.E (2) P.S.E (1)	Religious Education (1)	Project Based Learning (1)

S2 Curriculum

Language	Mathematics	Science	Social Studies	Technologies	Expressive Arts	Health & Wellbeing	RE
7	4	3	3	5	4	5	1
English (4) Spanish/ French (3)	Mathematics (4)	Integrated Course (3)	Integrated Course (3)	Computing Science (1) Technical (2) Home Economics (1) Business Enterprise & Finance (1)	Art & Design (2) Music (2)	P.E (3) P.S.E (1) Skills Based Learning (1)	Religious Education (1)



S3 Curriculum

Pupils will continue with the subjects chosen at the end of S2. These will form the basis of the subjects taken forward into S4.

Staff have very high expectations of all pupils. We expect and encourage them to do well and they respond positively. The teachers at Clydeview Academy believe that pupils are more motivated to learn when they experience a sense of success and progress and believe that the teacher is interested in them as individuals.

S3 Curriculum

A	B	C	D	E	F	G	H	I
4	4	2	3 (1 x 3)	3 (1 x 3)	3 (1 x 3)	3 (1 x 3)	3 (1 x 3)	3 (1 x 3)
English	Maths (4)	French Spanish	Biology Chemistry Physics Science	Business Mgt Geography History Modern Studies	Accounts Admin & IT Computing Cyber Graphics Music Tech	Art Music Perf Dance Design & Manu Hospitality Woodwork	Art Biology Chemistry Computin g DofE Physics	History Modern Studies Spanish Hospitality Music Perf PE

S3 pupils will also have 2 periods of PE, one of RMPS and one period of PSE per week.



Transition from BGE to Senior Phase

Broad General Education S3

In S3 pupils will have greater opportunities for personalisation and choice across many aspects of their learning. Students all study English, Maths, PE, RMPS and PSE along with a choice of another 7 subjects which allows specialisation in areas of strength for the student. Following a broad general education pupils by the end of S3 will have received their entitlement to experience the full range of experiences and outcomes at level 3 and many will have gone beyond to level 4 experiences and outcomes. Specialisation is important in maintaining young people's motivation, providing challenge and preparing them for progression into the senior phase and qualifications. Pupils at the end of S2 will be able to make course choices within curricular areas. Such specialisation does not close off options for qualifications and subsequent pathways available to young people at the start of the senior phase from S4 onwards. It is at the end of S3 that young people will make their choices for qualifications in the senior phase.

At the end of S2, students will make a course choice for subjects they wish to study in S3. This choice will allow the Broad General Education to continue in S3, which also gives students the opportunity for more personalisation and choice. To help guide them, the school provides:

(a) A special social education programme

Pupils are informed about courses available, restrictions on their choices because of national guidelines, career opportunities.

(b) Parents' Meetings

We have an information evening explaining the options and the progression to Senior Phase along with the parental meeting to review a student's progress.

(c) Reports

S2 reports give teachers' updates on progress

(d) Interviews

Each pupil is interviewed by the Guidance Teacher, you are welcome to be present at this meeting.

(e) Course planning booklet and form

The S3 course planning form appears as **Appendix 1**. Please note, the Option Choice forms are currently being redesigned.

We have a high degree of success in putting pupils into their first choice subjects, but difficulties can occur – perhaps because a class is over-subscribed, or because a pupil makes an unusual choice of subjects. If this occurs, renegotiation regarding subjects will be required.

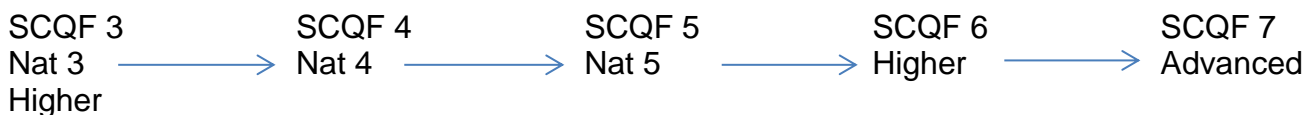
This course will then be studied for the following year and then lead into the option choice for S4.

Fourth, Fifth and Sixth Years (S4, S5 and S6)

Courses

It is our policy to ensure, as far as possible, that pupils can progress in their chosen subjects throughout the senior phase.

Progression will normally be as follows:



Advanced Higher, Higher, *Nat 5* overall awards are all reported on a scale 1 – 6 as follows:-

1-2 'A' award 3-4 'B' award 5-6 'C' award 7 D' Award

Nat 4 awards are reported as Pass or Fail

These awards represent different levels of pass with 'A' being the highest. Where a pupil has narrowly failed one level, he/she will be awarded a 'D' award at that level. *Nat 4* will be assessed through coursework and there will be no external assessment or grading at this level.

Policy with regard to entering pupils for public examinations:

Schools in consultation with pupils/parents normally decide on presentation for examinations. However in the final analysis, the school will support the wishes of the parents. [All awards will be made by the Scottish Qualifications Agency \(SQA\).](#) The SQA website address is - www.sqa.org.uk

Throughout the S4 to S6 options are made similarly to the process as shown for S3. In addition, students can access college courses and also consortia arrangements (S5/6) if we cannot meet their subject choice and another school can. Some students will also undertake extended work experience, complete a Foundation Apprenticeship or even study an HNC full time at college. This gives a good range of choice and personalisation for our students in S5/6.

Skills

Literacy and numeracy skills are embedded throughout the school curriculum and there is an increasing emphasis on skills required for work – with PSE involving lessons around the world of work, departments having outside speakers in. Throughout the year there are trips to organisations, STEM events and UCAS events organised for students by various staff and departments.

Religious Education and Observance

Every class, S1 – S4, has one period of Religious Education each week in the upper school this is coupled with Social Education or Guidance. The course in religious education is under the direction of a teacher qualified in Religious Education.

The school policy on religious education and observance is in line with a recent Council report which views religious education as a basic part of the school curriculum. The school chaplains are in regular attendance at the school and are involved in the teaching of religious education.

In addition, the chaplain will conduct services for the whole school in November and at Christmas and Easter. Two further religious assemblies will be held during the session for each year group: sometimes these will involve the participation of pupils and representatives of the wider school community.

Parents who wish to withdraw their children from religious education classes or assemblies may do so on request to the Head Teacher.

Parents who require the provision of religious education for non-Christian groups should contact the Head Teacher so that arrangements can be made. Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one school session and the pupil noted as an authorised absentee in the register.

Our Chaplaincy team for Clydeview Academy is:

- Rev Karen Harbison, Greenock Westburn Church
- Jen Paton and Jill Dickson, Inverclyde Youth for Christ
- Rev David Burt, Old Gourock and Ashton Church and St John's Church, Gourock
- Rev Teri Peterson, St John's Church, Gourock
- Jonathan Clyde Fleming, Lyle Kirk

Consortium

No single school can normally offer its pupils the full range of different subjects and levels of courses that it would like. Schools therefore group themselves together, so that each pupil can take courses offered by other schools in the group. A group of schools operating in this way is called a consortium. Pupils taking courses in other schools are provided with free travel. Clydeview Academy is closely linked with Notre Dame High School, Inverclyde Academy and St Columba's High School. Additionally, students are able to follow some courses in the Port Glasgow Campus and West College Scotland.

Transitions

Preparing to leave school

From S4 onwards all young people begin to pursue different pathways. Many of them will stay at school to study for further qualifications, others may choose a blend of school and college learning or work placement; some will plan to move on to university, college or a training programme or to get a job.

In Clydeview Academy regardless of which choice our young people take they are supported in finding the best option for them. Extensive support from the pupil support team and partnership working with Skills Development Scotland and Careers Adviser ensures that our young people receive the guidance required.

Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and as a result it is the responsibility of every teacher to contribute to learning and development in this area. All children and young people are entitled to opportunities for developing skills for life, learning and work. At the heart of health and wellbeing is the capacity to form and sustain good personal, social and working relationships. This focus at Clydeview promotes resilience, self-esteem and confidence with regard to learning and the preparation for the world of work.

Further information can be found here: www.skillsdevelopmentscotland.co.uk/

Positive Destinations

Clydeview Academy is committed to ensuring that our young people are supported in achieving a sustained and positive destination beyond school. In order to promote the acquisition of career management skills, staff work closely with a wide diversity of partners. Our chief partners are Skills Development Scotland, Developing the Young Workforce and our parents. The Careers Adviser at Clydeview Academy is based in the school 4 days per week. **Appendix 3** details the high level of positive destinations achieved. We also have a DYW Coordinator, who helps organise work placements for 2 days a week.

The Careers Adviser works closely with the Pupil Support team to provide impartial careers' advice and enhance access to careers advice and guidance. The careers service is outlined and agreed to at the start of the session by relevant Careers and school staff at the Partnership meeting. Skills Development Scotland is both a targeted and a universal service. Guidance staff can refer pupils for Careers advice and an individual appointment will be made with the Careers Adviser. At all points

pupils are encouraged to take responsibility for researching their own careers and show independence of thought to help prepare them further for the working world. Those pupils who are felt to be at risk of a less positive destination receive targeted support. The Careers Adviser attends all targeted transition interviews for these pupils. She also communicates with the wider staff at Clydevue Academy by offering enrichment opportunities at assemblies, CPD sessions and through the school newsletter and attends Parents Evenings. [A link to My World of Work is below:](https://www.skillsdevelopmentscotland.co.uk/what-we-do/scotlands-careers-services/my-world-of-work/)

<https://www.skillsdevelopmentscotland.co.uk/what-we-do/scotlands-careers-services/my-world-of-work/>

Parents are engaged during options and in careers decisions. They are invited to transition meetings and are welcome to attend all other sessions.

