



# Our Lady's High School Cumbernauld

HANDBOOK 2020-21





Dear Parent

I am delighted to welcome you to Our Lady's High School. I hope this handbook provides all the information you need about the school: our aims, what we offer to our students, and what we expect from them.

Our school is a Catholic school which provides a wide range of experiences and opportunities to develop the faith and learning of our young people. Our most important aim is for them to develop into well-rounded young adults who are fully prepared to move on to further or higher education, to training and employment and, ultimately, to fulfilling careers.

As a Catholic school, Gospel values underpin all that we do. Our work is based on values of trust, respect, equality and fairness, with the clear goal being providing the best learning experiences and opportunities for all of our young people.

Our Lady's is a school which accentuates the positive! In Our Lady's High School we have a shared vision among staff, pupils and parents which aims to provide all our learners with the opportunity to succeed, in academic areas or in their own wider achievement. Our Vision for Excellence demands that our teaching and learning, curriculum, learners' experiences and opportunities for personal development are of the highest quality. As a school we have a culture where learners and staff have the highest expectations of themselves at all times. For our young people, this is reflected in their uniform, effort, positive behaviour and success in and across the school.

Through our curriculum, we meet the needs of all our learners. We provide opportunities for our young people through four contexts of learning - in the classroom, through wider achievement, by involvement in the life of the school and through well planned interdisciplinary learning.

In Our Lady's High School it is important to us that we know our learners and their families well, and support them in all aspects of their education throughout their time as part of our school community. Meeting needs of learners is ensured by our robust tracking processes and the very positive partnership we have with parents and carers.

We have strong partnerships with local schools, colleges and businesses to ensure that appropriate opportunities are available to our learners, and to enable all of our learners to be prepared for the world beyond school. Our learners are fully supported to ensure they have a positive destination post school, whether that be university, college or the work of work.

Our young people are key to everything we do in this school. They are hugely successful in a wide range of areas, not least of which is academic attainment, which is an area where the school is particularly strong. I hope that this handbook will give you a flavour of life in Our Lady's High School, and look forward to working with you when your child joins us.

Mrs. N Cunningham  
Head Teacher



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## MISSION STATEMENT

**To prosper as a Christian community of learning,  
providing effective education  
to meet the individual  
needs of pupils and other users.**

**We aim to make progress as a school by:**

- promoting the full intellectual, social and spiritual development of our pupils
- encouraging commitment to learning, providing a full range of quality teaching programmes and services, creating the conditions for sound learning and ensuring equality of opportunity
- respecting and valuing all members of the school community and being a place where they feel accepted, secure and motivated to develop themselves to the full
- continuing the work begun at home, and in the Primary School, of helping our young people to develop a mature faith which helps them to find meaning in their lives
- ensuring that Christian principles and values permeate all aspects of the school, and giving Christian witness through our care and concern for each other, our generosity and service to those in need and the quality of relationships we seek to encourage
- celebrating our Catholic identity in prayer and worship
- forging strong links with parents, encouraging their active involvement in the education of their children
- developing close working links with the local community, sharing expertise and resources for our mutual benefit
- ensuring that the affairs of the school are conducted in a manner which commands respect, is professionally responsible and allows for continuous development

### **School Prayer**

*God our Father, be with us today and help us to be good examples of your love.*

*May we do our best to follow you in showing concern for others.*

*Help our school and our local communities to be places of faith, so that we can help others to believe in you.*

*May Mary, who praised God in all things, be an inspiration to us in all we say and do.*

*We ask this through Christ our Lord*

*Amen*

# Our Vision for Excellence



## Outcomes for our young people

- **Successful Learners**  
Our young people are highly motivated to learn, make very good progress in their learning and consistently perform well in National examinations
- **Responsible Citizens**  
Our young people respect all members of their community and show care and concern for their environment. They participate in a range of activities in school life and make informed choices.
- **Confident Individuals**  
Our young people recognize and take pride in their strengths and achieve success through a wide range of activities inside and outside of school. They have a strong sense of physical, mental and emotional wellbeing.
- **Effective Contributors**  
Our young people show leadership skills and work well with each other in a variety of ways.
- **Faithful Disciples**  
Our young people develop a deeper understanding of the Catholic Faith and put their Faith into action through celebration of the liturgy, charitable works and positive relationships.

In our Catholic school, young people will achieve these outcomes through:

### Vision and Leadership

- We have a shared vision of excellence based on the Gospel values
- We engage in self-reflection activities and share good practice, resulting in improved outcomes for learners
- Inspirational leadership and collective responsibility is nurtured through recognising the talents of all and by providing a range of opportunities for staff and pupils to use them

### Ethos and Culture

- We have high expectations of ourselves and others
- We celebrate success and our use of God given talents
- We build positive relationships through respecting and supporting everyone in our community

### Learning and Teaching

- Teaching approaches are flexible and carefully matched to the needs of all learners to enable them to maximize their potential
- Learning experiences are consistently of a high quality with clear learning intentions and stimulating and challenging activities
- High quality feedback enables young people to recognize and discuss their strengths and next steps in learning
- We carefully assess and track progress in learning and use information to plan next steps

### Partnerships

- Our school is proactive in developing partnerships with the community to help learners achieve success including our partner primaries and our Parishes
- Parents are actively engaged in the life and work of the school
- The school has a strong, positive profile in the community
- Multi-agency working is integral and helps to meet the needs of all learners

### Curriculum

- Our curriculum embraces the principles of breadth, depth, challenge and relevance
- Our curriculum has a clear rationale, supports progression in learning and ensures the needs and entitlements of all learners are met
- Our programmes and courses ensure young people develop skills for learning, life and work and take full account of national guidelines
- Curriculum transition procedures and programmes are highly effective in identifying, supporting and meeting the needs of all young people



## **School Information**

Our Lady's High School is a six year Roman Catholic co-educational comprehensive school which opened in 1968. It caters for pupils living in Cumbernauld, south of the A80 and east of the A73, Muirhead, Cardowan and Stepps; in addition we have pupils from Condorrat, Dullatur, Moodiesburn and Castlecary. The current roll of the school is 939 pupils who are looked after by approximately 66 teaching staff (full time equivalent) and 24 support staff.

The school accommodates pupils at all stages from S1 to S6, covering an age range of 11-18 years.

The school roll in September 2018 was:

| <b>S1</b> | <b>S2</b> | <b>S3</b> | <b>S4</b> | <b>S5</b> | <b>S6</b> |
|-----------|-----------|-----------|-----------|-----------|-----------|
| 160       | 171       | 170       | 183       | 146       | 109       |

The projected intake for the next 2 years is:

| <b>2020/2021</b> | <b>2021/2022</b> |
|------------------|------------------|
| 170              | 167              |

## **Features of Accommodation**

The accommodation of the school is contained in two blocks, the first completed in 1968 and the second in 1974. The older block contains the bulk of the normal classrooms and specialist accommodation for the Art, Science, Business Education and Computing and Music Departments. The school dining room, assembly hall and gymnasiums are also contained in this building, as are the majority of the administrative offices.

The second building contains a small theatre and specialist accommodation for the Home and Lifestyle and Technical Departments, a games hall and general classroom accommodation. We welcome the opportunity to discuss with parents any special arrangements that may be necessary for pupils with a physical disability. The capacity of the school is 1150.

Many of these facilities, and also the fine hockey or football pitches, are in frequent use during the evenings and at weekends by many organisations within the community. Applications for the let of these facilities should be made to the Coatbridge Community Centre, 9 Old Monkland Road, Coatbridge.

ML5 5EA, Tel: 01236 632777

## **School Hours**

The school days are currently:

### **Monday, Tuesday and Thursday**

Period 1 8:55am - 9:45am  
Period 2 9:45am - 10:35am  
Interval 10:35am - 10:50am  
Period 3 10:50am - 11:40am  
Period 4 11:40am - 12:30pm  
Lunch 12:30pm - 1:15pm  
Period 5 1:15pm - 2:05pm  
Period 6 2:05pm - 2:55pm  
Period 7 2:55pm - 3.45pm

### **Wednesday and Friday**

Period 1 8.55am – 9:45am  
Period 2 9.45am – 10:35am  
Interval 10.35am – 10:50am  
Period 3 10.50am – 11:40am  
Period 4 11.40am – 12:30pm  
Lunch 12.30pm – 1:15pm  
Period 5 1.15pm - 2:05pm  
Period 6 2.05pm – 2:55pm



## **School holidays and term dates 2020/21**

### **August 2020 In-service day:**

Tuesday 11 August 2020 In-service day: Wednesday 12 August 2020

Pupils return to school: Thursday 13 August 2020

### **September 2020 September weekend holidays:**

Friday 25 September 2020 to Monday 28 September 2020

### **October 2020 October break:**

Monday 12 October 2020 to Friday 16 October 2020 (inclusive)

### **November 2020 In-service day:**

Monday 16 Nov 2020

### **December 2020 – January 2021 Christmas and New Year Holidays:**

Wednesday 23 December 2020 - Tuesday 5 January 2021 (inclusive)

### **February 2021 Mid-term break:**

Monday 8 February 2021 and Tuesday 9 February 2021

In-service Day: Wednesday 10 February 2021

### **April 2021**

Thursday 1 April 2021 and re-open on Monday 19 April 2021

(Good Friday 2 April 2021 and Easter Monday 5 April 2021)

### **May 2021 May Day holiday:**

Monday 3 May 2021

In-service day: Thursday 6 May 2021 May weekend holiday:

Friday 28 May 2021 and Monday 31 May 2021

### **June 2021**

School closes: Thursday 24 June 2021



## **Improvement Plan**

Priority areas which were agreed after consultation with parents, staff and pupils include developing our staff, improving literacy, improving attainment and developing partnerships. All of our work in this area is designed to improve the experience and opportunities for our learners. A copy of our current School Improvement Plan can be found on the school website (<https://blogs.glowscotland.org.uk/nl/olhscumbernauld/school-plans/>).

## **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 Twitter.

## **Enrolment**

Enrolment in August is a straightforward process in that whole classes are being enrolled at one time. The necessary documents are transferred from the Primary Schools and class lists are prepared in advance of the pupils arriving.

New arrivals in the area are accepted at any time. Parents wishing to enrol children should contact the school office for information and an appointment.

## **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 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 parents** 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 request and procedures is available from the school or the council's website.

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



## School Personnel (2020/21) (66.7 FTE)

|                   |                    |          |                                    |
|-------------------|--------------------|----------|------------------------------------|
| Head Teacher      | Mrs. N. Cunningham | Chaplain | Fr. H McKay                        |
| DHT (Act) (S1/S2) | Mrs. A Ogilvie     | DHT (S3) | Mr. M Lester                       |
| DHT (S4/S5)       | Mrs. L Cookman     | DHT (S6) | Mrs. A Reynolds-Cowie/ Ms Campbell |

### **ART & TECHNICAL**

|                 |     |
|-----------------|-----|
| Ms. H Felvus    | PT  |
| Mr. M McKernan  |     |
| Ms. S Payne     |     |
| Mr. J Brabender |     |
| Mr. T Hughes    |     |
| Mr. M Lester    | DHT |
| Ms. M Reilly    |     |

### **MATHEMATICS**

|                |    |
|----------------|----|
| Mrs. B Dunbar  | PT |
| Mrs. C Atley   |    |
| Mrs. P Doherty |    |
| Mrs. L Hood    |    |
| Mrs. M Kirson  |    |
| Ms. J Natesan  |    |
| Ms. J Tosh     |    |
| Mr. S Winning  |    |

### **MUSIC**

|                   |            |
|-------------------|------------|
| Ms. H Blain       | PT         |
| Mr. S McEwan      |            |
| Mr. M Hughes      |            |
| Mr. M Paterson    | Instructor |
| Mrs. L Woodbrooks | Instructor |
| Mr. J Naylor      | Instructor |
| Mr. J Miller      | Instructor |
| Mr. M Bryans      | Instructor |
| Mr. I Clark       | Instructor |
| Mr. A Mitchell    | Instructor |
| Mr. K Richardson  | Instructor |

### **BUSINESS STUDIES/IT**

|                 |                  |
|-----------------|------------------|
| Ms. M Campbell  | PT (DHT Act 0.2) |
| Mr. J Brannan   |                  |
| Mrs. K MacInnes |                  |
| Ms. A Sharkey   |                  |

### **MODERN LANGUAGES**

|                 |    |
|-----------------|----|
| Mrs. G Durman   | PT |
| Mr. C Barreiro  |    |
| Mrs. K Gibson   |    |
| Mrs. E Miller   |    |
| Mr. D Henderson |    |

