



Clyde Valley High School Handbook 2024-2025



Handbook 2024/2025

Clyde Valley High

Castlehill Road

Wishaw

ML2 OLS

Tel 01698 274950

Email - enquiriesatclydevalley@northlan.org.uk

Website - <https://blogs.glowscotland.org.uk/nl/clydevalley/>

**Caring community where everyone is Valued,
Healthy, happy and Succeeds together**



We will promote:

- Self-respect and self-discipline
- Respect and care of others - in school and in the community: local, wider and global
- Respect and care of the environment - school, local, wider and global
- An enthusiasm for learning
- A sense of ambition and the pursuit of excellence
- An appreciation of the pleasures, challenges and satisfactions gained from involvement in expressive arts and physical activity
- A healthy lifestyle
- Religious and moral development
- Openness for new thinking and new ideas

We will offer education of the highest quality by:

- Respecting the dignity and value of all
- Improving teaching and learning
- Providing a relevant curriculum tailored to the needs of each individual
- Raising attainment, raising achievement and realising potential
- Giving pupils and staff a safe, happy, attractive and well-resourced place to work
- Celebrating success
- Promoting partnership with parents and carers
- Encouraging lifelong learning
- Working with communities for a better future



HEAD TEACHER'S INTRODUCTION.....

Dear Parent/Carer,

It gives me great pleasure in presenting the Clyde Valley High School Handbook for session 2024/2025. It contains a wide range of information, which I hope you will find useful and interesting.

Clyde Valley High School moved into a new £27 million building on January 28th 2016 and. This session we have made a significant investment in new technology which is evident in our ICT suites and providing high quality learning opportunities for young people digitally. We have a keen focus on raising the attainment and achievement of all young people in our school community and this is demonstrated in the introduction of new courses and learning experiences. This is something we will continue to invest and expand on in the coming years.

We aim to provide a meaningful and effective education for all by creating a caring, and compassionate teaching and learning environment where staff can deliver a curriculum which is responsive both to the need of individual pupils and to those of a changing society. A curriculum which will enable our young people to become successful learners, effective contributors, responsible citizens and confident individuals. Central to this is a strong partnership between staff, pupils, parents and the wider community.

We strive to ensure our young people leave Clyde Valley High School with a well-developed sense of their local community, and are fully prepared and equipped to take their place within it.

No handbook in itself can fully or adequately describe a school. Why not visit our website www.clydevalley.n-lanark.sch.uk , follow us on Twitter [@ClydeValleyHS](https://twitter.com/ClydeValleyHS) <https://twitter.com/ClydeValleyHS> or download our school app from iTunes or google play.

If you wish to view our school, hear more about it, or discuss some aspect of our work, then please feel free to telephone, write or arrange a visit. We look forward to working with you to support, guide and motivate your young people throughout their education in Clyde Valley High School, in turn preparing them for life beyond school.

Sandra Gilfillan
Head Teacher



THE AIMS OF THE SCHOOL.....

The principal aim of Clyde Valley High School is to ensure that each pupil in the school, by participating in a full and comprehensive course of education, is able to gain the maximum benefit from his/her time in the school. In so doing the school hopes to prepare pupils for the wider world of adult life.

Formal courses, prepared and taught by well-qualified and interested members of staff, are presented for the intellectual development of the pupils. Equally importantly, the school provides an opportunity for pupils to enhance their talents in, and their appreciation of, the physical and aesthetic areas of human experience. Religious and moral development, without which no person is complete, are given a high priority in the life of the school.

Recognition is given in the school planning to the fact that leisure now plays a greater part in our lives than ever before. A number of clubs and activities are available to pupils to prepare them for using leisure time in a positive fashion.

The majority of school pupils respond well to the provision in the school of an environment which encourages them to develop self-discipline. High priority is given in school planning to providing conditions in which good order and discipline can be always maintained.

Clyde Valley High School hopes to stimulate in its pupils a degree of sensitivity towards the needs of the community. The school has a community involvement programme in which pupils participate and from which they gain a wider view of the needs and aspirations of the community.

In pursuing these aims the school sees itself as being in partnership with parents in a joint venture to prepare pupils for their future. Only with full parental co-operation can the aims of the school be translated into something fruitful and meaningful.



Clyde Valley High school captains Lia, Ellie, Leah and Joel with Mrs McKenna, and Head Teacher Mrs Gilfillan (Image: Clyde Valley High)



School Captains 2024/25

SCHOOL INFORMATION.....

How to contact the school:

Clyde Valley High School,
Castlehill Road,
Wishaw.
ML2 OLB



Tel: [01698 274950](tel:01698274950)



E-mail: enquiries-at-clydevalley@northlan.org.uk



Web: www.clydevalleyhighschool.org.uk



Follow us on Twitter: [@ClydeValleyHS](https://twitter.com/ClydeValleyHS)

Clyde Valley High School is a six year co-educational and non-denominational comprehensive school with a capacity of **903**.

The current roll is **865**:

S1 168

S2 166

S3 146

S4 184

S5 116

S6 85

Over the next three years we anticipate that our roll will increase by approx. 10 pupils each session. Our anticipated roll for session 2025/26 is 875.



School Captains, 2024-25



Ellie Livingstone



Lia McLean



Leah McPherson



Joel Yesudas

Anderson House Captains, 2024-25



Jay Meechan



Emma Montgomery



Brea McShannon

Curran House Captains, 2024-25



Adam Gray



Kelsie Longmire



Olivia Merrylees

Houldsworth House Captains, 2024-25



Sophie Cullen



Greig Kean



Nieve Terry

Lochhead House Captains, 2024-25



Eryn Anderson



Jack Carty



Abi Isherwood

Sneddon House Captains, 2024-25



Lucy Gillespie



Amelia Townsley



Zak Stewart

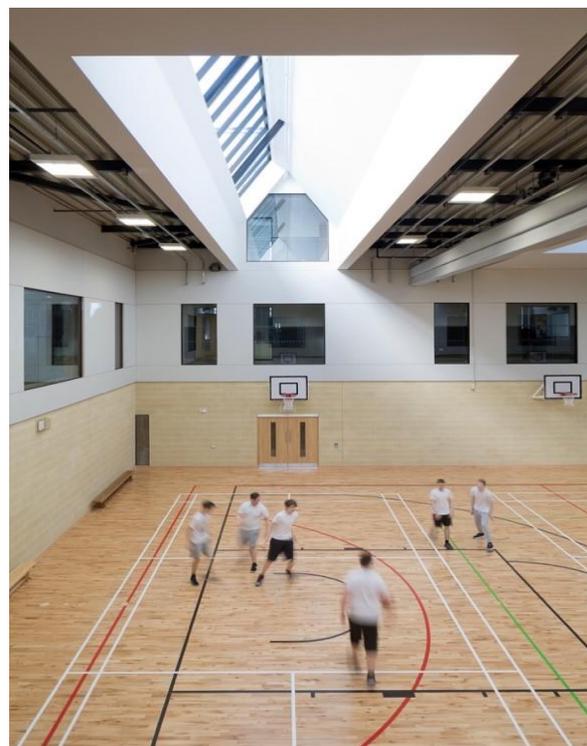
Our Campus.....

January 2016 saw the completion of the new Clyde Valley Campus that sees Clyde Valley High School share facilities with Orchard primary school.

The buildings are a striking example of modern 21st century architecture and occupy a beautiful green-field site on the outskirts of Wishaw adjacent to the valley of the River Clyde. The building is formed over three floors comprising a well-stocked Library Resource Centre (incorporating a computer suite and an S6 study area), a recording studio, photography studio and together with a variety of well-equipped classrooms, provides ideal teaching and learning facilities. Purpose-built computer suites support the delivery of ICT, Music, Graphics and Art.



Facilities in the Physical Education Department are excellent. The PE Department has the use of a multipurpose Games Hall which can be divided to form three Gymnasia, together with a fully equipped fitness room. The extensive playing fields accommodate a full-size synthetic 4G football park with floodlighting and a smaller synthetic hockey/five a side football park, also with floodlighting. A large flat grass area can also be used for hockey, rugby and athletics.



The teaching of Home Economics and Science is carried out on the top floor of the building above the primary school. Laboratories and classrooms provide pupils with every opportunity to develop their skills in science and nutrition.

The Technology Department has a specialist suite of 20 PCs, all equipped with industry-standard design software. The ICT Department has 3 suites of PCs. The entire campus benefits from Wi-Fi.

The school is equipped to support young people with disabilities for example lifts and special toilet accommodation. The school has a Sport Scotland Silver status and became a community sports Hub in 2017.

SCHOOL Day.....