In addition to this the school have developed many business partners who support the school and young people in a variety of ways.

Bookbug

Bookbug is Scotland's universal early years book gifting programme which supports families to read, sing, and play with their little ones from birth to give them the best start in life. Starting school is an exciting and challenging time for your child and your support at home makes a real difference to their learning. Look out for your Bookbug Primary 1 Family Bag, a free bag of books and activities your child will receive at school in November from Bookbug, to help support their reading, writing and counting skills. You will find films of the books being read aloud and more information about the P1 Bag here.

Read Write Count

Read Write Count with the First Minister is a National gifting programme, aiming to build parents' confidence and encourage families to include easy and fun reading, writing and counting activities in their everyday lives. Every Primary 2 and Primary 3 child in Scotland will receive a free bag with books, educational games and writing materials to be gifted during Book Week Scotland, in November. Resources for schools and extra activities for families to use at home can be found here.

Parentzone Scotland

Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science. Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education. Parentzone Scotland also has details about schools, including performance data for school leavers from S4-S6 and links to the national, local authority and school level data on the achievement of Curriculum for Excellence levels.

Pupil Equity Fund

Pupil Equity Funding is additional money received directly from the Scottish Government to help schools provide the best possible opportunities for children's learning. In particular, it is there to help support children who experience barriers to learning and who might be falling behind or not getting the same chances in their education because their family is experiencing poverty or other financial difficulties.

Here at Clydevie Academy we work with our PEF Steering Group and PEF Team to identify innovative strategies to support some of our young people overcome barriers to learning in Literacy, Numeracy and Health and Wellbeing.

Our priorities for 2026/2027 are:

Improvement in Numeracy	<ul style="list-style-type: none"> To increase the attainment in Numeracy of identified learners in S1-3 by at least 2 stages within a level by June 2027
Improvement in Literacy	<ul style="list-style-type: none"> To increase the attainment of Writing of identified learners in S1-3 by at least 2 stages within a level by June 2027 To increase the attainment in Listening and Talking of identified learners in S1-3 by at least 2 stages within a level by June 2027 To increase the attainment in Reading of identified learners in S1-3 by at least 2 stages within a level by June 2027
Improvement in Health & Wellbeing	<ul style="list-style-type: none"> To decrease the instances of pedagogical avoidance in learners in S1-3 by December 2027 To increase the attendance of 14 S3 pupils by 5% by December 2027 To increase the social and emotional wellbeing from negatives to positives on the Glasgow Wellbeing tool of 20 young people through the mentoring programmes To increase attendance in learners in S5 learners by 5% by May 2027
Senior Phase	<ul style="list-style-type: none"> To increase the percentage of identified leavers attaining 1 or more pass at SCQF level 5 by August 2027 – S4 from 43% to 48%, S5 from 78% to 85%, S6 from 88% to 95% To increase the percentage of identified leavers attaining 1 or more pass at SCQF level 6 by August 2027 – S5 from 33% to 45%, S6 from 77% to 83% To increase the average SCQF tariff points of identified S5 pupils by August 2027 by a minimum of 72 through a widened curricular offer To increase the average SCQF tariff points of identified S6 pupils from 11 to 168 by August 2027 To decrease the percentage of pedagogical avoidance of identified learners in S4 by November 2027 To increase the attendance of identified S5 pupils by 5% by December 2027

School Improvements

Standards and Quality Report

The main achievements of the school are contained in the Standards and Quality Report which is available on the school's website. <http://clydeviwacademy.inverclyde.sch.uk>

Planning for Improvement

The School Improvement Plan 2020/21 is available on the school's website <http://clydeviwacademy.inverclyde.sch.uk>

School's Performance at Local and National Level

Information is available on the Education Scotland website:
<https://www2.gov.scot/Topics/Statistics/Browse/School-Education>

A summary of the ScotXed National Benchmarking information is in **Appendix 3** at the end of this document.

Learning at Home

'Learning at home is the learning which happens in the home, outdoors or in the community. It can take place through everyday activities that families already do and can overlap with aspects of organised or active learning activities' (Scottish Parental Involvement Officers Network, 2018)

Home learning has an impact by enabling pupils to undertake independent learning to practice and consolidate skills, conduct in-depth inquiry, prepare for lessons or revise for exams. The main objectives for setting homework are:

- To foster correct habits and attitudes which are necessary for future years
- To prepare pupils for the discipline of private study
- To encourage pupils to take responsibility for their own learning
- To reinforce classroom learning
- To provide extension and remediation of coursework
- To reinforce and confirm existing skills and provide opportunities to develop further problem solving and information handling skills
- To strengthen the partnership between home and school
- To provide parents with information on homework content from departments

Homework Tasks

As with class lessons, homework will be most valuable when it is well explained, relevant, interesting, varied and at an appropriate level of difficulty. Pupils will require advance notice of homework, and adequate time to do it.

Tasks can consist of one or more of the following:

- written work
- reading for information
- reading for pleasure
- learning in order to commit to memory
- practical work
- research – projects
- investigating
- collaborative work

Time Allocation

The following times indicate the average time which should be spent on homework per week:

Year	Average time per week
S1 - S2	4 to 5 hours per week
S3 - S4	7 to 9 hours per week
S5 - S6	10 to 14 hours per week

Parental Involvement

Parents are vital to the success of the completion of home learning. There are a number of events delivered by the school to provide parents with ways in which they can support their child's learning. We would encourage parents/carers to regularly monitor their child's progress and offer help where appropriate, for example, by volunteering to hear a prepared talk. Parents and carers should also ensure that homework is completed conscientiously and in the most suitable surroundings, whilst ensure that a healthy balance of work and leisure are maintained.

We would always encourage parents to contact the school if they are concerned about any aspect of home learning. We have a high expectation that homework will be done by everyone; if a piece of work is not completed satisfactorily another opportunity will be given.

Connect (formerly Scottish Parent Teacher Council) has a wealth of information available to assist parents in being involved with their child(ren)'s learning. [Undernoted is a link to their 'Learning at Home' page outlining ways in which you can support your son or daughter:](https://connect.scot/parent/learning-at-home)
<https://connect.scot/parent/learning-at-home>

[The National Parent Forum of Scotland has created 'Nutshells' which are short, helpful information sections for parents.](https://www.npfs.org.uk/) These are available for download at <https://www.npfs.org.uk/>

Culture of Praise

'Curriculum for Excellence cannot be delivered without good relationships and positive behaviour. Children and young people should feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom, playground, and wider learning community. Underpinning this is the emotional health and wellbeing of staff.' **Curriculum for Excellence**

In Clydeview Academy, pupils have the right to receive an education of the highest quality. This can only take place within an ethos of mutual respect and partnership between pupils and all staff who work within the school. We are aware that student engagement is vital to academic achievement and we understand that in order to encourage this active student participation, we must foster positive relationships based on trust which promote dignity and respect.

We aim to ensure that students are confident that teachers, adults and their peers in the school care about all aspects of their wellbeing. This is instrumental in improving every aspect of school life and ensuring a positive experience for all young people who attend Clydeview Academy. Better relationships between pupils and teachers leads to, not only, higher academic achievement, but also better behaviour and the creation of an environment more conducive to learning. (Birch & Ladd)

When the learning and teaching process takes place within an atmosphere of co-operation, collaboration and praise, behaviour improves. We know that the quality of teacher-student relationships is a strong predictor of classroom behaviour (Learner & Kruger). We understand the need for consistency in our approach to working with young people and appreciate the need to adopt a nurturing methodology when dealing with behaviour. Respect, equality of opportunity and positive relationships underpin all that we do in Clydeview Academy.

Clydeview Academy prides itself on being a nurturing environment. We encourage our young people to resolve issues through solution focused, respectful dialogue. We understand the importance of cultivating an environment whereby all young people are confident that they are respected and that their voices are heard. We understand the importance of language as a vital means of communication and the effect that our words can have on the young people with whom we interact. **(Nurture Principle 4)** We use opportunities to speak to our young people in school and to model positive communication.

Teaching staff in the school use feedback as an opportunity to develop and improve learning and acknowledge the effort and hard work of students. (Carol Dweck) We develop strong home links with parents and carers through open and consistent methods of communication and we welcome the views of parents, carers and students.

Ultimately, in promoting positive behaviour, we at Clydeview Academy are guided by the following core principles: *Respect, empathy, aspiration, inclusion, resilience, empowerment, nurture, trust, fairness and unconditional positive regard.* (PRPB, Inverclyde Council).

"Creating a positive learning environment through positive relationships and behaviour is seen as the responsibility of everyone within each community of learning" (Education Scotland)

Pupils should expect:

- To participate in well prepared lessons which are challenging and rewarding.
- To receive support appropriate to their learning needs.
- To work in an atmosphere of warmth and respect where their contributions to classwork are valued.
- To receive praise and positive encouragement regarding their progress.

Teaching and support staff should expect:

- To lead learning in an atmosphere which is calm, courteous and orderly.
- To work with pupils who enter the classroom in an orderly fashion, and who quickly settle and prepare to work.
- To work with pupils who are willing to offer their best effort in class, meeting homework and project deadlines.

Praising achievement, rewarding success

One way in which staff at Clydeview Academy aim to bring out the best in every pupil is by the use of praise, both verbally and in written form. Teaching staff can acknowledge pupils' hard work by verbal praise, written comments, on pieces of work and projects and through formal written reports.