### **RELIGIOUS EDUCATION**

|                 |              |
|-----------------|--------------|
| Mrs. A Ogilvie  | PT (DHT Act) |
| Ms. C Callaghan | PT (Act)     |
| Mr. J Dunlop    |              |

### **ENGLISH & DRAMA**

|                    |      |
|--------------------|------|
| Mrs. S McHugh      | PT   |
| Ms. H. Clark       |      |
| Mrs. K Ferris-Bell |      |
| Mr. M Finnigan     |      |
| Mrs. A Garrity     |      |
| Mrs. S Rice        |      |
| Mrs. S Wilson      |      |
| Ms. L Holmes       |      |
| Ms. M McKenna      | Prob |

### **HEALTH & WELLBEING**

|                 |         |
|-----------------|---------|
| Ms. K Thompson  | PT      |
| Ms. S Kerr      | PT (PS) |
| Mr. J Aitken    |         |
| Miss N Erskine  |         |
| Mr. P Murray    | PT (PS) |
| Ms. C Heffernan |         |
| Mrs. C Varty    |         |

### **PSYCHOLOGY**

|                  |  |
|------------------|--|
| Mrs. A McPherson |  |
|------------------|--|

### **SOCIAL SUBJECTS**

|                       |         |
|-----------------------|---------|
| Ms. G Stewart         | PT      |
| Mr. D Dickson         |         |
| Mrs. E Fensom         |         |
| Mrs. M L Forrester    |         |
| Ms. L McCann          | Prob    |
| Mr. G Maxwell         | PT (PS) |
| Mrs. K Haldane        |         |
| Mrs. A Reynolds-Cowie | DHT     |
| Ms. D Ruddy           | PT (PS) |

### **SCIENCE**

|                 |             |
|-----------------|-------------|
| Mr. J Dolan     | PT          |
| Ms. H Byrne     | PT (PS Act) |
| Mrs. L Cookman  | DHT         |
| Mr. G Fullerton |             |
| Ms. C Gorman    |             |
| Mr. J Graham    |             |
| Mrs. S Nelli    |             |
| Mrs. D Regan    |             |
| Mrs. K Roberts  |             |
| Dr. A Rodgers   |             |
| Mr. R Stempolis |             |
| Ms. E Smith     | Prob        |
| Mrs. N Letham   |             |
| Mr. P McGregor  |             |

### **TECHNICIANS**

|                 |        |
|-----------------|--------|
| Mr. W Coyle     | Senior |
| Ms. M Granville |        |
| Ms. T Scott     |        |

### **LEARNING SUPPORT**

|              |    |
|--------------|----|
| Mrs. L Burke | PT |
| Ms. C Gorman |    |

### **HSPO**

|                      |  |
|----------------------|--|
| Mrs. M Devine-Vernon |  |
|----------------------|--|

### **JANITORS**

|                 |  |
|-----------------|--|
| Mrs. C. Hackett |  |
| Mr. G. Murray   |  |
| Mr. G. McHugh   |  |

### **ADDITIONAL SUPPORT**

#### **NEEDS STAFF**

|                 |  |
|-----------------|--|
| Mrs. C Docherty |  |
| Mrs. A Doughty  |  |
| Ms. C Lang      |  |
| Mrs. S McIntyre |  |

# SENIOR MANAGEMENT TEAM

|                                  |   |  |  |  |  |
|----------------------------------|---|--|--|--|--|
|                                  | <b>Nicola Cunningham HT</b><br><b>Improvements in</b><br><b>Performance, Quality</b><br><b>Assurance</b>  | <b>Allison Ogilvie</b><br><b>DHT(Act)</b><br><b>Transition BGE,</b><br><b>Inclusion &amp; Meeting</b><br><b>Learners Needs</b> | <b>Marc Lester DHT</b><br><b>Timetable,</b><br><b>Transitions, Learners</b><br><b>Experiences</b>        | <b>Linda Cookman DHT</b><br><b>Raising Attainment</b><br><b>SP, L&amp;T, SQA</b><br><b>Coordinator</b>   | <b>Anne Cowie DHT</b><br><b>Pupil Support</b>                            |
| <b>Year Group</b>                |   | <b>S1/2</b>  | <b>S3</b>  | <b>S4/5</b>  | <b>S6</b>  |
| <b>Strategic Leadership Role</b> | School Aims, Vision & values<br>Staff Welfare<br><br>Budgets<br>Overview of curriculum<br>Overview of Self Evaluation<br><br>Parental Voice Strategy<br>Improvement Planning<br>Overview of performance | BGE Tracking S1/2<br>Transition P7/S1<br>Assessment & Moderation   | Timetable/ Staffing<br>Staff cover<br>BGE Tracking S3<br>Curriculum<br>Profiling S3<br>Transition BGE/SP | Raising Attainment<br>Senior Phase<br>SP Tracking S4/S5<br><br>Self-Evaluation                           | Vocational Partnerships<br><br>Dev. Young Workforce<br>Wider Achievement |
| <b>Management Role</b>           | SEEMiS T&M & Analysis<br><br>Staff recruitment & Selection<br>LA Returns<br>SRG<br>Parent Council<br>ELT  | School transport<br><br>ASNAs<br>Awards BGE<br>Janitor link  | School Handbook<br>Awards BGE<br>Rewards trip<br>Technician's link                                       | Health & Safety<br>School lets<br>Awards SP<br>Classroom Assistants link<br>Librarian<br>School Planners | Awards SP<br>School office link  |
| <b>Link Depts</b>                |   | English<br>RE<br>Bus & ICT   | Modern Languages<br>Music<br>H&WB  | Maths<br>Science   | Social subjects<br>Pupil Support<br>Art & Technical                      |





## OUR CATHOLIC IDENTITY

Our Lady's High school is a community of faith and learning and as such, our educational vision is based upon The teaching and values of the Catholic Church.

Religious Education plays a central and vital part in Our Lady's High School. At the heart of Catholic Education lies the Christian vision of the human person. This vision is expressed and explored in Religious Education. RE is not simply one subject among many, but the foundation of our curriculum.

RE allows learners to engage with the deepest questions of life and find reasons for the hope which is within Them (1 Peter 3.15).

Faith formation is a vital part of education at Our Lady's and we are pleased to welcome pupils and staff of Other faiths in our school, promoting respect for other faiths and cultures.

Teachers at Our Lady's work in partnership with parents and local parishes to help young people grow in faith which we hope will allow them to develop a mature and personal response to Christ.

With the dedicated commitment of our Chaplain Fr. McKay, Our Religious Education Staff our Pastoral team and many other staff we offer a full and well organised programme of Religious Education in a number of ways.

Every RE class follows a programme of Religious Education based on This is Our Faith, the Scottish Catholic Education syllabus.

Our well established Pastoral team works closely with our chaplain Fr Mackay to ensure that our distinctive Catholic ethos permeates every aspect of our community.

Mass is celebrated in our beautiful oratory every Tuesday and Thursday lunchtime. We also arrange for Mass to be celebrated on Holy Days of Obligation and on our Patronal Feast Day. Class Masses, Remembrance, Advent and Lenten services, Retreats, the Sacrament of Reconciliation and other such activities all play an important part in the spiritual and liturgical life of our school.



## **Pupil Support**

Every Teacher in the school has a responsibility for the physical, social, emotional and educational development of pupils. In this respect, they have a role to play in the school's Pupil Support system. They work closely with the specially appointed Pupil Support Teachers who hold promoted posts in this area. Your child's Pupil Support teacher is your key contact with the school.

The main aim of the Pupil Support system is to ensure that the progress and welfare of pupils are carefully monitored during their time in Our Lady's High School. There are five Principal Teachers of Pupil Support, one for each House group. Pupil Support Teachers have a continuing responsibility for pupils throughout their school career. One of the advantages of this is that staff come to know pupils well and are in a better position to advise them when it comes to stages in their school careers.

Pupil Support staff rely very much on close contact with, and the cooperation of, parents. Parents seeking advice about any aspect of their child's behaviour or progress in the school are encouraged, therefore, to contact the Pupil Support Teacher concerned to arrange an appointment. This can be done by telephone. Parents are requested to give Pupil Support staff a few days notice in order to allow them time to collate any necessary information from other teachers. Where appropriate, Pupil Support staff will ask parents to come into the school for a talk about some aspect of pupil progress or behaviour which is causing the school some concern. The cooperation of parents at such times is invaluable. Pupil Support staff are present at all parents' consultation evenings.

In addition to maintaining links with parents as often as possible, Pupil Support staff are also responsible for liaison with outside agencies which can be of great assistance in their work. These include Psychological Services, Youth Counsellor, Social Work Department, Skills Development Scotland, health professionals and the local community police.

## **Responsibilities of Principal Teachers of Pupil Support**

All the staff involved carry responsibility for pupils within a particular House. Pupil Support staff are also responsible for the delivery of HWB classes. Each pupil receives a single period a week of Health and Wellbeing. This is usually delivered by their PTPS.

The allocation of House groups is as follows:

| Teacher           | House            | Remit  |
|-------------------|------------------|--|
| Mr. G Maxwell     | St. John Ogilvie | S4 Health & Wellbeing, EMA<br>Developing Young Workforce and Business Engagement |
| Ms. D Ruddy       | St. Columba      | S2 Health & Wellbeing, Work Experience, Personal Development                     |
| Ms. S Kerr        | St. Margaret     | S5/S6 Health & Wellbeing, Pupil Voice  |
| Mr. P Murray      | St. Thenew       | S1 Health & Wellbeing, S1 Buddy Programme/ Careers/ UCAS                         |
| Ms. H Byrne (Act) | St. Mungo        | S3 Health & Wellbeing, S3 Profiling  |



## Primary – Secondary Links

A well-established continuity programme exists between Our Lady's High School and our associated primary schools. This programme has been designed to make sure that every child's transition between primary and secondary is as smooth as possible. The transition programme runs from the beginning of P6 until pupils join Our Lady's in S1.

Primary 6 pupils from Our Lady's associated primaries visit for one day. During this day, pupils work in a range of subject departments. This experience gives pupils an introduction to life in the secondary school, where they will meet Our Lady's High staff and become familiar with the layout of the school.

Primary 7 pupils and their parents are invited to a welcome Mass and tour of Our Lady's in September.

The Depute Head Teacher visits Primary 7 pupils in their school. At this meeting pupils are given information about what to expect in Our Lady's regarding the curriculum and teacher expectations. At this meeting pupils will have the opportunity to ask questions about transferring to First Year.

### Primary 7 Induction Days

P7 visit Our Lady's for two days in May. At this visit, pupils will be placed in their class group that they will be in August and follow their class timetable.

This visit gives pupils the opportunity to meet the other pupils who will be in their First Year class and familiarise themselves with the layout of the building as they move from subject to subject.

P7 pupils take part in a transition project which involves staff from the primary and secondary working together. This culminates in an end of year showcase which is held in Our Lady's at the end of P7.

The Head Teacher and a Depute Head teacher from Our Lady's meet regularly with all six Primary Head Teachers to build on and develop our partnership.

The associated primary schools for Our Lady's High School are:

St. Andrew's Primary School, Eastfield Road, Cumbernauld. G68 OEB (Tel 01236 632111)

St. Barbara's Primary School, Elmira Road, Muirhead. G69 9ER (Tel 01236 794840)

St. Joseph's Primary School, Cardowan Road, Stepps. G33 6AA (Tel 01236 794816)

St. Lucy's Primary School, Oak Road, Abronhill. G67 3LQ (Tel 01236 794852)

St. Margaret of Scotland Primary School, Broomlands Road, Carbrain. G67 2PT (Tel 01236 632102)

St. Mary's Primary School, Liddell Road, Cumbernauld. G67 1JB (Tel 01236 794828)



## **Pupil Activities and Achievements**

Congratulations to the many students who have gone on to Higher Education in recent years. We also congratulate our leavers who have moved on into Further Education, employment and training/Apprenticeship Programmes.

### **PROMOTING POSITIVE BEHAVIOUR REWARD TRIP**

The annual reward trip for pupils takes place in June. Teaching Staff and almost 400 pupils from S1-S3 spent the day enjoying all the thrills and spills that the Blackpool Pleasure Beach had to offer. The trip was a reward for good behaviour.

### **ART AND DESIGN**

The Art & Design Department regularly enter pupil's work into local and national competitions. Pupils' have won first, second, third prize and gained highly commended awards in various competitions including the Royal Scottish Academy Pupil Award, North Lanarkshire Road Safety Poster and North Lanarkshire Calendar Competition. A number of pupils have participated in master classes in textiles, jewellery, visual art and 3-Dimensional modelling and have exhibited work in Motherwell Heritage Centre, Glasgow Print Gallery and Summerlee Industrial Museum in Coatbridge.