Monday - Thursday

Period 1	08.55 - 09.45
Period 2	09.45 - 10.35
Interval	10.35 - 10.50
Period 3	10.50 - 11.40
Period 4	11.40 - 12.30
Lunch	12.30 - 13.15
Period 5	13.15 - 14.05
Period 6	14.05 - 14.55
Period 7	14.55 - 15.45

Friday

Period 1	08.55 - 09.45
Period 2	09.45 - 10.35
Interval	10.35 - 10.50
Period 3	10.50 - 11.40
Period 4	11.40 - 12.30

Parents are asked to ensure that pupils are not late for school. Please contact your child's PT Inclusion if your child is struggling to maintain good time keeping habits.

We have an active a varied programme on offer each Friday afternoon. Our PT Future Friday Mrs Collins communicates weekly with pupils via their Year group Team. Opportunities on offer include sporting activities, arts and crafts, drama, Duke of Edinburgh and Barista training.

Community links

Working closely with our local community offers additional opportunities for our young people as well as developing their connectedness to their surroundings.

A wide range of young people participate in work experience opportunities, learning visits and placements with local businesses and non-profit organisations. Linking the learning within the classroom to the wider world expands the horizons and awareness of our young people.

Our senior pupils lead our charity and community work through their ambassador role for a charity which they nominate.

Throughout the session they raise monies for their charity and participate in activities that are part of our House group competition.



CATCHMENT AREA.....

The catchment area of Clyde Valley High School includes the districts of Bonkle, Coltness, Craigneuk, Morningside, Muirhouse, Netherton, Newmains, Overtown, Pather, West Crindledyke, Wishaw and Wishawhill. Pupils are normally drawn from the Partnership Primary Schools which are:

Berryhill PS

Mrs C Nicol
Hillcrest Avenue
Wishaw
ML2 7RB
Tel: 274969

Morningside PS

Mrs A McClymont
School Road
Morningside, Wishaw
ML2 9QW
Tel: 274938

Muirhouse PS

Mrs K Jamieson
66 Barons Road
Muirhouse, Motherwell
ML1 2NB
Tel: 274938

Netherton PS

Mrs F Easton
Netherton Road
Netherton
Wishaw
ML2 ODD
Tel: 352520

Newmains PS

Mr S Smith
School Road
Newmains
Wishaw
ML2 9BE
Tel: 274923

Orchard PS

Mrs H MacKenzie
Clyde Valley Campus
Castlehill Road
Wishaw
ML2 OLB
Tel: 274984

Thornlie PS

Mrs K Sim
Lomond Drive
Pather
Wishaw
ML2 OJR
Tel: 352539

Wishaw Academy PS

Mrs M Beadie
Lochpark
Wishaw
ML2 7PB
Tel: 352579

Clyde Valley has established extensive links with its eight partnership primary schools. We aim to prepare pupils, and parents, for a smooth transition between primary and secondary and to provide the young people with a continuity of learning. Mrs McKenna, the Depute Head Teacher, links closely with all the Primary Head Teachers. They have monthly meetings to discuss all curricular matters and the transition programme.

As parents of children from our associated primaries you will be offered a place for your child at Clyde Valley High School.

There are also many opportunities for activities held in Clyde Valley: football, netball, public speaking, maths challenge, the list goes on and is always being enhanced and developed.

The final preparatory visit is in June when we welcome our incoming first year for a two-day visit. The children are in their S1 classes, they have a timetable, and they have guides, who themselves went through this process the year before. Inclusion Support, in conjunction with the Primary 7 teachers, prepare profiles on the pupils. This ensures that pupils are kept together with some friends and any special needs are met. By the time the pupils leave primary, Clyde Valley has gathered a wealth of information on each individual. As a result of our liaison programme, it is our experience that pupils settle very quickly into first year. For the few who find the transition difficult our Inclusion Support Team and Partnership Officer are on hand to offer guidance, and any extra support required.

STAFF 2023/2024.....

Head Teacher – Sandra Gilfillan

The Depute Head Teachers have responsibilities as noted below:

Ms P Ferry Leadership and attainment of S3, Responsibility and management of Pupil Equity Fund, Cost of the School Day, Raising Attainment and Achievement across the school, Absence Cover, Timetable, Digital Learning, Leadership of Pupil Participation and Wider Achievement.

Mrs H Holland Leadership and attainment of S1 & 5, Improvement in children and young people's health and wellbeing, Ensuring Wellbeing, Equality and Inclusion, Inclusion Team, LACE children and young people, Partnership, QA/SE Senior Phase, Cluster working and Options arrangements.

Mrs Y McKenna, Leadership and attainment of S2 & S6, Child Protection and Safeguarding, Learning, Learning, Teaching and Assessment, Houldsworth House, Primary transitions, Curriculum planning, Parental Engagement, QA/SE BGE, Professional Learning Strategy, CLPL and professional update, School Fund, Transport and Staff welfare

Mr V Lanagan, Leadership and attainment of S4. Improvement in employability skills and sustained, positive school leaver destinations for all young people, Curran House, Teaching & Learning, DYW, S4-S6 Curriculum, EMA/Focus West/UCAS, Senior Options, Probationers/Student, SQA Exams & Admin, Timetable, CVHS Campus, HASAW

Each member contributes to the operation of the Senior Leadership Team whose prime concern will be the effective management of the school for the benefit of pupils and staff. Our main priority is the educational and social development of our young people, and we shall encourage them to have a positive attitude towards themselves and the school.

General Responsibilities.

Each member of the Senior Leadership Team is expected to:

- Contribute to the formulation of school aims and policies.
- Engage in whole school development planning.
- Promote effective two-way communication with parents, pupils, staff, the Authority, external agencies and the local community.
- Ensure that resources, physical, financial and human, are managed efficiently to promote effective teaching and learning.
- Work with all staff, teaching and non-teaching, to develop an ethos in which effective teaching and learning can prosper.
- Ensure that administrative procedures are effective and contribute to the efficient management and organisation of the school.
- Contribute to the supervisory duties of the Senior Leadership Team.

2024/2025 FACULTIES & STAFF

PE & Curriculum	Principal Teacher	Miss J. Brown
		Mr D. Somerville
		Mr D. Fitzpatrick
		Mr J. Casserly
		Miss S. Morrison
	PT of Future Friday's	Mrs T. Collins
Technologies	Principal Teacher	Mr C. McDonald (Technical)
		Miss P. Ferry (Technical)
		Miss G. Davidson (Technical)
		Mr G. Brown (Technical)
		Mr G. Wells (Technical)
		Mr S. Conway (ICT)
		Mr C. Thomson (ICT)
		Mrs S. Young (ICT)
		Mr R. Baillie (ICT)
		Mrs L. Thomson (Home Ec.)
		Mrs A. Scott (Home Ec.)
		Miss C. Barr (Home Ec.)
Humanities	Principal Teacher	Mrs L. Ashton
		Mrs N. Duffy
		Mr G. Hamilton
		Mr R. McKie
		Miss A.J McDonald
		Miss E. Lawlor

Humanities cont.		Mr J. Ferrie
Mathematics	Principal Teacher	Mr A. Russell
		Mrs E. Jopling
		Miss N. Kerr
		Mr D. Knighton
		Mr A. Taylor
		Mr D. Farrell
		Miss C. O'Hanlon
		Mrs L. Lennox
Languages	Principal Teacher	Mrs C. Ferrie (English)
		Miss R. Carroll (English)
		Mrs R. Clements (English)
		Miss G. Close (English)
		Mrs L. Smith (English)
		Miss L. McPhee (English)
		Miss L. McGlynn (English)
		Mrs H. Holland (English)
		Mr V. Lanagan (English)
		Mrs C. Black (Mod. Langs.)
		Miss G. Murphy (Mod. Langs.)
		Mrs H. Whitelaw (Mod. Langs.)
		Mrs Y. McKenna (Mod Langs.)
Expressive Arts	Principal Teacher	Mrs A. Traynor (Music)
		Mrs D. Taylor (Music)

Expressive Arts cont		Mrs S. Chalmers (Music)
		Mrs C. Brown (Music)
		Miss A. Wylie (Drama)
		Miss K. Cooney (Drama)
		Mrs V. Livingston (Drama)
		Miss W. McKenna (Art)
		Mrs J. Menzies (Art)
		Mrs S. Kumar (Art)
		Mrs L. Phillips (Art)
		Mrs K. Irvine (Art)
		Mr M. Costello (Art)
Science	Principal Teacher	Mr C. Wright
		Mr D. Gavin
		Miss A. Pathmanathan
		Mrs E. McGinness
		Mrs C. Smith
		Mr N. Quinn
		Mrs K McLenaghan
		Mr B. Main
Support for Learning	Principal Teacher	Mr A. Keating
		Miss H. Vadler