Systems are in place which recognise the efforts and achievements of pupils and can offer tangible rewards to celebrate success. Throughout the school, teachers award merits to hard working, committed and high achieving pupils and these are collated at regular intervals so that they can be shared with students and parents/carers. Success is celebrated by an Achievement Assembly where many pupils are presented with certificates and vouchers or prizes.

We hold two prizegiving ceremonies, one for S1-3 in June and the other for S4-6 in September.

Sanctions – merits and alerts

Staff at Clydeview Academy are proud of their young people and the values which underpin all that takes place in the school. These values: Ambition; Respect; Determination; Creativity; Integrity; Commitment were selected by the pupils themselves after a thorough and lengthy consultation. Accordingly, whenever these values are demonstrated by pupils, it is important that recognition and praise are brought into play in order to further embed them in the life and consciousness of the school. Examples of excellent or improved effort should be recognized using the merit system on SEEMiS. Similarly, when pupil behaviour and effort falls short of the values, action needs to be taken to remedy the situation and teaching staff should issue an alert (demerit) to indicate there is a matter of concern. When sanctions are implemented, it is vital that the pupil and parents understand that it is the values of Clydeview Academy that are being compromised rather than a 'school rule' broken. Parents/Carers are updated 4 times per year on the number of merits/alerts/referrals issued to students.

Assessment

There has been, especially in years S1 – S4, a strong movement away from the kind of assessment which gives a single percentage mark for a subject, towards a system which assesses each pupil's performance in the main areas of skill or knowledge which each subject teaches. This enables teacher, pupil and parents to identify strengths and weaknesses in a pupil's performance within a subject. The arbitrary pass marks of 50% has gone, as has the practice of rank-ordering pupils; the aim is to judge each pupil's actual performance against carefully pre-set performance levels, and to arrive at an assessment of each pupil's level of competence based on this. This kind of assessment is called criterion referenced.

The style of reporting we use is designed to reflect the type of assessment described above. Each subject reports on pupil performance in the main areas of skill and content taught, and each subject teacher makes an assessment of the level of competence shown. The report is also designed to allow teachers to comment on each child, and we encourage all teachers to do this. Comments identify strengths as well as areas for improvement. Each year group receives a detailed report once a year.

A report on the number of merits and alerts awarded to a student is now being issued to parents termly. S1/2/3 students receive a short Tracking report in October followed by a fuller more detailed report later in the year. Senior students will receive at least 2 tracking reports per year in addition to the main report in December. You will find an extract of the reports in **Appendix 2**.

Rights Respecting School

Clydeview Academy aims to be a school where children's rights are at the heart of our ethos and culture, to improve well-being and to develop every child's talents and abilities to their full potential. In March 2025 we achieved our Gold Award as a 'Rights Respecting School', an award given to schools on behalf of UNICEF UK.

UNICEF is the world's leading organisation working for children and young people and their rights. In 1989, governments across the world agreed that all children have the same rights by adopting the UN Convention on the Rights of the Child (UNCRC). These rights are based on what a child needs to survive, grow, participate and fulfil their potential.

Clydeview Academy pupils will learn about their rights by putting them into practice every day. A Rights Respecting School models rights and respect in all its relationships.

Equal Opportunities

The Equality Statement for Inverclyde Establishments

“Inverclyde Education Service is committed to ensuring that no children or members of staff or service users receive less favourable treatment on any ground including age, gender reassignment, pregnancy and maternity, race, disability, sex, sexual orientation, marriage and civil partnership, religion or belief. We have a moral, social and legal obligation to mainstream and put equality of opportunity at the heart of everything we do. We aim to promote a culture in which equality of opportunity exists for all. We are opposed to all forms of discrimination, direct or indirect, and aim to eliminate all discriminatory practices. We will ensure that, in our schools and other educational establishments, equality permeates the curriculum and underpins all our policies and practices in terms of access to education. We must ensure that all our children achieve their full potential to develop physically, emotionally and academically. Finally, we believe that equality and inclusion should be given right, where everyone is valued and treated with respect.”

Education for Work and Enterprise

Work Shadowing and Understanding Industry

While the traditional model of giving all S4 work experience has gone, students are still offered the opportunity to take part in work experience – primarily in the year that they are planning on leaving school. This may take the form of a one week placement or indeed may last for an afternoon per week over a longer period.

Our DYW Co-ordinator has a variety of placements that she can access although students are encouraged to seek their own placements as well. A work placement be in a short term week or a more long term commitment can support the student’s career aspirations and also gives them valuable experience.

The PSE Programme delivered by our Pupil Support Staff plays a primary role in preparing students for life after school but various departments will also invite representatives from industry to share their experience in the classroom. Various trips to businesses are also arranged by departments where appropriate.

Links with Parents

Contacts

The letter which opens this handbook emphasises the central role parents play in the lives of their children and, therefore, the importance of keeping you as well-informed as possible. Reference is made elsewhere to the main responsibilities of senior staff and guidance staff – this should help you decide who is the most appropriate person to contact if you have an enquiry. You are also most welcome to see the Head Teacher; however, it would be advisable to telephone or write for an appointment. We welcome contact with parents – whether by letter, telephone or personal visit.

Reports and Parents' Meetings

Reports are issued at the appropriate time for that year group, sometimes followed by a parents' meeting for consultation with class teachers. At particular stages extra parents' meetings are arranged to inform you of curriculum choices or other matters.

Primary 7

A P7 information evening for Parents/Carers and students takes place in September. There will be a meeting in June giving more detailed information about the beginning of S1.

S1

A Tracking report is issued in November and March – this is followed by a parents' meeting in October to let you know how your child has settled in. A full report is issued in April.

S2

A full report is issued in January following a Tracking report in October and April to provide up-to-date information for S3 subject choice. There is also a parents' meeting and an information evening in January.

S3

A Tracking report is issued in October and March – a full report at the end of January and a parents' meeting in November to let you know about progress.

S4

Reports are issued in September, December and February. A parents' meeting takes place in November with prelim examinations also taking place in November.

S5 & S6

Reports are issued in September, December and February. There are Parents' meetings in October and February with prelim examinations in January/February.

Please note that you do not have to wait for a parents' meeting in order to discuss your child's progress. Similarly, if we have concerns, we will be in touch with you.

Other contacts

Apart from letters and a calendar of events informing parents about particular issues, we issue 4 Parents' Newsletters per year. This is often written and compiled by pupils and is designed to give parents good advance notice of important dates and events – such as holidays! – as well as to explain the many changes in education. We offer here articles on the courses that are being developed and run as well as on more wide-ranging educational issues. Social events, trips and other important aspects of the general life of the school – such as achievement of individual pupils – are also reported. We do try to keep parents in the know! At the end of each year, parents will be able to access the school's Standards and Quality report. This outlines our progress with our improvement plan and explains how we hope to achieve the targets we have set ourselves for the coming session.

Additionally, we are in the habit of asking parents for their views on what we do. Recent examples include the pupil reports we issue, the Parents' Newsletter mentioned above, parents' meetings and how well we communicate with parents. We have found that the use of e-mail messages are very useful for parents/carers. We will continue to contact you e-mail text. Please alert us if your e-mail address changes so we can update our records. You can also follow the events in school via twitter **@clydeviiew_a**.

Parental Dissatisfaction with Clydeviiew Academy

Everyone in Clydeviiew Academy works hard to foster good and positive relationships with pupils and parents. However, on occasion, parents may feel they wish to express their dissatisfaction. In the first instance parents/carers should raise their complaints with the school. Every attempt is made to resolve the problem at this level and most complaints are satisfactorily resolved at this stage.

At Clydeviiew Academy, the first point of contact should be your son or daughter's Principal Teacher of Guidance, or Year Head. [If resolution is not found, a link to the Council's Complaints procedure is below:](https://www.inverclyde.gov.uk/council-and-government/complaint)
<https://www.inverclyde.gov.uk/council-and-government/complaint>

Transitions from Primary School

In Clydeview Academy we believe the transitions between the major stages in education are among the most significant of all transitions.

It is important that at times of transition that the pastoral support that a pupil has had in primary school is continued. It is also important that information relating to them as a learner is transferred efficiently to their new school to ensure that their progress made in primary school is recognised and built upon in Clydeview Academy.

Supporting children through transitions is vital to their health and development. Times of transition and change mark important beginnings and endings and can generate a variety of feelings.

The transition process in Inverclyde can be broken into **3 main stages**.

Parents and carers should note that entitlement to transfer to a secondary school is as stated in the **Inverclyde Policy on Admissions and Pupil Placement in Mainstream Schools (revised January 2017)**. Participation in transition activities with a particular school is not an indicator of success for a placing request.

1. **A general programme** which informs pupils about secondary school and how the curriculum is organised - this will take place during the early part of P7.
2. **An induction programme** This will take place after decision regarding placing requests have been made and will involve pupils visiting the secondary school they will be attending and becoming familiar with staff and other new pupils prior to their move in August.
3. **Transfer of information** All relevant documentation will be transferred to the pupil's secondary school giving a picture of the pupil as an individual.

The desirable outcomes of the transition process for the children and their families are that

- Parents are aware of the personnel involved and how to contact them.
- Children have experienced a move from primary school to secondary school which has supported their sense of wellbeing and confidence
- All relevant and useful information is passed from one school to another.