This year three S4 students were selected to participate in the creative residency course in Oban and their Art & Design work will feature in Summerlee Industrial Museum in January 2020.

The Friends of the Royal Scottish Academy Competition gave pupils the chance to compete for the prestigious National Junior and Senior Award for Excellence in Fine Art. In 2017 one of our S6 pupils won first prize in the senior category, which is an outstanding achievement. The winning artwork was a three colour self -portrait relief woodcut print which showed real skill in the area of Fine Art-Printmaking.

Our S1 and S3 pupils have submitted entries for the 2019/20 NLC Road Safety competition and we eagerly await the results.

A range of supported study classes run in the department on a Monday to Thursday lunchtime, supported study is on offer to S4/5/6 pupils to complete outstanding SQA portfolio work or get more individual advice on problem areas. Higher Photography is delivered in S6 and we have an increased pupil uptake each year.

### **AWARDS IN OUR LADY'S HIGH SCHOOL**

The annual school awards culminated in Awards Ceremonies at which over 600 pupils gained awards for personal achievement, service to school and community and academic progress. Details of winners are published at the back of the handbook.

### **BUSINESS EDUCATION AND COMPUTING**

The S1-3 ICT Club continues to run this year, pupils are welcome in the department on a Monday lunchtime to enhance their ICT skills and enjoy fun and games on the computer. A Playstation Club is also available on a Tuesday lunchtime, this is run by S6 pupils.

A variety of Supported Study Clubs for all departmental subjects – Administration & IT, Business Management & Computing Science – run at various times over the week. Details are available from the Department.

S3 Business Management pupils took part in North Lanarkshire's Dragons' Lair Enterprise Challenge. Pupils had to work in teams to develop a new and innovative product which was then pitched to industry experts. For the 3<sup>rd</sup> year in a row the department have had a team make it to the final.

S3 Computing Science pupils visited Easter Road Stadium in Edinburgh for a Digi Explorers Day. Pupils found out about all the different careers available in Digital Industries and also took part in some workshops where they programmed their own mini robot.

All S5 pupils had the opportunity to take part in a Mock Interview organised by Miss Sharkey in the Department. Over 35 visitors from local and national businesses gave up their time to come in and interview pupils and give them feedback. Most pupils agreed that although it was quite a nerve wracking experience, it was also very worthwhile.

S3/4 Personal Development pupils have been busy organising whole school events like the St Andrew's Day Coffee Morning to celebrate our country's Patron Saint and to raise funds for our local hospice.



### **CARITAS AWARD**

The Pope Caritas Award is a special faith award for S6 students in Scotland.

On completion of the award candidates receive a Caritas Papal Medal at an Awards ceremony which is held in the Clyde Auditorium.

This year 23 S6 students have signed up to participate in the award which will see them completing 20 hours of faith service within the school community and 20 hours service in their local parish, as well as reflecting on Christian teaching. Young people will take part in school activities such as charity fundraising, reading at lunchtime and whole school masses, leading class meditations with younger pupils and forming a Caritas choir for the major liturgical celebrations held in our school

The parish activities our young people are involved in include helping out with children's liturgy, cleaning the church, organising social events, SVDP, visiting the sick, meeting with a prison chaplain and helping out at parish special needs groups.

### **CLUBS AND WIDER ACHIEVEMENT**

There are many school clubs organised by staff at lunchtimes and after school. In recent years these have included:

Art, Football (boys and girls), Badminton, Dance, Drama Club, Support for Learning activities, Fitness, Basketball, IT Club, Chess, Lunchtime, Library Club, Gymnastics, Maths games, Film Club, Homework Club, Netball, Table Tennis, Volleyball, Med Club (Languages) and Mandarin Club.

### **DUKE OF EDINBURGH AWARD**

The Duke of Edinburgh aims to provide opportunities for young people to develop their skills, encourage pupils to work together as a team, encourage young pupils to try new things and to help build self-confidence and self-esteem. The groups are timetabled to be with the Home School Partnership Officer between one and two periods per week. There are currently four sections - Skills, Volunteering, Physical and Expedition. For each section the young people engage in a different activity. The groups have been enjoying activities such as recycling, boxing, camping, graffiti art, DJ & radio workshops, games and arts and crafts.

### **ECO SCHOOLS AND HEALTH PROMOTION**

S1 pupils participated in an Eco/Health day during which they enjoyed a number of active workshops as well as an inter-house sports competition.

An eco-code, written by pupils, is displayed in all classrooms in order to encourage everyone to be more environmentally friendly.



## English, Literacy and Drama

The focus in each subject in the *Broad General Phase* is on the *Significant Aspects of Learning*. There is a core course for both English and Drama and pupils are active participants in their own learning.

The first and second year classes take part in an additional period of Literacy each week where they develop key Reading skills and Cultural Literacy knowledge and skills.

There are a number of interventions available to pupils who require additional support with literacy. Run by the PT Support for Learning, these programmes first identify the needs of pupils and then target the specific areas that need to be addressed.

In third year, pupils deepen the knowledge gained in first and second year by working with the Experiences and Outcomes at fourth level. In the final term, they take the first steps towards preparing for the *Senior Phase* by completing outcomes that are linked to National 4 Literacy.

All *BGE* pupils take part in a variety of faculty and interdisciplinary rich tasks to develop their knowledge, skills and attributes and to enhance their wider achievement and *Skills for Learning, Work and Life*.

In November, we celebrate 'Literacy Week' in conjunction with 'Book Week Scotland' with a range of events planned for S1 – 3 pupils.

They are also encouraged to take part in personal reading and the first and second years get to visit the library once a week to support this. There are various activities organized for pupils through the library; author visits, competitions and trips.

There are opportunities for pupils to consolidate their learning digitally and online with department ipads and apps such as *First News*, *Scholar*, *Glow*, *Edmodo*, *echalk* and *Sumdog*.

The Drama club is open to pupils from first to third year and here they get the opportunity to develop their drama and production skills as well as enhance their confidence and social skills.

In fourth, fifth and sixth year, pupils study for National Qualifications in both subject areas. They are encouraged to be independent learners and they use the critical thinking skills gained in English and Drama to take them on to further and higher education.

National 5 and Higher Drama pupils visit theatres annually to attend performances and workshops aimed at developing their skills in both performance and production.

In English, pupils attend and take part in a variety of extra-curricular activities. From poetry slams and theatre visits to workshops studying the language of politics at the Scottish Parliament, our seniors are able to enhance their appreciation and deepen their knowledge of the subject in different contexts.



## **ENTERPRISE**

The following activities form part of our curriculum:

- Primary 7 Enterprising Maths Challenge
- S1 Health/ Eco Day
- S2 Careers Conference
- S2 Subject Champions - S5/ 6 pupil presentations
- S3 World of Work Day
- S3 Fire Reach Employability Skills Programme
- S4 Work Experience — including Army and Navy
- S5 Mock Interviews
- S5/6 Subject Champions
- S6 Mentoring — Raising Attainment Programme
- S6 Prom Committee/ Yearbook/ Fairtrade/ Citizenship/ Health and Eco Groups/ Charities Committee

We are engaged in business partnerships with Diesel ReCon, Clyde Union, Scottish Power, CMS Windows and SCIAF.

## **FAITH INTO ACTION**

Pupils are actively encouraged to put their faith into action and are given plenty of opportunities to do this! Over the course of the year pupils take part in activities which raise awareness of many issues including One World Week, UN Day, Fair Trade and World Environment Day.

This October the Rome Pilgrimage saw forty senior pupils travel to the Vatican for Mass in St Peter's Basilica and attendance at a Papal Audience in St Peter's Square. The group also raised £500 for the SVDP in the school's feeder parishes.

They are also very actively involved in fundraising for many great causes during the school year. School bags and materials are donated as part of the Mary's Meals Backpack Appeal, money is raised for Breast & Testicular Cancer Charities in our Wear it Pink/Yellow Day. During Advent and Lent pupils raise money for our two main charities HCPT and Malawi.



## **HOME AND LIFESTYLE**

Pupils working in Home Economics classes continue to enjoy opportunities to develop practical cooking and sewing skills and learn about the links between diet and health. They have opportunities to gain qualifications in Fashion & Textile Technology, Health & Food Technology and Hospitality. In addition:

Pupils, supervised by Home Economics teachers, regularly assist in the preparation of food for charity events in school. Recently pupils from our Hospitality classes prepared and served a delicious lunch for our guests from Malawi.

S1 pupils enjoy health eating workshops as part of the S1 Eco/Health Day. Primary 6 and 7 pupils from our associated Primary Schools visit the Department for "taster" sessions to help introduce them to practical activities in Our Lady's High School.

## **PHYSICAL EDUCATION**

During curricular PE time, our pupils in S1-3 develop their performance, knowledge and understanding through participating in various themed activities - Athletics, Badminton, Basketball, Dance, Fitness, Football, Gymnastics, Handball, Netball and Rugby. Pupils maintain a record of their progress in their PE profile. In S4, pupils get options as to the activities that they wish to participate in. Cycling is a recent activity that we have introduced, thanks to a successful bid to Education Scotland from which we secured thirty mountain bikes and the necessary accessories.

Pupils who choose certificated PE have many great opportunities to analyse, plan and develop their performance in depth before competing in the many interclass events that we organise. We have incorporated the use of Ipads into our Department in order to enhance the analysis process.

Our pupils continue to achieve highly in many sporting arenas. Many teams are entered into competitions in various activities: Athletics, Badminton, Triathlon, Swimming, Basketball, Rugby, Football and Handball. Pupils are entered into District and National Competitions and are put forward for trials, where appropriate, in several disciplines.

Throughout the year pupils have the opportunity to be members of several 'in school' clubs: Dance; Netball; Rugby; Gymnastics; Badminton; Short Tennis; Handball; Football and Basketball.

We also have strong links with our community clubs. Many of our pupils go on to play rugby, handball, basketball and football in the Cumbernauld area.

Our Senior Personal Development class help organise several sporting events throughout the year. They lead lunchtime clubs in a variety of sports as well as organising inter house competitions. As well as planning, leading and organising events, our Personal Development pupils undergo training in first aid, positive coaching techniques, rugby ready and more. The highlight for these pupils is the planning and delivery of lessons in our feeder primary schools.

Each year we elect two Young Ambassadors and several individual Sports Ambassadors. These ambassadors take on the responsibility of promoting Sport within the school. We have also selected individual pupils take the lead in our school Sports Council which is made up of representatives from each year group.

Our annual School House Sports Day is always a great success. This year as well as participating in our traditional Athletics events, we introduced tug of war. This was a highlight for pupils.

S1 pupils enjoy health eating workshops as part of the S1 Eco/Health Day. Primary 6 and 7 pupils from our associated Primary Schools visit the Department for "taster" sessions to help introduce them to practical activities in Our Lady's High School.

## **MATHEMATICS AND NUMERACY**

The Department of Mathematics offers a full range of courses to best meet the needs of every pupil.

S1-3 progress by continuing their experience of Broad General Education.

S4-6 progress towards National Qualifications in Mathematics at National 3 Applications of Mathematics, National 4, National 5, Higher and Advanced Higher.

Pupils at all stages are given the opportunity to participate in competitions both locally and nationally including: UK Maths Challenge Competitions at Junior: S1/2; Intermediate (S3); Senior (S5/6); Maths Olympiad for Girls (S6)

A team of S3/4 pupils competed in the NLC Enterprising Maths Competition.

UK Junior Team Challenge – West of Scotland University (S1/2)

S1/2 pupils participated in school, NLC and national competitions on 'Sumdog', a fun online resource directly supporting their learning in Mathematics and



## OTHER ACHIEVEMENTS AND ACTIVITIES:

- The Primary Maths Challenge was run successfully for the 12th time with P7 pupils from our associated primaries. Eighteen S3 pupils took responsibility for the management of the event.
- S1/2 pupils participated in a range of activities during “Numeracy across Learning” week.
- S1/2 Numeracy classes; pupils work on building their Numeracy skills as well as participating in a variety of activities, working collaboratively and linking their learning in Numeracy with other curricular areas and real-life contexts.
- S3 ‘Numeracy for Work’ Event; partners from local businesses and a wide range of occupations shared experiences of their workplace. This ‘Numeracy for Work’ event contributed to the National ‘Developing the Young Workforce’ agenda and was recognised with a NLC Excellence and Equity Award 2017.
- S3 pupils took part in Mathematics Master Classes at University of Glasgow.
- Higher Statistics Unit; a group of S6 pupils were supported by staff from the University of Strathclyde Department of Mathematics and Statistics in attaining this additional qualification.
- S5 Higher pupils hosted event with their peers from across six local authorities as part of the National ‘Maths Week Scotland’ initiative, exploring and sharing their experiences of their successful maths journey, participated in workshops with partners from University of Strathclyde mathematics department, and worked with Skills Development Scotland, exploring the diverse range of future career opportunities involving with maths.
- The English and Literacy Department runs a ‘Spotlight on Literacy’ week every November. There is a big focus on reading for enjoyment with ‘Read a Book Week’ as well as author visits, competitions and special events. Everyone in the school gets involved to promote awareness of Literacy and its importance as a skill for Learning, Life and Work.