SUPPORT STAFF

OFFICE STAFF: Mrs McMullen AFA
 Mrs P Graham Office Manager
 Mrs A Dougal
 Mrs A McCaughey
 Mrs L Murray

ASN Assistant: Mrs C McLeod
 Mrs D McKenna
 Mrs M Russell
 Ms C Connor
 Mrs J Mazzocchi

JANITORS: Mr S Jeffrey
 Mrs A Mowatt

TECHNICIANS: Mr K Byrne
 Mr A Martin
 Mr I Robertson

PARTNERSHIP OFFICER: Ms E Craig Wednesday - Friday

KITCHEN SUPERVISOR: Mrs D Sokolowka

CLEANING SUPERVISOR: Mrs A Clark

ENROLMENT

In the case of Primary – Secondary transfer parents are issued with information by their child’s primary school, usually in December of the transfer year, and asked to indicate the secondary school of their choice. This information is then forwarded to the Education Department who contact Clyde Valley High School sometime in April with a list of our new intake. In the case of a placing request as soon as the school is made aware of the pupils transferring you will receive a letter from the school telling you of the two day visit and the parents’ evening which follows. This will either come to your home or be sent via your child’s primary school. Usually, it will be just after the Easter holiday period. Within the school, Primary – Secondary transfer is organised by Mrs McKenna, Depute Head Teacher. For all other enrolments, parents should arrange an appointment with the Mr Lanagan, Depute Head Teacher. It is helpful to bring details of the pupil’s address, previous school record and subjects being studied are brought to the meeting.

EQUAL OPPORTUNITIES.....

Clyde Valley High School is **United Nations Rights Respecting School** committed to the principal of Equal Opportunities and the promotion of social justice for all, regardless of gender, gender identity, race, sexual orientation, disability or social and economic status.

We aim to support individuals or groups who experience discrimination and allow them to achieve their full potential in education.

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.

All those associated with the life of Clyde Valley are treated as being of equal value and it is our aim to respond sensitively and professionally to their individual differences and needs. We aim to create an ethos which is friendly, supportive and secure.

The school has an Equal Opportunities Policy and Mrs McKenna, Depute Head Teacher, carries responsibility for monitoring all Equal Opportunities issues.

<http://www.equalityhumanrights.com/publication/technical-guidance-schools-scotland>

This session Clyde Valley High was recognised for their inclusive practices by gaining the Respect Me Anti Bullying validation. We are the first secondary school in NLC and the 8th secondary school in Scotland to receive the validation. This work was lead by our Rights Respecting School committee, who are part of our Pupil Parliament.

SUPPORT FOR INCLUSION.....

The Pupil Inclusion structure was established to look after the curricular, personal and vocational interests of all the pupils in school. The Pupil Inclusion structure in Clyde Valley High School comprises five houses. Each house is led by a PT Inclusion.

ANDERSON HOUSE
Mr J Ferrie

CURRAN HOUSE
Mr D Somerville

HOULDSWORTH HOUSE
Ms C Brown

LOCHHEAD HOUSE
Miss R Carroll

SNEDDON HOUSE
Miss P Ferry / Mr D Fitzpatrick (Acting)

- ❖ To help the Pupil Support teachers to fulfil their role they will individually interview each pupil on a regular basis
- ❖ be the main school contacts with the home
- ❖ provide reports to parents on the progress of their child
- ❖ help pupils and parents with important educational decisions e.g. personalisation of choice in S2.

It is important that parents should feel free to contact the Pupil Inclusion teacher regarding their child. They may do so by arranging an appointment which avoids interrupting the teacher's class commitment.

To augment the work of the Pupil Inclusion Teachers, a programme of Personal, Social and Health Education is organised and run within the school timetable. The Pupil Inclusion Teachers co-ordinate the keeping of academic and social records. They organise social activities both in and out of school. They also maintain regular contact with the various caring agencies:

Social Work Department
North Lanarkshire Psychological Services
Community Support Services
Community Policing, Police Scotland
Lanarkshire Health Board
Medical Officer
Network Support Team
Language Support Unit
Inclusion Support

As part of the programme of PSHE provided for each individual, S.D.S supports the school with an excellent back-up service. A programme of careers guidance is undertaken in class from S1 to S6 and is designed to meet the needs of the youngster at each stage. S.D.S Adviser talks to groups/classes in S2, S3 and S4 to help them with such matters as subject choice. Individual interviews are given for pupils in S4, S5 and S6. Skills Development Scotland provide Further and Higher Education displays/conventions/counselling to



which our pupils are invited. Our S4, S5 and S6 students are given the opportunity to attend numerous 'Open Days' and 'Consultation Meetings' at Colleges and Universities.

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 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.

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 Well Being
- Mathematics and Numeracy
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies.

The Senior Phase

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.

Schools are taking a range of approaches to the senior phase and are able to offer greater personalisation and choice for young people in a variety of ways, for example by:

- designing the senior phase as a three-year experience rather than planning each year separately
- delivering qualifications over different timescales in response to young people's needs and prior achievements
- developing pathways for able learners, which bypass qualifications at lower levels to allow more time to be spent on more challenging learning at higher levels
- providing specific and appropriate programmes that maximise achievement and attainment for young people planning to leave after S4.

Personal Support/Career Planning

From 3-18 years, learners are supported to achieve their full potential and, as they progress through broad general education into senior phase, to plan and prepare for further learning, training or employment. All schools and nurseries in North Lanarkshire are working hard to raise standards so that children and young people will develop all the skills necessary to continue to be successful when leaving school and entering the world of higher education, training or work. 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.

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.

REPORTS TO PARENTS

All young people will receive three reports throughout each academic session.

This includes one report with detailed comments and two tracking reports.

There is a Parents' Consultation evening (PCE) for each young person too, which provides an opportunity for Parents/Carers and young people to discuss their progress with teaching staff.

KEY DATES FOR PARENTS' EVENINGS AND REPORTS (SESSION 2024/2025):

Year group	Tracking 1	Tracking 2	Full report	PCE 4.15 – 6.45pm
S1	30 Oct 2024	3 March 2025	29 April 2025	25 Nov 2024
S2	17 Jan 2024	2 May 2025	8 Nov 2024	29 Jan 2025
S3	10 Oct 2024	22 May 2025	18 Dec 2024	29 Oct 2024
S4	23 Oct 2024	28 March 2025	30 Jan 2025	13 Nov 2024
S5/6	23 Oct 2024	28 March 2025	20 Feb 2025	10 Dec 2024

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, 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

Additional Support Needs.....

Clyde Valley High school complies with the Additional Support for Learning (Scotland) Act 2004 as amended by the Additional Support for Learning (Scotland) Act 2009 and the Additional Support for Learning: Statutory Guidance 2017.

Mr A Keating is our PT Support for Learning

Learning Support is concerned with assisting in the learning and teaching process on behalf of a wide range of pupils. Pupils differ in their pace of learning and, when these differences become extreme, the Learning Support Department becomes involved. Such specialist assistance has an important and wider contribution to make too. This could involve working co-operatively with teachers in their classrooms, advising teachers, and assisting in curricular development. In this way the needs of all children can be more closely matched.

The Learning Support Department encourages parents to become involved in their children's learning in an active way. Parents are encouraged to visit the school to discuss these matters and seek advice. It may be that there should be an agreed and individualised programme of work which the pupil should follow, or it may be that advice and support in day-to-day subject work is needed.

ADVICE TO PARENTS

- Children learn by listening, thinking, talking, reading, writing and doing.
- In talking, a child may well be searching for his or her own meaning. Encourage your child to explain things and to talk things out. Ask questions if the explanation does not make sense.
- One of the most important things which you can give your child is time.
- Give your child time to explain, to describe and to think aloud.
- Try to find time to follow up your child's interest.

ASSISTANCE FOR PUPILS

- A Learning Support Teacher might go into a subject class to support pupils, alongside the subject teacher.
- Two subject teachers might also work like this to support pupils who experience difficulties in their day-to-day work. This team approach is the main kind of help provided.
- A pupil might be given individual teaching by a Learning Support Teacher.
- Parents may be invited to participate in the Home Reading or Structured Spelling programme. Both actively involve parents in their children's learning.

For more information contact Mrs Y McKenna, DHT, Telephone 01698 274950

ADDITIONAL SUPPORT NEEDS

Staged intervention is a process which is used to identify, assess and support the learning needs of the pupils in our school. It provides:

- A record of intervention and achievement for individual children as they progress through school.
- An inclusive approach which involves parents, pupils, relevant staff and support services.
- Agreed learning and support plans which record the needs of individual pupils and the strategies used to meet those needs.
- A solution focused approach to resolving issues early and at the least level of intrusive intervention.
- A structured monitoring and review cycle.

