

# Our Lady's High School



## School Handbook 2022/2023

Our Lady's High School  
Dalzell Drive  
MOTHERWELL  
ML1 2DG

Phone: 01698 274925

Email: [Enquiries-at-ourladyshigh@northlan.org.uk](mailto:Enquiries-at-ourladyshigh@northlan.org.uk)





## ***Contents***

### Page

2	Welcome
3	A Charter for Our Lady's High as a Catholic School
4	School Mission, Values and Aims
5	A Profile of Our Lady's High School
7	School Improvement Plan 2020 – 2021
9	General Information
13	S1 First Impressions
14	School Captains' Statements
17	Responsibilities of the Senior Leadership Team
20	Current Staff List
21	Enrolment, Attendance, Transport and Meals
26	Education Maintenance Allowance
28	Clothing and Uniform
32	Health and Medical Care
32	Information in Emergencies
33	The School Curriculum
43	Pupil Support
47	Religious Observance
47	Equal Opportunities and Social Inclusion
49	Child Welfare and Protection
52	Support for Learning
56	The Library Resource Centre
58	Teaching Support Staff
59	Partnership and Information Project
60	Out of School Hours Learning
61	Promoting Positive Behaviour
63	Anti-Bullying Policy
71	Parent Forum, Parent Council
76	Home – School Communications
77	Data Protection Act and information contained in this Handbook
82	Explanation of New National Qualifications and Exam Results
89	Glossary
91	Some Important Contacts and Addresses



## Our Lady's High School – Motherwell



### Welcome



Welcome to our School Handbook which will give you the essential information you will need as your child moves into high school.

As you will read, Our Lady's is an excellent school with a long history, going back almost 150 years. In 2019 we reinstated our Mission, Values and Aims, with our Mission being summed up as:

“Growing together, achieving together, with Christ at our centre.”

The school has a very positive ethos with excellent relationships, an area that was identified as a strength during our Validated Self Evaluation, a visit made by a group in the local authority in May 2019. We will continue to build on these relationships in order to ensure a positive experience for all the young people in our care.

I hope that throughout your time as part of the community of Our Lady's your experience is a positive and fruitful one.

Mr Dan Cardle

Head Teacher  
December 2021

*(Covid-19 Pandemic – NLC will continue to align supports, from across the service, in response to the Covid-19 pandemic, to support children and families and maintain educational provision. Further information is available directly from the school or from North Lanarkshire Council's website [www.northlan.gov.uk](http://www.northlan.gov.uk) )*

Twitter: @OLHSMotherwell

Blog: <https://blogs.glowscotland.org.uk/nl/olhshtblog/>



*A Charter for Our Lady's High as a Catholic School*

.....

The mission of the Catholic school is to develop a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.

In honouring Jesus Christ as the Way, the Truth and the Life, we seek to promote the following characteristics:

- A commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children
- An inclusive ethos, which aims to honour the life, dignity and voice of each person, made in the image of God
- A commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's God-given talents
- A commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes
- The provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life
- A commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church
- A commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all
- A commitment to ecumenical action and the unity of Christians
- The promotion of respect for different beliefs and cultures and for inter-faith dialogue
- A commitment to support the continuing professional and spiritual development of staff

All staff appointed to Our Lady's High School are expected to support and promote the aims, mission, values and ethos of the school as described in this Charter.



## *School Mission, Values and Aims*

.....

**Mission:** Growing together, achieving together, with Christ at our centre

**Values:** Foster Relationships      Leaders of Faith      Love in all things  
Promote the Common Good

**Aims:** To embed the Catholic faith across all aspects of the school community, allowing opportunities for faith into action.

To foster a community where everyone's values, views and diversity are respected in a supportive and positively challenging environment.

To provide the highest possible quality of learning and teaching where we foster high aspirations and determination in our students, and encourage them to be high achievers in all aspects of their learning.

To build a sense of achievement where pupils will learn the lifelong skills to help them both now and for the future, to assist with the transition to an appropriate and positive destination.

To help our pupils realise the dignity of work, that work is integral to our human nature and should be for the benefit of all, not the few.

To recognise and promote the talents of all our pupils and provide a curriculum that meets the needs of all our learners.

To promote and sustain the wellbeing of all members of our community.



*School Captains 2021/2022*

## *A Profile of Our Lady's High School*

.....

Our Lady's High School is a six-year Catholic comprehensive and co-educational school serving Motherwell and part of Wishaw. Its current accommodation dates from 1974, but its records go back to 1875 and the birth of Catholic secondary education in Lanarkshire. Our Lady's High School is listed as having the largest roll ever recorded by a secondary school in Scotland (2,325 in August 1977). Since that time, construction of other schools, population changes and zoning policies have resulted in a smaller pupil intake.

The primary schools associated with Our Lady's High School are St Bernadette's, St Brendan's and Our Lady of Good Aid Cathedral. As a result of placing requests, pupils from a number of other schools are also enrolled in the school.

The current roll of approximately 800 pupils is comfortably accommodated in the building, which has a capacity of approximately 1,000 pupils. The landscaped grounds, playing fields and surrounding woodlands create a very pleasant environment.

Since Easter 1997, Our Lady's has shared its accommodation with Bothwellpark High School. Bothwellpark currently caters for pupils with a wide range of special needs. Both schools actively promote physical, social and curricular integration.

Extra-curricular activities include a wide variety of sports, public speaking, music and charitable work, as well as a range of Global Citizenship activities.

There are currently 54 teaching staff working across 8 faculties, and 8 music instructors. Each department is linked to a member of the Senior Leadership Team.

The Senior Leadership Team consists of the Head Teacher and three Depute Head Teachers. In organising and monitoring the work of the school, the Senior Leadership Team is supported, not only by other promoted and un-promoted staff, but also by a number of school committees. School self-evaluation, linked to detailed improvement plans, has helped identify immediate and longer-term priorities for the school.

The school works closely alongside other agencies to support our pupils.

The Chaplain, Fr Kieran Hamilton, is based in Our Lady's two full days each week. On both of these days he offers Mass for pupils and staff in the school's Memorial Chapel. He is assisted in his work by an active school Chaplaincy Team. Father Kieran also works within classes and groups across the school.

Support staff includes 5 administrative staff, 2 janitors, 4 technician staff, librarian, a shared partnership officer and a number of auxiliary and other specialist support staff.



## Our Lady's High School

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

The Parent Council meets each month, as does the Parent Council. It works consistently to support the school in all its aims. These aims can be summarised by saying that the school tries to achieve the full development of each individual and the school community as a whole, based upon the values of the Gospel.

Further details of the school are available on the school website or by contacting the Head Teacher directly.



**“Young people are achieving very well across an impressive range of in and out-of-class activities.” (HMIe)**














## ***School Improvement Plan 2021/2022***

### **Priority 1 – Learning and Teaching**







-  To ensure an improved and consistent approach to learning and teaching in the school
-  To enhance self-evaluation of classroom practice and share good practice

### **Priority 2 – Health & Wellbeing**

-  Continue staff development to support health and wellbeing
-  Data from the SDQ to be analysed to plan for young people's wellbeing
-  The use of the Wellbeing Application provides a secure recording system for wellbeing assessments and plans
-  All teaching staff promote the wellbeing of all children through the integration of progressive HWB lessons
-  Consolidate mental health action plan for whole school
-  Strong links with other services/partner agencies/third sector are firmly established to support pupils in their HWB recovery
-  Continue to support staff wellbeing
-  Promotion of a culture of Reading for Pleasure across our school community
-  Improved communication about reading for pleasure across the school community
-  Improved variety of reading formats available
-  Partnerships developed across the school community through reading for pleasure

### **Priority 3 – Digital**

-  All children and young people have access to a device which enables them to engage with digital learning at home
-  Children and young people to have ease of access to digital learning platforms, which develop curricular needs
-  Involve pupils as leaders of digital learning within the school and ensure Pupil Voice remains core to all improvement and self-evaluation activities
-  A clear communication strategy, which ensures all stakeholders are involved and informed





- ✦ Consistent use of Glow as a learning and collaborative environment for all learners and staff
- ✦ Increased use of digital tools to inform assessment of learning, within school and outwith the classroom environment
- ✦ Plan approaches to digital pedagogy, to develop and enhance effective learning and teaching
- ✦ Children and young people experience progressive digital skills within and across the curriculum

## **Priority 4 – Wellbeing, equality and inclusion**

- ✦ Mission, values and aims become embedded in the life and work of the school
- ✦ Teaching and learning about Rights – Most (80%+) children, young people and the wider school community:
  - Know about and understand the UN Convention on the Rights of the Child
  - Can describe how it impacts on their lives and on the lives of children everywhere
- ✦ Ethos and Relationships – In school children and young people:
  - Enjoy the rights enshrined in the United Nations Convention on the rights of the Child
  - Value education and are involved in making decisions about their learning
- ✦ Participation, Empowerment and Action – Children and young people:
  - Know that their views are taken seriously
  - Take action to claim their rights and promote the rights of others, locally and globally




## General Information

Head Teacher:  
Mr Dan Cardle  
Our Lady's High School  
Dalzell Drive  
MOTHERWELL  
ML1 2DG

Telephone: 01698 274925  
Fax No: 01698 275361  
email: [Enquiries-at-ourladyshigh@northlan.org.uk](mailto:Enquiries-at-ourladyshigh@northlan.org.uk)  
Website address: [www.ourladyshighschool.co.uk](http://www.ourladyshighschool.co.uk)

*The secondary school weekly timetable has moved from 33 to 32 periods a week, with a shorter finish at 12:30 pm on Friday. The week will comprise of four days of seven periods and one day of four: Monday-Thursday 8:55am – 3:45 pm and Friday 8:55 am – 12:30 pm.*

 Timetable – Our Lady's High School			Name:		Class:				
	8.55-9.45	9.45-10.35	10.35-10.50	10.50-11.40	11.40-12.30	12.30-1.15	1.15-2.05	2.05-2.55	2.55-3.45
	1	2	Morning Interval	3	4	12:30 Finish	5	6	7
Mon									
Tues									
Wed									
Thurs									
Fri									

*Future Fridays now takes place from 1 p.m. – 3:30 p.m. in the school*



*For further information see page 30*



# Our Lady's High School

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

## **DRAFT OF SCHOOL TERMS AND HOLIDAYS 2022 – 2023**

### **August 2022**

In-service day (all areas): Monday 15<sup>th</sup> August 2022  
In-service day (all areas): Tuesday 16<sup>th</sup> August 2022  
Pupils return to school: Wednesday 17<sup>th</sup> August 2022

### **September 2022**

September weekend holidays: Friday 23<sup>rd</sup> and Monday 26<sup>th</sup> September 2022

### **October 2022**

October break: Monday 17<sup>th</sup> to Friday 21<sup>st</sup> October 2022 (inclusive)

### **November 2022**

In-service day (all areas): Monday 14<sup>th</sup> November 2022

### **December 2022**

Christmas and New Year holidays: Friday 23<sup>rd</sup> December to Friday 6<sup>th</sup> January 2023 (inclusive)

### **February 2023**

Mid-term break: Monday 13<sup>th</sup> & Tuesday 14<sup>th</sup> February 2023

In-service day (all areas): Wednesday 15<sup>th</sup> February 2023

### **April 2023**

Easter break: Monday 3<sup>rd</sup> April to Friday 14<sup>th</sup> April 2023 (inclusive)

Good Friday & Easter Monday: Friday 7<sup>th</sup> April & Monday 10<sup>th</sup> April 2023 (inclusive)

### **May 2023**

May Day holiday: Monday 1<sup>st</sup> May 2023

In-service day (all areas): Tuesday 2<sup>nd</sup> May 2023

Holiday weekend: Friday 26<sup>th</sup> & Monday 29<sup>th</sup> May 2023

### **June 2023**

Schools close: Wednesday 28<sup>th</sup> June 2023

## **SCHOOL ROLL AUGUST 2021**

S1	157
S2	143
S3	149
S4	132
S5	114
S6	74

## **ANTICIPATED INTAKE OF S1 PUPILS**

August 2022	142
August 2023	156
August 2024	134

Primary Schools Associated with Our Lady's High School are:

Our Lady of Good Aid Cathedral R.C.P.S. Tel: 01698 274935  
Milton Street, Motherwell, ML11 1DH

St Bernadette's R.C.P.S., Vickers Street, Motherwell Tel: 01698 274993

St Brendan's R.C.P.S., Barons Road, Motherwell Tel: 01698 265877

## ***ACCOMMODATION***

The main accommodation is a three-story block with science laboratories on the top floor. A four-storey block is continuous with this and Bothwellpark High School is located within the ground floor accommodation. The ground floor also contains a well-resourced Support for Learning area and Pupil Support Base. The Cardinal Winning F.P. Memorial Lecture Room is relocated upstairs as our conference room next door to our School Library.

The Zone is our kitchens, dining/social area which is bright and spacious and seats almost 300 pupils. A new fitness suite and dance studio containing excellent equipment opened in August 2013.

There is also a one storey block housing the Technical Education Department (including one woodwork room, one metalwork room, one technical drawing room and one technology room), the Performing Arts Department (including four instrumental practice rooms, the theatre, the Physical Education Department (comprising 2 gymnasias, one games hall, changing and showering facilities) and the War Memorial Chapel.

In recent years there has been considerable refurbishment and upgrading of school accommodation, furniture and equipment. A recent accommodation review means that the most effective use is made of classroom space throughout the school. There are currently four external ramps for disabled access. We also now have our new 7, 9 and 11 a side

## ***COMMUNITY FACILITIES***

These comprise the Partnership Office, a Community Learning and Development Office and the Local Area Office. Extensive out of school hours community use is also made of the school theatre and Physical Education facilities.

## ***LETTING PROCEDURES***

It is Council policy that school accommodation should be made available as far as possible outwith school hours for use by the community. The arrangements for groups, clubs etc. using school facilities, will be in accordance with approved letting procedures. Enquiries and applications should be directed to:







# Our Lady's High School

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

[school&facilitybookings@culturenl.co.uk](mailto:school&facilitybookings@culturenl.co.uk)

The application must name a responsible person from the organisation and state the purpose, the date and the hours of the proposed let, and specify the accommodation requested.

If the let is granted, notification of this and details of the charge will be sent to the school and to the applicant, who should pay the authority at the address listed on their authorisation.

## Fabulous Fundraisers





## S1 First Impressions

.....

Obviously with the strange circumstances of the last couple of years it will be scary coming to “the big school” but you shouldn’t be worried, the teachers are lovely and Our Lady’s is a good school environment. It’s so fun being able to cook and do fun science experiments that we didn’t get the chance to do in primary. When I started at Our Lady’s I had caught Covid-19 and was absent for the first part of term. I was scared I would be behind on work because I had been off for 2 weeks but all the teachers were understanding and helped me catch up so I could feel more confident. I settled in as well as anyone else. High school for me was a chance to meet new people. You have time with buddies to help with any questions you have in the early days and you see them throughout the year. There’s lots to enjoy in the timetable. I find the trampolines and the gym so fun and love when we get a chance to do those things in P.E.! There are also lots of clubs to join. I am in the netball club and we get to compete in competitions. My favourite subjects are Home Economics, Music and English. Those are the subjects I personally enjoy the most but there is definitely something for everyone. I like high school better because there are so many more subjects and you get a different teacher for each one. I have gained so many new skills and having so many opportunities since coming here such as being able to pick up an instrument and I’ve improved in my languages and every other subject. In primary I didn’t pick an instrument so in high school I jumped at the chance and I chose the trumpet I do not regret it. It’s so fun and it is great that we get the chance to opt into new things. I’m so happy I came to Our Lady’s High because I’ve got to meet so many new friends and learned so many new things. So, don’t be nervous to start because it’s a great experience.



*Maria Quinn 1AS*

My First year of Our Lady’s high School has been amazing. I have made lots of new friends, learned a lot of new skills, and experienced lots of new things. The teachers are very nice and the classes have been very enjoyable. You get to do lots of different things and every day is different. I have recently joined drum lessons and it is really enjoyable. Coming to Our Lady’s High school is very fun as you can pick up new talents every day and gain lots of new friends. My personal favourite classes are: English, P.E and Home Economics. Since I’ve come to Our Lady’s High School you also get to do new sports. So far, I have learned about trampolining and have played football and basketball. In my Technical class we have made a wooden boat and a wooden ‘block bot’. We use all types of materials in tech and we sketch too. In Home Economics we have experienced cooking in the kitchen, baking in the kitchen and are doing sewing right now. In the library, you get a membership number and can





take books home with you and can visit the library at lunch to do homework, work on the computers and study too! Everyone in the school is very nice and you will make lots of new friends between the years that you are here. There are multiple sports teams that you can try out for. On a Friday you can go to Future Fridays which includes interesting things such as: British sign language, trampolining, football and more! You will meet your S6 buddy when you are in your PSHE class. You will get a timetable to tell you when to get to classes. If you can't find your class talk to a member of staff and they will help you out. In general, I have had a really positive experience in S1.