Clydeview Academy hosts an information evening for Primary 7 parents in September of each year. Two full induction days take place at the start of June where students will follow a secondary timetable. A further parents' information evening is held in June to ensure all relevant plans are in place for the start of the school term.

This year we introduced a structured programme of literacy and numeracy visits by our staff to the primary schools. We also have supplied each P7 pupil who will be coming to Clydeview with a Literacy and Numeracy jotter, which will be utilised by them whilst at primary school and continue using this when they come to Clydeview Academy into S1.

This year, we will be introducing a sports event in June 2026 for P6 pupils, to commence their transition journey earlier.

School Dress

Uniform

There is, in Inverclyde as a whole, a long tradition of school uniform which has been strongly supported by parents. Clydeview Academy promotes and follows this tradition. School uniform is practical, hard-wearing and economical compared with the latest fashion styles. School colours are **Purple** and **Black** and should include a Junior or Senior School tie. S6 senior leaders wear different badges on their blazers to signify the important role which they play in promoting the values of our school.

There is a recommended form of clothing for gymnastics and games. You should note that PE activities for any pupil may be restricted because Health and Safety requirements state that jewellery of any kind must not be worn. This includes jewellery worn as a result of body piercing. Please ensure that pupils' outer garments are clearly labelled.

The school will not permit revealing forms of dress which, in the view of the Head Teacher, could cause offence or disquiet.

We take great care to ensure that our policy on school dress strikes a balance between the clear wishes of the majority of parents for an identifiable uniform and the guidelines of the education authority which are designed to prevent schools operating a restrictive policy.

School uniform is essential in assisting us to develop the proper atmosphere in Clydeview Academy. It puts all pupils on an equal footing preventing rivalry in dress. Moreover, the wearing of uniform contributes to maintaining and improving standards of work, play and general behaviour as well as creating a positive impression amongst members of the public and potential employers. Uniform helps develop a sense of belonging to, and pride in the school.

Thank you to all parents who have ensured that pupils have started the new session in perfect uniform. We wish all our pupils to wear the school uniform with pride.

School colours are **purple**, **black** and **white** as outlined below:

Skirt	Black, of simple style (finger-tip length please)
Trousers	Full length, black tailored style (not jeans, ski-pants or leggings please)
Blouse/Shirt	White with tie clearly worn (not polo shirts please)
Sportswear	In the interests of hygiene and personal safety



As agreed by our pupils, parents and staff.

Inverclyde Policy

There are forms of dress which are unacceptable in school, such as items of clothing which:

- i. Potentially, encourage faction (such as football colours)
- ii. Could cause offence (such as anti-religious symbolism or political slogans)
- iii. Could cause health and safety difficulties such as loose-fitting clothing, dangling earrings or clothing made from flammable material for example shell suits in practical classes
- iv. Could cause damage to flooring
- v. Carry advertising, particularly for alcohol or tobacco and
- vi. Could be used to inflict damage on other pupils or be used to do so

The council is concerned at the level of claims being received regarding the loss of children's' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to the establishment.

Parents should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.

Parents should note that the activities the children may become involved in may be restricted because health and safety requirements state that jewellery of any kind must not be worn where children are undertaking physical activities. This includes jewellery worn as a result of body piercing.

Attendance

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.

Regulation 7 of The Education (School and Placing Information (Scotland) Amendment etc Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised that is approved by the authority, unauthorised that is unexplained by the parent (truancy) or temporarily excluded from school).

Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than 3 occasions in any one school session and the pupil noted as an authorised absentee in the register.

'Parents should inform the school by telephone or via the Parents Portal on the first morning of an absence and provide a reason for the pupil's absence. The school will contact the pupil's family and thereafter other emergency contacts if no explanation is given for the pupil's absence. All attempts will normally be made to contact parents before 10.00 a.m. on the first morning of an absence and early after the restart after lunch in the case of afternoon absence. Other agencies may be contacted if no contact with the pupil's family can be achieved and if there are continuing or emerging concerns about a pupil's safety or wellbeing or attendance.

Parents should keep the school informed of any changes of address or telephone numbers, both their own and those of the emergency contacts.

The Scottish Government has provided guidance on the management of attendance and absence in Scottish schools in its publication *Included, Engaged and Involved- part 1: Attendance in Scottish Schools*. Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. It has been clarified that family holidays should not be recorded as authorised absence, except in exceptional domestic circumstances, where a family needs time together to recover from distress, or where a parent's employment is of a nature where school-holiday leave cannot be accommodated (e.g. armed services or emergency services). It is for local authorities and schools to judge when these circumstances apply and authorise absence, accordingly.

The categorisation of most term-time holidays as unauthorised absence has been a contentious issue for some families, many of whom are concerned at the higher cost of holidays during school holiday periods. The Scottish Government has no control over the pricing decisions of holiday companies or flight operators. Our main focus is to encourage parents and pupils to recognise the value of learning and the pitfalls of disrupting learning for the pupil, the rest of the class and the teacher.

Clearly where an absence occurs with no explanation from the parent, the absence is unauthorised.

School staff will investigate unexplained absence, and Education Services has the power to write to, interview or prosecute parents, or refer pupils to the Reporter of the Children's Hearings, if necessary. At present our attendance figures are higher than the national average—and of course we want to keep them that way if we can, or even reduce our present absence rate. To this end, guidance staff and year heads keep a very close eye on attendance.

If your son or daughter is absent, and you have not contacted the school, you will receive an automated text message asking you to contact us. If you still do not contact us you will receive a telephone call from a member of staff to confirm the reason for non-attendance. If we are unable to contact you we may request that an authority agency will make a visit. So it is very much in everyone's interests for the school to be kept informed. When pupils are unavoidably away from lessons because of long-term sickness, we do our utmost to support them. If an absence is likely to be longer than a week, please contact your child's guidance teacher to arrange to have work sent home.

Children Absent from School through Ill Health

Young people of school age may be unable to attend school for a wide range of reasons including illness, accidents or long term medical conditions. In general there will be an automatic referral by the school for education out with school after 15 days of continuous or 20 working days of intermittent absence, within a single session, for verifiable medical reasons.

Health and Medical Care

There are regular routine medical examinations carried on in the school by the doctors and nurses appointed by the school health authorities. These are normally of given age groups and early notification is given to parents before the examination takes place. The school should be informed by parents if any special medical care is requested during school hours.

There are carefully prepared arrangements in the school for the care of a pupil who takes ill or meets with an accident in the school. If a child takes ill and it is thought advisable for the child to be at home or to be taken to hospital the parents would be contacted in the first place. It is essential that the school is given an emergency contact (e.g. telephone number or address) for the purpose of informing parents or guardians.

Allergy Aware School

Clydeview Academy is an allergy aware school and we do have pupils who suffer from nut allergies. Could you please refrain from sending in anything which contains nuts, traces of nuts or could have been made in a factory which makes nut products.

Transport

The Council has a policy of providing free transport to all secondary pupils who live more than two miles by the recognised shortest walking route from their local school. This policy is more generous than the law requires. Parents in receipt of free school meals / clothing grant will be entitled to a transport grant from August 2020 if their child lives beyond one mile from their secondary catchment school, which is an enhancement to the current policy. Details of this will be provided to them when they apply in the summer. Parents who consider they are eligible should obtain an application form from the school or Education office. These forms should be completed and returned before the end of April for those pupils beginning school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. The appropriate officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority where spare places are available and no additional costs are incurred.

Pick up Points

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total including the distance from home to the pick-up point and from the drop-off point to the school in any one direction will not exceed the authority's limits (see above paragraph).

It is the parent's responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in a child losing the right to free transport.

Placing Requests

Education Services does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances. In the case of underage placing requests if the child is offered a place in his/her catchment area school, transport will be provided in accordance with council policy stated above.

[Information and the application process are available on the Council's website:](https://www.inverclyde.gov.uk/education-and-learning/schools/transport-to-schools)
<https://www.inverclyde.gov.uk/education-and-learning/schools/transport-to-schools>

School Meals

Under the cafeteria system, meals and snacks are served in the school social area. There is a wide variety of main meals, sandwiches, rolls and biscuits at various prices. The pupils pay for meals at the social area according to what they have selected for their snack or meal.

The canteen operates a Cashless Catering System. Further information on how the system is operated will be given at the Primary 7 parent evening prior to their induction days. The school uses the online payment company ParentPay to allow you to upload funds to your child's account. An activation letter will be issued to pupils in August.

Special diets can be catered for on request.

Arrangements for those pupils who wish to bring packed lunches are straightforward: pupils who wish to bring packed lunches go into the School Assembly Hall or School Social Area and use the facilities there. If nothing is being purchased, there is no need to wait in a queue.

Free School Meals & Clothing Grants

You may qualify for a clothing grant if one of the following statements apply to your family circumstance:

You are currently in receipt of:

- Income Support (IS);
- Income Based Job Seekers Allowance (JSA);
- Any income related element of Employment and Support Allowance (ESA);
- Universal Credit (UC), where your take home pay does not exceed £1,244;

or

- you are seeking asylum and receiving support under part VI of the Immigration and Asylum Act 1999;

or

- you look after a child/children as part of a formal Kinship Care agreement, registered by Social Work Services.
- INCOME SUPPORT (IS)
- INCOME BASED EMPLOYMENT AND SUPPORT ALLOWANCE (ESA)
- INCOME RELATED JOB SEEKERS ALLOWANCE (JSA)
- PENSION CREDIT

Applications are made on the Council's website:

[Clothing grant and free school meals 2025/2026 - Inverclyde Council](#)

Education Maintenance Allowance

You are entitled to apply for EMA if you:-

- Have an eligible date of birth
- Meet certain residency criteria
- Are undertaking an acceptable course of study
- Live in a household where the taxable income falls within the thresholds shown below
OR Live in the care of a Local Authority OR are you are now (or have been) cared for under the compulsory supervision of Social Work services - either at home or away from home.