Clyde Valley High School complies with the Additional Support for Learning (Scotland) Act 2004 as amended by the Additional Support for Learning (Scotland) Act 2009 and the Additional Support for Learning: Statutory Guidance 2017.

North Lanarkshire Council 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.

Pupils are identified as having Additional Support Needs through the assessment processes described below and either via transition information from primary/ previous school or via a referral to the school's multi-agency meetings. Referrals to the multi-agency meetings will either be made by a DHT following a weekly House meeting. 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.

Level 1 - A pupil is identified as having additional support needs. Looked After Children are deemed to have Additional Support Needs unless assessment determines otherwise. Following appropriate evaluation processes, it is agreed that these needs can be met within the resources of the classroom, for example, differentiation or a particular teaching style. The class teacher, liaising closely with the Pupil Support Team will plan for, monitor and provide evidence of this intervention.

Level 2 - A pupil is identified as having additional support needs. Following appropriate evaluation processes, it is agreed that these needs can be met within the resources of the school, using interventions which are not normally found in the classroom, for example, support for learning teacher, behaviour support groups, ASN Assistant, HSPO, Youth Counsellor, School Nurse, special equipment or resources. The class teacher or member of the Pupil Inclusion Team, in consultation with others, will plan for, monitor and provide evidence for this intervention. In some cases, these interventions are intensive, and enduring and essential to allow access to the curriculum and in some cases, the curriculum needs to be elaborated, reinforced, or extended in some way. In S1 & S2, additional support for literacy and numeracy is provided in the Learning Support Department for certain pupils who are withdrawn from Modern Languages. An additional support plan (ASP) will be written in these circumstances. This plan is drawn up by a designated teacher (PT Pupil Support or PT Learning Support), who will also write or co-ordinate any long-term and short-term targets that are agreed. The DHT (Pupil Inclusion) will have an overview of these.

Level 3 - At this stage other services within education but out with the school are involved in the pupil's plan, for example, Sensory Support services, Psychological Services, Behaviour Support Teams, Bilingual Support and the Support & Microtechnology Team. In most cases at this level, an Additional Support Plan will be drawn up by a designated teacher who will also write or co-ordinate the long-term and short-term targets. The DHT (Pupil Inclusion) will have an overview of these.

Level 4 - At this stage it is recognised that a young person may require additional support from services out with education, for example, Speech & Language Therapy, Social Work, Occupational Therapy. 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

(GIRFMe) enable staff to plan effectively for children and young people when interventions are required to support their learning a 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 coordination the opening of a Co-ordinated Support Plan (CSP) may be considered. A CSP may be initiated by the school or another agency.

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.....

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/carers and young people through Resolve (see contact details at the back of this handbook). Mediation is free through Resolve 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/carers 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/carers or young people on the decisions made by the Education Authority relating to Co-ordinated Support Plans, placing requests and post school transition. If you disagree with any decision relating to your child's Co-ordinated Support Plan, either the creation of a CSP, or the content of it, you may be entitled to refer to the Tribunal

School Improvement.....

Each year the school produces a School Improvement Plan, which outlines the development work that will be undertaken during the following session. This work is informed by a process of rigorous self-evaluation which involves pupils, staff, parents/carers and partners. We also participate in self-evaluation at cluster level too.

The areas of priority contained within the Improvement Plan are in accordance with the priorities of North Lanarkshire Council and the Scottish Government.

Our priorities from session 2024/25 are

Priority 1 – A focus on learning, teaching and assessment leading to improvements in attainment and achievement.

Priority 2 – Improved school attendance and engagement for all young people

Please see overleaf for our progress overview from session 2023/24 and Priority posters for session 2024/25



CVHS PRIORITY 1 2024/25
A FOCUS ON LEARNING TEACHING AND ASSESSMENT LEADING TO IMPROVEMENTS IN ATTAINMENT AND ACHIEVEMENT

Create a POSITIVE and INCLUSIVE Learning ENVIRONMENT

ENGAGEMENT & ENJOYMENT

- Practitioner Enquiry (PE) supported by NLC CLPL (May 24)
- Learning ambassadors gathering pupil voice, which informs CLPL
- Class pupil voice activities
- Peer observation supporting (PE)
- Pupil observation trial
- Continued focus of LTA in PRD and Faculty meetings

MEASURES

- 5% increase of levels of enjoyment, challenge and support (May 2025)
- 12% reduction of referrals (June 2025)

LITERACY & NUMERACY

- Additional period of numeracy and literacy in BGE
- Tracking of S2-4 L&N attainment
- Targeted support for pupils at risk

MEASURES

S3 ACEL 3 % increase in all measures

S4 increase 3%
level 4 Lit 90% Num 84%
level 5 Lit 67% Num 53%

ACHEVIEVEMENT

- Additional wider achievement period for S1. This is part of a 3 yr strategy
- Increased pupil voice and pupil leadership to enhance engagement and offer at Future Fridays (FF).

MEASURES

- 90% of S1 to gain wider achievement accreditation by June 2025
- By April 2025 15% increase of FF participation from a baseline of 21%

ATTAINMENT

- Faculty overview outlining assessment & moderation
- Moderation activities with 2 x NLC schools
- Working group identifying roles and responsibilities at tracking periods
- Year group specific interventions

MEASURES

- S4 5 @ level 3 91%
- S4 1 @ level 5 75%
- S4 3 @ level 5 55%
- S4 5 @ level 5 35%
- S5 1 @ H 53%
- S5 3 @ H 30%
- S5 5 @ H 8%

I believe in me

CVHS PRIORITY 2 2024/25
IMPROVED ATTENDANCE & ENGAGEMENT FOR ALL

I matter

ATTENDANCE UNIVERSAL

- Increased communication through Parent Portal
- Implementation of daily/weekly/monthly attendance activities
- Monthly attendance reports (house and year group)

MEASURES

- Whole school attendance rate of 87% from a baseline of 85.6%

ATTENDANCE ADDITIONAL

- Identification of S3 focus group of young people (70-80% attendance). Tracked by PT Inclusion

MEASURES

- 5% improved attendance for targeted pupils
- 1 or 2 point increase in Wellbeing survey within chosen areas.

WELLBEING ADDITIONAL

- Introduction of mentoring programme, pupils identified through GMWP and attendance.

MEASURES

- Pupils to gain at least 1 point increase in identified area(s)
- Achievements of targets identified by pupil

WELLBEING UNIVERSAL

- Whole school focus on enjoyment within lessons
- Embedding of new school values, led by pupils
- Use of GMWP to access pupil wellbeing and interventions

MEASURES

- From as baseline of 6/10 (S1-3) by May 2025 we will score 7/10 in the wellbeing questions
- I like this school
 - Other pupils look out of me in this school

Overview of 2023/2024 Clyde Valley High

A CARING COMMUNITY WHERE EVERYONE IS

HEALTHY HAPPY AND SUCCEEDING TOGETHER

School Context

Our current building opened in Jan 2016 with circa 530 pupils. In Aug 2023 our school roll was 859 pupils.

In session 2023/24, 45% of our pupils were from Q1 (most deprived areas), 29% eligible for Free School Meals, 30.4% receiving clothing grants and 5% of our pupils were care experienced. We received £158.025 PEF allocation. Circa 80% of our pupils arrive at school via school transport or private vehicles. With the majority of our pupils attending our 8 associated primary schools.

Our anticipated role for Aug 2024 is 857.

Priorities 2023/24

- A focus on learning teaching and assessment, leading to improvements in attainment and achievement.
- Improved school attendance and engagement for all young people



Progress 2023/24

In May 2024 our HMle report celebrated progress & improvements.

The inspectors noted that

- a culture of positivity and enthusiasm
- a climate of trust and pride, where young people feel a sense of belonging and pride in their school.
- relationships in classes are positive and almost all young people are polite and behave well
- young people are also positive about the opportunities they are being given to make decisions and offer opinions about improving what happens in classrooms and beyond.

Attendance	Referrals	Exclusions
0.5% decrease	26% decrease	62% decrease

Attainment
S3 ACCEL data 1-7% improvement.
Improvement in all measures.