## MODERN LANGUAGES

In Modern Languages pupils experience a range of varied activities to develop their skills in Listening, Talking, Reading and Writing to ultimately enhance their learning of Spanish, French and Mandarin. In S1-S3 pupils enjoy 3 periods a week of Spanish and in S3 pupils work towards gaining the SQA Modern Languages Life and Work Award. In addition to this, learners in S1 and S2 have a rotational 12 week taster of Mandarin and French. From S3, pupils can choose to study French and Mandarin as well as Spanish.

In September every year, we celebrate the European Day of Languages in a number of ways: S1 design posters to include greetings in other European languages and include interesting facts about these countries; S2 try out their knowledge in a quiz; S3 polish their vocal chords with a Eurovision Song Contest and senior pupils are treated to a Spanish/French film festival. This day gives our learners a chance to reflect on the importance of language learning in the 21<sup>st</sup> Century as well as providing pupils with a wider cultural experience and raising awareness of the range of languages available to study.

Throughout the year, learners have the opportunity to use their language practically with our Spanish, French and Mandarin Foreign Language Assistants as well as attending various cultural events to broaden their horizons with regards to modern language learning.

They will work together to deliver Mandarin language and Chinese cultural activities to S1-S6. We continue to work closely with the Confucius Institute for Scotland to provide Summer Immersions to China for some of our S5 pupils as well as preparing those S6 pupils interested in applying for the scholarship to China. In addition, as the Hub for North Lanarkshire Council we are continuing to develop our links with the community and other schools to enhance their curriculum in the development and delivery of Mandarin.



## **MUSIC**

In music pupils experience a wide range of activities to develop their skills in performing, composing and understanding music. All pupils have the opportunity to try a variety of instruments such as keyboard, drum kit, guitar, ukulele, voice, bass guitar and tuned percussion, before deciding which two instruments they would like to concentrate on. If there are spaces on instructor timetables, lessons are offered to pupils on guitar, drum kit, violin, woodwind, brass and tuned percussion. These lessons are invaluable to pupil progress and often see pupils achieving way beyond their expected level.

Pupils involved in music at Our Lady's High School continue to develop their talents through a wide range of opportunities provided in both the curriculum and in extra-curricular activities. Every two years the Department is heavily involved in the production of the school show with pupils singing, dancing, acting, performing in the band, working backstage and helping with sound amongst many other things. Many of our pupils continue to participate in the NLC bands and choirs which further develops their musical abilities and culminates in two large concerts during the year. The spring concert provides the pupils with the opportunity to play in the Glasgow Royal Concert Hall. Pupils are encouraged to participate in the school's liturgical calendar throughout the year and our singing group members lead the hymns during Mass.

During lunchtime and after school, the department offers a range of extra-curricular activities including a singing group, ceilidh band, woodwind group, brass group, soul band and a wealth of supported study opportunities.

The benefits of playing a musical instrument are wide reaching. Not only does it help brain development but scientific studies show that it helps young people do better across other subjects, and builds skills that can be used in all walks of life. Furthermore, the positive impact music can have on mental health must not be overlooked in current times. For these reasons, we believe that all pupils deserve, and can benefit from, the opportunity to participate in music-making, and we encourage every one of our young people to be involved in some capacity during their time here.

## **PASTORAL CARE**

Mass is celebrated on two days per week (Tuesdays and Thursdays), thanks to the support of School Chaplain, Father McKay. Lenten and Advent services are provided for pupils. In the Spring a Sixth Year Leavers' Mass is held. The intentions of candidates in the SQA exams are also remembered by the celebration of Mass. In May/June a very successful, well attended evening takes place when Mass is celebrated with the Primary 7 pupils and their parents. The Pastoral Group work with staff and pupils to raise money for a number of charities. Groups which benefited from the fundraising efforts of pupils were SCIAF, SVDP, St Andrew's Hospice and MacMillan Cancer. The school also supports Mary's Meals. The school regularly raises thousands of pounds for Advent Charities.

The Year of Faith is also being marked across the school with the support of the Pastoral Group.

S6 pupils again have the opportunity to work alongside a member of staff and visit Lourdes with HCPT

## **RELIGIOUS EDUCATION**

In RE we aim to:

Nurture prayer life as individuals and as part of the school community.

Make a positive difference to each pupil and the world by putting Catholic beliefs and values into action.

Highlight, develop and foster the values, attitudes and practices which are compatible with a positive response to the invitation to faith.

Understand and appreciate significant aspects of other Christian traditions and major world religions.

Develop my knowledge and deepen my understanding of the Catholic faith.

Investigate and understand the relevance of the Catholic faith to questions about truth and the meaning of life.

Develop the skills of reflection, discernment, critical thinking, and deciding how to act in accordance with an informed conscience when making moral decisions.

The RE curriculum is based on *This Is Our Faith*, the Scottish Catholic Religious Education syllabus. It is designed to ensure that young people:



- Understand the teachings of the Church.
- Develop skills of critical thinking and analysis.
- Show an awareness and respect for the religious views of others
- Can make moral decisions with an informed conscience
- Participate effectively in faith celebrations, rituals and prayers.
- Experience prayer, reflection, meditation and liturgy.
- Participate in acts of charity and service.

Learning experiences are enhanced throughout the year by our pupil retreat programme, visiting speakers, Religious Observance & Assemblies. Pupils' faith development is also supported by the work of the Chaplaincy Team along with our school Chaplain, Fr. H Mackay. The Church's Liturgical Year is embedded within our school calendar and observed within the school community.

Holy Mass is celebrated on Tuesday and on Thursdays at 12:30pm in the Oratory.

Annual celebrations of our school Patron take place on September 8<sup>th</sup>.

Keep up to date with the latest news in RE on twitter @OLHS\_re

## **SCIENCE**

The Science faculty continues to offer a wide range of courses and experiences in Biology, Chemistry, Physics and Science to all pupils. Pupils work in modern, well equipped, classroom laboratories which are also equipped with state of the art LCD projectors. Pupils have the opportunity to engage in a wide variety of stimulating experiences as they pursue the study of Science led by a team of highly trained, enthusiastic and dedicated Science teachers and staff.

The Science faculty works in partnership with Forth Valley College, Glasgow and Strathclyde University in the support of pupils studying for the Advanced Higher in Biology, Chemistry and Physics.

The faculty also offers curricular enhancement by organising a range of trips which have included visits to the Glasgow Science Centre, Dynamic Universe, Highland Galvanisers and the Highland Wildlife Park as well as opportunities to attend science lectures and shows when available.

## **SOCIAL SUBJECTS**

Social Subjects continue to offer pupils the opportunity to go on overseas trips. S4 pupils recently visited China and S5/6 pupils visited Iceland in June.

Within BGE, S1 classes continue to receive presentations from ZooLab as part of their topic on the Tropical Rainforest. Pupils get the opportunity to see and hold many different animals.

S3 classes have visited Loch Lomond where they have completed surveys and fieldwork activities as part of their course work.

S5/6 Modern Studies and Politics classes have been visited by their local MP Stuart McDonald

S5/6 Geography classes have visited Kindrogan Field Centre to complete field work activities as part of their course work.

S5/6 Travel and Tourism classes have also visited Sky Academy where pupils had the opportunity to plan and produce their own news broadcast. The pupils really enjoyed this experience.

**TECHNICAL**

The Technical Department continues to support many activities throughout the school. As part of the BGE (Broad General Education) curriculum, the Department host a "Self-Powered Car" design activity for S2 pupils. The department's close involvement in IDEAL challenges S1-3 pupils with technology tasks in association with other departments. The Department assist with the designing of T-shirts for the Global Change Day. S1-3 Pupils are involved in promoting "Anti-Bullying Week". S2 Pupils will promote No Smoking Day 2020 by producing posters and t-shirts highlighting the many benefits of stopping smoking. The Department has worked closely with developing the Literacy element within the various subjects in its curriculum, which formed part of the "Literacy wall", as well as continuing to work with the English Department in producing a Literacy input for the Book Cover Design task. In addition to this, there is close co-operation with the Mathematics department showing how important Numeracy skills are in developing good Technological capability. S1 pupils promote the Eco-School through their design of bins, which they will use in their participation of the John Muir Award. The members of the Department always support charity events in school. S3 pupils will work in teams to design and develop a seat made from cardboard. This project has been fantastic for developing pupils' communication and team working skills as well as improving their understanding of structure, design and manufacture. Last year S3 pupils achieved success in the national "Honor Goodsite Big Build Competition" working in conjunction with DYW (Developing our Young Workforce) and recreated a famous Scottish landmark/building from recycled materials. Supported study runs at lunchtimes at various times during year.

**TRIPS, VISITS AND CONFERENCE**

A large number of staff and pupils have taken part in a variety of local and foreign trips and visits in recent years. Among the diverse locations are China, London, Rome, Belgium, Barcelona, New York, Loch Eil and Aviemore. Departments have organised other trips to a wide variety of locations as mentioned in their statements above.



## **Raising Achievement for All**

Raising Achievement for All forms the overarching strategy for the service. Subtitled 'Experiences to Last a Lifetime', this strategy aims to harness the combined forces of Learning and Leisure Services 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. In seeking to offer 'Experiences to Last a Lifetime', we will also look to draw upon 'a lifetime of experiences' already there in the communities which make up North Lanarkshire.

## **Curriculum for Excellence**

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing an improved, more flexible and enriched curriculum for all children and young people from 3 - 18. The curriculum includes all of the experiences which are planned for children and young people through their education, wherever they are being educated. All schools and nurseries in North Lanarkshire are working hard to raise standards so that children and young people will develop all of the skills necessary to continue to be successful when leaving school and entering the world of higher education, training or work.

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

### **What are the curriculum areas in Curriculum for Excellence?**

There are eight curriculum areas:-

|                        |                               |
|------------------------|-------------------------------|
| Expressive Arts        | Religious and Moral Education |
| Health and Wellbeing   | Sciences                      |
| Languages (literacy)   | Social Studies                |
| Mathematics (numeracy) | Technologies                  |

Importantly, literacy and numeracy are given added importance because these skills are so vital in everyday life. All teachers have responsibility to teach literacy and numeracy.



The Broad General Education (BGE) is from nursery to the end of Secondary School Year 3: Senior Phase if from S4-S6. Learning is divided into levels.

The new levels are as follows:-

| <u>LEVEL</u>     | <u>STAGE</u>                                    |
|------------------|---|
| Early            | the pre-school years and P1 or later for some   |
| First            | to the end of P4 but earlier or later for some  |
| Second           | to the end of P7, but earlier or later for some |
| Third and fourth | S1-S3, but earlier for some                     |
| Senior Phase     | S4 - S6 and college or other means of study     |

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.

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

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

In the BGE, assessment takes place in a range of ways, ongoing throughout the session. This can include portfolios of work, specific tasks and more formal assessments.

We will provide tracking reports to parents at regular intervals across the year to provide you with an indication of your child's progress.

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

In classrooms staff will be using improved ways of assessing children's learning taking account of national and local advice and guidance. Your child's progress will be reported to you so that you know how well your child is doing.



## **S1 CURRICULUM**

### **What is taught?**

There are clear links between what is taught in Primary and the subjects taught in Secondary school. The Curriculum for Excellence lays out a curricular framework which ensures that all children are provided with the same broad range of knowledge and skills which are vital to their development as well-rounded individuals, equipped to play their part in society.