Household Income Thresholds for 2025/2026:

- Less than £24,421 (for families with a single child in full-time education)
- Less than £26,884 (for families with more than one child in full-time education)

The grant is a means-tested allowance, based on household income, but paid directly to the student. The award is £30 a week, payable during term time. The payment of allowances is dependent upon students maintaining their attendance, adhering to the school's code of conduct and making good progress in their studies.

Application forms are available online on the Council's website. Full details are available on:

ParentPay

Inverclyde Council operates ParentPay in all secondary and primary schools. This allows parents to access a secure website which allows you to pay costs such as school meals and school trips online using a debit or credit card. This gives parents the flexibility to pay whenever is convenient and allows payment for multiple items in a single transaction. Items such as school trips can be paid in instalments in a secure manner. This also allows parents to see a full payment history and also to view what their child(ren) have eaten in the course of the day.

For parents who do not wish to set up an online ParentPay account, PayPoint can be used to pay for school lunches/snacks and trips. PayPoint is a system which allows parents to make cash payments at their local shop. The school can issue a barcoded letter or order a PayPoint card to allow you to make payments – the payments will feed through to the school's ParentPay system within 48 hours.

Due to the success of this in our schools, all trips in secondary schools are now required to be paid online, either using ParentPay or PayPoint, unless there are exceptional circumstances.

An app is available to download, which is linked to ParentPay, where parents or young people can go on and pre-order their lunch.

For more information please contact the school or visit www.parentpay.com

Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. The school may be affected by, for example, severe weather, temporary interruption 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. We shall keep you in touch by using text messages, e-mails along with announcements in the press and local radio by the Council's Communications Team. The school has an answering machine and appropriate messages will keep you informed.

Please ensure that the contact details we have for you on file are up to date.

Please ensure that arrangements are in place for your child to be supervised in the event of an early closure at short notice.

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.

[For more detailed information use the link below to visit the Scottish Government website:
https://www2.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/ESPrivacyNotices](https://www2.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/ESPrivacyNotices)

Parent Council

Scottish Schools (Parental Involvement) Act 2006 led to the establishment of Parent Councils in primary, secondary and special schools. The Act recognises the vital role that parents play in supporting their children's learning. It places a duty on authorities to promote the involvement of parents in children's education and the wider life of the school. Parents who are involved on a regular basis in schools should undertake an enhanced disclosure through Disclosure Scotland. It aims to help parents to be:

- *Involved with their child's education and learning*
- *Welcomed as an active participant in the life of the school*
- *Encouraged to express their views on school education generally*

The Parent Council, as a statutory body, has the right to information and advice on matters which affect children's education.

The Act modernises and strengthens the framework for supporting parental involvement in school education. It aims to help schools, education authorities and others to engage parents meaningfully in the education of their children and in the wider school community. It requires Scottish Ministers and education authorities to promote the involvement of parents in children's education at publicly funded schools. 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, and*
- *encouraged to express their views on school education generally and work in partnership with the school*

The Act ensures Inverclyde Council prepares a strategy document setting out its policies for parental involvement. The strategy must cover the authority's duties to:

- *involve parents in their own child's education, and that provided by a school to its pupils generally*
- *give advice and information to parents in respect of their own child.*
- *promote the establishment of Parent Councils in schools and support their operation*
- *establish a complaints procedure for their duties under the Act.*

The Act makes provision for Parent Councils to play an active role in supporting parental involvement in the work and the life of the school, while also providing opportunities for parents to express their views on children's education and learning. In all cases, parents and the Parent

Council can expect to influence decisions, to be listened to and be taken seriously. For example, it has an important role to play in the recruitment process for appointing the head and depute head teachers of the school.

The Act requires that members of the Parent Council must be members of the school's Parent Forum. That is, they must have a child attending the school. It also provides that only a member of the Parent Forum may chair a Parent Council for that school.

All parents who have a child attending the school are automatically members of the Parent Forum for our school. Membership of the forum allows parents to have a say in the local arrangements to enable their collective view to be represented on matters such as the quality and standards of education at the school and other matters of interest to parents. These views can be represented, as appropriate, to the Head Teacher of the school, the local authority and HMIE. The Parent Forum may choose to be represented by a Parent Council established by them.

Clydeview Academy Parent Council work towards supporting the school, the pupils and fairly representing the parent forum. The Parent Council comprises of a mix of parents/carers, teaching staff, senior students.

We have been present at many school events and parents' evenings. To make our presence more visual we have two specially designed banners so watch out for those at the next school event you attend.

The Fundraising Group is looking to expand their list of "Willing Helpers". If you would be willing to spare a few hours to assist with teas/coffees/drinks etc at school events please contact us. To volunteer your services, please email us at: INClydeview@glowscotland.onmicrosoft.com

The Parent Council also has its own page on the school's website and we would welcome your comments, via email, as to what you as the parent forum would like to see on the web page and also feedback on its current content. We are in the process of reviewing the web site so watch out for future improvements.

Parental Engagement in Literacy and Numeracy

Read, Write, Count - The Read, Write, Count Programme aims to support parental engagement in literacy and numeracy. Gift bags are distributed annually to all P2 and P3 pupils in Scotland by Scottish Book trust. The gift bags contain essential literacy and numeracy materials to support children's learning, as well as advice and support to parents.

Studies show a direct link between a strong family learning environment and progress in reading, writing and counting. [In addition to the activity booklet included in the bag Scottish Book Trust offers a range of hints, tips and advice to help parents engage in their child's learning on the website \(https://www.parentclub.scot/\)](https://www.parentclub.scot/)

First Minister's Reading Challenge – The [First Minister's Reading Challenge](#) and [Reading Schools](#) programmes provide a range of options and support on how to build a love of reading and/or develop a reading culture in your setting. These programmes are brought to you by [Scottish Book Trust](#). Both programmes are flexible to your setting and open to every stage of your reading journey. They have been proven to improve attainment in children and provide professional development opportunities. Whatever stage you are on your reading journey these programmes can support you to get to the next level.

Bookbug - [Bookbug](#) is Scotland's universal early years book gifting programme and aims to inspire a love of stories, songs and rhymes from birth. Bookbug gives every child in Scotland four free bags of books as babies, toddlers, three and five year olds. The bags contain books and other resources for sharing songs and rhymes and that are suited to their age. Gaelic Bookbug Bags are also available.

The **Bookbug Explorer Bag** is gifted to all 3 year olds at their childcare setting. It includes three lovely books, an activity book, pencils and postcards to encourage mark making. Every year, The Bookbug Picture Book Prize celebrates the best new Scottish picture books, and the winner of the prize is chosen by children across Scotland. All Primary 1 pupils receive the three shortlisted books in the **Bookbug P1 Family Bag**, given out in November during Book Week Scotland, and can vote for their favourite in school or at home with their families.

[Check out the website for booklists, book sharing videos, activity ideas and much more.](#)

Parent Council & Parent Forum

Clydeview Academy has a very active and supporting Parent Council, and includes the following individuals:

Mrs Muriel Russell	Chair
Sarah Campbell	Treasurer
Vacant	Secretary
Mr Craig Gibson	Head Teacher
Ms Valerie Forsyth	Depute Head Teacher
Ms Rhona Turner	Staff Member

Two Senior Pupils

If you wish to make contact with any of the above Parent Council members please contact the school or use the parent council website.

The dates for the Parent Council Meetings for 2025/26 session are:

- Monday 25 August 2025
- Monday 15 September 2025 (AGM)
- Monday 10 November 2025
- Monday
- Monday

All meetings take place in the Conference Room in Clydeview Academy, starting at 6.30 pm.



Parentzone Scotland

Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy health and wellbeing and science. Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education.

Parentzone Scotland also has details about schools, including performance data for school leavers from S4-6 and links to the national, local authority school level data on the achievement of Curriculum for Excellence levels.

Parents Evening Booking System

Here at Clydeview Academy we use the Parents Evening Booking System to book appointments for parents meetings. This has proved very popular with both parents and staff. It allows parents/carers to go onto the system, which is accessed either through the Parents Evening Booking website (www.parents-booking.co.uk/clydeview) or the Parents Portal and book appointments at a time which is convenient to them.

Parents Portal

The Parents Portal is a one-stop shop to get information on your son/daughter. The following are functions that we are currently using:

- Instant access to your child's school reports
- Absences can be reported on the Portal
- Consent Forms for school trips are uploaded onto the Portal
- The Annual Data check is now completed using the Portal
- You can view your child's timetable
- Update your personal information at any time, such as a change of address

An app has now been launched for ease of access.

When you set up your Parents Portal Account you only require to do this once. [Below is a link to a video outlining the benefits of the Portal and also how you can sign up.](#)

<https://glowscotland.sharepoint.com/:v:/r/sites/InverclydeParentsPortalSupport/Shared%20Documents/General/Videos%20for%20parents/An%20introduction%20to%20parentsportal.scot%20for%20parents%20-%20subtitles.mp4?csf=1&web=1&e=OGpC7g>

Praising Achievement, Rewarding Success

Awards Assemblies

Twice a year – in December and June – we acknowledge the achievement of those students in S1 – S3 who have been recommended by a number of their teachers for good attendance and behaviour together with doing their best in their classwork. Over 200 pupils on each occasion receive merit certificates.