S4 Improvements in all measures
5 @ N3 9% increase
1 @ N5 6% increase
3 @ N5 8% increase
5 @ N5 10% increase

Literacy and numeracy - improvements for S4-6 from 1% - 8%

Positive and sustained destinations increased by 2.5% to 91.2%. Highest ever CVHS figure

Consultation 2023/24

- Our Learning Ambassadors and TLC have played a pivotal role in evaluating the impact of our shared understanding of what makes a good lesson. They have developed a framework for gathering pupil voice and sharing this information and next steps with staff.
- Partners event in January 2024 provided an opportunity to plan with our stakeholders to enhance learning opportunities for young people
- A uniform consultation from Jan 2024 provided a review of our uniform standards which will be in place from Aug 2024.
- A review of our Values, Vision and Aims in May 2024, concluded that our stakeholders wished to update our values and create plans for these to be embedded into school life. Our new school values are

Community

Compassion

Commitment

HOMEWORK

As part of our commitment to sustainability, a significant proportion of homework is on TEAMS. Please contact your young person's PT Inclusion should you require paper copies of homework activities.

As part of our continual cycle of self-evaluation and improvement, our approaches homework consultation is planned for Jan - March 2025. This consultation will involve pupils, staff and parents. The outcome of this consultation will be implemented for session 2025/26.

SUPPORTED STUDY SCHEME

The school operates a very successful Supported Study Scheme. Students in S4, S5 and S6 are given the opportunity to remain after school on agreed days to attend "Homework" classes. These are supervised by teachers. The scheme has proved to be very popular, with many seniors who have remained behind after normal school hours to take advantage of this opportunity to improve on study habits.

School Ethos - The Valley Way

Our vision for all young people is that they work within a caring community where everyone is valued, healthy, happy and succeeding together.

In session 2023/24 we reviewed our school Values, Vision and Aims. This concluded in an update to our values.

Our new school values of

Community

Compassion

Commitment

are celebrated throughout the year and are integral to our Pupil School Improvement plan.

Pupil Improvement Plan 2024-25

Our aim by May 2025;

All pupils will know our school values

All pupils will be able to give examples of these values in action

Our values and what we will always try to do;

Core Value	Value in action
Community	<p>Respect our local community; no littering/respect other people's property/take care of the environment/conduct yourself safely and politely</p> <p>Respect our school; no littering/no graffiti/look after the building and its contents</p> <p>Wear school uniform every day and take outdoor clothing off in classes</p> <p>Keep our community safe; follow instructions and report issues</p> <p>Support and care for each other; help other pupils or help them to get the help they need</p>

Compassion	<p>Treat everyone with kindness</p> <p>Include everyone; don't leave people out and help them to be involved</p> <p>Talk respectfully to others and hear them out</p> <p>Listen to others, when they talk</p> <p>Let everyone learn and do their best work</p>
Commitment	<p>Always do your best work</p> <p>Attend school every day</p> <p>Arrive at class on time with everything you need</p> <p>Take responsibility for your learning; attend Supported Study/do homework/prepare for assessments</p> <p>Take part and join in clubs/activities/Future Fridays/House Events</p>

What will we do?

Present at House Assemblies

Model good behaviours

Encourage younger pupils to participate

Provide opportunities for pupils to engage with

Do supervision duty at lunchtime and interval

Buddy younger pupils

Reward and recognise pupils living our values

How will we know?

Pupil Focus Groups/Surveys will tell us if pupils know our values

Pupil Focus Groups/Surveys will tell us if pupils know what the values mean

The whole school attendance rate will increase

Recorded incidents of bullying will decrease

Warnings/Referrals in classes will decrease

Our school vision and living our values are achieved through our agreed expectations of relationships and routines. This is the Valley Way.



The Valley Way



ALWAYS ARRIVE AT CLASS ON TIME

ENSURE OUTDOOR JACKETS/HOODIES ARE REMOVED

SIT WHERE DIRECTED

SETTLE QUICKLY TO WORK

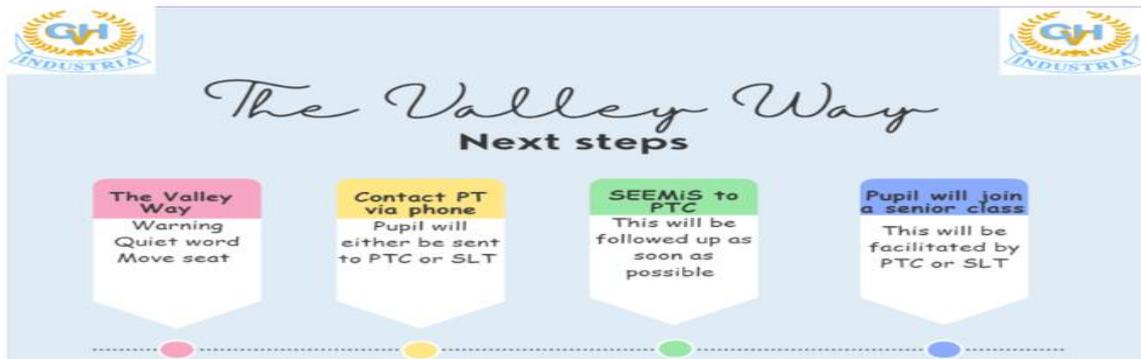
BE RESPECTFUL TO EVERYONE IN THE CLASSROOM

TREAT EACH OTHER WITH RESPECT

ENGAGE POSITIVELY WITH THE WORK OF THE CLASS

ONLY WATER IS ALLOWED IN CLASS (NOT IN SCIENCE LABS)

NO MOBILE PHONES UNLESS TEACHER ALLOWS FOR LEARNING



RELIGIOUS & MORAL EDUCATION (RME).....

All pupils from S1 to S4 will have RME as part of their course.

While no attempt is made to instruct pupils in a particular faith with a view to eventual adoption of that faith as their own, the core of Religious Education will be concerned with Christianity.

Religious observance will be practised through regular school assemblies. These are taken on a planned basis by one of the School Chaplain: **Rev Terry Moran**

Following the instruction contained within the Scottish Office Education Department circular 6/91 and within the terms of the Education (Scotland) Act 1980, parents have the right to withdraw their children from Religious Education or Religious Observance. Parents should contact the Head Teacher in this instance.

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

THE WIDER CURRICULUM



Our Enterprise Success



Fire Reach cadets

The school has a very active and informal curriculum with a wide variety of sports activities and clubs in the school, involving large numbers of pupils and staff. Many members of staff and senior pupils are involved in the local community life, and the school actively encourages pupils to take advantage of the services provided by the many local organisations which exist.

Details of these activities are announced via daily Tannoy, at assemblies, promoted in departments and at House Time and are indicated on school noticeboards. Pupils are warmly invited to take part in these activities.

Extra-curricular activities are a vital constituent element in the personal and social development of young people and parents are asked to encourage their children to participate in events after school. Pupils requiring special transport arrangements are asked to inform the staff who are in charge of the after-school activities. Transport should not be seen as a problem for pupils joining extracurricular clubs.

CELEBRATING SUCCESS

As a school, we try to keep parents and the local community informed about what is happening in the school.

This means we use the local press regularly and produce our own publications like this handbook and our Yearbook. We are developing and updating our own website. Very importantly, we also like to celebrate the successes of our pupils by giving them public recognition in these ways. We always try to include photographs whenever possible. Parents have always commented very favourably on our efforts to recognise the work of our pupils, and the school generally. If, however, you would prefer your child not to be included by name, or to have his/her photograph appear in any of these features, we would, of course, respect your wishes.

Please simply inform us at the school if you would prefer your child not to be included in our publications



Dan Scott and the Socialtrack team with pupils from Clyde Valley High (Image: Stuart Vance/ReachPic)



Supporting all children to realise their full potential

Supporting all children to realise their full potential forms the overarching strategy for the service. This strategy aims to harness the combined forces of Education & Families to provide a rich set of learning opportunities and experiences for young people and adults which begin in the classroom, nursery or learning centre and extend out into the community and the wider world beyond.

PUPIL PARLIAMENT

Aims of the Pupil Parliament:

- Actively encourage the rights of all pupils to be involved in decisions that affect them and their education.
- Promote equality through UNICEF Articles for the Child.

- Recognise every young person as an equal partner in their school.
- Provide a meaningful way in which pupils can voice their opinions and represent the voices of their peers.
- Promote Clyde Valley High Schools Vision of being a caring community, where everyone is valued, healthy, happy and succeeds together.
- Provide leadership and development opportunities for pupils.
- Cultivate individual and group identities within the school.
- Preserve our school environment, and to hold it in trust for future generations.
- To challenge poverty and discrimination throughout the school.
- To protect freedom of thought, conscience, and assembly; and to encourage discourse.

Structure of Pupil parliament:

- **Executive:** Head Teacher & School Captains.
- **Legislature:** Pupil Voice Committees: pupils will be free to join any committee.
- **Cabinet:** 3 members elected from each committee will meet with the executive.