### **CURRICULAR AREAS & SUBJECTS**

**English and Literacy** - English, Spanish, French, Mandarin

**Mathematics and Numeracy** - Maths

**Social Subjects** – Geography, History, Modern Studies

**Health and Wellbeing** - Home and Lifestyle, PE, Health & Wellbeing

**Science** – Biology, Chemistry, Physics

**Technologies** – Design & Manufacture, Graphic Communication, Business Education, Computing Science, ICT, Administration & IT

**Expressive Arts** – Art & Design, Music, Drama

**Religious Education**

### **How are subjects taught?**

Pupils are taught in two types of classes:

- class groups of 20 (maximum) for practical subjects such as Art & Design, Home & Lifestyle, Drama, Music, Science and Technical subjects
- full class groups of 30 (maximum) for other subjects

The work set for pupils is designed to take account of pupils of varying abilities. However, for pupils who experience particular learning difficulties, some additional support is available. In each subject, pupils are introduced to ways of working where good habits and routines are stressed. Increasingly we are adopting common approaches across subjects to practices such as work layouts, correction codes, planning of work etc.

### **How is progress measured?**

All subject teachers use various methods to measure progress continuously throughout the session. This can involve short written class tests, oral responses, practical assessments and homework exercises.

### **How is progress reported?**

Teachers record pupil progress by keeping notes of work completed and of standards achieved throughout the course. They then use these records to write reports for parents. There is a Tracking Report in October for parents of S1 pupils. A full report is issued for each subject before the end of the session. S1 Parents' Evening will be held in May/June 2018.

## **HOMEWORK**

Homework will be issued regularly, particularly in non-practical subjects. Through the regular completion of homework, pupils will develop the excellent habit of working at home, usually on their own. This allows for more practical work to be completed in school, leaving more reading and writing activity for home. It should take no more than 1 hour on an evening in first year.

**Parents** are invited to assist where they can, but not to be involved to the point where the pupil's own contribution and effort are lessened.

**Student Planners** will be issued to enable pupils to record what homework to do, how it is to be done, and when it should be returned to the teacher. Parents are asked to examine these Planners regularly and to sign each week's page to indicate that they are aware of their child's homework.



### **School bags, Books, Jotters and other appropriate materials**

All pupils should always carry a bag to bring books and other equipment to school. Materials issued remain school property and may have to be replaced if lost or damaged by a pupil. Pupils are to be encouraged to take care of school property by covering jotters, books etc. They should also bring pens, pencils, rulers etc. Each pupil is responsible for his/her own bag and should take care of it throughout the school day.

### **Bringing valuables to school**

Pupils are asked NOT to bring any valuable items to school in case of loss or theft. These items are: jewellery, large amounts of cash, expensive clothing, mobile phones etc.

### **Safety in school**

Please remind your child to take great care when travelling to and from school. Those pupils travelling on buses provided by the Education Authority must behave in a responsible manner at all times. Failure to observe the regulations may result in withdrawal of these transport facilities. Parents are also asked to be extremely cautious when driving into school to collect children and to park carefully.

### **Absence from school**

Pupil attendance is formally recorded period by period every day. You are asked to telephone the school each day your child is absent and to provide a note of explanation when your child returns to school. Parents/Guardians 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.

### **Late for school**

Pupils should always try to arrive in time for classes. If for some reason they leave home late, they should bring a note to explain why. Pupils who are late for school must report to the School Office for a Late Slip. If a pupil comes late to school regularly it will be necessary to discuss the matter with a parent.

### **Permission to leave school**

Pupils can be given permission to leave school with their parents to attend emergency medical or dental appointments. (We ask that all routine appointments should be made out with school hours.) Pupils should bring a written note of explanation to the school office before or on the day of the appointment. For safety reasons S1-3 pupils are NOT permitted to leave school during the day-without permission.



## **Equal Opportunities**

It is an aim of the school to promote equal opportunities for all pupils. Each Department is expected to have a policy statement on its approach to this issue which is in line with overall school and Authority policy. All Departments use a range of methods to provide appropriate learning experiences for all members of each class. Girls and boys in S1 and S2 study the same subjects for the same length of time. From S2 on, when specialisation takes place, girls and boys are given equal opportunity and encouragement to choose subjects which match their aspirations and abilities. The school has clear procedures and policies for dealing with incidents of harassment, particularly racial harassment. The school is committed to assessing all policies and practices to ensure that there are no negative impacts on any group of people. The school has implemented which emphasises the school's commitment to eliminating all forms of discrimination, promotion of equality of opportunity and good relations.

<http://www.equalityhumanrights.com/news/2013/june/commission-publishes-equality-guidance-for-school>

## **Broad General Education**

From S1-S3 pupils will follow a broad, general curriculum in line with the Scottish Government's guidelines. At the end of second year, pupils are given the opportunity for limited specialisation in their studies, whilst still following a broad general education across curricular areas.

## **Fourth Year**

In S4 pupils will be presented for National Qualifications. The level will be determined by progress in learning over the year, built on achievement in the Broad General Education. Teachers will use a variety of assessments to establish the most appropriate level. Parents will be informed of the level that their child is to be presented at. Pupils will also study core subjects of RE and PE.

## **Work Experience**

As part of the programme of developing young workforce the school operates a policy of providing meaningful work experience for pupils in the Senior Phase. We believe work experience benefits young people in a number of ways

- it provides first hand experience of work processes in a working environment;
- it helps to relate the curriculum they are following to the world of work;
- it helps them develop the skills, knowledge and self-confidence needed in adult work;
- it provides experience of social relationships at work;
- it helps them to understand how an employing organisation operates;

Work experience placements are negotiated with pupils, and are planned as an integral part of the pupils' careers education programme.

## **Support For Pupils Leaving School**

Pupils who wish to leave at the end of S4, in S5 or in S6 are identified and supported in a number of ways. An appointment with the Careers Advisor is arranged so that next steps can be discussed. Pupil Support Teachers assist pupils with College and employment applications. Where possible relevant work experience is supported.

All pupils applying for University are supported through the UCAS application process. In S4-S6 pupils are given opportunities to access the My World of Work website. They produce a CV, search for vacancies and explore training opportunities.

The website is delivered by Skills Development Scotland. The address is [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)

Also in S5 and when possible in S6, mock interviews are arranged so that pupils have experience of applying for jobs. They will also gain experience at the interview process and they are given constructive feedback from the employers. In session 2018-1, we had more than fifty potential employers assisting with interviews

**S2 into S3 Electives Form 2019/20**

Everyone studies English, Maths, Spanish, PE and RE

You now should make 6 further subject choices.

You must make one choice from **each column in the table below**

| Sciences  | Social Studies      | Expressive Arts | Technologies                    |
|-----------|---------------------|-----------------|---------------------------------|
| Biology   | Geography           | Art & Design    | Administration                  |
| Chemistry | History             | Drama           | Computing & Information Science |
| Physics   | Modern Studies      | Music           | Design & Manufacture            |
|           | Business Management |                 | Graphic Communication           |
| Choice 1  | Choice 2            | Choice 3        | Choice 4                        |
|           |                     |                 |                                 |

Now choose any **two subjects** from the list below that you have **not chosen already**.

If you have chosen Business Management above, you **must** choose History, Geography or Modern Studies as one of your electives below.

| Elective choices                |                                     |
|---------------------------------|-------------------------------------|
| Administration                  | Graphic Communication               |
| Art & Design                    | History                             |
| Biology                         | Hospitality                         |
| Business Management             | Mandarin                            |
| Chemistry                       | Modern Studies                      |
| Computing & Information Science | Music                               |
| Design & Manufacture            | Music Technology                    |
| Drama                           | PE (this is in addition to core PE) |
| French                          | Personal Development                |
| Geography                       | Physics                             |
| Choice 5                        |                                     |
| Choice 6                        |                                     |

Name :

Class :



# Our Lady's High School Moving to the Senior Phase



Name : Class :

Current subjects :

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |

**Everyone will have two periods of RE and two periods of core PE, and one period of Personal Support.**

**All students will study English and Maths.**

Pick five further subjects from the columns below :

|                      |                       |                      |
|----------------------|-----------------------|----------------------|
| Administration       | Drama                 | Modern Studies       |
| Art & Design         | French                | Music                |
| Biology              | Geography             | Music Technology     |
| Business Management  | Graphic Communication | PE                   |
| Chemistry            | Hospitality           | Personal Development |
| Computing Science    | History               | Physics              |
| Design & Manufacture | Mandarin              | Spanish              |
| <b>1</b>             | <b>2</b>              | <b>3</b>             |
|                      |                       |                      |
| <b>4</b>             | <b>5</b>              |                      |
|                      |                       |                      |

Vocational courses may be available in the following subjects - please circle if you are interested in one of these options.

Automotive      Beauty      Construction      Hairdressing      Education & Childcare

Parent's signature :

Pupil's Signature :

Date :



## **S5 & S6**

In S5 and S6 further specialisation takes place. The number of subjects which young people study is further reduced to allow more time for each one. It should be noted that not all subjects which pupils study at S4 are available in Fifth Year.

Progression is one of our main aims at this stage and we plan the S5/S6 curriculum with a view to ensuring that pupils are able to build upon and continue studies undertaken in S4. All students continue with the study of Religious Education.

## **National Qualifications**

Subjects are offered at Higher Level, National 5 and National 4 and, where available, Advanced Higher. This means that more students will be able to continue to study their choice of subjects at a level appropriate to their ability.

National Qualifications are made up of units which are individually assessed. Students who are successful in the unit assessments are awarded the unit. This ensures that students are rewarded for their success. In order to be awarded the Advanced Higher, Higher, National 4 or National 5 course, however, students must successfully pass all unit assessments as well as the examination at the end of the course.

Cooperation with other schools in the area, and with Cumbernauld College, ensures the availability of the widest possible range of courses for young people.

Increasingly, efforts are being made to offer coherent groups of courses to suit the needs of all young people. A full programme of Options advice is offered to pupils in Fourth Year prior to making choices. This includes an information session for parents before their children reach the end of Fourth Year which is held in March. A meeting is also held to allow parents to meet staff and discuss their children's progress. Courses and subjects which were available in the most recent school session are shown in the S5/6 option form on the next page.

## **EDUCATION MAINTENANCE ALLOWANCE**

Educational Maintenance Allowance provides financial support for 16 to 19 year olds from low income families, who undertake full-time courses or attend a programme of learning in a Community Learning and Development (CL&D) learning hub. Students who qualify receive £30 per week providing they are adhering to the terms and conditions of their learning agreement. In session 2019/2020, students who are 16 before 30th of September 2019 and qualify, will be eligible for EMA payments from 17th of August 2019, and students who are 16 between 1st of October 2019 and 29th of February 2020 will be eligible from 9th of January 2019

All applications are individually assessed. Students must attend a school managed by North Lanarkshire Council, regardless of where he/she is resident. Household income for the preceding financial year is usually used as the basis of the assessment. For session 2019-20, the financial year which will be taken into account is 6 April 2018 to 5 April 2019.

The EMA guidelines explain the criteria which must be met in order to be eligible for EMA, and the rules which must be adhered to for payments to be made throughout the year. Students in receipt of EMA must attain 100% attendance in any week to receive payment for that week. All learning agreements and self-certificates must be handed directly to Mr Brannan. Where the student is absent through illness a note and 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 and must be submitted to Mr Brannan within two weeks of absence. Any illness which would take the pupil over 5 days self-certification would continue to require submission of a medical certificate. Medical and dental appointments, should where possible, be made out with the school day. Pupils are expected to be in school for at least part of the day, where they have attended appointments which are unavoidable.

Students who may be eligible should obtain an application form and the guidance document from the pupil support base. A fresh application must be submitted for each academic year. Application forms and guidance notes are available from Schools, Municipal Buildings and First Stop Shops, or they can be downloaded from the North Lanarkshire Council website. Any student who is unsure whether they meet the EMA criteria should contact the EMA

Section for advice. If you require further information on eligibility, re-assessment or appeals, please contact the EMA section on 01236812430.



## **MEETING ADDITIONAL SUPPORT NEEDS**

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

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

### **What is meant by additional support?**

Our Lady's High School recognises that all pupils may need support at some stage in their education. The main sources of support for pupils are class teachers who, through their normal practice, meet a diverse range of needs in the classroom. Some pupils may require additional support and the School seek to address difficulties as early as possible and with the least intrusive method of intervention. The school utilises the following staged intervention approach to meeting the additional support needs of pupils.

| Level | Support Provision  |
|-------|--|
| 1     | <b><i>Classroom support strategies</i></b> such as differentiation of materials, approaches or curriculum by the classroom Teacher or Department. As this constitutes the least intrusive form of support the school aims to meet the majority of pupil needs at this stage. |
| 2     | <b><i>Support from wider school resources</i></b> such as referral to the Principal Teacher (subject), the Principal Teacher of Pupil Support (guidance) or the Principal Teacher of Support for Learning.   |
| 3     | <b><i>Support from the resources of the local Authority</i></b> such as input from an Educational Psychologist, specialist Teacher, Support Assistant or an alternative school placement.  |
| 4     | <b><i>Co-ordination of Support</i></b> from Education and other agencies such as health, Social Work or voluntary organisations. The Support Needs will last for more than one year.   |

### **The Support for Learning Department**

The Support for Learning Department supports pupils and teachers by:

- Providing assessment support.
- Providing classroom teaching, support and advice.
- Coordinating support from visiting specialist teachers.
- Liaising with agencies such as Psychological Services and The Scottish Qualifications Authority.
- Providing Literacy and Numeracy intervention support classes.