Prizegiving

Clydeview Academy's Prizegiving Ceremony takes place for S1-3 pupils in June and S4-6 in September, celebrating the success of the previous session. Students are rewarded in various categories including Merit and Achievement, Academic Excellence, Enterprise, Citizenship and Sport.

Award Winners are joined by family, staff and Inverclyde Council officials to celebrate wide ranging success.

Dux – Angela Tse

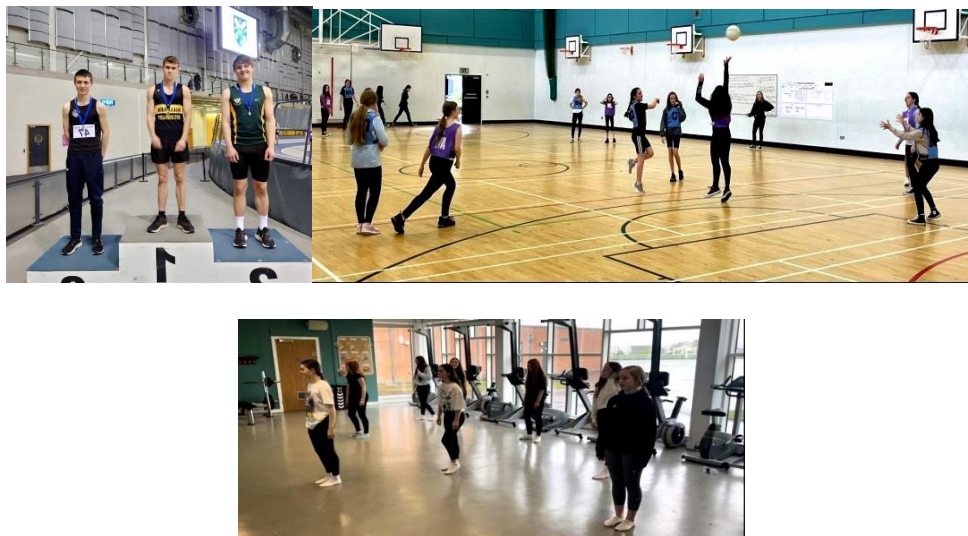
Proxime Accessit – Daniel Akhmed

Extra-Curricular Activities

Sports

We have a variety of sports teams running in the school including:

- Football (boys and girls)
- Rugby Basketball Athletics
- Badminton American Football
- Netball Golf Curling



A list of all lunchtime and after school clubs this session is on our school website and also as **Appendix 5**.

Music

Come to our Christmas concert, Friday Fringe, Spring Concert, School Show or the prizegiving to see the high standard of our young performers. We always enter students for the Greenock Music Festival, and have had some notable successes. We also hold a number of concerts and organised evening events throughout the year when our talented staff and students perform.



Sponsored Walk

The annual whole-school Sponsored walk takes place in September, pupils take part in a walk around the Greenock Cut and Cornalees Nature Centre. This is always a very enjoyable day and raises significant sums of money for Charities and School Funds.



Student Involvement

We ask a great deal of our S6 students: all are invited to be prefects and are asked to take on various responsibilities through a committee structure.

S6 Clydeview Ambassador Experience

This programme encourages and helps senior pupils take on leadership roles and develop skills through specific training programmes such as Mentors in Violence Protection (MVP), Columba 1400, ManOn Inverclyde and more. This will help to ensure that younger pupils feel comfortable and have as much support as they need during their time at Clydeview.

The roles of the chosen Ambassadors will be comprised of:

- Anti-Bullying Ambassadors
- Literacy Ambassadors
- Health & Wellbeing Ambassadors
- Positive Peer/Buddy Ambassadors
- Attendance Ambassadors
- SCQF Ambassadors
- Period Ambassadors

All Ambassadors can gain an SQA Leadership Award.

Clydeview Pupil Voice – The Clydeview House System

At Clydeview we strive to ensure all children and young people feel safe and included in our schools and are achieving their potential. To help improve inclusion and achievement we introduced a new house system in 2019.

The house system within Clydeview Academy will ensure inclusion in all aspects of the young person's educational experience. A house system helps support young people to make contributions through a diverse range of activities promoting and celebrating attainment and achievement. The house system will give young people confidence that their voice is heard and their opinions valued.

Points for the house can be gained through specific merit awards, class competitions, attendance, achievements, sports competitions etc.

Points are updated termly and are shared at House Assemblies. These Assemblies are run by the Guidance staff and House Captains.

House Names and Guidance Teachers

Toward	Gantock	Cumbræ	Cloch	Pladda	Garroch
A Group	B Group	C Group	D Group	E Group	F Group
Mrs Blance & Mr Stables	Mrs Ward	Mrs Connell & Mr Lamont	Mrs Cowie	Ms Nelis	Mrs Murty

The new house system will develop and grow over the next few years which will help improve inclusion and achievement at all levels within Clydeview Academy



Useful Addresses & Contacts

Members of Inverclyde Council who represent the area in which this school is located are:

Martin McCluskey	Sandra Reynolds	Lynne Quinn
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The Councillors may be contacted at the following address:

Inverclyde Council
Municipal Buildings
GREENOCK
PA15 1LY

General enquiries about education

Mrs Ruth Binks
Corporate Director of Education, HR &
Organisational Development
Inverclyde Council
Municipal Buildings
GREENOCK
PA15 1LY

Enquiries about free meals/clothing grants

Inverclyde Customer Service Centre
Municipal Buildings
GREENOCK PA15 1LY
Tel: 01475 717171

Skills Development Scotland

Skills Development Scotland
112 West Blackhall Street
GREENOCK
PA15 1XR

Community Learning and Development

Community Learning and Development
Office - West Inverclyde
32 Nicolson St
GREENOCK

Mr Jim Clocherty

Convenor of Education and Communities Committee
Inverclyde Council
Municipal Buildings
GREENOCK
PA15 1LY

Community Facilities

Facilities for the community may be available in the school and will require a Let.
Contact the Booking Office for more details – 01475 715559

General Data Protection Regulations and Data Protection Act 2018

Information on children, parents and guardian is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. In processing personal information, Inverclyde Council must comply with the General Data Protection Act 2018.

For further information please refer to:

<https://www.inverclyde.gov.uk/site-basics/privacy>

Disclaimer

Although this information is correct at time of presenting, there could be changes affecting any of the matters dealt with in the document –

- a) Before the commencement or during the course of the school year in question
- b) In relation to subsequent years

Appendix 1

S3 Course Choice form – 2025/26 (subject to revision)



Name Class

Column A	Column B	Column C	Column D	Column E	Column F	Column G	Column H	Column I
English	Maths	French Spanish	Biology Chemistry Physics Science	Business Mgt Geography History Modern Studies	Accounts Admin & IT Computing Cyber Graphics Music Tech	Art Music Perf Dance Design & Manu Hospitality Woodwork	Art Biology Chemistry Computing DoE Physics	History Modern Studies Spanish Hospitality Music Perf PE

CHOICES

English Maths
.....

Please note below any combinations that you would like but that cannot be accommodated in the above form.

.....
.....
.....
.....

Remember – Core subjects are RMPS, PE and PSE. In choosing these subjects for S3 you are also really selecting the subjects you will take on to S4 – not all subjects continue to Higher for S5 so check the Highers you will need for your chosen career. DoE does not continue into S4 as a subject although Duke of Edinburgh can be continued as an extra-curricular activity.

S4 Option Form – 2025/26 (subject to revision)

S4 Options

Name Class

SCQF Level 5 (S4/5/6)	Accounts Admin & IT Computing Graph Comm History Mod Studs Music Tech	Dance Design Manufacture French Hospitality PE Practical Woodworking Spanish	and	Art Biology Chemistry Music Perf Physics Science Spanish	Biology Business Management Chemistry Geography History Mod Studs Physics RMPS	Maths App of Maths
SCQF Level 4 (S4/5/6)	Admin & IT Computing Graph Comm History Mod Studs Music Tech	Dance Design Manufacture French Hospitality PE Practical Woodworking Spanish	and	Art Biology Chemistry Music Perf Physics Science Spanish	Biology Business Management Chemistry Geography History Mod Studs Physics RMPS	Maths App of Maths
CHOICES						
First Choice	_____	_____		_____	_____	_____
Level	_____	_____		_____	_____	_____
College Choice					_____	_____

Please note below any subject choice that you would like but does not appear in the option form. _____

Signed _____
(Student)

Signed _____
(Parent/Carer)

Signed _____
(Guidance Teacher)

S5/6 Option Form – 2025/26 (subject to revision)

NOTES TO THE FORM

S5 – Must choose 5 subjects from Column A-E.

S6 – Must choose **at least 4** subjects.

For S5/6 - It may be possible to choose from the S4 list as well, but note that this reduces the teaching time so this should only be done if your options cannot be accommodated.