Pupil Parliament: Pupil Voice Committees

- Equalities
- Health and Wellbeing
- LGBTIQ+
- Rights Respecting School
- Sustainability



@ CVHS_Parliament

FREEDOM OF INFORMATION

Freedom of Information

Freedom of Information (Scotland) Act 2002 came into force in 2005. The Act allows

anyone to ask for information held by the Council and imposes a time-scale of 20 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 Coordinator can be contacted at : foirequest@northlan.gov.uk

General Data Protection Regulations (GDPR) Statement for Education

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 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 and planning 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 e.g. of attendance, absence, attainment 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 obligations, 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 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, 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 enables 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
If you have any questions or are unhappy about the way that we use the personal information of your child, young person or yourself you can contact the Data Protection Officer.
Data Protection Officer (DPO)
Civic Centre,
Windmillhill Street,
Motherwell ML1 1AB
or by email to AITeam@northlan.gov.uk

The Information Commissioner
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).
Information Commissioner's Office,
45 Melville Street,
Edinburgh, EH3 7HL
or by e-mail to
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).

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 or write to *The ScotXed Support Office, SEGP, 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, <https://www.gov.scot/collections/scottish-exchange-of-data-scotxed/>

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 schools 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

Child/Adult Protection Co-ordinator is Mrs Y McKenna
Telephone number: 01698 274950

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

Child/Adult Protection Co-ordinator is Mrs Y McKenna
Telephone number: 01698 274950

Our agreed classroom expectations.....



The Valley Way



ALWAYS ARRIVE AT CLASS ON TIME

ENSURE OUTDOOR JACKETS/HOODIES ARE REMOVED

SIT WHERE DIRECTED

SETTLE QUICKLY TO WORK

BE RESPECTFUL TO EVERYONE IN THE CLASSROOM

TREAT EACH OTHER WITH RESPECT

ENGAGE POSITIVELY WITH THE WORK OF THE CLASS

ONLY WATER IS ALLOWED IN CLASS (NOT IN SCIENCE LABS)

NO MOBILE PHONES UNLESS TEACHER ALLOWS FOR LEARNING



The Valley Way Next steps

The Valley Way

Warning
Quiet word
Move seat

Contact PT via phone

Pupil will either be sent to PTC or SLT

SEEMiS to PTC

This will be followed up as soon as possible

Pupil will join a senior class

This will be facilitated by PTC or SLT

SUPERVISION

An adult presence is provided in playgrounds at break times in terms of the school (Safety and Supervision of Pupils) (Scotland) Regulations 1990.

External Provider Staff.....

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

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

HOME SCHOOL COMMUNITY PARTNERSHIP.....

Working in partnership with Community Learning and Development Section, Clyde Valley has a Partnership Officer appointed to the school.

The Partnership Officer works alongside teaching staff, parents and pupils to provide support and purposeful learning opportunities out with the traditional classroom setting.

A broad and diverse range of learning programmes and activities have been designed and selected to enable all participants from S1-S6 to achieve their potential. These include courses in: confidence building, anger management, making positive life choices, working with others, peer learning, developing citizenship skills and improving motivation levels - all with a focus on celebrating success.

Pupils involved in these areas have had their work recognised and celebrated both locally and nationally, through award schemes such as Saltire Awards, at national education conferences and within national teaching and learning publications. All work is designed to improve teamwork, communication and raise confidence levels.

The work of the Partnership Officer extends to the home and families of our pupils, and individual and group work support is available to parents. Courses and learning programmes offered within Clyde Valley have included: Parenting Skills, Healthy Lifestyles, Handling Stress and Computing for Beginners.

SCHOOL 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 school session, parents/carers will be asked to provide contact details including at least one emergency contact number. Parents/carers 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 school. In the interests of child safety the police will be contacted if all attempts to locate the child have been exhausted.

Parents/carers are asked to inform the school by letter or telephone (or Parent Portal) 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 the absence.

Family Holidays During Term Time

Every effort should be made to avoid 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 but will always be recorded. 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 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.

Extended leave with parental consent

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.

Clothing and Uniform.....

All North Lanarkshire schools must have a dress code which encourages pupils to dress in a way which 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/carers, pupils and staff were fully consulted. It is the expectation of Education and Families that parents/carers 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 which 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 injury to other pupils or to be used by others to do so.

Parents/carers in receipt of a clothing grant from the Council will be encouraged to purchase items which are in accordance with the school dress code. Approval of any requests for such grants in other circumstances are at the discretion of the Chief Officer - Education and Families. Information and application forms may be obtained from the Council website [Free school meals and clothing grants | North Lanarkshire Council](#).

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 & Support Allowance (income related), Universal Credit (with an income below £796 per month), housing benefit (please note that the housing element of Universal Credit is

not housing benefit), council tax reduction (please note that single person's discount/council tax exemption is not council tax reduction). The deadline for school clothing grants is 31 March 2025.

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 may be deemed to be a serious challenge to the head teacher's authority and to be detrimental to the wellbeing of the whole school community. In such circumstances a head teacher may 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, jewellery, etc., are not brought to school. Parents/carers 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.

SCHOOL DRESS CODE.....

All pupils in Clyde Valley High School must come to school dressed according to our Dress Code. The Dress Code carries the full support of the Parent Council and was updated following consultation in session 2023/24.

We have ensured that pupils can choose from a range of attractive and comfortable garments. We believe that having our pupils dressed fully in uniform has many positive effects on the life of the school by:

- “ Creating an atmosphere that encourages learning
- “ Developing a sense of community
- “ Removing unhealthy competition between pupils
- “ Helping security - possible intruders can be easily spotted.

The School colours are navy, gold, pale blue and white.

The school's dress code for all pupils is:

- “ A navy blazer, complete with an embroidered school crest.
- “ A white shirt with school tie.
- “ Black trousers or skirt.
- “ Appropriate plain black footwear preferably shoes, or black trainers, only.



Pupils will be allowed to wear plain black sweaters and cardigans.



For Physical Education pupils are asked to wear dark shorts and a black (T-shirt) with embroidered school logo for indoor activities, the T-shirt costs £7 and are available from the school office. For outdoor work, pupils can also wear a black Hoodie with embroidered school logo, the Hoodie costs £12 and is also available from the school office. Water Bottles can also be purchased from the school Office for £3. Football strips associated with any team are not acceptable. Trainers are regarded as acceptable footwear.

In doors, once outdoor clothing has been removed, pupils must be wearing the school blazer.

Shell suits, tracksuits, jogging bottoms and jeans must not be worn.

SCHOOL MEALS

Clyde Valley High School has a modern social area where the School Meals Service operates a self-service cafeteria. A wide variety of snacks, salads, sandwiches and hot meals is available for pupils. As well as providing a lunch time menu, the dining rooms serve breakfast from 8.30 a.m. – 8.55 a.m. and snacks at the mid-morning break from 10.35 a.m. – 10.50 a.m. Monday to Friday.

The availability of special diets.

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. A medically prescribed diet form 1a must be completed and signed by the child's Registered Dietician or General Practitioner. Procedures and forms can be accessed online through North Lanarkshire Council's website, by the school, the catering service or also in some cases by the child's dietitian or doctor. For some conditions (PKU, coeliac) parents/carers may be asked to supply prescription foods or attend a meeting to discuss the child's dietary requirements.

For information a vegetarian meal option is offered on a daily basis.

Some children with additional support needs may require food to be adapted to an appropriate texture and consistency. In this instance the child's Registered Dietician or Speech and Language Therapist will liaise with the Head Teacher and school catering service including the nutritionist to ensure appropriate food provision. In this case a form will still need to be signed by a medical professional including a Speech and Language Therapist.

It is important that the Head Teacher is aware of any medically prescribed diets within the school and on occasion may be asked to attend a meeting.

Forms that have not been signed by a medical professional will be rejected. The form will be returned to the parent along with a letter stating the reason for the refusal and also they will be issued with a new form.

Any change in the child's dietary requirements must be advised through a Registered Dietitian or Medical Practitioner to the Facilities Support Services (FSS) Nutritionist. When children move to a High School or change schools FSS will need to be informed as soon as possible. Special Diets such as Vegan and ethnic diets can also be accommodated. In this case a form b should be completed and can be signed by the parent.

All completed forms should be returned to the email specialdiet@northlan.gov.uk

Children of parents/carers receiving Income Support, Job Seekers Allowance (income based), and Employment & Support Allowance (income related), Universal Credit (with an income below £660 per month), 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 or downloaded from [Free school meals and clothing grants | North Lanarkshire Council](#).

Free milk is not provided for secondary pupils. Milk may, however, be available for purchase in the school during the lunch period.

The Dining Room is supervised during lunch breaks by the Senior Leadership Team.