We aim to:

- Ensure that all pupils have equity in the educational support they need to be successful in their learning.
- Ensure that teachers have the advice and support they require to provide an appropriate curriculum for all pupils.

The Support for Learning Department is staffed by the following teachers:

Mrs. L Burke, Ms. C Gorman.

The following assistants provide additional support to pupils in class:

Mrs. C Doherty, Mrs. A Doughty, Ms. C Lang, and Mrs. S McIntyre.

Visiting specialist teachers support additional needs such as:

English as an Additional Language, Sensory Impairments and using micro technology to overcome specific difficulties.



**Looked After Children (LAAC)** 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. Parents and young people can request an assessment to establish whether a child or young person has additional needs or requires a Co-ordinated Support Plan. Parents and pupils are an essential part of the assessment, planning and review processes and your views will be actively sought.

### Planning

GIRFme Support Plans enable staff to plan effectively for children and young people with Additional Support Needs.

Some children may require significant support from Education and at least one other agency, such as health, Social Work and/or voluntary agency to help them meet their learning targets. Where this support requires a high level of co-ordination the opening of a Coordinated Support Plan (CSP) may be considered.

A CSP may be initiated by the school or another agency. Parents and young people can, if they wish, request a CSP be considered and would be involved in the process. Parents will receive letters from the Education Authority throughout the CSP process. Parents and young people will be invited to take part in multi-agency meetings and their views will be recorded in the plan.

### Dispute Resolution

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

If the matter cannot be resolved with the Education Authority you have the right to request **mediation**. An independent mediation service is available to parents and young people through Resolve (see contact details on the following page). Mediation is free and independent of the Education Authority. In the event that a disagreement cannot be resolved through mediation, then an application for **Independent Adjudication** (see contact details on the following page) can be made by parents free of charge. The Independent Adjudicator will make recommendations to the Education Authority about how the dispute should be resolved.

The Additional Support Needs **Tribunal** has been set up to hear appeals made by parents or young people on the decisions made by the Education Authority relating to Co-ordinated Support Plans, 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.

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

Carolan Burnett  
Lyndsay Malley  
Additional Support Manager  
St Mary's Primary school  
Liddell Road  
Cumbernauld  
01236 632363

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.

0845 123 2303

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

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

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

### Resolve

0131 222 2456  
(Independent Adjudicator)



**Scottish Independent Advocacy Alliance**

Melrose House  
69a George Street  
Edinburgh  
EH2 2JG  
0131 260 5380

[enquiry@siaa.org.uk](mailto:enquiry@siaa.org.uk)  
[www.siaa.org.uk](http://www.siaa.org.uk)

**Reference to Additional Support Needs Tribunal (Scotland)**

ASNTS  
Europa Building  
450 Argyle Street  
Glasgow  
G28LH  
Helpline: 0845 120 2906  
Fax: 0141 242 0141  
Email: [ASNTSenquiries@scotland.gsi.gov.uk](mailto:ASNTSenquiries@scotland.gsi.gov.uk)

**NHS Lanarkshire**

Kildrum Health Centre  
Cumbernauld  
01236 724140

**Social Work**

Cumbernauld/ Chryston  
Bron Way  
Town Centre  
Cumbernauld  
G67 1DZ  
01236 638700



## **Child Protection**

Every adult in Scotland has a role in ensuring all our children and young people are safe and protected from harm at all times and in all situations. The Head Teacher is responsible for the school's actions in response to Child Protection concerns. If there are any Child Protection concerns the Head Teacher or the Child Protection coordinator will follow North Lanarkshire Child Protection Procedures and Guidelines.

The school's Child Protection coordinator is: Mrs. Reynolds-Cowie Telephone: 01236 757688

## **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. It's 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. The Head Teacher is responsible for the schools actions in response to Adult Protection concerns. If there are any Adult Protection concerns the Head Teacher or the Adult Protection coordinator will follow North Lanarkshire Adult Protection Procedures and Guidelines Protection Procedures and Guidance.

The school's Adult Protection coordinator is: Mrs. Reynolds-Cowie Telephone: 01236 757688

## **Assessment**

The whole emphasis in a comprehensive school is to maximise the development of each pupil. The assessment of pupils is not done to place him or her in rank order - to show who is first or last - but to indicate the strengths or weaknesses of the individual child in his or her various subjects and in his or her general attitude to school. Assessment, therefore, has become more and more "diagnostic". It seeks to show pupils and teachers where lessons have not been learned and why they have not been learned. The weaknesses may be in the pupil or in the structure of the lesson or in the teaching itself. Diagnostic assessment seeks to show where the problem lies so that improvement can be made. From this it follows that assessment has to be a continuous process. Thus in the first two years of school formal examinations have largely given way to classroom tests which the Teacher uses to assess the learning process. In this way the teacher becomes aware of particular learning weaknesses or difficulties and can take steps to reinforce the learning or devise new strategies for teaching.

## **Monitoring of progress**

All teaching staff are involved in regularly monitoring the progress of the pupils in their own subjects to ensure that they are achieving their potential. Pupil Support staff have a particular responsibility to ensure that they monitor the reported progress of the pupils for whom they are specifically responsible. This involves reading formal progress reports, discussing progress with pupils and their parents, advising on choices of subjects.

## **Target-setting by pupils**

All pupils, with the help of teachers, set themselves targets for their attendance and for progress in each subject. These targets are used to make checks on progress each term. Pupils are offered advice and encouragement and parents are advised of progress throughout the session.



## **Progress Reports**

Progress reports are issued at regular intervals throughout the pupil's school career. These reports provide information for parents on the progress their children may be making in their course of study. A calendar of reports is posted on our website each year.

Parents are welcome to discuss their child's progress at any other time throughout the school session and may do so by contacting their child's Pupil Support Teacher.

## **Homework**

The needs and best interests of pupils are well served by the practice of regular homework, which can take many forms. It may involve written work, reading, revision, collecting information, preparing for discussion and/or undertaking research.

Homework serves many purposes - it can help to consolidate what has been learned in class, to give pupils the opportunity to work on their own and so help to develop the habit of independent study, to provide teachers with an additional check on pupil progress and, not least, to allow parents an insight into what the pupil is learning.

Teachers keep a record of homework set and of pupils who do not carry out home assignments. Failure to complete homework tasks is noted in jotters and in letters and reports to parents. Pupils are encouraged to keep a record of homework tasks in their Student Planners. All students are issued with a Planner in August along with detailed guidance on its use. Particular emphasis is given to the recording of homework set for each subject area.

Parents make a contribution to school policy in this area by encouraging their children to study and work regularly and to complete homework tasks, and by informing the school of any concerns they might have in this area. Parents are also encouraged to review their child's Planner on a regular basis.

**ENGLISH****Course Description**

The course covers four main areas: Reading, Writing, Listening and Talking. A variety of teaching methodologies are used to ensure that the needs of all learners are met.

Throughout the course pupils will study a novel, drama script and poetry. They will also work on an aspect of media. Pupils will focus on personal, functional and imaginative writing as well as close reading and language activities. Talk and listening opportunities will be given on a regular basis. In talk situations pupils are encouraged to be mature and focused.

Pupil work is kept in a folio which contains their writing jotter, close reading work and self evaluation booklet. This material will be used for assessment purposes.

| <b>Effort</b>                                   |
|---|
| Always works conscientiously                    |
| Usually works conscientiously                   |
| Making some effort but capable of more          |
| Rarely puts in the effort to make good progress |

| <b>Homework</b>                   |
|-----------------------------------|
| Always makes a good attempt       |
| Usually makes a good attempt      |
| Occasionally makes a good attempt |
| Rarely makes a good attempt       |

| <b>Behaviour</b>          |
|---------------------------|
| Always behaves well       |
| Usually behaves well      |
| Some improvement required |
| Serious concerns          |

| <b>Progress Overall</b>        |
|--------------------------------|
| Very good                      |
| Good                           |
| Fair                           |
| Making unsatisfactory progress |

**Teacher's Comments**

Strengths

Developmental Needs

Next Steps

| Student Name | Class | Attendance | No of Lates |
|--------------|-------|------------|-------------|
|              |       |            |             |

S5/6 Progress Report  
Report October 2019

Summary of Progress for

|                | Study Level | TG | WG | NTG | Attainment | E | B | H | Percent | Further Study | Pupil Targets |
|----------------|-------------|----|----|-----|------------|---|---|---|---------|---------------|---------------|
| Drama          |             |    |    |     |            |   |   |   |         |               |               |
| PE (SQA)       |             |    |    |     |            |   |   |   |         |               |               |
| English        |             |    |    |     |            |   |   |   |         |               |               |
| Mathematics    |             |    |    |     |            |   |   |   |         |               |               |
| Modern Studies |             |    |    |     |            |   |   |   |         |               |               |





## **Religious Education**

In a Catholic school, we approach our responsibility to young people in a distinctive way, guided by the Gospel message of Christ. Working in partnership with homes and local parishes, and the Archdiocese of Glasgow, we aim:

- to encourage and deepen in young people a personal commitment to Christ;
- to foster the development of a permeating faith which will help young people to find meaning and value in their life;
- to develop an understanding and appreciation of the traditions of Catholicism;
- to promote in young people a Christian vision of society characterised by truth, justice, honesty and love.

Each class receives two periods of Religious Education per week. However, the religious and spiritual development of young people is not restricted to formal lessons. We believe that education in religious faith should permeate the life and ethos of our Catholic school.

Catholic schools follow the customs and practices of the Church in order to nourish the spirituality and faith of pupils and staff. Our Catholic tradition is enriched by ancient rites, prayers and devotions which help young people to become aware of, and show reverence to, the sacred presence of the living God, Father, Son and Holy Spirit. Guided by this tradition, we celebrate various seasons and special feast days to honour God, Mary his Mother and the Saints.

Pupils are invited to pray with their teachers at times in classrooms and assemblies, as well as in liturgical services. A classroom will usually display a Crucifix on the wall; the Oratory features a copy of the Bible and will be decorated with signs and symbols that reflect the changing seasons of the Church Calendar Year i.e., Advent, Christmas, Lent, Easter and Pentecost.

This regular practice of Prayer is complemented by religious services conducted, sometimes as part of an Assembly, to mark special occasions – e.g., the distribution of Ashes on Ash Wednesday, the seasons of Advent or Lent. To mark special Feast Days and Holy Days of Obligation, Holy Mass will be celebrated by the school Chaplain with the school community. Some pupils, at certain stages, may be able to participate in retreats and pilgrimages to places of special significance within the Catholic tradition.

While Religious Education is governed by separate Church guidance, it is complemented by Religious Observance practices and, together, these experiences help pupils to develop their understanding of the Catholic faith, to experience opportunities for spiritual growth and to commit to beliefs, values and actions in a positive response to God's invitation to faith.

Accordingly, we try at all times to ensure that our young people meet in their everyday life in school the spirit of Christian community. We are mindful that we are more than a community linked by a common faith; we are a community which expresses its faith through regular communal worship, and which puts a premium on prayer, the celebration of the Eucharist, the availability of the Sacraments and liturgical services.

It is reasonable to assume that any parent who enrolls a child in a Catholic school is in agreement with its philosophy. A major feature of any Catholic school is its provision of religious education and religious observance which permeate school life. Any parent who feels unable to support this approach and wishes to withdraw a child from religious education or from specific liturgical events has a right to do so. In any such instance, it will be necessary for the parent to meet the Head Teacher to discuss alternative provision.

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

Appropriate requests will be granted on not more than three occasions in any one school session and the pupil noted as an authorised absentee in the register.



## **Wider Achievement**

The school values and encourages extra-curricular activities and is fortunate in having a number of staff who are willing to support activities at lunchtime, after school, at weekends and during holidays. Over the years various activities have been available. The variety of clubs and activities on offer changes from time to time. In addition:

- each house has its Pupil Council which meets with the Principal Teacher (Pupil Support) on a regular basis and involves pupils in discussing school issues which affect them;
- there is also a School Council, made up of representatives from the Pupil Councils, which meets with the Head Teacher;
- a number of pupils receive instrumental tuition in Music;
- pupils are encouraged to take part in conferences, competitions and other events organised by agencies outside the school;
- pupils are given the opportunity to exercise responsibility in the organisation of activities and clubs and, in the case of Sixth Year, through service to the school;
- we have a Pastoral Committee within the school who raise funds throughout the year for many local and national charities.