*Alex McNeill 1AS*

## School Captains' Statements

.....

I will always look back at my time here at Our Lady's High School with great pride and happiness. Since starting as an S1 back in August 2016 I have had so many great experiences and opportunities, not only learning but the ability to develop my confidence, make new friendships. The school has helped shape me into the person I am today and have supported me throughout my journey.

My favourite thing about Our Lady's High is the amazing teachers and staff. I have had the privilege to form strong, positive and memorable relationships with the teachers during my time here. All of the staff members are very approachable and will help to support you during your journey throughout high school, and should you have any issues I know that they will be more than happy to help you.

The hard times at high school always pass and you will appreciate that many happy times that you will have as a pupil here at Our Lady's. It might seem daunting on your first few days at secondary school but my time at OLHS has honestly been the best six years of my life thus far.

*"We must accept finite disappointment, but we must never lose infinite hope"*

*~Martin Luther King~*

Our Lady's High School has given so many amazing opportunities throughout my time here. Two of my most favourite and memorable opportunities that I have had are being able to star as the lead role in our school show 'Back to the 80's' in S4, as well as our S6 Caritas Retreat with Father O'Donnell. These are just a couple of my memories but there are so, so many that I have. My best advice to any pupil old or new would be – be yourself, achieve your goals and don't give up because the sky is the limit.

It's been an honour and privilege to serve as the School Captain. I've been on the most amazing journey these last 6 years and I couldn't have done it without the legends here at Our Lady's. Our Lady's High School is an amazing place to learn, develop and make happy memories and I will miss it a great deal. Thanks to everyone for the amazing memories and for the love, support and courage you have given me, I am eternally grateful for the times we have shared together. God Bless.

*Mark Gillen - School Captain 2021-22*





Being part of Our Lady's High School gives you a sense of pride and belonging. The school is nothing short of a community who care and look after each other. Every member of staff goes above and beyond to give you the best education and the best support in anything you do. The encouragement that you receive from teachers, is out of this world they always see potential in you.

Throughout my time at Our Lady's I have been extremely lucky to gain the amount of opportunities I have had, from playing in the school band to being able to fulfil a dream of mine, which was being appointed as School Captain. The memories I have collected from my last six years will be some of the best and I will remember for the rest of my life. The school also recognises and celebrates all of your achievements big or small.

OLHS has helped me gain confidence and invaluable life skills, which will help me in my future endeavours and give me confidence entering my next chapter in life.

One thing for sure is the teachers will always have faith in you even when you don't!

I have had the best 6 years of my life and I couldn't be more grateful for them- I will miss not attending Our Lady's and even the purple blazer!

*Clare McVey - School Captain 2021-22*

One of the things that stands out for me from my six years at Our Lady's high school is the overwhelming sense of community throughout the school and extended school community. As a pupil I have benefited from this support network and now as School Captain I can partake more fully in this community as a sixth-year buddy.

Participating in the plethora of events organised by the school to raise money for charity has also fostered this sense of community of faith throughout my time at Our Lady's. Personally, I have benefitted from partaking in public speaking and essay competitions organised by the English department. The science department have given me the opportunity to compete in Go4SeT, a national STEM competition, and staff often go above and beyond to run after school study groups





## Our Lady's High School

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

which greatly help students academically as well as fostering student teacher relationships that are central to the Our Lady's High school community.

My time at OLHS has been a greatly positive experience marked by the excellent pupil staff relationships and the feeling of support from peers and teacher alike, it has been a time where I have developed in academic ability but also as a person guided by the emphasis on catholic values within the school. Thanks to my experience at Our Lady's I now hope to take the next steps in my education at university and will always look back on my time here with thanks that I had the opportunity to be taught by so many exemplary staff and be surrounded by the Our Lady's community.

*Amanda Quinn - School Captain 2021-22*

Our Lady's High School is an inclusive community that welcomes and cares for every individual pupil. I feel privileged to have been appointed school captain this year, giving me the opportunity to give back to the school community that has given me so much. My experiences as school captain have allowed me to develop my confidence and gain invaluable life skills, preparing me for the time when I leave school.

Integrity is held at the heart of Our Lady's High, promoting individuality and creativity in every aspect of school life. This is achieved through the various extracurricular activities that the school offers, throughout my six years at school, I have been afforded the opportunity to fully endeavour in many clubs and activities, finding my passions, making memories, and meeting new people.

Our Lady's High has given me a platform to fully reach my academic potential and strive to achieve my goals, while also allowing me to learn and grow in a safe and friendly environment. This year we have all had to make changes to our lives and adapt to the changing circumstances that have had an impact on every aspect of our livelihoods, in particular our education and school life. This has been difficult for us all, but the support and encouragement from the teachers really made all the difference for the pupils. At this school, we are incredibly fortunate to have such devoted and hardworking teachers that are always there to guide and comfort you throughout your school journey.

I feel proud to be apart of our school community, which promotes Gospel values and helps every pupil to build their own relationship with their own faith, in a safe and respectful environment. I have truly loved my six years at Our Lady's High School and I have been blessed with so many unforgettable experiences, wonderful friendships and inspiring teachers that I will remember for the rest of my life.



*Cavan Ryan – School Captain 2021-22*

***Responsibilities: Senior Leadership Team***

.....

The detailed job descriptions of the school's Senior Leadership Team are as follows:

**HEAD TEACHER: Mr Dan Cardle**

The Head Teacher is responsible for the overall functioning of the school. While many of the tasks are delegated to appropriate colleagues, the Head Teacher bears final responsibility in the following areas:

- Within the resources available, management and development of the curriculum according to national and local authority policies and guidelines.
- Departmental Links – Language, Technologies & Library Resource Centre
- Raising Attainment.
- Provision of effective structures and procedures on pupil support to ensure that pupils' progress is monitored and recorded.
- Participation in the selection and appointment of staff.
- Management and deployment of staff in the school, both teaching and support staff.
- Consultation with Trade Union representatives on matters pertaining to the school.
- Promotion of the personal development of staff including arrangements for the professional review and development of staff.
- Acting as adviser to the Parent Council and providing advice and information as required.
- Co-operation with other schools and educational establishments, other departments of the Council and other external agencies as required by law and practice.
- Arranging for parents to be consulted and given regular information about the school and the progress of their children and in particular to make arrangements for meetings of parents and teachers.
- Ensuring that appropriate arrangements are made for the management of school finances and other resources.
- Within the provisions of the North Lanarkshire's Council Health and Safety Policy and according to the resources available, organising the supervision necessary to promote the health and safety of all persons within the school premises and of all pupils at all times when in the school's care.





## **DEPUTE HEAD TEACHER**

*All members of the Senior Leadership Team have regular teaching commitments. These can include the subjects in which they are registered, Religious Education, Personal, Social and Health Education and cross-curricular areas.*

### **Mr Derek Lang (Transition, Second Year & Fifth Year)**

The Depute Head Teacher has the following management responsibilities:

- S1 and S4
- Pupil Support
- Pupil Voice
- Child & Adult Protection Co-ordinator
- Primary/Secondary Liaison
- Student and Probationer Teachers
- PRD/CPD Co-ordinator
- Coordination of all aspects of the spiritual life of the school
- Departmental Links – Pupil Support, Support for Learning, RE, Health and Wellbeing

### **Mr Damien McHugh (First Year and Fourth Year)**

The Depute Head Teacher has the following management responsibilities:

- S3 and S6
- School Timetable
- Cover for Absent Staff
- SEEMIS
- Learning & Teaching
- Digital Learning
- School Diary and Calendar
- Health & Safety Officer
- Award Ceremonies
- Departmental Links – Science & Technician Staff

***DEPUTE HEAD TEACHER***

**Mr Tom McQuillan / Mrs Sharon Maguire (Third Year and Sixth Year)**

The Depute Head Teacher has the following management responsibilities:

- S2 and S5
- SQA Co-ordinator
- Tracking and Monitoring
- Vocational Programme
- School Exams
- Tracking of 16+ / Positive Destinations
- Developing the Young Workforce
- Departmental Links – Maths and Social Subjects

**Mrs Sharon Maguire (Acting DHT and Leader of PEF)**

The Depute Head Teacher has the following management responsibilities:

- Management of PEF
- SAC Coordinator
- Responsibility of All
- Attainment Mentors
- Promoting Positive Behaviour
- Wider Achievement
- Departmental Links – Expressive Arts

***All Depute Head Teachers have Year Group Responsibilities:***

- Co-ordination and oversight of the curriculum
- Quality of Learning & Teaching
- Tracking and analysis of levels of attainment
- Personal Support
- Pupil progress and attainment
- Attendance, timekeeping, discipline
- Home-school links
- Homework
- Assessment and Reporting



# Our Lady's High School

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

## LIST OF CURRENT STAFF - OUR LADY'S HIGH SCHOOL

**HEADTEACHER: MR D CARDLE - CHAPLAIN: FR KIERAN HAMILTON**

### Expressive Arts

#### Art

John Weir P.T.(C)  
Lorena Steinert

#### Performing Arts

Louise Hughes  
Mark McVeagh P.T. (P.S.)  
Mark Hughes  
Keighley Bell  
Margaret Mazzone

### Health and Wellbeing

#### Home Economics

Lyn Zambonini P.T. (C)  
Lynn Muir  
Amazon Walters (0.6)

#### P.E.

Clare Cooper (0.6) J/S  
Andrew Macmaster  
Kieran McGurk  
Eilidh Simpson

### Language

#### English

Julie Ann McGhee P.T.(C)  
Isobel Downie  
Mari Jeffrey  
Michael Kerr  
Sandra Mitchell  
Heather Clark

#### Modern Languages

Dorothy Anderson (0.6)  
Gillian McClymont

### Mathematics

Laura Anderson P.T.(C)  
Heather Woodside  
Colette Connor P.T.(P.S.)  
Nicola Darroch P.T.(P.S.)  
Danny Lafferty  
Gerry Martin P.T.(P.S.)  
Tom McQuillan D.H.T.  
Sean Cahill

### Religious Education

Kat Smith P.T. (C)  
Damien McHugh D.H.T.  
Derek Lang D.H.T.  
Dana Hill

### Science

Paul McKendrick P.T.(C)  
Gerry Law  
Paige Reilly  
Claire Walmsley (0.6) J/S  
Jenna Greenhill (0.4) J/S  
Catherine Anne McGuire  
Hannah Coakley  
Erin McGoldrick (0.6)  
Joseph Dillon  
Audrey Doyle

### Social Subjects

James Donnachie P.T.(C)  
Jennifer Woolley  
Angela McGavin  
Rachael Jack  
Louise McQuade

### Support for Learning

Debbie McGorry P.T.(C)  
Sharon Maguire D.H.T.  
Lorraine McNeish (0.8)  
Monica Donnachie (0.2)

### Technologies

#### Technical Education

Nadia Mulrooney P.T. (C)  
Alexamder McGleish  
Amy Burns  
Melanie Banks

#### Computing & Business Educ.

Moir McDonald J/S (0.6)  
Catherine Simpson J/S (0.4)  
Brian Hughes

### Librarian

Jennifer Macfadyen

### Music Instructors

M Bryans  
M Couper  
S Dowling  
R Fairley  
A Murray  
S Nelson  
L Patton  
J Woods

### Administration

Heather Sim A.F.A.  
Anne O'Donnell Admin Assistant  
Denise Hadden 35hrs term time  
Elizabeth Lowe 35hrs full time  
Kerri Dobbin 23.75 hrs term time

### A.S.N.A.

Billie Cameron  
Elizabeth Dynes  
Sharon Murphy

### Technicians

Freda Clark Senior F.T. Science  
Connor Mitchell F.T. I.C.T.  
Susan Henderson J/S Science  
Kenny Johnstone J/S Science  
Alex Martin Tech (J/S Clyde Valley)

### Janitors

John Cairns Senior Janitor  
Debbie Thomlinson

### Home/School Partnership Officer

Arthur McKeown

### Careers Officer

Meg Cairns

### Educational Psychologist

Alison Findlay

### P.E.F.

Elizabeth Moore  
Monica Donnachie  
Theresa Hayburn  
Elaine Millar

## *Enrolment, Attendance, Transport and Meals*

.....

### **ENROLMENT**

Pupils are normally transferred from primary between the ages of 11 and 12 years so that they will have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session.

Pupils who attain the age of 16 years on or between 1st March and 30th September cease to be of school age on 31st May, and pupils who attain the age of 16 years on or between 1st October and the last day of February cease to be of school age on the first day of the Christmas holiday period. A pupil is then free to leave school.

For pupils living outside the catchment area, an application for a Placing Request should be made to North Lanarkshire Education and Families.

Children already attending another secondary school, but living within the school's catchment area, can be enrolled at Our Lady's High School. Parents should first telephone to make an appointment with the relevant Head of Year. The child should be brought to the interview along with any reports from their previous school. The purpose of the interview is to determine their class. The child would start school as soon as possible thereafter.

### **PLACING REQUESTS**

You have the right to make a Placing Request for your child to be educated in a school other than the local school. In December each year, the authority will advertise its arrangements for placing requests. There are sound educational reasons for trying to ensure that the transfer or admission of children to a school takes place at the start of a school session. Other than those who are moving home or to a new area, parents are advised to time any placing requests so that they take effect from the beginning of the new school session. Every effort will be made to try to meet the parental wishes, but you should note that it is not always possible to grant every placing request to a particular school. Once a pupil has reached the school leaving age **the pupil, not the pupil's parent/carer** may choose which school to go to. Placing requests to Primary School does not necessarily ensure that your child will have a direct entry to the associated secondary. Advice on this must be sought from the Primary School Head Teacher. Further information on placing requests and procedures is available from the school or the council's website.

Parents/Carers and Young People have a right under the Additional Support for Learning Act 2009 to make a placing request for their child or young person to attend a nursery (including partnership nursery), special school or special class managed by the home authority. In the event of a successful placing request the authority are not required to provide transport. The Act also enables parents and young people to make a placing request to attend a school/establishment belonging to another authority.



## 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 or unauthorised, as defined by the Scottish Government.

At the start of each school session, parents will be asked to provide contact details including at least one emergency contact number, including where possible, a number that will accept a text message. Parents are required to inform the school if these contact details change during the course of the school year.

***Parents and carers are asked to inform the school if a pupil is unable to attend from the start of the school day on the first day of absence.*** Failure to do so will result in school staff accessing all contact numbers provided for the child and may result in the school sending a text message. In terms of child safety, police will be contacted if all attempts to locate the child have been exhausted. Pupils will be marked as unauthorised absence if no contact is made.

Parents/carers are asked to inform the school by letter or telephone if their child is likely to be absent for some time, and to give the child a note on his or her return to school, confirming the reason for absence. This should be handed into the school office.

Every effort should be made to avoid taking ***family holidays*** during term time as this both disrupts the child's education and reduces learning time. Parents/Carers should inform the school by letter of the dates before going on holiday. Absences will be classified as authorised only in exceptional circumstances. Such circumstances may include:

- A family holiday judged to be important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.

***A family holiday classified under the 'authorised absence' category will not include such reasons as:***

- The availability of cheap holidays
- The availability of desired accommodation
- Poor weather experience during school holidays
- Holidays which overlap the beginning or end of term
- Parental difficulty obtaining leave (except in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences)



Family holidays with the above or similar characteristics will be classified as unauthorised absence. Where the Head Teacher's prior agreement has not been sought the absence will automatically be classed as unauthorised.

Where most family holidays will be recorded as unauthorised absence (see above), extended leave with parental consent will not be considered the same as a family holiday. Leave in such circumstances will be authorised under circumstances such as:

- Extended overseas educational trips not organised by the school
- Short-term parental placement abroad
- Family returning to its country of origin (to care for a relative, or for cultural reasons)
- Leave in relation to the children of travelling families

***Exceptional Domestic Circumstances*** - Parents/Carers may request permission for such leave in writing and the school may authorise such requests under the following:

- The period immediately after an accident or illness
- A period of serious or critical illness of a close relative
- A domestic crisis, which causes serious disruption to the family home, causing temporary relocation

It should be emphasised that the school investigates unexplained absence, and that the authority has the power to write to, interview or prosecute parents/carers, or to refer pupils to the Reporter of the Children's Panel, if necessary. A statement of the school's policy including procedures for the enforcement of attendance.