SWIPE CARD.....

The dining rooms operate on a cashless system, with every pupil having either his or her own swipe card or a unique PIN number. It also avoids pupils entitled to a free meal having to be given a separate dinner ticket.

Cash machines are conveniently situated to enable pupils to top-up the value of their card. Pupils in receipt of a free meal have the cash value of a meal added to their card automatically each day. The system will be explained in full to first year pupils when they visit in June so they are ready for the start of session in August.

Online Payments

Online payments were introduced to CVHS in February 2016 and have now been introduced in all schools across North Lanarkshire to provide parents/carers with more convenient and flexible methods of payments for school expenses. This service will also allow pupils to reduce the amount of cash they carry to school and help reduce administration and cash handling in schools. From August 2016 all trips, uniforms items and school meals can be paid for online.

How do I pay online? For you to use the online payment service, you need to register with MyAccount, the simple and secure sign-in service for accessing online public services in Scotland. It provides people living in Scotland with the ability to set up an online account and use it - using a single user name and password to access a growing range of online public services. Go to www.clydevalleyhighschool.org.uk and select make a payment. If you already have a MyAccount click on the **sign-in** logo and log in with your MyAccount details. If you do not already have a MyAccount, setting up an online account involves a simple registration process, to do this click on the **Register** logo. Please contact the school office if you require any assistance.



Placing Requests.....

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 to a new area, parents/carers 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/carers and young people to make a placing request to attend a school/establishment belonging to another authority.

Education Maintenance Allowance (EMA).....

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 2025-2026 students who are born before 1 March 2010 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.

The following notes will be helpful in giving information about the EMA Guidelines.

i) Eligibility

All applications are individually assessed. Students must attend a school within North Lanarkshire Council, regardless of where he or she is resident.

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 applications in session 2024/2025 are as shown below. These levels may be subject to change in session 2025/2026.

For applicants 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.

ii) 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.

iii) Application forms

A Groupcall message will be sent to all students who are in the eligible age-band to apply for EMA in May each year, providing details of the main eligibility criteria and a link to online application form.

Application information, qualifying criteria, payment schedule and guidance notes are available under the Education Maintenance Allowance information page on the Council website. [Education Maintenance Allowance | Northhttps://www.northlanarkshire.gov.uk/schools-and-learning/additional-support-families-and-children/education-maintenance-allowance Lanarkshire Council](https://www.northlanarkshire.gov.uk/schools-and-learning/additional-support-families-and-children/education-maintenance-allowance) A link to the online application form can also be found here.

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 on ef.ema@northlan.gov.uk

Transport.....

i) General

The Council has a policy of providing free transport to secondary pupils who live more than three miles from their catchment school by the shortest suitable walking route.

Parents/carers who consider they are eligible should apply online before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.

There is discretion in certain circumstances to grant privilege transport for pupils to travel in transport provided by the authority, where spare places are available, and no additional costs are incurred.

Applications can be made online at the Council website
Free school transport | North Lanarkshire Council

ii) Pick-up points

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point.

Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's limits (see above paragraph).

It is the parent's/carers responsibility to ensure their child arrives at the pick -up point in time. It is also the parent's/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 a loss of the right to free transport.

iii Placing Requests

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

HEALTH AND MEDICAL CARE.....

The following services are provided in the school by the NHS
Immunisation

- HPV inoculations are given to all S1 boys and girls
- HPV follow-up inoculations to all S2 boys and girl
- Meningitis ACWY booster and DTP booster to all S3 pupils

Continuing Medical Review

Any pupil identified in Primary 7 as having hearing or visual defects will be reviewed during the first year.

Medical Referrals

Some pupils may be referred to the doctor by the school at the request of staff or parents. Before any of the aforementioned services are provided, parental consent is required and consent forms will be provided to parents at the appropriate times.

Special Provisions

It is very important that parents inform the school of any special provision required for their child: *diet in certain conditions*, *diabetic condition (even if controlled by diet)*; *asthmatic condition*; *tablets required to be taken by the child*, *allergies*.

1. Prolonged Ill Health

If a pupil is unable to attend as a result of prolonged ill-health. North Lanarkshire Council must make special arrangement for the pupil to receive education elsewhere, other than school.

2. Emergency Contact

When a pupil becomes ill or is injured at school the condition of the pupil will be assessed by one of the school's trained First Aiders. Every effort will be made to contact parents. In this connection it is very important that the school has information for making emergency contact. If it does become necessary to seek proper medical assistance the pupil will be transferred to the nearest hospital under the supervision of a member of staff.

3. Medical Appointments

Medical and dental appointments during school hours should be notified in advance to the appropriate member of the PT Inclusion teacher by presenting an appointment card or a note from the parents.

4. Medical Facilities in the School

Please note that there is no school nurse or similarly qualified person on the premises. Parents of pupils who have recently been ill should consider carefully the advisability of sending them



back to school unless they are fully recovered. The school carries only the basics of first aid equipment, and in particular we do not, on medical advice, issue painkillers to pupils.

5. Medicines

There are procedures outlined by NLC regarding the access to medicines during the school day. If a pupil has been prescribed medication which is required to be taken during the school day the following procedures must be followed:

- a. A parental request form must be completed and returned to the school office along with the prescribed medicine. This authorises school staff to administer the medicine or for the pupil to carry the appropriate medicine on their person. Unfortunately, verbal instructions from parents cannot be acted upon.
- b. Pupils will be given permission to report to the school office at the appropriate time during the school day where the correct dosage of their medicine will be issued.

These procedures are designed to ensure that the well-being of all pupils is protected. Medicines will be administered effectively and retained in a secure place in the school.

In North Lanarkshire, children and young people are treated in the paediatric in-patient unit within Wishaw General Hospital. It is not common for children and young people to have extended stays in Wishaw General, and therefore North Lanarkshire Council does not require a dedicated hospital education service. Children and young people resident in North Lanarkshire and in hospital in Glasgow, may access education through the Hospital Education Service (HES). The service is provided by Glasgow City Education Department and Social Work Services. For further information, please contact the school.

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 shall do all we can to let you know about the details of closure or re-opening. We shall keep you informed by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press on local radio, on the NLC website and X.

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

Parent Councils came into force on 1 August 2007. The Head Teacher is the professional adviser to the Parent Council and as such has a right and duty to attend all meetings of the Parent Council.

Meetings of the Parent Council are open to the public.

The Parent Council's rights and duties include:

- (a) supporting the work of the school;
- (b) representing the views of parents;
- (c) consulting with parents and reporting back to the Parent Forum on matters of interest;
- (d) promoting contact between the school, parents, pupils, and the wider community;
- (e) fundraising;
- (f) taking part in the selection of senior promoted staff;
- (g) receiving reports from the head teacher and education authority;
- (h) receiving an annual budget for administration, training and other expenses;
- (i) improving home school partnership and facilitating parental involvement.

Parent Members 2024 - 2025

Chairperson Mrs K Grey

Vice Chair Mrs A Ross

Treasurer Mrs T Cahill

Secretary Mrs S Moran

Examples of agenda items during session 2023 - 2024 have been:

- Pupil Attainment
- Fundraising
- Campus Improvements
- School Improvement plan

Attainment and National

S3 ACEL

School Name	Stage	Curriculum	No. Pupils	2016	2017	2018	2019	2022	2023	2024	% Change	2016	2017	2018	2019	2022	2023	2024	% Change
Clyde Valley High	S3	ELT	187	95.10%	96.00%	98.90%	93.50%	67.20%	85.10%	86.60%	1.60%	69.50%	42.70%	33.70%	48.20%	23.70%	13.00%	11.80%	-1.20%
Clyde Valley High	S3	ER	187	92.20%	96.00%	100.00%	92.50%	59.90%	83.80%	85.00%	1.30%	67.60%	41.70%	51.00%	43.80%	15.30%	16.20%	7.50%	-8.70%
Clyde Valley High	S3	EW	187	91.20%	95.00%	97.80%	92.50%	59.30%	83.80%	90.90%	7.10%	63.80%	40.80%	53.10%	49.10%	14.70%	14.90%	12.30%	-2.60%
Clyde Valley High	S3	N	187	87.50%	91.30%	83.20%	46.70%	60.50%	70.10%	71.10%	1.00%	41.90%	29.10%	53.10%	17.90%	30.50%	27.30%	44.40%	17.10%

S4 National qualifications (S4 cohort 154)

National 5

	2019	2020	2021	2022	2023	2024
5 @ N5	67%	79%	68%	70%	65%	70% (VC 77%)
3 @ N5	40%	61%	52%	47%	42%	51% (VC 55%)
1 @ N5	17%	37%	36%	26%	21%	31% (VC 36%)

National 4

	2019	2020	2021	2022	2023	2024
5 @ N4	65%	74%	66%	73%	66%	75% (VC 75%)

National 3

	2019	2020	2021	2022	2023	2024
5 @ N3	74%	77%	73%	79%	78%	88% / 83% (VC 81%)

Summary

In 2024 CVHS saw a significant increase in awards at N3, 4 and 5. Young people also gained better quality of passes at N5 level.