## **School Discipline**

In the area of school discipline our aim is to foster and develop habits of good discipline, a task which requires the full support and co-operation of parents.

## **Positive Behaviour System**

Our approach to school discipline is one of promoting "Positive Behaviour" among all pupils. In this system, all pupils are given recognition for what they have achieved in class, initially through the use of positive feedback from teachers on their class work.

We are committed to fostering a restorative approach at all times. However where contact is made with a parent to discuss the school's concerns about behaviour, the parent will be expected to give assurances that he or she will accept responsibility for the pupil's behaviour. Further bad behaviour will lead to parents being asked to visit the school, and, if there is no improvement, the ultimate sanction of exclusion from attendance at school may be employed.

## **Anti-Bullying Policy**

It is the school aim through our positive behaviour system, the Health & Wellbeing programme, appropriate supervision of corridors and school grounds and co-operation with the bus companies to minimise incidents of bullying. However, it is inevitable that incidents will occur, and when they do the school will endeavour to deal with them quickly and effectively.

## **Managing Incident of Bullying**

Pupils or parents should report alleged incidents of bullying to Pupil Support staff in the first instance. All complaints of bullying will be fully investigated.

Victims and witnesses will be interviewed and the effects of bullying discussed with all concerned. If the complaint is upheld then appropriate sanctions will be taken by the school.

Pupils who demonstrate bullying behaviours and their parents will be informed of the action taken by the school and the serious consequences of any recurrence. In all actions taken by the school the guiding principle will be the protection of the victim.



## **Parental Engagement**

The school is conscious that the partnership which we are anxious to achieve with parents is only possible where there are active home-school links. To this end parents are encouraged to feel that this is their school and that there are no barriers to access to the school. In particular, you are encouraged to contact the school at any time to discuss matters of concern. You can best help your child if you take full advantage of the various arrangements made by the school joining in as often as possible in the consultations with teaching staff, in meetings and activities for parents, and coming to discuss any problem which your advice and support may help the school to solve. We promote contact with the home in a number of ways:

- (i) Our fortnightly e-newsletter is published regularly to keep parents and friends of the school in touch with what is going on in the school.
- (ii) Tracking progress reports are issued for all pupils.
- (iii) Parents' meetings are held once per year, per year group to provide parents with the opportunity to discuss their child's progress with their teacher.
- (iv) Parents' information and open evenings and parent classes are held to inform parents about different curriculum stages.
- (v) Parents are involved in making decisions about the education of their children, as in the case of course choices.
- (vi) Occasionally we write to individual parents about late coming, truancy or other aspects of pupil conduct. Parents may also be invited into the school by a member of the Pupil Support staff at a mutually acceptable time to discuss their child's progress or to discuss any concerns the school may have. In an emergency, of course, parents should feel free to come straight to the school.
- (vii) Parents are, of course, welcome to make contact at other times. This can be done through the school office where a member of the office staff can deal with enquiries.
- (viii) Pupil Support teachers and DHTs also have class commitments. Parents are asked to call ahead and arrange an appointment.

We are also keen to hear from any parents who feel that they have skills or interests - musical, sporting, spiritual etc. - which they would like to put at the service of the school.



## **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**

Our Lady's High School Parent Council was constituted after extensive consultation with the Parent Forum.

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; and
- (i) improving home-school partnership and facilitating parental involvement

Members of Parent Councils, on a voluntary basis, may also have an advisory role in decisions on placing requests in respect of those situations where the number of placing requests for a particular school or for a particular stage in a particular school exceeds the number of places available. The constitution allows for between 5 and 15 members. Current parent members are: Mrs. E. Brown (Chairperson), Mr. G McCurrach (Treasurer). The Teacher representative is Mr. S. Winning and the representative of the Archdiocese of Glasgow is Mrs. P Martin. Members of the Parent Council can be contacted through the school.

The Head Teacher is the professional adviser to the Parent Council and has a right and duty to attend all meetings. Meetings of the Parent Council are open to the public.



## **Home School Partnership Officer**

### **Duke of Edinburgh Award**

The Duke of Edinburgh Award provides opportunities for young people to develop skills, work together as a team and learn new things. The young people begin the Award at the bronze level covering four sections in each level, these are Skills, Physical, Volunteering and Expedition. The young people enjoy activities such as recycling, cooking, team games, beauty therapy and camping.

### **Summer School**

Summer School is offered to young people from our feeder primary schools and pupils who request a placement from other primary schools. The aim of the programme is to ease the transition, meet other young people and become more familiar with the school setting. The Summer School programme has a variety of learning activities including icebreakers, drama, cookery, team building exercise and a trip.

### **Seasons for Growth**

Seasons for Growth is a loss and grief programme to support young people. The core element of the programme is the promotion of social and emotional wellbeing for young people who have experienced significant loss due to death or family breakdown. The programme runs for 8 sessions and a celebration event is organised for the pupils at the end.

### **Scottish Youth Parliament Elections**

The Scottish Youth Parliament Elections take place every two years. The Home School Partnership Officer supports our young people to stand for election and organises the voting schedule. All young people within the school are encouraged to vote.

### **Positive Parenting Course**

The course is offered to parents to support them with the challenging behavior of their son or daughter. The group usually runs in the evenings over 8 sessions. The course is informal and helps to build relationships with families and school.

### **Friendship Group**

The group is offered to young people who may find it difficult to build relationships with their peers. The group aims to raise self-esteem and confidence in the young people that attend by using group work methods such as, icebreakers, team building exercises and praise.

### **Lunchtime Clubs**

Lunchtime clubs are offered to S1 and S2 pupils who may be having difficulty with the transition to high school and/or lack confidence and self-esteem. The group is informal and offers pupils activities such as arts and crafts, group games, IT, board games and PE.

### **Homework Lunchtime Group**

Young people are given the opportunity to complete their homework in the HSPO's room on a Tuesday and Thursday at lunchtime. Computers and a printer are available for the young people to use.

### **Living Life To The Full Course**

The course is usually 8 weeks long but can be amended to suit the needs of the young people. The course examines low mood, stress and resiliency. The young people work through a "Little Book" each week which they take home.

### **Catching Confidence Group**

The short course focuses on positive thinking techniques, building confidence and reducing anxiety. Young people meet once per week and each week they set goals to improve their confidence.

### **Winter Leavers Group**

The HSPO and the Careers Officer work together with the S5 young people that plan to leave school at Christmas. The group works on personal statements, application forms and interview techniques. The group also have the opportunity to visit the local college. During the last session the young people engage in a mock interview.



## **School Attendance Procedures**

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. We hope that you will seek the help of the school if you have any difficulties in meeting this obligation. Children should be absent from school only for very good reasons, as each absence interferes to some extent with the child's education.

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. If a note is not received the absence will be recorded as unauthorised. Parents are asked to inform the school by letter or telephone if their child is likely to be absent and to provide the child with a note on their return to school.

### **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/guardians should inform the school by letter of the dates before going on holiday. Absences will be classified as authorised only in exceptional circumstances. Such circumstances may include a family holiday judged to be important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events. A family holiday classified under the 'authorised absence' category will not include such reasons as, the availability of cheap holidays, the availability of desired accommodation, poor weather experience during school holidays, holidays which overlap the beginning or end of term or 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 classified as unauthorised.

An authorised absence is an absence approved by the Education Authority and covers the following: illness, medical and dental treatment, bereavement, wedding of immediate family, domestic circumstances, certificated theatrical/musical activities, involvement in the legal process (e.g. appearance at children's panel or court).

### **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) or leave in relation to the children of travelling families.

### **Exceptional Domestic Circumstances**

Parents may request permission for such leave in writing and the school may authorise such requests under the following circumstances:

- 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

The Authority has the power to write to, interview or prosecute parents, or to refer pupils to the Reporter to the Children's Panel, if necessary.

Parents/Guardians 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 on the register.



## **School 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. The dress code must not lead to direct or indirect discrimination on the grounds of race, religion, gender or disability. Prior to drawing up the dress code the parents, pupils and staff were fully consulted. It is the expectation of the Learning and Leisure Services that parents will be keen to support the dress code and written agreement may be sought.

Clothing which is unacceptable in school under any circumstances include 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, and
- could be used to inflict damage on other pupils or to be used by others to do so.

Parents 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 Executive Director of Learning and Leisure Services. Information and application forms may be obtained from any school or First Stop Shop. Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers' Allowance (income based), Employment and Support Allowance (income related) Housing Benefit, Council Tax Rebate.

Whilst in general terms it would not normally be the policy of the Authority to exclude a pupil from school solely on the basis of his/her dress, persistent refusal to respond to a reasonable dress code might be deemed to be a serious challenge to the Head Teacher's authority and to be detrimental to the wellbeing of the whole school community. In such circumstances a Head Teacher could justify the use of the school discipline procedure.

The Council wishes to minimise claims arising from the loss of pupils' clothing and/or personal belongings. Parents/guardians 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 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.

In Our Lady's High School, pupils are encouraged to wear school uniform at all times and the school is fortunate in having the support of parents in this matter. Nothing gives outsiders a poorer impression of a school than slovenly and inappropriate dress. In this context please note that denim wear, track suits and extremes of fashion are unacceptable. Pupils are required to remove outdoor jackets inside the building at all times. The official school uniform is as follows:-

School Blazer: Black

Shirt/ Blouse: White

School Tie

Sweater: Black (no brand-names)

Skirts/ Trousers: Black

Black footwear (not trainers)

Outer Garments: plain dark coloured, without logos or motifs

Enquiries should be made to the school office. Our current uniform supplier is Logo Xpress.

The recommended PE kit is:

White T-shirt, black shorts/socks and training shoes

**Please note** • no football team colours are permitted; for outside work, a tracksuit and extra top may be worn in extreme weather conditions.



## **School Transport**

### **General**

The Council has a policy of providing free transport to secondary pupils who live more than two miles from their local school by the shortest suitable walking route. This policy is more generous than the law requires and it may be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or from Learning and Leisure Services. These forms should be completed and returned before the end of February for those pupils beginning the school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. There is discretion in 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.

### **Pick-up points**

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's limits (see above paragraph). It is the parent's responsibility to ensure their child arrives at the pick-up point in time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in a loss of the right to free transport. It should be noted that Bus Passes are only valid on Contract Buses, not on normal service buses.

### **Medical disability/ Transport**

If a child is disabled, on a temporary or long-term basis, the Authority may consider providing taxi transport to and from school. Parents must have a Medical Certificate from their GP/hospital confirming such disability.

### **Inter-school Curricular Arrangements**

Appropriate transport will be provided at the Authority's expense for pupils who have to travel to or from schools within the local area.

### **Placing Requests**

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

### **Service Providers**

Some pupils travel to school on normal internal fare paying service routes or by season tickets which can be purchased from First Bus Ltd., Glencryan Road, South Carbrain, Cumbernauld.

Contact telephone numbers for contractors providing buses are listed below:-

|                    |               |
|--------------------|---------------|
| DT Sport & Leisure | 0141 332 4550 |
| JD Travel          | 01236 766555  |
| JMB                | 01698 386030  |
| A&C Coaches        | 01698 252652  |
| Evan Carz Scotland | 0141 776 2222 |
| JMB                | 01698 386030  |
| McNairn            | 01236 441188  |
| Ann Marie Harra    | 01236 875517  |
| Central Cabs       | 01236 722772  |
| McCreadies         | 01236 769666  |



## **Health and Medical Care**

Medical and dental inspections of pupils take place at intervals throughout their school careers and parents are informed of these occasions. Screen tests for BCG, and immunisation for rubella and HPV treatments are carried out in school and again parents are informed of these tests as they occur. Dental treatment is available through the Education Service.

It is very helpful to the school if parents make us aware of any particular medical condition or requirement which children have. This information should be supplied on a form circulated to all parents at the start of the session. It is particularly important that this information is provided in respect of pupils who require to take prescribed medication in the course of the school day.

We do not have a full time nurse. Children who take ill are referred to the first aider for care and attention. Please note that there are strict regulations limiting the first-aid we are allowed to render e.g. we are forbidden to administer disprin, aspirin or paracetamol. Where it is decided to take a pupil home or to the local Health Centre, attempts are made to contact either parents or the emergency contact.

Pupils with medical/dental appointments during the school day should bring the appointment card to their Personal Support teacher to be recorded. Parents are asked to avoid making routine appointments for children during the school day.