***Your child's Pupil Support Teacher investigates unexplained absence*** and the authority has the power to write to, interview, or prosecute parents, or to refer pupils to the Reporter to the Children's Hearings if necessary.

Registration takes place in the school every period. Each teacher takes the class register and sends the information electronically to the main office.

- Pupils arriving late to school should report to the main office.
- If your child requires permission to be out of school, they must bring in an Appointment Card or Parental Note confirming the date and appointment time. They should come to the foyer area at morning interval when senior management will be available to authorise permission. If it is an early morning appointment they can get permission the day before. Please also indicate if they are being collected or making their own way to the appointment.



## **TRANSPORT**

### **General**

The Council has a policy of providing free transport to secondary pupils who live more than two miles from their local school, by the shortest safe walking route. This policy is one that is more generous than the law requires. This provision could be reviewed at any time. Parents/Carers who consider they are eligible should obtain an application form from the school or from Education and Families. These forms should be completed and returned before the end of February for those pupils beginning the 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. There is discretion in special circumstances to grant privileged transport 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. 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 parents' /carers' responsibility to ensure their child arrives at the pick-up point in time. It is also the parents' /carers' 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 your child losing the right to free transport.

### **Placing Requests**

The Council does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances.

### **Transport Problems**

Arrangements for free transport are made for children with special needs and transport is provided between schools in the consortium.

Problems arising from lateness or unavailability of transport should be referred to:

Stuarts Coaches, Castlehill Garage, Airdrie Road, Carluke, ML8 5EP  
Phone: 01555 773533

Halls Coaches, Unit 2A Pickering Works, Netherton Road, Wishaw, ML2 0EQ  
Phone: 01698 374981

## Meals

Children of parents receiving Income Support or Job Seekers Allowance (income based), Employment and Support Allowance (income related), Universal Credit, are entitled to a meal without charge.

Students aged between 16 and 18 and who are in receipt of any qualifying benefits can apply for free school meals in their own right.



Information and application forms for free school meals may be obtained from schools and First Stop Shops. The forms can be downloaded from [www.northlan.gov.uk](http://www.northlan.gov.uk). Parents/Carers are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (Income based), Employment and Support Allowance (income related), Universal Credit (income below £610 per month), Housing Benefit, Council Tax Rebate.



School meals are served daily in The Zone at lunch time. As well as, this breakfast is available from 8.30am and snacks are available at interval. Each pupil has a PIN number and machines are available to top up cards in the Dining Area.

### *Special Diet Procedures*

Diets required as a result of a medical condition (a medically prescribed diet e.g. coeliac disease, diabetes, PKU, food allergy or intolerance) can be provided in school by our catering staff. Procedures and forms can be accessed online through North Lanarkshire Council's website or by contacting the school. A vegetarian meal option is offered on a daily basis.

**“Sporting, musical, citizenship and volunteering activities are all very strong features of young people’s experiences.” (HMIe)**



## *Education Maintenance Allowance*

.....  
Students who have reached the statutory school leaving age of 16 may be eligible for an Education Maintenance Allowance (EMA) to allow them to remain at school.

In session 2022/2023 students who are born before 1 March 2007 will be eligible to apply for an EMA.

The EMA guidelines explain the criteria which must be met in order to be eligible for an EMA and the rules which must be adhered to for the EMA to be paid throughout the year.

### **Eligibility**

- (i) All applications are individually assessed. Students must attend a school managed by North Lanarkshire Council, regardless of where he or she is resident.
- (ii) The income used as the basis of the assessment is the gross household income for the preceding financial year.

The income thresholds used in assessing application in session 2021-2022 are as shown below. These levels may be subject to change in session 2022/2023.

For applications in single student households - £30 per week is paid where the income is up to £24,421; where the income is above that level no award will be made.

For applicants in multiple student households - £30 per week is paid where the income is up to £26,884; where the income is above that level no award will be made.



## Attendance



Students in receipt of an EMA must attain 100% attendance in any week to receive payment for that week. Where the student is absent through illness a medical certificate must be submitted. In addition, self-certification forms are accepted for a maximum of 5 days sickness absence in the academic session. Any illness which would take the pupil over the 5 days self-certification would continue to require submission of a medical certificate.

**“The school places a high priority on young people’s care and welfare. Staff know young people and their families well and almost all young people are flourishing in a safe and secure environment.**

**Staff and young people work hard to successfully create a supportive and strong Roman Catholic ethos.” (HMIe)**

## *APPLICATION FORMS*

A letter will be sent to the parent or guardian of all students who are in the eligible age-band to apply for EMA in May each year, providing details of the main eligibility criteria.

Application forms and guidance documents are sent to all secondary schools and some special schools in North Lanarkshire in June each year. The school is also given a number of posters publicising the scheme and advertising the availability of forms. Students who may be eligible should obtain an application form and guidance document from the school. Applications forms and guidance notes may be downloaded from the council website [www.northlan.gov.uk](http://www.northlan.gov.uk)

Students who are eligible for EMA for the full academic session should apply as early as possible. Students who are eligible for EMA from January to June, should apply from November.

Any student who is unsure whether they meet the EMA criteria should contact the EMA Section for advice.



## *Clothing and Uniform*

.....

### UNIFORM



All North Lanarkshire schools must have a dress code which encourages pupils to dress in a way that is appropriate to attendance at school. This dress code must not lead to direct or indirect discrimination on the grounds of race, religion, gender or disability. Prior to drawing up the dress code the parents, pupils and staff were fully consulted. It is the expectation of Education and Families that parents will be keen to support the dress code and written agreement may be sought.

Clothing which is unacceptable in school under any circumstances includes items which:

- could potentially encourage factions (e.g. football colours)
- could cause offence (e.g. anti-religious symbolism or political slogans)
- could cause health and safety difficulties such as loose fitting clothing, dangling earrings, and other potentially dangerous jewellery
- are of flammable materials that may be a danger in certain classes (e.g. shell suits).
- could cause damage to flooring
- carry advertising in particular for alcohol or tobacco
- could be used to inflict damage on other pupils or to be used by others to do so

For safety reasons, jewellery, especially body piercings, is best not worn to school at all, and **MUST** be removed before physical education lessons. Where this is not possible, participation in the lesson cannot take place, except in exceptional circumstances.

Parents in receipt of a clothing grant from the council will be encouraged to purchase items that are in accordance with the school dress code. Approval of any requests for such grants in other circumstances are at the discretion of the executive director of Education and Families. Information and application forms may be obtained from the council website [www.northlan.gov.uk](http://www.northlan.gov.uk) Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based), Employment and Support Allowances (income related), Universal Credit (with an income below £625 per month) Housing Benefit, council tax reduction.

Whilst in general terms it would not normally be the policy of the Authority to exclude a pupil from school solely on the basis of his/her dress, persistent refusal to respond to a reasonable dress code might be deemed to be a serious challenge to the Head Teacher's

authority and be detrimental to the wellbeing of the whole school community. In such circumstances a Head Teacher could justify the use of the school discipline procedure.

The Council wishes to minimise claims arising from the loss of pupils' clothing and/or personal belongings. Parents/Carers are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school. Parents should note that any claims submitted to cover the loss of such things are likely to be met only where the authority can be shown to have been negligent.

We regard Our Lady's High School as a community and encourage the wearing of uniform both to cultivate this attitude and to protect children from the effects of competitive dressing. The wearing of uniform also has a positive effect on the maintenance of security within the school. We, therefore, recommend the following items of dress:

Girls: Grey or black skirt, school kilt or black dress trousers, lilac or white blouse, school tie and purple blazer.

Boys: Grey or black trousers, lilac or white shirt, school tie, purple blazer.

**School shoes or boots should be black.**

## PE KIT

Within Our Lady's, we have a PE kit policy that we encourage all pupils to follow:

**Girls: Purple shorts, plain black leggings, white top and training shoes.**

*Please note: Short Lycra shorts or Lycra cycling shorts are not P.E. uniform and should not be worn.*

**Boys: Plain Black shorts, white top and training shoes.**

A full PE kit (shorts & embroidered t-shirt) can be purchased within the school on the 2 uniform evenings where suppliers, BE Schoolwear, will be present. PE kit would then be available for collection along with all other uniform items. Further school t-shirt orders for pupils progressing through the school can also be taken at this time or purchased directly from BE Schoolwear at 304 Main Street, Wishaw, ML2 7ND, or online.

On occasions where pupils are outside for PE, plain non-branded black tracksuit bottoms and a warmer top are also allowed and staff will remind pupils of this prior to any outside curricular work.

Items of uniform and kit may also be available for purchase directly from the school at the Uniform Evenings in May.





## EXTRA CURRICULAR ACTIVITIES

Our Lady's offers an extensive experience of activities both during and outwith curricular time.

On an annual basis, there are extra-curricular and lunchtime clubs for example: *Woodwind and Brass Band, Choir, Lunchtime Music Club, Badminton, Basketball, Dance, Netball, Chess and Trampolining (these can vary).* We also have extra-curricular *competitions and activities e.g. Go4SET, quizzes, numerous library activities, book groups etc.* There is also a partnership club involving schools in the Motherwell/Wishaw area that allow our pupils to be involved in the Barbarians rugby club which takes place at Dalziel sports grounds, with transport provided to and from training and matches.



*See website for further information.*

Furthermore, if there is an activity that pupils would like to have the opportunity to attend a club, pupils are encouraged to speak to the Librarian or PE staff and, where possible, they will endeavour to facilitate this.

For pupils in S5-S6, there is also an opportunity to use our new state of the art fitness suite.

This is available for pupils on a Monday, Tuesday and Thursday after school where a member of staff will be there to supervise and offer guidance where required. As well as our extra-curricular clubs, we also have a

number of teams that compete competitively. These include: Athletics, Cross Country, Netball and Football.

We encourage as many pupils as possible to get involved in some sort of sporting activity, not only for the health benefits but also because it provides an excellent platform for establishing friendship groups' outwith class time.

## **Future Fridays**

As you may already know, all secondary schools in North Lanarkshire Council finish at 12:30 on a Friday. From 1 p.m. – 3 p.m. there is an opportunity to participate in further activities, these range from cycling, girls' football and others, or work placements, Duke of Edinburgh for S4 – S6 students. Lunch and transport home is provided for those students who qualify for them. If you require further details, please contact the school on our enquiries email: [enquiries-at-ourladyshigh@northlan.org.uk](mailto:enquiries-at-ourladyshigh@northlan.org.uk) or telephone 01698 274925. See below examples of activities which have taken place this year.

## *Future Fridays*





## *Health and Medical Care*

.....

The medical examination of children is undertaken during each child's school life, namely in the first year of primary schooling, and then at ages 10/11 years and 13/14 years, by staff of North Lanarkshire Health Board. Parents may refer their child at other times to the Clinical Medical Officer for examination or advice. Dental inspections are also carried out on a routine basis in primary schools and parents are offered any necessary treatment for their children although they may choose to go instead to the family dentist; secondary school pupils receive examination and treatment at the local clinic on request.

Parents are advised in advance of appointments and are welcome to attend the examination. In the event of an external dental or medical appointment, parents are asked to make the appointment for after 15.30. Parents are asked to note that the school has no medical staff. Each child is therefore required to state the name, address and telephone number of someone who will be available immediately in case of emergency. It is essential that this person be able-bodied since they may be asked to collect the pupil from the school. If they cannot provide transport, arrangements may be made to send the pupil home by taxi. If it has been necessary to send the pupil to hospital, the parent or emergency contact is informed and asked to meet the pupil at the Casualty Department of Wishaw General Hospital.

In the interests of safety, it is absolutely essential that parents inform the school, as soon as possible, of any illness or other factors affecting the pupil's health. Relevant documentation must be completed by parents before any member of school staff can accept care of necessary prescribed medication. Parents should not send their child to school with the intention of seeing a First Aider.

First Aiders in school are trained for emergencies within the school day and not to confirm or diagnose health concerns.

## *Information in Emergencies*

.....

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. For example schools may be affected by severe weather, temporary interruption of transport, power failures or difficulties of fuel supply.

In such cases we will do all we can to let you know about the details of closure or re-opening. We shall keep you informed by using letters, e-mail, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio, on the NLC website and on school Twitter@OLHSMotherwell. We shall also text you. Please ensure that we have the correct mobile phone number for the main contact.



## *The School Curriculum*

.....

The curriculum of Our Lady's High School has been developed to take account of national guidelines and North Lanarkshire policy. There is also a flexibility that is designed to meet the school's own needs. Continuing development of the school's curriculum will be based upon the national programme, 'A Curriculum for Excellence'.

### **WHAT IS CURRICULUM FOR EXCELLENCE?**

Curriculum for Excellence is Scotland's national curriculum. It provides a coherent and inclusive curriculum from 3-18 years wherever learning is taking place, including early learning childhood centres, schools, colleges and community learning. It places children and young people at the heart of Scottish Education.

The purpose of Curriculum for Excellence is encapsulated in the four capacities – to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

These four capacities govern the entire curriculum from age 3 to 18 and aim to raise the standards of achievement for all learners.

Curriculum for Excellence is underpinned by the values inscribed on the mace of the Scottish Parliament – wisdom, justice, compassion and integrity.

Throughout Curriculum for Excellence there is a strong focus on Literacy, Numeracy and Health and Wellbeing and Developing the Young Workforce across all aspects of learning and every teacher will support learners with the development of these, including digital literacy skills.

Curriculum for Excellence is defined as:

The totality of all that is planned for children and young people throughout their education. The opportunities for learning and teaching are governed by the Four Contexts for Learning, which ensure that the education your child receives is informative, interesting, relevant and fun.

These contexts are:

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



## What are the Curriculum for Excellence Levels?

There are five levels and these are flexible depending on pupils' needs and abilities (some children and young people may achieve these levels earlier or later dependent on ability):

- Early level pre-school to P1
- First level to the end of P4
- Second level to the end of P7
- Third and fourth levels S1 to S3
- Senior phase S4 to S6 and other forms of study

Importantly, Literacy and Numeracy are given added importance because these skills are so vital in everyday life. All Teachers will have responsibility to teach literacy and numeracy. Learning is divided into two phases.

## What is the Broad General Education?

The Broad General Education (BGE) is the first phase of two closely connected phases of education. The BGE phase stretches from age 3 until the end of S3 after which learners move into the Senior Phase which starts in S4.

## Curriculum Areas and Subjects

The BGE is delivered via 8 curricular areas which, in secondary school cover years S1 to S3, and may be subdivided further into individual subjects.

The 8 curricular areas are:

Expressive Arts

Languages and Literacy

Health and Wellbeing

Mathematics and Numeracy

Religious and Moral Education

Sciences

Social Studies

Technologies

As part of developing skills for learning, life and work, young people will be offered careers information advice and guidance to ensure they leave school and enter a positive post-school destination of higher education, further education, pre-employment training, employment (including modern apprenticeships), activity agreement or volunteering.

## THE JUNIOR PHASE, S1-S3 BROAD GENERAL EDUCATION

### Primary – Secondary Liaison

The staff of Our Lady's High School and our associated primary schools work very closely together to make sure that your child's education is a continuous process with S1-S2 work building upon the knowledge and skills gained in primary school. This is a two way process that is built on a number of initiatives:

- Regular visits to associated primaries by Our Lady's staff to establish curricular and personal links
- full involvement of Our Lady's Pupil Support and Support for Learning staff with associated primaries from P6 onwards
- Regular contact between primary staff and the DHT responsible for liaison.
- A series of visits for primary pupils culminating in a two day visit for P7 in June.
- P7 Parents' Open Night and Information Meeting
- Transfer of reports and information
- P7 Parent Information night in associated Primary Schools

### Subjects and Courses

All pupils in S1 and S2 currently study similar subjects. These subjects are: Art & Design, Drama, English, Social Subjects, Home Economics, Computing and Business Education, Mathematics, Modern Languages, Modern Studies, Music, Physical Education, Technical Subjects, Science, Religious Education and Personal, Social and Health Education.

NB. Geography, History and Modern Studies are taught as integrated Social Subjects.