S5/6 Options

Name

Class

LEVEL	COLUMN A	COLUMN B	COLUMN C	COLUMN D	COLUMN E
Advanced Higher SCQF Level 7 (S6 only – must have Higher)	Biology English Physics	Business Management History Maths	Art Music Tech	Music P Spanish	Chemistry Computing Science French Graph Comm
Higher – SCQF Level 6 (S5/6)	Accounting Biology Chemistry English Media Studies Music Technology Physics	Admin & IT Business Management Geography History Mathematics Apps of Maths Modern Studies Politics	Admin and IT Art and Design Computing Science Dance Design and Manufacture English Physical Education RMPS	Art & Design Computing Science French History Mathematics Music Performing	Chemistry Graph Comm Human Biology Mod Studs Photography Physics Spanish
SCQF Level 5 (S5/6)	English Media Studies	Maths Numeracy (units) App of Maths	Practical Cookery English	Maths Numeracy (units) App of Maths	Admin Biology Practical Cake Craft Spanish
SCQF Level 4 (S5/6)	English/Media Studies				

SCQF Level 5 (S4/5/6)	Accounts Admin & IT Computing Graph Comm History Mod Studs Music Tech	Dance Design and Manufacture French Hospitality PE Practical Woodworking Spanish	Art Biology Chemistry Music Perf Physics Science Spanish	Biology Business Management Chemistry Geography History Mod Studs Physics RMPS
SCQF Level 4 (S4/5/6)	Admin & IT Computing Graph Comm History Mod Studs Music Tech	Dance Design and Manufacture French Hospitality PE Practical Woodworking Spanish	Art Biology Chemistry Music Perf Physics Science Spanish	Biology Business Management Chemistry Geography History Mod Studs Physics RMPS
CHOICES				
First Choice	_____	_____	_____	_____
Level	_____	_____	_____	_____
College Choice				_____
Foundation Apprenticeship				_____

Please note below any subject choice that you would like but does not appear in the option form.

Signed
(Student) _____

Signed
(Parent/Carer) _____

Signed
(Guidance Teacher) _____



S1 Interim Report November 2021

Student Name:
Registration Class:

School: Clydeview Academy
Address: Burnside Road
Gourock
PA19 1UX
Telephone: 01475 715050

Effort	Behaviour	Homework
Always works conscientiously	Always behaves well	Always makes a good attempt
Art and Design Achievement Level: 02 - Achieved Second Level Teacher comment		

Effort	Behaviour	Homework
Always works conscientiously	Always behaves well	Always makes a good attempt
English Achievement Level: 02 - Achieved Second Level Teacher comment		

Clydeview Academy
Individual Attendance Summary from 1/8/22 AM to 14/12/22 PM

Legend

- Present	= Part Time Timetable (health related)] Transport Failure
~ In school but not in class	A Other Authorised Absence	B Sickness with educational provision
C Closed (e.g. election)	D Notifiable Illness (Self Certified)	D Self Certified
E Authorised Parental Holiday	F Medically Certified	F Notifiable Illness (Medically Certified)
G Parental Holiday	H Should Not Attend	H Should Not Attend (Notifiable Illness)
H Holiday	I In-Service	J Late (arrives before mid-opening)
K Late (arrives after mid-opening)	M Missing	N Other unauthorised absence
O Other attendance out of school	P Medical or Dental Appointment	Q Exceptional domestic circ. (authorised)
R Exceptional domestic circumstances	S Study Leave	T To be Confirmed
U Truancy or Unexplained Absence	V School Visit	V Field Trip
W Work Experience	X Exclusion	Y Part Time Timetable (exclusion related)
Z Extended leave with parental consent		

Authorised Absences (openings)	0
Unauthorised Absences (openings)	0
Exclusions (openings)	0
Occasions Late (openings)	0
Actual Attendance of Possible (openings)	150 / 150
Attendance Rate	100.00%

Short Code **Q103** (1/Aug/2022)

date	Mon	Tue	Wed	Thu	Fri	Unath. absence	Auth. absence	Exclusions
01/Aug/22	HH	HH	HH	HH	HH	0	0	0
08/Aug/22	HH	HH	HH	HH	HH	0	0	0
15/Aug/22	HH	II	II	--	--	0	0	0
22/Aug/22	--	--	--	--	--	0	0	0
29/Aug/22	--	--	--	--	--	0	0	0
05/Sep/22	--	--	--	--	--	0	0	0
12/Sep/22	--	--	--	--	--	0	0	0
19/Sep/22	HH	--	--	-V	HH	0	0	0
26/Sep/22	HH	--	--	--	--	0	0	0
03/Oct/22	--	--	--	--	--	0	0	0
10/Oct/22	--	--	--	--	--	0	0	0
17/Oct/22	HH	HH	HH	HH	HH	0	0	0
24/Oct/22	II	--	--	--	--	0	0	0
31/Oct/22	--	--	--	--	--	0	0	0
07/Nov/22	--	--	--	--	--	0	0	0
14/Nov/22	--	--	--	--	--	0	0	0
21/Nov/22	--	--	--	CC	--	0	0	0
28/Nov/22	--	--	--	--	--	0	0	0
05/Dec/22	--	--	--	--	--	0	0	0
12/Dec/22	--	--	--	--	--	0	0	0

Appendix 3

S3 Achievement of a Level Information – Literacy & Numeracy

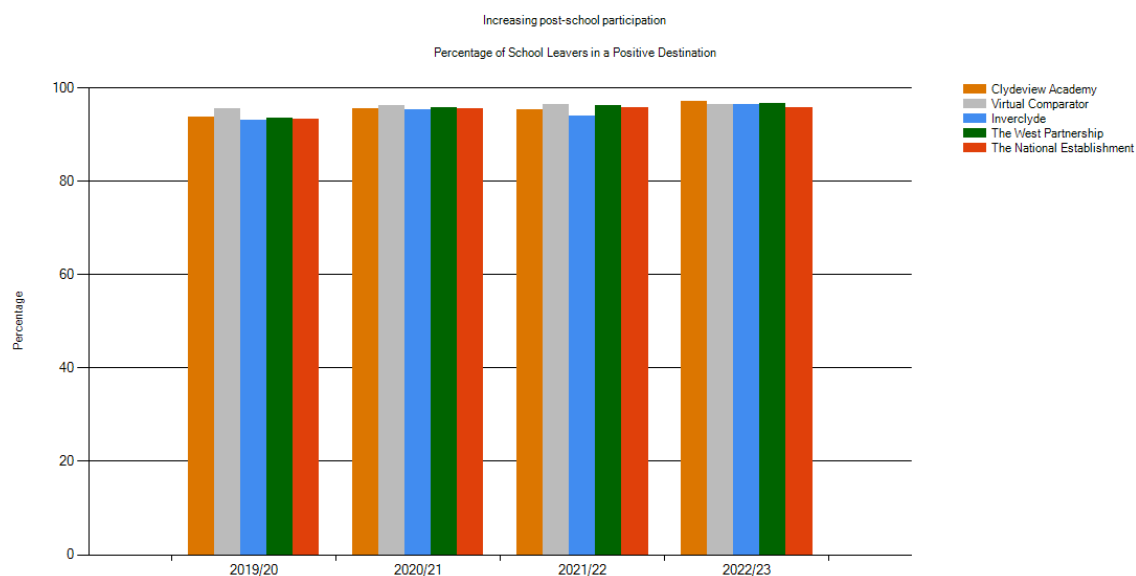
Year	Reading	Writing	L & T
2024/2025			
2023/2024	96%	96.6%	96%
2022/2023	92.1%	89.9%	93.1%
2021/2022	93%	92%	95%
2020/2021	85%	84%	84%
2019/2020	96%	96%	97%
2018/2019	91.9%	90.1%	90.7%
2017/2018	94.1%	91.9%	94.1%
2016/2017	88%	85%	94%