5 @ N3 above NLC and NLC 5 year average and 2023 VC

5 @ N4 above NLC and NLC 5 year average and equal to 2023 VC

National 5 performance

- 7 young people gained 7 A's @ N5
- 6 young people gained 6 A's @ N5

Increased number of N5 presentations 2024 – 902 from previous high of 719 (which occurred with a larger cohort of young people)

Second highest number of A passes 192 from a previous high of 219 in 2021 (ACM)

Highest number of A-C 548 from a previous high of 470

S5 National qualifications (S4 cohort 174, S5 cohort 133)

S5 based on S5 cohort

	2019	2020	2021	2022	2023	2024
5 @ H	6%	1%	8%	9%	10%	5% (VC 15%)
3 @ H	27%	30%	27%	25%	23%	20% (VC 33%)
1 @ H	52%	51%	63%	47%	55%	45% (VC 58%)

S6 National qualifications (S4 cohort 127, S6 cohort 70)

S6 based on S6 cohort

	2019	2020	2021	2022	2023	2024
1 @ Adv H	29%	28%	23%	27%	22%	23% (VC 28%)
5 @ H	25%	37%	33%	26%	33%	29% (VC 39%)
3 @ H	54%	67%	56%	55%	59%	46% (VC 58%)
1 @ H	84%	91%	90%	87%	79%	95% (VC 80%)

IMPORTANT ADDRESSES.....

Education and Families Manager

Jacqueline Burton

Education and Families Civic Centre Motherwell ML1 1AB

e:burtonj@northlan.gov.uk | w: northlanarkshire.gov.uk

S.D.S. – Gail Connolly

Gail is based in Clyde Valley High school

Skills Development Scotland

North Lanarkshire Councillors

Wards	Members	School Buildings in Ward	School Catchments within Ward
Motherwell South East and Ravenscraig	K Duffy K Harmon D Robb N Wilson	Berryhill P.S. Muirhouse P.S.	Berryhill P.S. Muirhouse P.S. Wishaw Academy P.S.
Murdostoun	R McKendrick CW McManus L Roarty N Sheulin		
Wishaw	B Burgess F McKay F Fotheringham J Hume	Orchard PS Netherton PS Thornlie PS Wishaw Academy PS Clyde Valley HS	Orchard PS Netherton PS Thornlie PS Wishaw Academy PS

Reporter to the Children's Panel

1st Floor

Hamilton House

Hamilton Business Park

Caird Park

Hamilton

ML3 0QA Tel: Hamilton 543340

Educational Psychological Service

St Brendan's Primary School

Motherwell

Tel: Motherwell 262840

Contacts in relation to Support for Learning,

Help and advice on any matters relating to Additional Support Needs are available from:

Cluster Improvement Integration Leader

Paula McGhie

Clyde Valley Cluster

Email: mcghiepa@northlan.gov.uk

Phone: 07583676251

GLOSSARY.....

Catchment Area	The residential area from which a comprehensive school normally draws all pupils, whatever their ability.
Common Course	A course of study prescribed for all pupils of a given age group, irrespective of academic ability.
Comprehensive School	A school which provides courses for the whole range of ability, and normally takes all pupils in residence in a given area.
Continuous Assessment	Assessment as an integral part of the learning process, used to monitor and reinforce progress.
Co-operative Teaching	The simultaneous involvement of more than one teacher with the same class, principally for individual support in a mixed-ability situation.
Mixed-ability Class	Pupils of a wide range of ability taught together as a class; the work of such a group is largely based on individual and group assignments
PEF	Pupil Equity Funding
SQA	Scottish Qualification Authority
Setting	Grouping pupils according to ability in a particular subject, without affecting other subjects.
Standardised Assessment	Assessment of pupils in Literacy and Numeracy by means of Nationally agreed assessment tools.
Streaming	Grouping pupils into totally separate classes for all subjects according to general ability.

Qualifying Statement.....

Although this information is accurate at time of printing, there could be changes affecting any of the matters dealt 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/carers in December each year.

It details the current policies and practices of both the council and the school.

Provision of Scottish Statistical Information.....

All Government produced statistics relating to schools can be found here:

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

That includes, among other things:

- Teacher judgement
- Leaver Destination
- School profile statistics (rolls etc.)
- Attendance / Exclusions

NL Digital School.....

It is recognised that digital technology is already making a significant contribution to learning and teaching practices. When used appropriately and, with all stakeholders being supported it can enrich learning and teaching, help to raise attainment.

North Lanarkshire Council have developed a range of supports to enhance the use of digital learning within our schools. This includes the development of resources and training materials to support school staff, young people and their families with their digital learning and the provision of a universal offer the NL Virtual Classrooms, providing digital learning materials for all curricular areas at every level, up to and including the BGE.

Parents Portal

Parentsportal.scot is a digital service to help provide direct communication to parents and carers through a selection of online services. This includes

- Annual data checks
- Online payments
- Permission slips
- Reporting absence
- Viewing timetables (secondary schools)
- Pupil reporting

Information and guidance relating to North Lanarkshire Council Digital offering including how to access [parentsportal.scot](https://www.northlanarkshire.gov.uk/schools-and-learning/nl-digital-school) can be found on the NL Digital School page available on the Councils website <https://www.northlanarkshire.gov.uk/schools-and-learning/nl-digital-school>

Glow and M365

All pupils in staff in NLC have access to Glow – Scotland’s national digital learning platform provided by Scottish Government and managed by Education Scotland. It provides learners and educators across North Lanarkshire with an environment that can support learning across the whole curriculum through. This is primarily achieved in NLC using the services found within Microsoft M365.

Pupils will be given a login to Glow when they start school, and these details will follow the young person throughout their school journey. Glow passwords are issued directly to pupils, and it is Education Scotland policy that these passwords should not be shared with anyone else. Guidance on Glow passwords can be found [here](#). All staff in schools have the ability to reset a pupil’s Glow password.

Once logged into Glow, pupils will have the ability to use the full range of apps available via M365. These include MS Teams, OneNote, PowerPoint and MS Word. Users also have the option of downloading O365 to install on up to 5 additional personal devices and this can be accessed from the national section of the Glow Launchpad.

Armed Forces Covenant Duty

North Lanarkshire Council is committed to the Armed Forces Covenant.

The Armed Forces Covenant Duty – Statutory Legislation 2022 is a legal obligation placed on relevant bodies, when exercising relevant functions, such as Education, Health Care and Housing Services, to have due regard to the three principles of the Armed Forces Covenant.

Further details on the Armed Forces Covenant can be found on

Support for Learning.....

Help and advice on any matters relating to Support for Learning can be obtained from your school.

You can also get more help and advice from:

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,

0345 123 2303

Enquire

Children in Scotland

Rosebery House

9 Haymarket Terrace

Edinburgh

EH12 5EZ

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

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

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

Children in Scotland - Resolve Mediation

0131 313 8844

Email: 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

0141 302 5860

www.asntscotland.gov.uk

NHS Lanarkshire Centre

Wishaw Health Centre

01698 355511

Social Work

Motherwell

Tel No 01698 332100

Wishaw/Shotts

Tel No 01698 348200

COMMUNITY LEARNING & DEVELOPMENT LOCALITY OFFICES

Wishaw/Shotts CLD Locality Office

Calderhead High School

Dyfrig Street

Shotts

ML7 4DH

Tel: **01698 274343**

E: CLD-Wishaw@northlan.gov.uk

APPENDIX.....

EXAMINATION RESULTS: ANALYSIS.....

The collection of data is now collated and published through the insight benchmarking tool. Information on the latest data can be accessed by visiting the Parent zone Scotland website.

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

In addition, all Government produced statistics relating to schools including, among other things,

- Leaver Destinations
- School profile statistics (roll etc.) · Attendance / Exclusions data

can be found here:

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



How to contact the school:

Clyde Valley High School,
Clyde Valley Campus
Castlehill Road,
Wishaw.
ML2 0LB



Tel:

(01698) 274 950



E-mail:

enquiries-at-clydevalley@northlan.org.uk



Web:

www.clydevalleyhighschool.org.uk



Follow Us On Twitter:

[@ClydeValleyHS](https://twitter.com/ClydeValleyHS)