This course ensures that every pupil has an interesting and enjoyable learning experience in S1-S2. It is also designed to make sure that pupils experience a broad general education in line with a Curriculum for Excellence.

Interdisciplinary learning experiences are planned in a number of curricular areas.

Class groups and practical sections are generally organised as mixed ability teaching groups. However, staff

use a range of teaching methods and learning materials to ensure that all pupils are set suitable but challenging tasks and targets. In some subjects, particularly

Mathematics, pupils are arranged in teaching groups organised on the basis of ability. Each group receives work appropriate to the ability of the pupils in the group.





## Assessment and Reporting

Current reporting arrangements are as follows:

- S1: An Interim Report in by Parents' night in November. A Full progress report will be issued in May.
- S2: A full Progress Report in March and Parents' Evenings in March.

### S3

As the Curriculum for Excellence develops Third Year is the final stage of the Broad General Education. A full progress report will be issued and parents' evening will take place in January.

Pupils will choose 8 subjects from all of the eight curricular areas to study at fourth level and then move into fourth year to be presented for National 4 or National 5 in 7 subjects.

Interviews will be conducted before the pupils move into the senior phase. Further refinement will be made. Religious Education and Physical Education are important core areas of study for all pupils. The PSHE programme includes elements such as careers education, work experience and confidence building exercises such as the Outward Bound residential excursion. Much of this is carried out during PSHE.

## THE SENIOR PHASE, S4 – S6

The senior phase curriculum, from S4 to S6, follows a young person's broad general education, building firmly on the experiences and outcomes they will have experienced and achieved by the end of S3. It enables them to extend and deepen their learning and continue to develop skills for learning, life and work, through qualifications and also

through a range of opportunities for

personal

development such as

awards and wider achievements. It is

designed to support young people in moving on to positive sustained destinations, whether that is college, university, training or employment. In the Senior

Phase, schools and their partners (such as colleges, employers or community learning and development

providers) now have flexibility to offer a range of pathways that meet the needs

and raise the attainment levels of all learners – including pupils who might previously have become disengaged from education.





**FOURTH YEAR**

Throughout S4, pupils are assessed to:

- provide information to the SQA
- encourage pupil learning
- identify strengths and areas of weakness
- give an opportunity for praise
- inform parents of progress
- allow teachers to evaluate courses and teaching methods

Parents should encourage their child to prepare thoroughly for the wide variety of assessments at National 3, 4 and 5. Specific information will be given to parents each year to allow them to become more familiar with the assessments required for each course and at each level.

S4 pupils receive an interim report, followed by a full written report in February, after the Schedule Examinations. The S4 Parents' Meeting is in February.

As mentioned earlier, parents' can discuss their children's progress by attending the Parents' Evenings. However, if a parent wishes to receive an update on their child's progress at any time throughout the session, or if a parent is concerned about any aspect of their child's education, the Pupil Support Team will be more than willing to offer their expertise and support.

Parents Evening dates may change in the light of information as we progress with a Curriculum for Excellence. Performance in National Examinations is summarised in the appendices to this handbook.

**UPPER SCHOOL (S5-S6)****Subjects and Courses**

In Upper School, all pupils will study Physical Education and Religious Education. Pupils can choose 5 subjects or Wider Achievement courses in fifth and sixth year.

Full subject choice information is included within the PSHE programme delivered during tutor time. Parents are also invited to discuss subject choices at a Parents' Information Meeting and to contact the school to discuss any specific problems.

Sixth year pupils are encouraged to make use of any available study time in the Zone or the School Library. They can arrange placements as part of the school's careers and work experience programme. They are also given the opportunity to find out about Further and Higher Education or to assist in the support and development of younger pupils, for example through paired reading schemes.

**“The curriculum in S5 and S6 has been widened to include numerous opportunities for young people to achieve more widely including enterprise and employability skills.” (HMIe)**



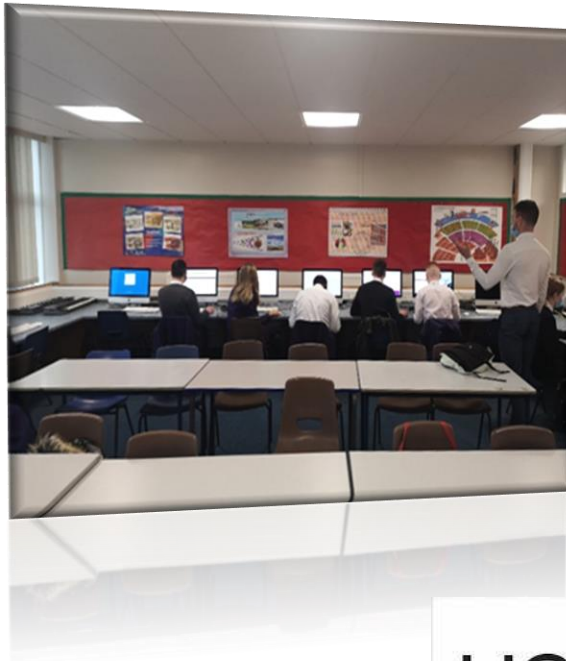
## Our Lady's High School

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

Courses not available in one particular school are offered on a local area basis. This means that some Upper School pupils may travel to another North Lanarkshire high school to take a particular subject. Pupils from other high schools come to Our Lady's High School to study subjects not available in their own school.

*We had a UCAS Support Day at school.*

*Thank you to our Pupil Support Team for helping our young people as they take the first steps in the application process.*



**UCAS**

Universities and Colleges  
Admissions Service

University Admission



## **Assessment, Reporting and National Certification**

Assessment is an important part of the Curriculum for Excellence and, at all levels, pupils' progress is closely monitored by teachers and staff.

In Turn, teachers and staff work with pupils to reflect on their results, looking at their strengths and learning needs, agreeing next steps and action based on these. As they progress, pupils become more involved in this process, as they develop the skills to make effective judgments on their own learning, developing personal expertise that will be important to them throughout life. Assessment also helps teachers plan learning experiences which are motivating and challenging. Children who may have additional support needs will be assessed using methods best suited to their individual requirements.

Assessment and Reporting arrangements are similar to those for S4. There are interim reports in November, followed by prelim examinations in January. The S5 - S6 Parents' Evening is currently held in November.

Most subjects and courses in S5-S6 will now be offered at Higher, and National 5 level. The level of study followed by a pupil will depend upon their previous level of attainment in that subject.

Depending on timetable, staffing and pupil numbers, Our Lady's High School also offers a range of Advanced Higher courses. Where we cannot meet a particular demand, every effort will be made to allow the pupil to access the course in a neighbouring local high school. Last year we offered Advanced Higher English, Maths, Music, Drama and Chemistry. Performance in National Examinations is summarised in the appendices to this handbook.

### *SQA Award Winners S5/S6 15<sup>th</sup> Dec 2021*





## Skills Development Scotland – My World of Work

My World of Work is a web service for people to plan, build and direct their career throughout their lives.

Customers can see jobs in action, build their CVs, search for vacancies and explore training opportunities in a way that's personal to them. There are video clips of people explaining their job roles and a news magazine cover with some great up-to-the-minute tips on how to get a job or train for one.

Delivered by Skills Development Scotland (SDS), it provides information on the jobs market as well as offering help with things like tackling tough interview questions.

My World of Work complements SDS's current face to face and telephone services, as well as those provided to be partners, so customers' have access to a range of channels depending on the level of support they need.

To explore My World of Work and the range of tools on offer, visit [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)



## Assessment and Reporting

Assessment is an important part of the Curriculum for Excellence and, at all levels, pupils' progress is closely monitored by teachers and staff.

In turn, teachers and staff work with pupils to reflect on their results, looking at their strengths and learning needs, agreeing next steps and action based on these. As they progress, pupils become more involved in this process, as they develop the skills to make effective judgments on their own learning, developing personal expertise that will be important to them throughout life. Assessment also helps teachers plan learning experiences which are motivating and challenging. Children who may have additional support needs will be assessed using methods best suited to their individual requirements.

## How will my child's learning be assessed?

There will be new ways of assessing each child's progress to make sure that potential is achieved. New qualifications are being developed:-

National 4 and 5 qualifications were introduced in 2013/14; Access, Highers and Advanced Highers are being updated to reflect Curriculum for Excellence. New Highers in most subjects were introduced in almost all North Lanarkshire schools in August 2014.



Each year your school will let you know what is being done to continue to implement Curriculum for Excellence so that you can be confident that your child is receiving a high quality education. Wider methods of assessing achievement include foundation apprenticeships, Sports Leaders Award, Duke of Edinburgh Award and Saltire Award.

The transition from primary school should be smooth and offer progression and continuity of learning and teaching approaches. In planning the curriculum we will consider features of a young person's experience in primary which might be continued and what should be distinctively different about secondary school. We do this through our well established links with our associated primary schools and the transition programme currently in operation.



The transition programme this year continues to include liaison visits from staff from a number of areas.

Pupils in fourth year are being presented for the new National qualifications at Nat3, 4 and 5. Pupils in fifth and sixth year will work towards further qualifications at Nat5, the Higher and Advanced Higher.

A great deal of work has been done to ensure the best possible outcomes.

**“They benefit from a range of learning approaches and are developing their skills through evaluating their own work and the work of others.” (HMIe)**

## External Provider Staff

School disciplinary policy and procedures should be invoked when there is an incident involving any member of external staff (not employed by NLC) within a NLC establishment.

External staff with allocated classes in schools should be met by a school senior manager before the first lesson to confirm the policy and procedures on how disruptive behaviour will be managed.

Any misconduct should be reported to a member of the school SLT before the close of the business day.

## Supervision in Non-Class Times

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990. There are also arrangements in place for ASN pupils who may require supervision outwith class time and as previously mentioned in the handbook, Sixth year pupils are encouraged to make use of any available study time in the Zone, which is in an open area and visible to staff, or School Library where the school Librarian and or teaching staff are working with pupils.

*BBC came out to Our Lady's High School to talk to some pupils about former pupil Kieran Tierney, prior to the Scotland v Croatia Match.*



## *Pupil Support in Our Lady's High School*

.....  
The main role of Pupil Support staff is to provide each pupil with help to make decisions on the personal, educational or careers matters that affect them and generally to provide a source of security and encouragement.

Pupil Support staff, who are also subject teachers in their own right, monitor and record a pupil's progress and develop contacts with the home, other members of staff and with agencies such as the Educational Psychologist, the School Medical Service, the Social Work Department and Skills Development Scotland. They conduct individual interviews, house assemblies, social functions and write references for employers.

They also hold parental interviews and, for parents wishing personal contact with the school, the first step should always be through the appropriate Pupil Support teacher with whom an appointment can be made by telephone or letter. Parents should avoid coming up to school without an appointment, as a long wait might prove necessary if the Pupil Support teacher is in class.

The school is committed to assessing all pupil support policies and practices to ensure there is no negative impact on any group of people. Our arrangements for pupil support and pastoral care are as follows:

### **Andrew House**

Pupil Support Staff  
House Information



House Feast Day  
Classes

Mrs Colette Connor

St. Andrew was one of the 12 Apostles and the brother of St. Peter. He was a fisherman on the Sea of Galilee. He helped spread the word of the Gospel. He is the Patron Saint of Scotland.

30th November.

All classes containing the letter A; e.g., class 1A







# Our Lady's High School

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

## Columba House

Pupil Support Staff  
House Information



House Feast Day  
Classes

Mr Mark McVeagh

St. Columba was the son of an Irish king who built a Monastery on the Island of Iona. He worked as a missionary bringing the Gospel to the people of Scotland. Due to his work much of Scotland became Christian.

9th June

All classes containing the letter C; e.g., class 1C



## Margaret House

Pupil Support Staff  
House Information



House Feast Day  
Classes

Mrs Nicola Darroch

St. Margaret was a foreign princess who became Queen of Scotland. She was a pious and gentle person who had a great influence on the Christian life of Scotland. She showed boundless charity to the poor.

16th November

All classes containing the letter M; e.g., class 1M



## Sinclair House

Pupil Support Staff  
House Information



House Feast Day  
Classes

Mr Gerard Martin

Margaret Sinclair was a factory worker and an active Union Member. She showed great charity and devotion to the Blessed Sacrament. She attended Mass and received Communion daily. She became a Poor Clare nun. She has no official Feast Day as she has not yet been canonised. The school Feast Day recognises the date of her death. 24th November

All classes containing the letter S; e.g., class 1S



### *Photographs of School House Captains 2020/2021*

*“The school has established very good pastoral links with associated primary schools to help young people in the transfer to secondary school.”*



## RESPONSIBILITIES OF PUPIL SUPPORT STAFF

### Pupil Support Team duties include:

- Participating in the establishment, monitoring and evaluation of the aims and priorities of pupil support within the school
- Participating in and assisting in the arrangements for pupil support team meetings

### Pupil Support duties include:

- Providing counselling for pupils in accordance with NLC policies.
- Participating, as required, in planning, developing, and evaluating the social education curriculum within the school
- Assisting pupils in effective assessment and self-assessment and providing target setting interviews
- Collating and summarising assessments of pupils, maintaining assessment records and contributing to school records as required
- Assisting as required in the management, deployment and development of pupil support staff.
- Liaising with parents as appropriate
- Assisting with the management of the school's tutor group system to provide personal support for all pupils

### Whole School Responsibilities include:

- Professional contribution to the management policies of the school including, as appropriate, advising the Head Teacher
- Implementation of whole school policies
- Liaison and co-operation with other school staff, other specialist agencies, and pupil support staff in other establishments as appropriate.





## Religious Observance

.....



Rev Father Kieran Hamilton is our School Chaplain.

He celebrates Holy Mass in the school War Memorial Chapel. He is available to staff and pupils when in the school and contributes to the planning and delivery of the school's Religious Education Programme and all spiritual, liturgical and fund-raising activities organised in the school.

With the co-operation of local clergy, Father Kieran is able to provide for the celebration of Mass on Holidays of Obligation and occasions special to the school. The Chaplain is assisted in his work by an active and enthusiastic School Chaplaincy Team that contains both staff and pupil members.

Parents/guardians from ethnic minority communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests 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 absence in the register.



## Equal Opportunities and Social Inclusion

.....

School policy on Equal Opportunities and Social Inclusion is in line with North Lanarkshire Council's position on the rights of all citizens to be provided with equality of opportunity in all walks of life.

In particular, the school curriculum is reviewed regularly to ensure that it offers equal opportunities to boys and girls. All staff are encouraged to promote the uptake of all subjects by both sexes. In recent years, particular focus has been placed on encouraging girls to opt for Technological and Information Technology courses.



## Our Lady's High School

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

We also work hard to ensure that both boys and girls realise their potential by performing to the best of their abilities in national examinations. A review is carried out in relation to this each year.

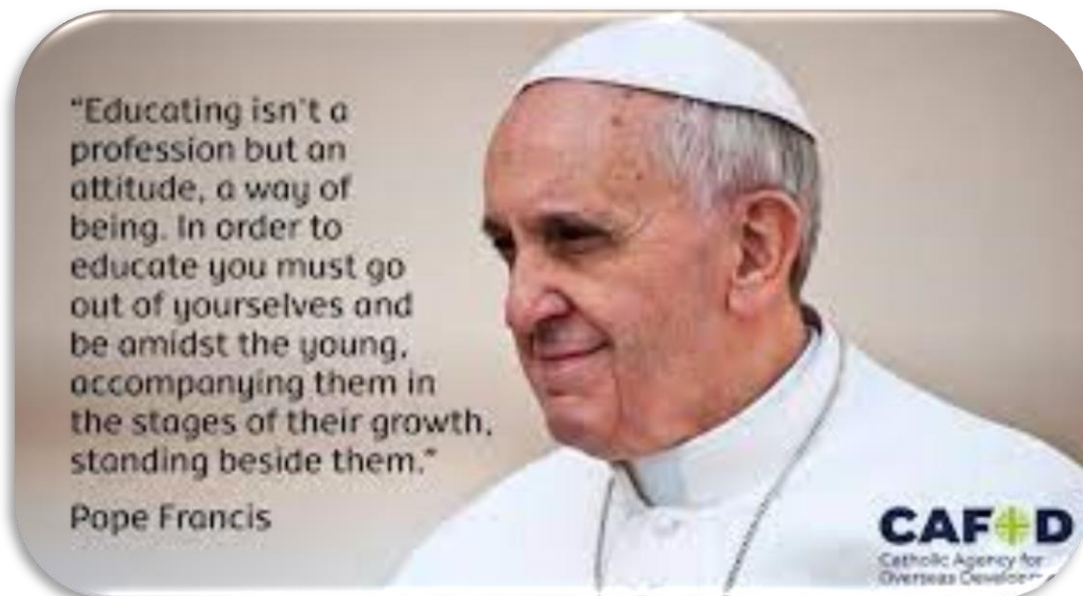
Social inclusion is a strong theme in the aims and ethos of the school. The development of a well-resourced Pupil Support Base, collaborative work with Bothwellpark High School, and involvement in a range of Global Citizenship and fundraising activity are evidence of this commitment.