National Benchmarking Measure: Literacy and Numeracy S4-S6 2022/23

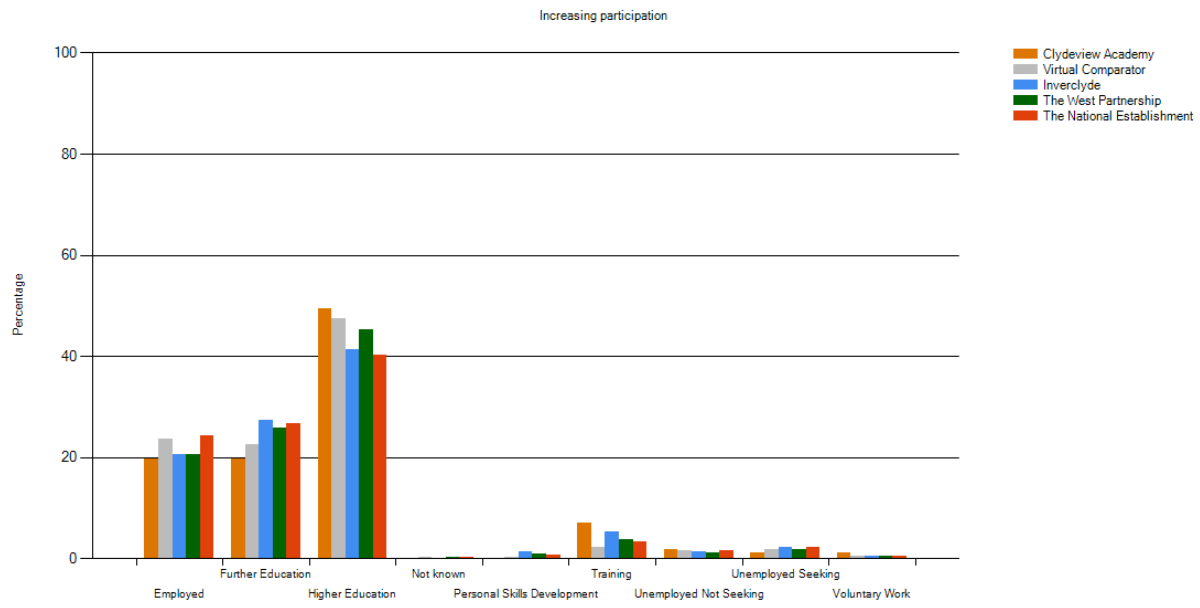




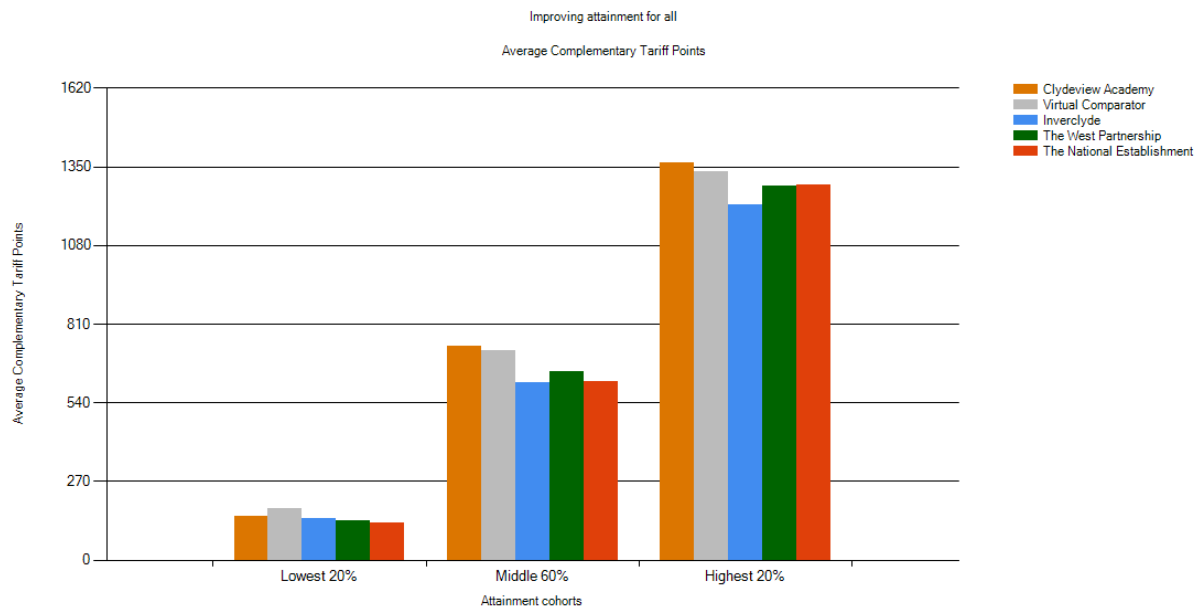
National Benchmarking Measure: Leaver Initial Destinations S4-S6 2022/23



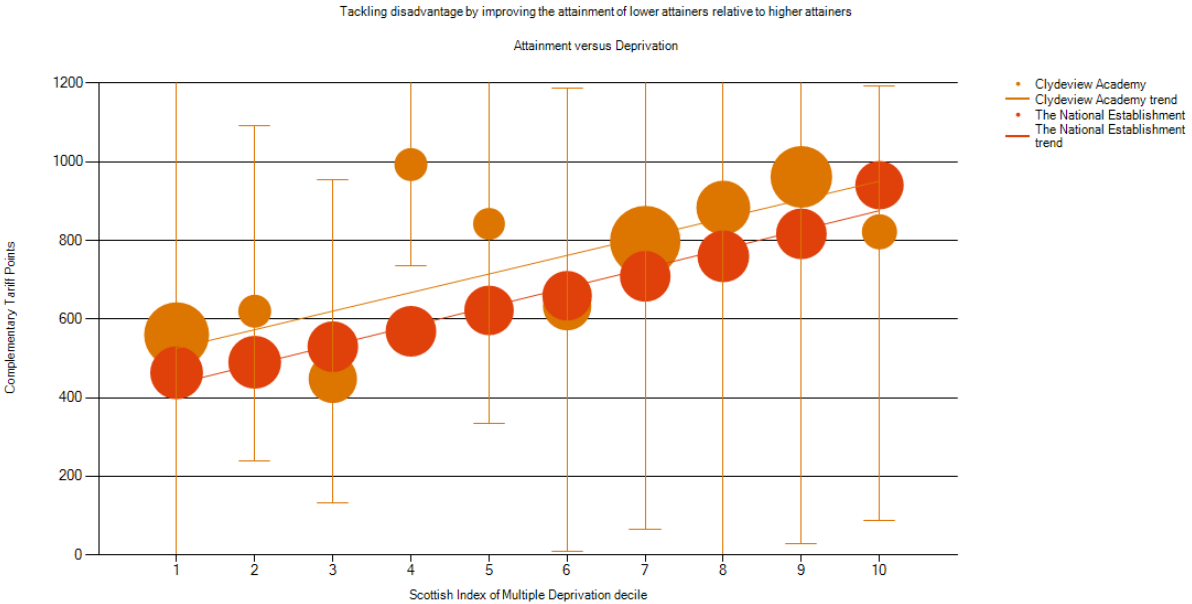
National Benchmarking Measure: Leaver Initial Destinations by Destinations S4-S6 2022/23



National Benchmarking Measure: Improving Attainment for All S4-S6 2022/23



National Benchmarking Measure: Attainment versus Deprivation S4-S6 2022/23



Appendix 4



Clydeview Academy School Policies:

- Anti-Bullying
- Assessment and Moderation
- Attendance and Registration
- Creating a Culture of Praise
- Child Protection
- Communicating with Parents
- CPD & PRD
- Equality and Fairness
- Health & Wellbeing Guidelines
- Learning at Home
- Care Experienced Young People (part of Positive Relationships Policy)
- Learning and Teaching
- Literacy
- Numeracy
- Nut Free School
- Parents as Partners
- Positive Relationships Policy
- Pupil Support
- Self-Evaluation and Quality Assurance
- Skills for Learning, Life and Work
- SQA Additional Assessment Arrangements
- Tracking and Monitoring Student Progress

Appendix 5

Clydeview Clubs 2025/26

DAY	CLUB	VENUE	TIME	STAFF
MONDAY	S1-3 Table Tennis S1/2 Music Group CAD (all pupils)	Music Room 1 Tech 3	Lunchtime Lunchtime Lunchtime	Mr McQuilken
TUESDAY	S1-3 Boys Fitness Club S1-3 Basketball Club S1-6 Boys Rugby Training Percussion Club S1-2 Lego Club S1-3 Humanities Club S1 Creative Creations S1-6 Technology Recycling/Upcycling Club Physics Drop-in	Fitness Suite PE Department PE Department Drum Room SS6 SS7 Technical Technical Science 6	 Lunchtime Lunchtime Lunchtime Lunchtime Lunchtime Lunchtime	 Mrs Blackman Mrs McKeeman Ms Marshall Mr Hagan Mrs Currie
WEDNESDAY	S1- 3 Hockey Club S1 – 3 Girls Netball S1 – 3 Girls Fitness String Ensemble Guitar Club Woodwind Dungeons & Dragons S1-2 Code Club S1-4 Wellbeing Wednesday Dyslexia Drop-In Enterprise Group Chemistry Clinic	PE Department Games Hall Gymnasium Music Room 1 Music Room 1 Music Room 1 Library ICT 6 Pupil Support Hub Pupil Support Hub ICT 3 Science 3	Lunchtime After School After School After School After School Lunchtime After School Lunchtime After School Lunchtime Lunchtime Lunchtime	 Ms Pye & Mr Foster Mr Robertson Various Ms McCallum Ms McKinnon Mrs Kelly
THURSDAY	S1-6 Girls Football S1-6 Badminton Club S1-6 Girls Rugby Training S3-6 Girls Choir Dungeons & Dragons S1-3 Art Club S1-3 Darts Club S1-2 Chill Zone S1-2 Reading Club S1 Science Club	Games Hall Gymnasium Outside Music Room 1 Library Art 2 Maths 2 ICT 3 Lunchtime Science 3	After School After Schol After School Lunchtime After School Lunchtime Lunchtime Lunchtime Lunchtime Lunchtime	 Ms Pye & Mr Foster Ms McAllister Mr Conley Ms McKinnon Ms McCheyne Mrs Kelly
FRIDAY	S4-6 Girls Netball Brass Group Friday Fringe Boys Autism Group S1-4 Crafts Club Cinema Club Biology Clinic	Games Hall Music Room 2 Social Area Old Pupil Support Classroom SS1 English 6 Science 6	After School Lunchtime Lunchtime Lunchtime Lunchtime Lunchtime Lunchtime	 Mrs McGeary Ms Fleming Mr Ashley Mrs McAdam

Football Teams: Under 14s Football Team (S2)
Under 16s Football Team (S4)
Under 18s Football Team (S5-6)

Drama Club – will run by Mr McLaughlin at various times throughout the year

Everyone's Responsibility

All adults have a responsibility to protect children including:

Parents
Family members
Friends
Neighbours
Professionals
Members of the Public
Community Groups



Child Protection

Key Information for Parents/Carers at Clydeview Academy

What might make you concerned?

Most children grow up in homes where they are loved and well cared for. However, sometimes for a variety of reasons, a child may be abused or neglected.

What to do if you are concerned?

Children and young people can always get help for themselves, but sometimes they may need you to get help for them. If you are concerned about a child or young person attending this school please speak to:

Jan Wilson Milliken (DHT - Child Protection Coordinator and PREVENT Lead)

Craig Gibson (Head Teacher- Depute Child Protection Coordinator)