If a young person is unable to attend a suitable educational establishment as a result of prolonged ill-health, North Lanarkshire Council must make special arrangements for the pupil to receive education elsewhere, other than at an educational establishment.

In North Lanarkshire, children and young people are treated in the pediatric 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 your child's school.

## **School Meals**

School meals are prepared daily on the premises and served in our cafeteria which is organised by North Lanarkshire's Department of Leisure & Recreation who operate a self-service system. A range of main courses, salads, filled rolls, pizza, burgers and items of baking is provided, together with a range of drinks including milk and soft drinks. A cashless payment system is in operation in the cafeteria. Pupils can put money on their swipe cards using cash or cheques. Those pupils entitled to free meals receive a credit on their 'Young Scot Card' which entitles them to receive up to £2.05 worth of all the items available. Extra items may be bought by cash payment at that time.

Pupils who require a special diet should inform their Depute Head Teacher or PT Pupil Support of this as soon as possible, as requirements of this kind can be arranged very readily and willingly. A medically prescribed diet form must be completed by the child's registered Dietician or GP. Children who bring packed lunches may eat them in the cafeteria.

Children of parents receiving Income Support, Job Seekers Allowance (income based), Employment and Support Allowance (income related) are entitled to a lunch 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, first stop shops and Municipal Buildings, Coatbridge.

Information and application forms for free school meals may be obtained from schools, area registration offices, first stop shops and Municipal Buildings, Coatbridge. Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based), Employment & Support Allowance (income related), Housing Benefit, Council Tax rebate.

Please Note:

1. Job Seeker's Allowance (Contribution Based), Council Tax Discount or Council Tax Exemption and Working Families Tax Credit are NOT qualifying benefits.
2. Family Credit is no longer a qualifying benefit.



## **Data Protection**

The processing of your personal information by North Lanarkshire Council is carried out in accordance with the Data Protection Act 1998. The information you give is held securely, treated confidentially and only used for statutory educational purposes or to improve the quality of the service. Under the Data Protection Act 1998 you are entitled to access the information held. In terms of section 7 of the Act such requests should be sent to the Freedom of Information and Records Management Officer.

## **Freedom of Information**

Freedom of Information (Scotland) Act 2002 came into force in January 2005. The Act allows anyone to ask for information from 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. Freedom of Information and Records Management Officer can be contacted by telephone on 01698 524712.

## **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 their 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 Learning and Leisure Services 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 exam results. Accurate and up-to-date data allows SGEP, Learning and Leisure Services 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 data protection rights**

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website ([www.scotxed.net](http://www.scotxed.net)).

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

## **Concerns**

If you have any concerns about the ScotXed data collections you can email [school.stats@scotland.gsi.gov.uk](mailto:school.stats@scotland.gsi.gov.uk) or write to The ScotXed Support Office, SGEP, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request, from the ScotXed Support Office, in other languages, audio tape, braille and large print.

## **Want more information?**

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



## Contact details

The following addresses may be of interest to parents:

Mr.Derick Brown  
Assistant Chief Executive  
Education and Families  
Civic Centre, Windmillhill Street  
Motherwell ML1 1AB

Councillors whose Ward covers part of the catchment areas of associated primary schools :

Councillor L Anderson  
Councillor D Ashraf  
Councillor J Ashraf  
Councillor C Barclay  
Councillor C Currie  
Councillor W Doolan  
Councillor G Fannan  
Councillor T Fisher  
Councillor W Goldie  
Councillor S Goldstack  
Councillor A Graham  
Councillor P Hogg  
Councillor C Johnston  
Councillor T Johnston  
Councillor J Jones  
Councillor M Kerr  
Councillor G Lennon  
Councillor A Masterton  
Councillor J McLaren  
Councillor M McPake  
Councillor H McVey

Quality Improvement Manager  
Alison Cameron

Based at:  
North Lanarkshire Council  
Department of Learning and Leisure  
Municipal Buildings  
Kildonan Street  
Coatbridge  
ML5 3BT

All of the above may be contacted at:

The Civic Centre  
Motherwell, ML1 1TW.

Community Education Office  
Baird Primary School  
Avonhead Road  
Cumbernauld.  
Tel. 01236 725448.

Chief Executive's Department  
PO Box 14 Civic Centre  
Motherwell, ML1 1TW.

Social Work Department  
Bron Way  
Town Centre  
Cumbernauld G67 1DZ  
01236 638700



## GLOSSARY

|                               |   |
|-------------------------------|---|
| <b>Assessment</b>             | The measurement of what pupils have learned   |
| <b>Continuous assessment</b>  | Assessment throughout the term of a pupil's class work and homework to give an all-over view of a pupil's achievement   |
| <b>Cooperative teaching</b>   | Teachers working in collaboration in a single class   |
| <b>Curriculum</b>             | The range of activities provided by the school to promote pupil learning, including subjects, courses etc.  |
| <b>Extra curricular</b>       | Activities which take place outside normal class teaching e.g. clubs, retreats, dramatic productions etc.   |
| <b>Pupil Support</b>          | The system whereby the school looks after the personal, vocational and curricular needs of pupils   |
| <b>Mixed ability groups</b>   | 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   |
| <b>S1</b>                     | The first year of secondary education   |
| <b>S2</b>                     | The second year of secondary education  |
| <b>SQA</b>                    | Scottish Qualifications Authority   |
| <b>Statutory leaving date</b> | The date on which pupils become eligible to leave school. For pupils whose sixteenth birthday lies between 1 March and 30 September, the leaving date is 31 May of that year; for those whose sixteenth birthday lies between 1 October and the last day of the next February, the leaving date is the last day of the term before the Christmas holidays |
| <b>Work Experience</b>        | Arrangement whereby pupils may spend a short time gaining work experience on an employer's premises   |



## **SQA Examinations**

In Our Lady's High School pupils are presented for SQA examinations at National 5, Higher and Advanced Higher level. All of these qualifications are awarded by the Scottish Qualification Authority.

As a matter of policy, we try to help our pupils keep as many options open as they can at the early stage. Using our experience of the examination system and our knowledge of individual pupils, we give advice to parents and pupils on the range and level of courses that each pupil should follow and on the matter of eventual presentation.

### **Policy with Regard to Entering Pupils for Public Examinations**

Schools, in consultation with pupils/parents, normally decide on presentation for examinations. However in the final analysis, the school will accede to the wishes of the parents.

### **Scottish Qualification Authority Awards**

The Scottish Qualification Authority has provided the following information on the results of our school candidates from presentations within the Scottish Credit and Qualifications Framework.

National 5 awards are reported in terms of 4 bands: A to D

Higher and Advanced Higher passes are reported in terms of 4 bands: A to D

### **Notes on Figures given in accompanying tables of Examination Results**

For Fourth Year SQA results the "percentage of pupils achieving" under any heading is calculated by expressing the number of pupils achieving as a percentage of the S4 roll in September at the start of the school year. The percentage shown under the Fifth and Sixth Year headings is calculated by expressing the number of pupils achieving in S5 and S6 as a percentage of the original S4 roll.

The S4 to S5 staying on rate is calculated by expressing the S5 roll at the start of the second term (January) as a percentage of the roll of the same group of pupils when they were in S4 at September of the previous school year.

Where a pupil is presented for an examination at National 5 in the same subject at more than one level, account is taken of only the highest grade attained.

Where figures or percentages based on a number of pupils attaining certificates under any particular heading is between 1 and 4 no information is given and \*\*\* is inserted in place of the figures.

*Examination Results (within Scottish Credit and Qualifications Framework)**By the end of S4 2019*

| <b>Percentage of S4 roll achieving Literacy and Numeracy at National 4 or above:</b> |  | <b>2019</b> |
|--|--|-------------|
| Our Lady's High School, Cumbernauld  |  | 99.36       |
| Virtual Comparator School  |  | 96.5        |

| <b>Percentage of S4 roll achieving 5+ National 3/4/5 WSM:</b> |              |              |              |
|---|--------------|--------------|--------------|
|   | <b>Nat 3</b> | <b>Nat 4</b> | <b>Nat 5</b> |
| Our Lady's High School, Cumbernauld                           | 88.8         | 86.3         | 54.7         |
| Virtual Comparator School                                     | 84.8         | 81.6         | 45.1         |

*By the end of S5 2019*

| <b>Percentage of S5 roll achieving 1+ at level 6:</b> |             |             |             |             |             |             |
|---|-------------|-------------|-------------|-------------|-------------|-------------|
|   | <b>2014</b> | <b>2015</b> | <b>2016</b> | <b>2017</b> | <b>2018</b> | <b>2019</b> |
| Our Lady's High School Cumbernauld                    | 59.0        | 76.4        | 63.2        | 73.9        | 64.8        | 75.6        |
| Virtual Comparator School                             | 53.8        | 62.3        | 58.3        | 64.7        | 60.2        | 63.1        |

| <b>Percentage of S5 roll achieving 3+ at level 6:</b> |             |             |             |             |             |             |
|---|-------------|-------------|-------------|-------------|-------------|-------------|
|   | <b>2014</b> | <b>2015</b> | <b>2016</b> | <b>2017</b> | <b>2018</b> | <b>2019</b> |
| Our Lady's High School Cumbernauld                    | 33.5        | 52.3        | 51.0        | 58.6        | 46.2        | 49.4        |
| Virtual Comparator School                             | 26.9        | 41.0        | 37.2        | 45.3        | 38.2        | 40.2        |

| <b>Percentage of S5 roll achieving 5+ at level 6:</b> |             |             |             |             |             |             |
|---|-------------|-------------|-------------|-------------|-------------|-------------|
|   | <b>2014</b> | <b>2015</b> | <b>2016</b> | <b>2017</b> | <b>2018</b> | <b>2019</b> |
| Our Lady's High School Cumbernauld                    | 13.8        | 21.9        | 25.2        | 33.1        | 13.1        | 23.2        |
| Virtual Comparator School                             | 10.5        | 20.1        | 16.5        | 20.7        | 19.2        | 20.2        |



*By the end of S6 2019*

**Percentage of S4 roll achieving 1+ at level 6 by S6:**

|                                    | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|------------------------------------|------|------|------|------|------|------|
| Our Lady's High School Cumbernauld | 74.1 | 71.7 | 82.2 | 67.8 | 74.1 | 75.7 |
| Virtual Comparator School          | 56.7 | 60.3 | 67.2 | 63.2 | 65.4 | 67.2 |

**Percentage of S4 roll achieving 3+ at level 6 by S6:**

|                                    | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|------------------------------------|------|------|------|------|------|------|
| Our Lady's High School Cumbernauld | 45.6 | 41.7 | 65.5 | 55.9 | 62.6 | 51.4 |
| Virtual Comparator School          | 37.0 | 39.9 | 51.3 | 46.8 | 48.3 | 45.1 |

**Percentage of S4 roll achieving 5+ at level 6 by S6:**

|                                    | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|------------------------------------|------|------|------|------|------|------|
| Our Lady's High School Cumbernauld | 30.6 | 30.5 | 48.3 | 39.5 | 45.2 | 34.0 |
| Virtual Comparator School          | 23.8 | 26.8 | 36.3 | 32.2 | 34.3 | 31.0 |

**Percentage of S4 roll achieving 1+ at level 7 by S6:**

|                                    | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|------------------------------------|------|------|------|------|------|------|
| Our Lady's High School Cumbernauld | 21.1 | 21.1 | 24.7 | 15.8 | 23.9 | 16.7 |
| Virtual Comparator School          | 12.4 | 12.4 | 23.3 | 20.5 | 22.3 | 20.3 |

*Percentage of School Leavers in a Positive Destination*

|                                     | Year    | % of Schools Leavers in a Positive Destination | Number in Cohort |
|-------------------------------------|---------|--|------------------|
| Our Lady's High School, Cumbernauld | 2018/19 | 97.3   | 146              |
| Virtual Comparator                  | 2018/19 | 93.0   |                  |
| North Lanarkshire                   | 2018/19 | 91.3   |                  |
| National                            | 2018/19 | 91.9   |                  |

*S1 – S6 Attendance 2018-2019*

| Establishment             | Attendance |
|---------------------------|------------|
| Our Lady's High School    | 92.9%      |
| North Lanarkshire Council | 91.0%      |



It is hoped that this handbook will give some insight into the aims and organisation of the school. We trust that it will help your child settle down quickly and to enjoy from the beginning of their education at Our Lady's High School.

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

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

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



**Our Lady's High School**  
**Dowanfield Road**  
**Cumbernauld**  
**Glasgow**  
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