Further information on the school's policies on equal opportunities and social inclusion may be had by contacting directly either the Head or Depute Head Teacher.

The school is committed to ensuring its policies and practices do not impact adversely on any particular group(s) of people and opportunities to promote equality are actively pursued.

The Equality and Human Rights Commission's Technical Guidance for Schools in Scotland details the essential requirements of the Equality Act 2010 for schools. This can be accessed at:

<https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-scotland>



## *Child Welfare and Protection*

### *Child Protection*

Every adult in Scotland has a role in ensuring all our children and young people are safe and protected from harm at all times and in all situations.

The Head Teacher is responsible for the school's actions in response to Child Protection concerns.

If there are any Child Protection concerns the Head Teacher or the Child Protection Co-ordinator will follow North Lanarkshire Child Protection Procedures and Guidelines. Our Child Protection Co-ordinator is Mr Derek Lang – Telephone Number: 01698 274925.

### *Adult Protection*

The Council has responsibility under the Adult Support and Protection (Scotland) Act 2007 for the protection and support of adults at risk of harm within North Lanarkshire. Its employees therefore have the responsibility to ensure the welfare of all adults at risk of harm with whom they come into contact, as well as providing the highest possible standard of care for some of the most vulnerable members of our society. If there are any Adult Protection concerns the Head Teacher or the Adult Protection Co-ordinator will follow North Lanarkshire Adult Protection Procedures and Guidelines. Adult Protection Co-ordinator is Mr Derek Lang – Telephone Number: 01698 274925.

The Head Teacher is responsible for the school's actions in response to Adult Protection concerns.

The common course is supported by a policy of equality of opportunity so that gender and race are not a barrier to any course of study and that pupils of every level of ability are given appropriate support.

Training underway for  
our new Mental Health  
Ambassadors in the  
school







## Our Busy Pupils

### S3 Young Enterprise



**Police visit:** We were recently visited by a community Police Officer who came to the school to give a talk to S1 pupils on the dangers of social media and also the language we use with each other. We have had a similar talk from a local lawyer given to S2 pupils on the dangers of uploading pictures and videos to social media. These talks have been very informative and hopefully our young people will take on board any advice given.

### Scottish Youth Parliament Elections

Once again the Scottish Youth Parliament Elections took place and we were in a position to organise for most of our pupils to vote in this. It was worth a bit of disruption during the day as this is an important platform to ensure that young people's voices are heard. Thanks to our S6 pupils for helping out!



## Bannockburn



Recently we had around 60 of our S2 pupils out on a trip to Bannockburn. They had a great time exploring the battlefields, trying on different pieces of armour and weapons from the

battle and visiting the Robert the Bruce statue.



## Travel & Tourism

As part of their course, the Travel & Tourism class recently had the opportunity to visit the Torrance Hotel for some work experience. It was a fantastic insight into employability and customer service. Thanks so much to the staff for having them!







## *Support for Learning*

.....  
Our Lady's High School complies with the Education (Additional Support for Learning) (Scotland) Act 2004 as amended by the Education (Additional Support for Learning) (Scotland) Act 2009 and the Additional Support for Learning: Statutory Guidance 2017.

North Lanarkshire Council's policy is contained within "Support for Learning Policy into Practice 2", a copy of which is available in the School. The school has a Support for Learning Policy, available from the school on request, which is consistent with North Lanarkshire Council guidelines.

Most young people experience some form of additional support need at one point in their school career. We recognise that students learn at different rates and in different ways. Some students also have social and emotional needs. Thus, students require a wide range of strategies to allow them to reach their full potential as successful learners, confident individuals, responsible citizens and effective contributors, according to the principles of A Curriculum for Excellence.



Our Lady's High School is privileged to have a permanently staffed and well-resourced Support Base within which these principles can be delivered.

The Base is extremely well equipped with a computer suite, a Smart Board and a range of facilities. It is organised into practical areas where a full range of Additional Support Needs can be met. There is also a Nurture Room, which is used to facilitate a wide range of groups, as well as one to one sessions.

The Support for Learning department in Our Lady's High School promotes and supports inclusive education.

The departmental vision is inclusive, helping to provide equal opportunities for all young people in order to help them achieve their full potential, both within school and beyond. Our aims are:

- To provide a flexible and staged structure of provision, in line with GIRFEC guidelines and NLC's Policy into Practice documentation
- To ensure the earliest possible identification of any individual additional support need through the P7 – S1 enhanced transition process, including the Lift Off programme.

- To enhance or elaborate the curriculum in order to meet the needs of all pupils i.e. delivery of Enhanced Nurture, ASDAN & ESOL
- To use and assist with teaching strategies and resources to meet the needs of all pupils. This includes use of ICT e.g. Dragon Naturally Speaking and IDL software
- To promote positive attitudes among staff, parents and pupils
- To create an ethos of achievement and high expectation and to enhance the self-esteem of all pupils
- To involve parents/carers and the child in planning for progress in individual learning
- To use the expertise of external agencies, when necessary
- To be involved in and deliver staff development to support all staff in providing for individual needs
- To work closely with our Primary School colleagues, in order to ensure an enhances transition for pupils with ASN

We are also involved in the:

- Direct teaching of a targeted S1 English class
- Direct teaching of SQA ESOL courses for speakers of another language

The additional support provided for pupils in Our Lady's High reflects the education authority's Staged Intervention process.

Level 1 – Internal support, where education staff identify that a child or young person needs support or planning which can be met within the existing classroom setting.

Level 2 – Internal support, where education staff identify that a child or young person needs support or planning from within Education i.e., Educational Psychologist.

Level 3 – External support is requested, where it is identified that the child or young person requires support or planning from beyond Education i.e., partner agencies.

Level 4 – External integrated and compulsory support provided on a multiagency basis, where the child or young person's needs are identified as requiring support or planning from other agencies through the GIRFEC framework.

### **All staff have received training in staged intervention.**

A young person's additional support may require short-term or long-term planning, depending on the individual's circumstances. Staff, parents and pupils are involved in drawing up plans. These plans are kept under constant review, on a termly basis, to ensure the progress of our young people, and to identify the next steps in their learning.



The Support for Learning Department in Our Lady's High School is committed to working in partnership with young people, parents / carers and those who work with them. Our aim is to provide good communication alongside information and support to ensure achievement for all.

Looked after children i.e. children who are cared for directly or whose care is supervised by the local authority are deemed to have Additional Support Needs unless assessment determines otherwise. Information relating to these young people is found on the confidential register. This is updated by Mr Lang and Mrs Maguire.

Parents and pupils are an essential part of the assessment, planning and review processes and your views will be actively sought. Parents and young people can request of the authority to establish whether a child has additional support needs. They can also request an assessment at any time.

## Planning



Getting it Right for Me plans (GIRFMe) enable staff to plan effectively for children and young people when interventions are required to support their learning and improve outcomes. Parents/carers and pupils are an essential part of the assessment; planning and review processes and their views will be actively sought.

Some children and young people may require significant support from education and at least one other agency, such as health, social work and/or voluntary agency to help them meet their learning targets. Where this support requires a high level of co-ordination, the opening of a Co-ordinated Support Plan (CSP) may be considered and would be involved in the process.

Parents/carers and young people can, if they wish, request that a CSP be considered and would be involved in the process.

Parents/carers will receive letters from the Education Authority throughout the CSP process.

Parents/carers and young people will be invited to take part in multiagency meetings and their views will be recorded in the plan.

Where more intensive support for a child or young person needs to be planned for, usually when a number of agencies are involved in supporting their wellbeing then a Child's Plan may be developed. The plan will tell you what actions need to be taken and who will help with each action. It will usually be someone called a 'Lead Professional' who will have the job of making sure that the actions outlined in the plan take place and things get better for the child or young person.

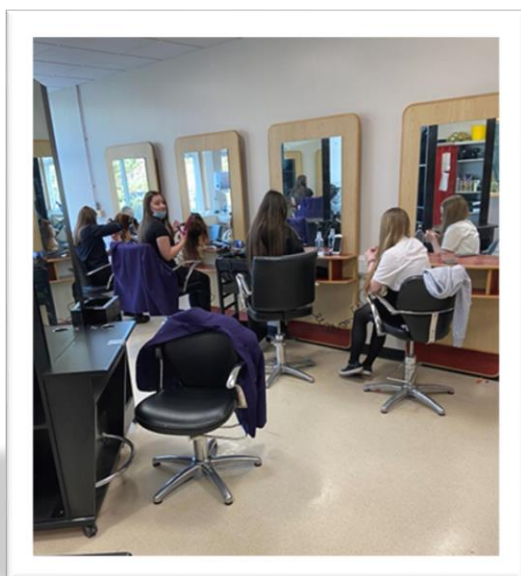
## Dispute Resolution

North Lanarkshire Council is committed to resolving any differences of views through discussion, dialogue and building on common ground.

If the matter cannot be resolved with the Education Authority you have the right to request **mediation**. An independent mediation service is available to parents and young people through Resolve (see contact details at the back of this handbook). Mediation is free and independent of the Education Authority.

In the event that a disagreement cannot be resolved through mediation, then an application for **Independent Adjudication** (see contact details at the back of this handbook) can be made by parents free of charge. The Independent Adjudicator will make recommendations to the Education Authority about how the dispute should be resolved.

The **Additional Support Needs Tribunal** has been set up to hear appeals made by parents or young people on the decisions made by the Education Authority relating to Co-ordinated Support Plans and placing requests and post school transition. If you disagree with any decision relating to your child's Co-ordinated Support Plan or the content of it you may be able to refer to the Tribunal.







## *The Library Resource Centre*

.....



The Library Resource Centre (LRC) is all about discovery, imagination and exploration, from subject-based investigations, to young people catching up with their own interests. Our Library Resource Centre Manager, Mrs Jennifer Macfadyen, is an experienced, professionally qualified Librarian who also manages The School Website.

In the Library, we have:

- Over 8000 books full of exciting stories and fascinating information ready to borrow or browse, including audiobooks, graphic novels, manga, picture books and interactive books. Also artefacts from around the world
- A suite of 16 PCs bookable by classes or for independent learning
- A Smartboard
- iPads
- Cameras
- Information about careers, training, colleges and universities, along with a Careers Drop-in with Meg Cairns, our Careers Advisor
- Visits from award winning authors, illustrators and storytellers
- Competitions, activities, learning, teaching and thinking
- A website encouraging pupils' reading for pleasure and personal interests
- An online catalogue listing over 8000 items, linked to other catalogues and websites, and available for pupils to search and check what they have borrowed



Pupils are taught the skills necessary for living in an information culture: not just how to find information, but how to use it, and whether to trust it. The Librarian collaborates with teaching colleagues to design, and provide resources for exciting learning

opportunities comprising both subject information and information and critical literacy. Higher order thinking skills are promoted throughout. For example:

- English: S2 pupils are taught to blog; researching, writing and publishing their own work online, they learn about copyright, intellectual property, online safety and the importance of proper editing;
- Science: S1 pupils' first research task is to investigate a famous Scottish scientist, but they also learn how to construct more efficient online searches;
- Expressive Arts: pupils take part in Library based competitions, designing bookmarks (S1), creating bookends (S2) and investigating characters for cosplay designs. (S3)
- Social Subjects: investigation tasks include creating a plan of a Viking village, letters of concern from rainforest employees, gun control debates, designing online posters and creating campaign literature.

The Library is also a hub for interdisciplinary learning. Our annual Day of the Dead is a collaborative celebration involving Expressive Arts, RE, Languages, and the LRC. The Library is also pivotal in our annual National 4 Titanic project, researching and organising visits and speakers, and coordinating lessons from individual departments.

The Young Science Book of the Year brings Expressive Arts, Science and Technologies to the Library as judges, allowing pupils to investigate books from a variety of specialist viewpoints, and S1 experience a solemn but uplifting Holocaust Memorial Day involving Languages.

Pupils have access to the Library Resource Centre throughout the day. Lunchtimes are particularly busy with pupils participating in clubs (School Report), working on homework (reports, PowerPoint presentations, research), reading and exchanging books, playing board games, taking part in competitions and events (Best Worst Christmas Joke Competition, World Record attempt for largest number of people writing a story) or working on their own successful projects (artwork, music, personal interests, school committees), usually all at the same time.

Parents are welcome to visit the Library Resource Centre and can arrange to do so by contacting the Librarian. The on-going work of the School Library can be seen on our Twitter account @OLHSLRC and on the Library website.



## Teaching Support Staff

.....



A range of support staff including technicians, clerical and administrative staff and ASN assistants ably assists teachers and pupils in Our Lady's High School. Janitors, cleaning and catering staff also ensure that the school provides a safe, clean and healthy environment for all.

Science, Technical and ICT technicians operate alongside the teaching staff to organise, provide, service and maintain the equipment and resources necessary to fulfil the many practical requirements of the curriculum. Together they provide the highest possible standard of support service available to the staff and pupils.

The Clerical and Administration Team interacts with all other sectors of the school to provide a variety of services to all users including:

- Up to date budget management information for effective financial planning, control and decision - making.
- Direct purchasing for effective and efficient goods and service requisition.
- High quality desktop publishing and word processing, providing a comprehensive service to suit any documentation required by the school.



The school was recently part of the Core Infrastructure programme and fully upgraded to support Windows 13.

ASN assistants perform a vital role by supporting individual pupils and groups of pupils with particular needs.

## *Partnership and Information Project*

.....

The school's Partnership Project:

- provides a school and community based information and advice service which involves young people
- encourages better home school links to pupils and their families to help pupils make informed decisions about their future
- supports pupils and their families by increasing their opportunities to participate in educational and community activities
- promotes a more positive and enjoyable all round experience of school for both pupils and parents

Our partnership officer is Mr Arthur McKeown.

The Partnership Officer provides a link between home and school, encouraging adults to become more involved in their children's education and often providing a listening ear. You will find the Partnership and Information Officer involved in most activities aimed at supporting pupils, parents and families. Some examples are:

### **Primary 7 Transition Programme**

The Partnership Officers provide information to all Primary 7 pupils and their families about coming to secondary school and aim to make the move easier all round. This includes a Summer School programme for pupils who might benefit from extra help in making the change from primary to high school.

### **Information and Support to Families and Parents**

If you have any query or worries regarding your child, the Partnership Officers, as well as Pupil Support teachers, can help.

### **Support to Families**

The Partnership Officers provide support to particular families and pupils who have difficulty settling in school.

### **Resource Library**

Offering relevant information on all topics affecting the lives of young people and accessible through class and break times.

### **School Leavers**

Providing information to young people to equip them with the appropriate skills for leaving school.

### **Assisting in the Classroom**

Working jointly with school staff in organising events such as PSHE programme and Health Course inputs as well as XL Groups and the very successful Duke of Edinburgh Award scheme.

### **After School/Holiday Activities**

Young people can have access to informal drop-in groups and activities are also on offer during the summer holiday period. You can contact the Partnership Officers direct by telephoning 01698 266731.



## ***Out of School Hours Learning (OOSHL) .....***

We offer many opportunities for pupils to take part in out of school hours learning activities. Most subject departments in the school provide lunchtime and after school clubs, projects and activities for pupils to take part in. A large number of departments also provide intensive tutorial and support classes for pupils, particularly those pupils in middle and upper school. (*See website for details*).

Supported study is available four nights each week in a variety of subjects. The number of clubs for OOSHL activities is vast. Some examples, Band, Choir, School shows, Football, Badminton, Athletics, Netball, Craft, Art & Design and Public speaking. An important part of out of school hours learning is our arrangements for homework and home study.

One of the aims of Our Lady's High School is to ensure that all pupils develop learning and study skills that will assist them, not only in school, but also in later life. Regular homework and study is an essential for achieving this goal.

The school's homework policy:

- Consolidates and extends the skills and knowledge which are taught and learned in class
- Encourages good working habits in our pupils
- Encourages pupils to accept responsibility for their own learning
- Involves parents in the learning and teaching process

We achieve this by doing the following:

- All staff set work or study that can be done at home
- Clear instructions are issued with each task
- Every effort is made to provide differentiated tasks. It is important that pupils are not given tasks that they cannot complete
- Homework is directly related to the content of the classwork exercises and can include:
  - research
  - private reading
  - written exercises
  - learning
- Pupils are provided with diary planners to take a note of homework. These planners provide space for parents and teachers to exchange information and to comment on progress
  - Teachers encourage parents to become involved in homework, e.g., in checking that learning has been done. Departments issue guidelines if appropriate
  - Teachers give careful consideration to the amount of homework given so that pupils are not overloaded. Guidelines exist for the amount of time pupils should be spending on homework each night



- Pupils are advised on how to organise their homework and study time as part of the PSHE programme delivered during tutor time
- Pupils are encouraged to make use of the school's wide range of other out of school hours learning activities
- Teachers carry out a brief check of homework regularly
- Homework is always corrected in an appropriate way
- Homework is taken in for correction at regular intervals
- A note is kept when pupils fail to do homework. Regular failure to do homework is dealt with at departmental level. The action taken includes contacting parents and letting Pupil Support staff know if homework is not being done
- Heads of Department in the school ensure that there is a co-ordinated departmental homework policy that is agreed and used by all staff

## *Promoting Positive Behaviour*

.....

A good school ethos and an environment where effective learning and teaching can take place is based upon a school community that works together to promote positive behaviour. Such conditions are encouraged by a climate of positive relationships, mutual respect and the use of praise and reward. Part of this process is the consistent and fair application of school disciplinary procedures. Staff, pupils and parents alike should understand these procedures.

The school's approach to good discipline is to promote positive behaviour. Through the curriculum and through classroom organisation and management, staff provide the conditions in which effective learning and teaching takes place. This is an important influence on the motivation and behaviour of pupils. The very positive school ethos also promotes mutual respect and thus positive behaviour.

Through the PSHE programme and the Religious Education syllabus, we encourage pupils to realise the importance of good behaviour. In addition, school assemblies are used to try and instil courtesy, charity and tolerance in pupils. The contacts the school has developed over the years with organisations devoted to the care of the less fortunate in our society help to point children to the needs of others. Thus, through RE, arrangements for pastoral care, assemblies, and the personal witness of those who work in the school, we try to bring our pupils to an understanding of living amicably together. It should be pointed out that for a school our size we have very few instances of serious indiscipline or vandalism.





Staff encourage, praise and reward children for effort and good behaviour. Children who contribute positively to the school receive certificates and awards celebrating their achievements.

The school also has a clear policy and procedures for dealing with bullying. Staff and pupils receive training on how to recognise and deal with instances of bullying. Other practical steps include a “buddying” system where S6 pupils have individual responsibility for looking after a small number of younger pupils. Fuller details of the school’s anti-bullying policy are available in the next section of this handbook.

Where indiscipline occurs, the standard procedures that generally operate are as follows:

- For minor cases of indiscipline, suitable sanctions are applied at classroom level, for example a telling off or the issue of a punishment exercise.
- In case of indiscipline of a more serious or repetitive nature, the subject teacher may refer the child to the Head of Department. The Head of Department, having assessed the situation, may decide to deal with the case personally or refer it to the appropriate Depute Head Teacher.
  - The Depute Head Teacher decides on the most suitable action. This may mean involving Pupil Support staff and / or contacting parents. The aim will be to resolve any difficulty and to agree ways to ensure an improvement in future conduct.
  - In the event of a serious case of indiscipline the Depute Head Teacher may, with the Head Teacher’s consent, decide to exclude the pupil. Parents will be notified immediately of the incident(s) leading to the exclusion and will be interviewed by the Depute Head Teacher or Head Teacher before the pupil re-enters school, at which time both the pupil and parent will be asked to provide a written assurance of future co-operation with the rules of the school. The school will also continue to seek ways of dealing with the cause(s) of poor behaviour in order to avoid the need for further exclusions. Information on the procedure to be followed should the parent wish to exercise the right to appeal will accompany the notification of exclusion.

## The Use of Mobile Phones

The use of mobile phones is prohibited within the school. Pupils should be encouraged to leave mobile phones at home as we have no way of replacing lost or stolen phones. If a mobile is brought to school it must be switched off at all times during the school day. Parents should not text or phone their child during class time.





## *Respect and Anti-Bullying Policy*

**“I see God in every human being.”  
(Saint Teresa of Calcutta)**



.....

### **Rationale**

Every young person should feel respected and valued. As a Catholic school, we are committed to helping our students become confident individuals and responsible citizens who respect and value others. Our shared Catholic Mission encourages us in the words of Christ to ‘*Love one another*’ and to ‘*do unto others as you would have them do unto you*’.

It is our aim that all in our school community, who play a role in the lives of pupils, are empowered to prevent and respond effectively to incidents of bullying behaviour. Underpinning this belief is Our Lady’s High School’s commitment in promoting and supporting the United Nation’s Convention on the Rights of the Child (CRC).

***Article 19 You (the child) have the right to be protected from being hurt and mistreated, in body or mind.***

### **Aims**

The aims of this policy document are to:

- Send a clear message that in Our Lady’s High School bullying is always unacceptable.
- Detail an anti-bullying strategy that in the first instance should be proactive in its nature. As a result it should, as far as possible, help prevent bullying behaviour in our school.
- Provide advice to pupils, parents/carers and staff regarding appropriate actions to take when bullying behaviour does occur.
- Detail the actions to be undertaken when bullying behaviour is reported or suspected within school.



## Our Commitment

Our Lady's High School is a Catholic community of Faith and Learning. We have a strong commitment to our young people's academic attainment, their spiritual development and their social, physical, emotional and mental health and wellbeing. We acknowledge that bullying can occur within our establishment, however, this type of behaviour will not be tolerated. As a result, our *Respect and Anti-bullying* strategy aims address these issues on two levels:-

- Firstly, the policy should be preventative - *designed to be proactive and reduce instances of bullying behaviour.*
- Secondly, it should be restorative - *designed to stop specific cases of bullying behaviour; to provide care, support and education to all involved in such behaviours.*

## A Definition of Bullying Behaviour

Bullying causes pain and distress to whoever is experiencing this type of behaviour. This often results in, feelings of helplessness, fear, anxiousness, and/or depression. Our actions can impact upon people in a variety of ways and this should always be taken into consideration. Bullying does not need to be persistent to have an effect on the mental health and wellbeing of a young person. Bullying can also happen within a friendship group and is not isolated to stereotypes of bullying. It is also essential to understand the intention to cause hurt or harm does not need to be present for a behaviour to be classed as bullying behaviour.

Bullying behaviour can be:

- A one-off incident
- A series of ongoing incidents;
- Intentional or unintentional
- Distressing and hurtful to the recipient

Bullying behaviour can take the following forms (*this list aims to provide exemplification. It should not be considered exhaustive*):

<b>Forms of Bullying*:</b>	<b>Example Behaviours:</b>
<b>Emotional</b>	<p><i>Mental:</i> when pressure to conform is applied.</p> <p><i>Material:</i> when possessions are stolen, damaged or hidden.</p> <p><i>Social:</i> when not being spoken to or isolated.</p> <p><b><i>CRC Article 15 You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.</i></b></p>

<b>Physical</b>	Pushing, kicking, hitting, punching or any use of violence. <b><i>CRC Article 19 You (the child) have the right to be protected from being hurt and mistreated, in body or mind.</i></b>
<b>Verbal</b>	Name-calling, sarcasm, spreading rumours, personal comments. <b><i>CRC Article 19 You (the child) have the right to be protected from being hurt and mistreated, in body or mind.</i></b>
<b>Cyber</b> (See NSPCC and CEOP web link)	All areas of the internet, such as email and misuse of social media; threats by text messaging and phone calls; misuse of technology, i.e. camera video and other such applications. Texts, messages or images are sent or posted on sites, which hurt, intimidate or embarrass another person. <b><i>CRC Article 16 Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.</i></b>
<b>Prejudice-based</b>	Because of race; religion and belief; sectarianism; body image; disability; looked after children; cultural such as Gypsy/Traveller; gender; sexual orientation; pregnancy and maternity; young carers; socio-economic factors. <b><i>CRC Article 30 You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.</i></b>

\*Some of these behaviours may be regarded a criminal assault.

**Indications of Bullying** (once again this list is not exhaustive)

Staff, parents and pupils should be vigilant for indicators of bullying which can include;

- Patterns of illness
- Reluctance to go to school
- Truancy
- Emotional upset
- Withdrawn or aggressive behaviour
- Underachievement
- Significant changes in behaviour
- Significant changes in appearance
- Isolation (pupils excluding themselves from previous friendship groups)





## Approaches to Preventing Bullying Behaviour

Our Lady's High School is a Catholic School Community that aspires to provide a welcoming, safe and inclusive environment for all of our young people. We provide an environment that supports an open and restorative approach that values the dignity of all individuals. Importantly, there are clear guidelines in place in order to support pupils and staff in reporting bullying behaviours.

The main aims of this document are:

- To create an environment in which pupils feel comfortable and safe in reporting bullying behaviour;
- To build confidence in the school support system, and provide pupils carers and staff, with the reassurance that such reporting will be acted upon swiftly;
- To raise awareness across the curriculum, but specifically in PSHE and RE, on the significance of bullying behaviours and their subsequent impact on others;
- To encourage pupils to be undertake an active role in recognising, reporting and preventing of bullying behaviour;
- To develop further whole-school approaches include peer support, buddy system, assemblies, cross-curricular approaches, restorative practices and accessing support services, if appropriate.

As there are a wide array of possible bullying behaviours, it is important to acknowledge that a single strategy is unlikely to provide a complete solution to this complex issue. Instead, an effective anti-bullying policy should include a range of strategies, interventions and programmes that can be flexible and adapted to address the needs of an individual or a particular incidents. It is imperative that these strategies must be underpinned by a consistent whole-school understanding and approach.

## Procedures in Dealing with Incidents of Bullying Behaviour

- When an incidence of bullying behaviour is reported it will be taken seriously and acted upon promptly.
- An incidence of bullying behaviour must be reported to an adult within the school.
- This information must then be passed promptly to the appropriate member of the Pupil Support Team in the school; this person will then investigate the incident appropriately using their professional judgement.

- All reported incidents of bullying and equalities will be investigated promptly and logged appropriately by the lead investigator in the SEEMiS system in accordance with NLC guidance.
- It is important to also record the action taken. This will provide all parties with the reassurance that the appropriate procedures and practices have been adhered to.
- Parents/carers will, where appropriate, be informed and they may be invited to come in for a meeting to discuss the problem.
- If necessary and appropriate, police will be contacted. This may be necessary depending on seriousness of issue but particularly regarding cyber bullying, although this should always be a last resort.
- Appropriate sanctions will be applied.
- Appropriate strategies/resources will be used in an attempt to support all parties.
- Parents/carers will be given advice on how best to support their child.
- If bullying is found to have taken place, the situation should be monitored carefully by appropriate staff and logged on SEEMiS.
- If a member of staff feels that they are on the receiving end of bullying behaviour, it should be reported to a person the staff member feels is the most appropriate – line manager, Senior Management Team member, Head Teacher or Professional Organisation Representative.

## **Guidelines for Pupils Reporting an Incident of Bullying Behaviour**

If pupils witness or experience bullying behaviour they should:

- Talk to an adult within the school whom they trust
- Provide details of what happened, who was involved and where and when this took place. It may be helpful if they to write down the details.
- Always tell the truth – ask for what actually happened without exaggeration.
- Allow the staff in Our Lady's High School to deal with the bullying behaviour. Pupils should be reminded to not take matters into their own hands.
- Be encouraged to realise they are doing the right thing.



## Guidelines for Staff When Responding to an Incident of Bullying Behaviour

*What to do if you receive the initial report of bullying:*

- Your reaction is vitally important – do not panic, keep an open mind.
- Give the individual reporting the bullying behaviour your full attention.
- Assure them that they have done the correct thing in reporting the incident and the matter will be taken seriously.
- Encourage them to talk and provide details of what happened, who was involved and where and when the behaviour took place. It may be beneficial to write down the details.
- Let the individual speak without interruption as far as possible. However do not be afraid to ask questions or for clarification when they have finished.
- Thank them for reporting the behaviour and assure them that the school will deal with the concerns raised.
- Pass this information to the appropriate Pupil Support Teacher in a prompt fashion.

*When meeting the person who is receiving the bullying behaviour (Pupil Support):*

- Meet in a comfortable place with no distractions, this should ideally be in a 'safe' space for the pupil, away from the classroom.
- Give the individual your full attention.
- Assure the individual receiving this behaviour that bullying is never acceptable and that they deserve to feel safe in the school environment.
- Do not label the person a VICTIM of bullying (labels can stick and define a person)
- Ask them to talk and provide details of what happened, who was involved and where and when the behaviour took place. Once again, it may be of benefit to record these details.
- Let the individual speak without interruption as far as possible. Again do not be afraid to ask for clarification when they have finished.
- Ask the individual what they want you to do.
- Offer support as necessary and keep them informed of progress (support should be continuous until the person feels less anxious of the situation).

*When meeting the person displaying the bullying behaviour (Pupil Support):*

- Deal with the behaviour in the same way as you would with any type of challenging behaviour.
- Listen to the individual and take time to discover the reasons for the behaviour.
- Do not label the individual (or group) a 'bully' (or 'bullies'). Instead name the behaviour as 'bullying behaviour'.
- Address what is happening behind the behaviour (this may include being prepared to address prejudicial attitudes).
- Make a decision based on the facts as to the outcome of the situation (seek guidance if appropriate from SLT).
- Attempt a restorative solution to the issue between the parties involved.
- Attempt to re-educate the pupil regarding the consequences of bullying.

## **Working in Partnership with Pupils**

All pupils have a significant role to play in challenging bullying behaviour. It is important that young people are aware of and empowered by their responsibility to help prevent bullying within their school. It is also essential that young people are aware that they can help build an inclusive ethos of acceptance, within Our Lady's High School, by not ignoring bullying behaviour. Pupils should recognise that they have control over their own behaviour and should make responsible choices that clearly demonstrate the core values of respect, love and empathy for all within our school community.

Suggestions have been taken from pupils to identify bullying within the school e.g. an information box can be created to report on bullying behaviour, or the creation of a 'safe' space for pupils to speak with teachers during intervals or lunchtimes. The school will look at all ways in which it can identify bullying sooner and enact the procedures detailed in the policy. The school will also look to adapt and refresh existing education on bullying to ensure all pupils are aware of their responsibilities to one another and to provide pupils with the tools to combat bullying and be aware of the appropriate procedures in the school.

## **Working in Partnership with Parents & Carers**

Parents and carers have a key role to play in supporting their children when they experience bullying behaviour, display this behaviour to other children and also in assisting in the management of such behaviour. Our Lady's High School will listen and respond to the concerns of parents and carers and endeavour to keep good lines of communication between them when dealing with incidents of bullying behaviour relating to their children.



When an incident of bullying behaviour is reported, Our Lady's High School will make every effort to effect an outcome within 5 working days. If the investigation is likely to take a longer period of time, parents/carers will be informed.

## Monitoring and Review

Our Lady's High School will implement, monitor and review its own policy regarding Respect and Anti-Bullying behaviour annually. This will enable the school to be cognisant of local and national developments concerning this issue. Consultation with all partners detailed within the policy will take place to monitor and ensure that the views of the whole school community are considered in the process.

Bullying is a serious issue and must be dealt with in an effective manner. There is no one single solution in every bullying situation, however, in following the Our Lady's High School policy we can ensure that each incident of reported bullying is dealt with in a consistent, supportive and restorative manner.

**This policy has been created in cooperation with staff, pupils and parents of Our Lady's High School.**

We held our  
first OLHS  
Pupil  
Leadership  
Meeting this  
week.

Our S6 School  
and House  
Captains had  
some very  
exciting ideas  
for the year  
ahead.





## *The Parent Forum*

.....

As a parent of a child at this school you are automatically a member of the Parent Forum. The Parent Forum is composed of all the parents and carers of children at the school. As a member of the Parent Forum you can expect to:

- get information about what your child is learning
- get information about events and activities at the school
- get advice/help on how you can support your child's learning
- be told about opportunities to be involved in the school
- have a say in selecting a Parent Council to work on behalf of all parents at the school
- be invited to identify issues for the Parent Council to work on with the school.

## *The Parent Council*

.....

The Council comprises parents, Church Representative and co-opted members including student representatives. The Head Teacher is the professional adviser to the Parent Council and has the right and a duty to attend all meetings. Members of the Parent Council can be contacted via the school.

The Parent Council's rights and duties include:

- supporting the work of the school
- representing the views of parents/carers
- consulting with parents and reporting back to the Parent Forum on matters of interest
- promoting contact between the school, parents, pupils, and the wider community
- fundraising
- taking part in the selection of senior promoted staff
- receiving reports from the head teacher and education authority; and
- receiving an annual budget for administration, training and other expenses
- Improving home school partnership and facilitating parental involvement

Members of Parent Councils, on a voluntary basis, may also have an advisory role in decisions on placing requests by parents in respect of those situations where the number of placing requests for a particular school or for a particular stage in a particular school exceeds the number of places available.

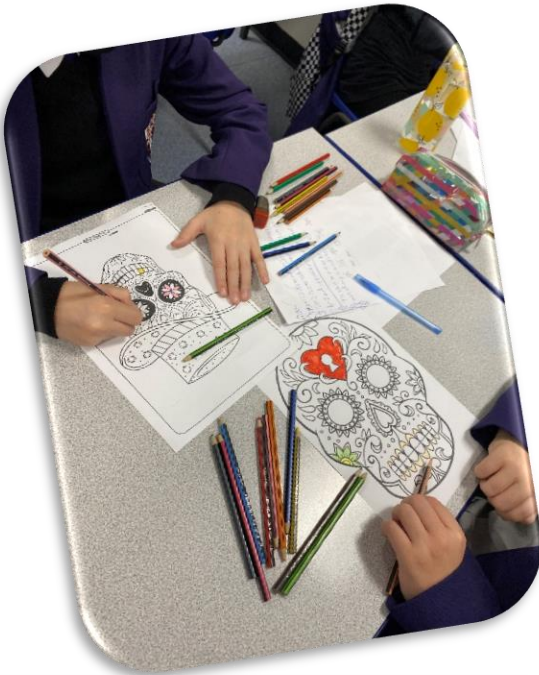
The Chairperson of the Parent Council is Mr Gerry Bonnar c/o OLHS.

Parent Council information can be found on the school website.

Meetings of the Parent Council are open to members of the public and are normally the first Monday of each month.



## Day of the Dead Celebrations





*Caritas Commissioning Mass & Education Mass*





## Catholic Education Visits

As part of Catholic Education Week this year we were once again able to go out to our local parishes where one of our S6 Caritas pupils gave a talk on the benefits of Catholic Education and the work going on in Our Lady's HS and our associated Primary Schools. Thanks to the parishes for welcoming us and allowing us to speak at the Masses.



## War Memorial Mass

Our Annual War memorial took place in St Brendan's Parish in Muirhouse again this year. Due to restrictions it could not take place in our War Memorial Chapel in the school. So, we are very grateful to Fr Ness for hosting and celebrating the Mass for us. It was lovely to welcome the trustees and others to the Mass, along with

Provost Jean Jones who took the time out to join us. S6 pupils Niamh and Mark had the privilege of reading out the roll of honour at the Mass, remembering former staff and pupils from Our Lady's High and St Joseph's High who were killed during World War II.



## COP 26 Mass

the  
mass was

As part of COP26, the Apostolic Nuncio to Great Britain, His Excellency Archbishop Claudio Gugerotti represented Pope, who was unable to attend. To mark the occasion a celebrated in St Augustine's Church in Coatbridge along with the Bishops of Scotland. It was a privilege to attend this lovely Mass along with Cavan and Amanda along with other representatives from schools across Scotland.





**Caritas Retreat:** Our caritas pupils have also recently had the opportunity to have a retreat in the school led by Fr. Mark O'Donnell. The feedback from this has been overwhelmingly positive. A big thanks to Father for coming in to the school to do this.







## Home – School Communications

.....

The school places great importance on developing positive partnerships between home and school. Good communications play a significant role in this. Parents are encouraged to contact the school to seek information, help, or to discuss any concerns that affect either them or their children. Some

of the more formal arrangements for communication between home and school are described below.



### For Enrolment

By appointment - please telephone the school in advance.

### Parents' Meetings

These are the draft arrangements in place for 2022-2023.

S1 November

S2 March

S3 January

S4 February

S5–S6 December

Precise dates for each year are confirmed in the school calendar of events. A copy of this calendar is provided for parents and posted on the school website.



### For General Purposes

Appointments with Senior Promoted and Pupil Support staff can be arranged by telephone in advance.

### News, Information, Consultation

School news, information and opportunities to be involved in school plans and decisions are made available in a number of ways:

- On the school website
- Through parent letters
- In school letters, questionnaires and other communications. These are usually issued directly to pupils to take home. Particularly important communications are sent by post

- By text message
- By Twitter@OLHSMotherwell

### **Customer Service**

We place a special importance on customer care. As part of this, we have a clear policy and procedure for dealing with parental and other complaints.

We follow North Lanarkshire Council procedures to deal with any unresolved complaints.

## ***Data Protection Act***

.....

### **Privacy Statement for enrolment of pupils in a North Lanarkshire School**

#### **What is this statement?**

This statement explains when and why we collect personal information about you, your child or young person and how this information is used, the conditions under which it may be disclosed to others and how it is kept secure.

#### **Who are we?**

North Lanarkshire Council is a Local Authority established under the Local Government etc. (Scotland) Act 1994. Education and Families is located in Civic Centre, Motherwell ML1 1AB.

#### **Why do we need your personal information and that of your child or young person?**

The Council has a legal obligation to deliver an effective education service to all children and young people in North Lanarkshire. In order to do this we need to collect personal information about children, young people and their families so that we can help them to learn and keep them safe.

#### **Legal basis for using your information**

We provide this service as part of our statutory function as your Local Authority. Processing your personal information is necessary for the performance of a task carried out in the public interest by the Council. If the information we have asked for is not provided, then we will not be able to provide this service to your child or young person.

#### **Your personal information**

Education and families uses the national IT system, SEEMiS, to store personal information electronically. We ask parents/carers during registration and enrolment to provide us with their child's name, date of birth, gender, address, family contact details (phone/email). We will also ask you to update this information annually.



We may also ask you for information about medical conditions, additional support needs, religion, and ethnicity. We may also record information you might wish to provide about your family circumstances.

We require this information to ensure children and young people are educated appropriately, supported, and that we take account of their health and wellbeing.

During a child's journey through education a pupil's record is kept, this core record is mainly paper based and is stored securely in the child or young person's establishment. If the establishment has requested assistance from educational staff outwith the nursery or school, key staff from these services may also store information securely about your child or young person.

## **How will we use this information?**

Your personal information will be used:

- To enrol your child or young person in nursery or school
- To provide your child or young person with an appropriate education
- For teaching, assessment purposes and to monitor educational progress of children and young people
- To support pupil learning, improve outcomes and identify where additional support is needed to help children and young people
- To provide appropriate pastoral care to support health and wellbeing of children and young people
- To keep children and young people safe
- To maintain records of attendance, absence and behaviour of children and young people (including exclusions)
- To support children and young people during transitions when moving on each year from nursery to primary, primary to secondary and when they move or leave school
- To enable schools and establishments to process personal data in support of SQA and Further Education
- To allow us to process Education Maintenance Allowance (EMA) applications
- To monitor and report on pupil attainment and achievement in relation to the national improvement framework issued by the Scottish Government
- To assure the quality of our education services in line with national expectations from Education Scotland
- When we require to contact you by post, email, telephone or text

## **Who do we share information with?**

To support your child or young person's access to appropriate education and meet our legal obligation, personal information may be shared internally between services of the Council. From time to time, education staff may also need to share information about you, your child or young person with another person from another agency or service, e.g. Social Work, Health.

We also share information with Scottish Government and bodies such as Education Scotland, Scottish Qualifications Authority, Skills Development Scotland and other organisations that support children and young people's learning.

When a child or young person moves or transfers to another school the Council has an obligation to pass on information with regards to pupil records to the new school.

Only identified staff and those who require to have the information to enable them to carry out their job, will have access to you, your child or young person's information. We care about the information we hold in respect to the education of children and young people. We will keep this information safe and secure.

### How long do we keep your information for?

We only keep personal information for the minimum period of time necessary. Sometimes this is set out in law, but in most cases it is based on what we need to fulfil our function. We maintain a 'records retention and disposal schedule' which sets out how long we hold different types of information for. You can view this on our website at:

<http://www.northlanarkshire.gov.uk/index.aspx?articleid=15003> or you can request a hardcopy of this from Education and Families, Civic Centre, Windmillhill Street, Motherwell, ML1 1AB.

### Your rights under GDPR

You can:

- **Request access to your information** – you have the right to request a copy of the personal information that we hold about you, your child or young person. You can ask us to confirm what personal information is being used and with whom it has been shared with.
- **Request a correction to your information** – we want to make sure that all personal information is accurate, complete and up to date. Therefore you may ask us to correct any personal information that you believe does not meet these standards.
- **Request the restriction of processing** – this enable you to ask us to suspend the processing of personal information about you, your child or young person, for example if you want us to establish its accuracy or clarify the reason for processing it.
- **Request the transfer** – you can request the transfer of your information to another party.
- **Deletion of your information** – you have the right to ask us to delete personal information about you, your child or young person where:
  - you think that we no longer need to hold the information for the purposes for which it was originally obtained
  - you have a genuine objection to our use of personal information
  - or, use of personal information is contrary to law or our legal obligations
- If you wish to update any personal information, retrieve it, or have it removed from records please contact your child or young person's head teacher or head of establishment in the first instance.



**The Council's Data Protection Officer:** Data Protection Officer (DPO)  
Civic Centre  
Windmillhill Street  
MOTHERWELL  
ML1 1AB

Or by email to: [AITeam@northlan.gov.uk](mailto:AITeam@northlan.gov.uk)

You also have the right to complain to the Information Commissioner about the way the Council has handled your rights, to enquire about any exercise of these rights or to complain about the way the Council has dealt with your rights (or any other aspect of data protection law).

**The Information Commissioner:** Information Commissioner's Office  
45 Melville Street  
Edinburgh  
EH3 7HL

Or by email to: [casework@ico.org.uk](mailto:casework@ico.org.uk)

## Transferring Educational Data about Pupils

Education authorities and the Scottish Government Education Portfolio (SGEP) exchange data about pupils either on paper or electronically through the ScotXed programme.

The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability, attendance, absence and exclusions from school. Pupil names and addresses are collected by the school and the council but they are not passed to SGEP. The postcode is the only part of the address that is transferred. Data is held securely and no information on individual pupils can be published by SGEP.

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

## Why do we need your data?

In order to make the best decisions about how to improve our education service, SGEP and Education authorities 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 educational outcomes. Accurate and up-to-date data allows SGEP, education authorities and schools to:

- Plan and deliver better policies for the benefit of all pupils
- Plan and deliver better policies for the benefit of specific groups of pupils
- Better understand some of the factors that influence pupil attainment and achievement
- Target resources better



**Your GDPR rights**

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

SGEP works with a range of partners including Education Scotland and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control and prior agreement of the Data Access Panel in SGEP, which will ensure that no subject specific data will be made public as a result of the data sharing and that such data will not be used to take any actions in respect of an individual.

Further details are available on:

<https://www2.gov.scot/Topics/Statistics/ScotXed/PrivacyInformation>

**Concerns**

If you have any concerns about the ScotXed data collections you can email [school.stats@scotland.gsi.gov.uk](mailto:school.stats@scotland.gsi.gov.uk) or write to

The ScotXed Support Office, SGEP, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

**Want more information?**

Further details about ScotXed data exchanges are available on the ScotXed website, [www.scotxed.net](http://www.scotxed.net).

**Information Contained In This Handbook**

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

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

Education Authorities are required by Law to issue a copy of the school handbook to certain parents in December each year. It details the current policies and practices of both the council and the school.



## Freedom of Information

Freedom of Information (Scotland) Act 2002 came into force on 1 January 2005. The Act allows anyone to ask for information from the Council and imposes a very tight time-scale of twenty working days for the Council to respond. To deal with Freedom of Information requests, the Council has appointed a Corporate Freedom of Information Officer with the support of an officer in each Service. The Freedom of Information and Records Management Officer can be contacted by telephone on 01698 302484.

## Explanation of SQA Examination Results

.....

### National Qualifications

#### Key Points

*Intermediate 2 and Standard Grade Credit were replaced by National 5*

*Intermediate 1 and Standard Grade General Level were replaced by National 4*

*National 4 courses include an added value unit*

*The new courses include 7 agreed assessment methods*

*Higher Grade and Advanced Higher Grade courses retain that designation but course content will change*

*Access 3 and Standard Grade Foundation Level has been replaced by National 3*

*Access 1 and Access 2 has been replaced by National 1 and National 2*

*National 4, National 5, Higher Grade and Advanced Higher Grade – notional 160 hrs*

*National 2 and National 3 – notional 120 hrs*

#### Qualifications

There is less prescription and more personalisation and choice in the qualifications. For example, there are 'added value assessments' a lot of which will be projects; so in History, students are able to take an aspect of the Course that really interests them and study it in more depth.

Schools internally assess a number of the new National Qualifications – namely National 1, National 2, National 3 and National 4, while adhering to nationally set standards. There are rigorous quality assurance processes to ensure internal assessments continue to meet national standards.

Courses at National 4, National 5, Higher and Advanced Higher assess breadth, challenge and/or application in line with national policy in this area. Breadth, challenge and/or application assess added value by sampling skills, knowledge and understanding from Units.

Courses at National 4 include an Added Value Unit that performs a similar function to the Course Assessment in Courses at National 5 and above.

Course assessment aligns with the purpose and aims of the Courses and are fit for purpose. It must also be consistent with the learning and teaching approaches used to deliver the Course. Course assessment will normally be carried out using one or two methods from seven possible types of assessment, for example a question paper and an assignment. The seven agreed assessment methods are listed below:

**Assignment**

**Case study**

**Practical activity**

**Performance**

**Portfolio**

**Project**

**Question paper/test**

All assessments are appropriate for the level of study and consistent with the SCQF level descriptor. For example, a Case Study at National 4 (SCQF level 4) has different demands from an Advanced Higher Case Study (SCQF level 7).

Access, Higher and Advanced Higher Courses will be revised to reflect the aims, values and principles of Curriculum for Excellence and to provide good progression to and from National 4 and National 5.

They will have fewer, broader outcomes that encourage holistic assessment, and rely on assessors to exercise professional judgment instead of having to satisfy long lists of criteria. National 4, National 5, Higher and Advanced Higher Courses are based on a notional 160 hours of study, and at all levels there is flexibility in the number of Units. National 2 and National 3 Courses are based on a notional 120 hours of study.

**“Young people’s performance in national examinations is consistently strong in a number of key areas.”**



## Literacy and Numeracy



Literacy and numeracy are the responsibility of all and will be developed across learning. There are no separate qualifications in literacy and numeracy but Literacy and Numeracy Units will form part of English and Mathematics Courses at National 3 and National 4 levels.

At National 5, some, but not all, literacy and numeracy skills will be included within English and Mathematics Courses. These skills will not be separately certificated by SQA. However, for those who require full, separate certification in literacy and numeracy, freestanding Units at SCQF level 5 will be available. The Literacy and Numeracy Units will also be available to adult learners.

### Skills for Learning, Life and Work

SQA has developed a framework of broad, generic skills. The Skills for Learning, Skills for Life and Skills for Work framework is derived from national guidelines and is being used to develop the new qualifications which support Curriculum for Excellence.

The framework outlines definitions of the five broad areas of generic skills that are essential for qualification development.

The five broad areas are:

- Literacy
- Numeracy
- Health and wellbeing
- Employability, enterprise and citizenship
- Thinking skills

This new skills framework is being used in the development of qualifications that support Curriculum for Excellence. It will also assist with the design of assessment and learning and teaching methods. These skills sit alongside knowledge, understanding and subject based skills.



Skills for Learning, Skills for Life and Skills for Work will not be automatically certificated. The development of these skills is the responsibility of all practitioners. Many of the opportunities to develop the skills will be naturally occurring through learning and teaching activities.

## *Performance Data*

In order to help raise attainment and support school improvement, information is gathered annually on the attainment of young people in the senior phase. Of particular importance is the attainment of school leavers. As well as this the destination of all school leavers is tracked and with the correct support all leavers can move into positive destinations such as Work, Higher Education, Further Education, Training or Volunteering.

Through the introduction of Curriculum for Excellence (CfE), schools are better able to meet the key challenges facing Scotland today:

- Equipping children and young people with the skills, experience and attitudes needed in a 21st century economy (a need that was reiterated in the Report of the Commission on Developing Scotland's Young Workforce, published in June 2014).
- Ensuring more equitable life outcomes for children and young people.

The information presented here is designed to give parents a view of how schools are meeting these challenges, by using the framework of CfE innovatively to meet the needs of all learners.

The data presented here comes from the Scottish Government's online tool for educational professionals, called [Insight](#). Insight presents attainment data from [Scottish Credit and Qualifications Framework \(SCQF\)](#) accredited courses achieved by pupils during their senior phase (S4-S6). Awards gained before the [senior phase](#) are not considered in this data. Not all achievement awards are recorded in Insight.

### Virtual Comparator

Insight allows schools to compare their performance to the performance of a virtual comparator, which is made up of pupils from schools in other local authorities who have similar characteristics to the pupils in our school. This is helpful because it allows a comparison based on pupils who are like ours on key variables (gender, deprivation, additional support needs and stage of leaving / latest stage) that are linked to educational outcomes rather than comparison with real schools which may have quite a different pupil profile. This type of comparison is fairer.





## Average Tariff Scores

The number and level of qualifications a young person gains by the point they leave school provides what is called a tariff score. These figures are brought together to provide an average tariff score for the school. Only the latest and best awards in each subject are counted in the average tariff score.

### S4 National 5 Awards

	2019	2020	2021
<b>5+ National 5 OLHS</b>	45.69%	48.53%	49.14%
<b>5+ National 5 Virtual Comparator</b>	33.10%	46.03%	50.26%

### S4 National 4 Awards

	2019	2020	2021
<b>5+ National 4 OLHS</b>	79.31%	80.15%	87.07%
<b>5+ National 4 Virtual Comparator</b>	75.86%	83.75%	82.67%

### S4 National 3 Awards

	2019	2020	2021
<b>5+ National 3 OLHS</b>	81.90%	83.09%	87.93%
<b>5+ National 3 Virtual Comparator</b>	81.72%	88.60%	86.29%

### S5 Higher Awards

	2019	2020	2021
<b>5+ Highers OLHS</b>	17.09%	19.66%	15.22%
<b>5+ Highers Virtual Comparator</b>	14.87%	20.17%	18.19%
<b>3+ Highers OLHS</b>	35.90%	44.44%	32.61%
<b>3+ Highers Virtual Comparator</b>	32.14%	40.43%	40.72%
<b>1 + Highers OLHS</b>	66.67%	74.36%	60.87%
<b>1+ Highers Virtual Comparator</b>	54.62%	62.14%	60.14%

### S6 Higher Awards

	2019	2020	2021
<b>5+ Highers OLHS</b>	24.82%	45.69%	32.48%
<b>5+ Highers Virtual Comparator</b>	23.28%	37.76%	30.51%
<b>3+ Highers OLHS</b>	41.61%	62.07%	48.72%
<b>3+ Highers Virtual Comparator</b>	36.06%	51.03%	45.73%
<b>1 + Highers OLHS</b>	64.96%	76.72%	70.94%
<b>1+ Highers Virtual Comparator</b>	53.94%	66.38%	60.09%

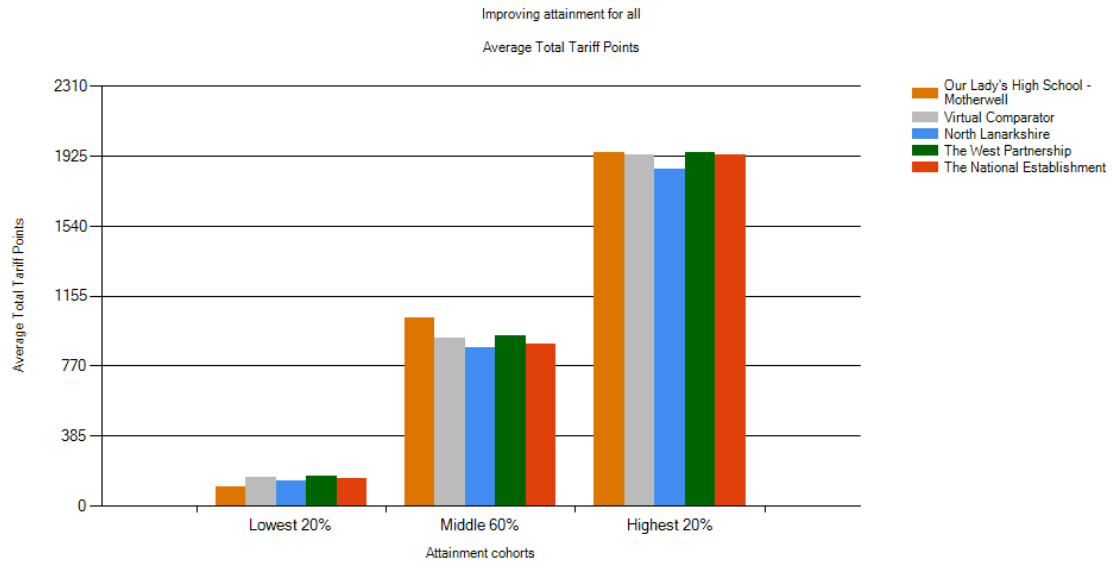
### S6 Advanced Higher Awards

	2019	2020	2021
<b>1+ Advanced Highers OLHS</b>	12.41%	29.31%	17.95%
<b>1+ Advanced Highers Virtual Comparator</b>	14.45%	23.88%	22.22%



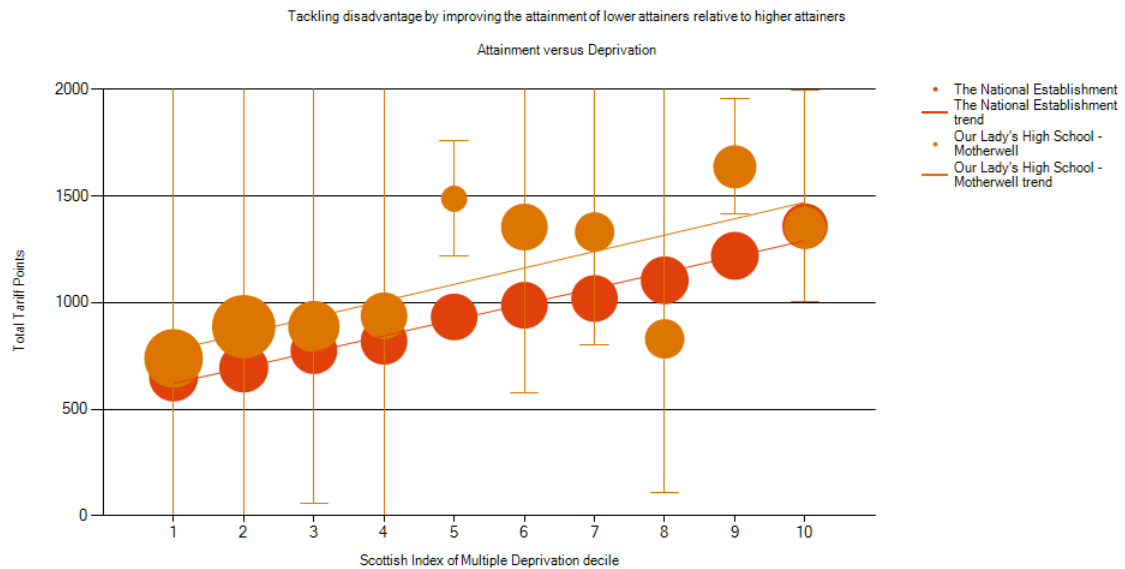
## Improving attainment for all pupils

The selected year is 2020



## Attainment vs Deprivation

The selected year is 2019/20



**Find out more**

<http://www.educationscotland.gov.uk/parentzone/myschool/findaschool/schools/performance.aspx?schoolid=8517134>

## GLOSSARY

An explanation of some of the terms used in this handbook

Additional Support for Learning:	New legislation that replaces the previous arrangements for supporting pupils with learning needs.
Assessment:	Determining/measuring the extent to which the pupil has learned from the lesson or course completed.
BGE:	Broad General Education. S1 – S3.
	CfE: Curriculum for Excellence- A national programme intended to improve the learning, attainment and achievement of young people in Scotland. As well as achieving success in exams, it aims to ensure the young people gain a full range of skills relevant to growing, living and working in the contemporary world.
Continuous assessment:	Assessment of progress on a regular, day-to-day basis, rather than on the basis of periodic examinations.
Differentiation:	Using a range of teaching methods and materials to cater for the wide range of pupils' abilities found especially in mixed ability classes.
Ecoschool:	A school that actively promotes a healthy, safe, attractive and sustainable environment for its community.
External assessment:	The kind of assessment associated with National Examinations such as Standard Grade. HGIOS "How Good is Our School": A document produced by HMIE that provides quality indicators that allow a school to measure its own performance. HMIE: Her Majesty's Inspectorate of Education.
GIRFEC:	Getting it right for every child.
ICT:	Information and Communication Technology. All the different forms of electronic communication including fax, computers, internet, and e mail etc.
Internal assessment:	Tests, examinations, etc. which are undertaken by the school.
Learning support:	Assistance provided for pupils who are experiencing difficulties with learning in one or more of their subjects.
Standard Grade:	The National examination which most pupils sit at the end of Third or Fourth Year.
Higher Grade:	The national examination which some pupils sit at the end of Fifth and Sixth Year.
Mixed ability classes:	Pupils of all abilities grouped together in the same class/teaching group. The work of such a group is largely based on individual and group tasks. Contrast with setting/broad banding (see below).
National Qualifications:	Nat 3, 4, 5, Higher and Advanced Higher.



# Our Lady's High School

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

Personal, Social & Health Education:	Along with PE and RE, PSHE is one of the core activities undertaken by all pupils in the school. PSHE helps pupils develop the skills they need to participate effectively and with confidence as responsible adults.
Primary - Secondary Liaison:	The different links that Our Lady's has with it's associated primary schools. This includes visits by Our Lady's staff to primary schools as well as P6 and P7 visits to the High School.
Principal Teachers & Faculty Head:	Promoted staff responsible for the management of subject departments and of the school pupil support structure.
Pupil Support:	Teachers responsible for supporting the personal, social, curricular and vocational development of their assigned group of pupils.
Promoting Positive Behaviour:	Encouraging good behaviour based on recognising and rewarding good behaviour rather than merely punishing poor behaviour.
SCES:	Scottish Catholic Education Service.
Schedule Examinations:	A "dry run" for the main SQA examinations. Also useful for providing evidence which can be used in Appeals.
School Improvement Plan:	The list of priorities and targets that the school sets for itself each year.
Senior Management Team:	Head Teacher & Depute Head Teachers.
Setting / broad banding:	Children of generally similar ability in a particular subject grouped together in the same class / teaching group. Used in S1 and S2 classes, but more commonly in Standard Grade classes.
Scottish Qualifications Authority:	National Awarding Body for school awards.
Subject Choice Programme:	The arrangements made to help pupils in their choice of subjects at the end of S2 and the end of S4 and S5.
School Improvement Report:	The school's annual evaluation of its progress. The results of this evaluation are used to identify improvement priorities for the coming year.





## Some Important Contacts & Addresses

.....

**Our Lady's High School** Tel: 01698 274925  
**Dalzell Drive Motherwell** Fax: 01698 275361  
**Motherwell** E-Mail: [Enquiries-at-ourladyshigh@northlan.org.uk](mailto:Enquiries-at-ourladyshigh@northlan.org.uk)  
**ML1 2DG**  
 School Website: <https://blogs.glowscotland.org.uk/nl/olhsmotherwell/>  
 School Twitter: [@olhsmotherwell](http://twitter.com/olhsmotherwell)

<b>Education and Families</b>	Education South	Janie O'Neill
<b>North Lanarkshire Council</b>	Education and Families	Bee Hunter
<b>Civic Centre</b>	Managers	Michael Dolan
<b>Windmillhill Street</b>		Michael Dolan
<b>MOTHERWELL</b>		
<b>ML1 1AB</b>		

**Education and Families**  
**North Lanarkshire Council**  
**Des Murray Chief Executive**  
**Civic Centre**  
**Windmillhill Street**  
**MOTHERWELL**  
**ML1 1AB** Telephone: 01698 302222

**Community Learning & Development Office**  
**C/O Our Lady's High School**  
**Dalzell Drive**  
**MOTHERWELL**  
**ML1 2DG** Telephone: 01698 403830  
 Email: [CLD-Motherwell@northlan.gov.uk](mailto:CLD-Motherwell@northlan.gov.uk)

**Wishaw/Shotts CLD Locality Office**  
**C/O Coltness High School**  
**Mossland Drive**  
**WISHAW**  
**ML2 8LY** Telephone: 01698 274343  
 Email: [CLD-Wishaw@northlan.gov.uk](mailto:CLD-Wishaw@northlan.gov.uk)

**Area Office** Tel: 01698 302511  
 Civic Centre, Motherwell, ML12 OG

**Careers Office** Tel: 01698 2545



# Our Lady's High School

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

303 Brandon Street, Motherwell

## NHS Lanarkshire

Motherwell Health Centre

Wishaw Health Centre

Tel: 01698 242610

Tel: 01698 355511

### *Councillors whose ward covers part of the Catchment Area for Our Lady's High School:*

Motherwell West:

Councillor Paul Kelly – Depute Leader of the Council

Councillor Megan Gallacher

Councillor Annette Valentine

Motherwell North:

Councillor Shahid Farooq

Councillor Olivia Carson

Councillor Ann Weir

Councillor Pat O'Rourke

Motherwell South East and Ravenscraig:

Councillor Kenneth Duffy

Councillor Agnes Magowan

Councillor Nathan Wilson

Councillor Alan Valentine

All of the above can be contacted at the Civic Centre, Windmillhill Street, MOTHERWELL, ML1 1AB

### *Contacts relating to Learning Support*

Help and advice on any matters relating to Support for Learning can be obtained from:

Our Lady's High School, Motherwell Cluster:

**Gillian Goldie**

Contact details:

[GoldieG@northlan.gov.uk](mailto:GoldieG@northlan.gov.uk)

### **Enquire –**

The Scottish advice service for additional support for learning. Operated by Children in Scotland, Enquire offers independent confidential advice and information on additional support for learning. Enquire also provide a range of factsheets.

Telephone:

0345 123 2303

Email:

[info@enquire.org.uk](mailto:info@enquire.org.uk)

Website:

[www.enquire.org.uk](http://www.enquire.org.uk) for parents and practitioners

Website:

[www.enquire.org.uk](http://www.enquire.org.uk) for children and young people

### **Resolve Mediation – Children in Scotland**

Telephone:

0131 313 8844 (Independent Adjudicator)

Email:

[resolve@childreninscotland.org.uk](mailto:resolve@childreninscotland.org.uk)

## Independent Adjudication

Scottish Government  
 Directorate for Learning  
 Support and Wellbeing Unit  
 Area 2C North  
 Victoria Quay  
 Edinburgh  
 EH6 6QQ

## Reference to Additional Support Needs Tribunal (Scotland)

ASNTS  
 Health and Educational Chambers  
 First Tier Tribunal for Scotland  
 Glasgow Tribunals Centre  
 20 York Street  
 Glasgow  
 G2 8GT  
 Helpline: 0141 302 5860  
 Website: [www.asntscotland.gov.uk](http://www.asntscotland.gov.uk)

## NHS Lanarkshire:

Motherwell Health Centre:	01698 242610
Wishaw Health Centre:	01698 355511

## Social Work

Motherwell Scott House 73/77 Merry Street Motherwell ML11 1JE	Phone: 01698 332100
Wishaw/Shotts Kings House King Street Wishaw ML2 8BS	Phone: 01698 348200

Although this information is accurate at time of printing, there could be changes affecting any of The matters dealt with within the document.

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

Education Authorities are required by law to issue a copy of the school handbook to certain parents in December each year. It details the current policies and practices of both the Council and the School. All Government produced statistics relating to schools can be found here:

<https://www2.gov.scot/Topics/Statistics/Browse/School-Education>