



# Our Lady's High School



## **Introduction by Head Teacher**

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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**Our Lady's High School Cumbernauld  
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

**Our Lady's High School Cumbernauld  
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 recognizing 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  
Dowanfield Road  
Cumbernauld  
G67 1LA

01236 632159

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

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 and Castlecary.

The capacity of the school is 1150.

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

The current roll of the school is 888 pupils who are looked after by approximately 59 teaching staff (full time equivalent) and 15 support staff.

The school roll in September 2022 was:

S1	S2	S3	S4	S5	S6
150	155	158	154	151	120

The projected S1 intake for the next 2 years is:

2023/24	2024/25
150	147

## **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 gymnasium 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 additional physical needs.

## **Community Facilities**

Many of these facilities including the football pitches, are used during the evenings and at weekends by 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.

## **Associated Primary Schools**

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)

## **Teaching Staff**

### **School Personnel (2022/23) (59.36 FTE)**

<b>Head Teacher</b>	<b>Mrs. N. Cunningham</b>
<b>Chaplain</b>	<b>Fr. H. McKay</b>
<b>DHT (S1/ S2)</b>	<b>Ms M Campbell</b>
<b>DHT (S3/ S6)</b>	<b>Mr. M Lester</b>
<b>DHT (S4/ S5)</b>	<b>Mrs. L Cookman</b>

#### **ART & TECHNICAL**

Ms. H Felvus - PT  
Mr. M McKernan  
Mr. J Brabender  
Mr. M Lester - DHT  
Ms. M Reilly

#### **BUSINESS STUDIES & ICT**

Mrs C Ashmore - PT  
Ms. M Campbell - DHT  
Mr. J Brannan  
Mrs. K MacInnes  
Ms. A Sharkey - PT (Future Fridays)

#### **ENGLISH & DRAMA**

Ms. S McHugh - PT  
Mr. M Finnigan  
Mrs. K Ferris-Bell  
Mrs. S Rice  
Mrs. S Wilson (Acting PT SfL)  
Ms. C Milton  
Mrs L Savage

#### **SOCIAL SUBJECTS**

Ms. G Stewart - PT  
Mr. D Dickson  
Mrs. E Fensom  
Mrs. M L Forrester  
Ms. L McCann  
Mr. G Maxwell - PT (PS)  
Mrs. K Haldane  
Ms. D Ruddy - PT (PS)

#### **LEARNING SUPPORT**

Mrs S Wilson – Acting PT  
Ms. C Gorman

#### **MATHEMATICS**

Mrs. B Dunbar - PT  
Mrs. N Cunningham - HT  
Mrs. P Doherty  
Mrs. L Hood  
Ms. J Tosh  
Mr. S Winning

#### **MODERN LANGUAGES**

Mrs. G Duman - PT  
Mrs. K Gibson  
Mrs. E Miller  
Ms. S McKenna  
Mr W Bradley

#### **HEALTH & WELLBEING**

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

#### **SCIENCE**

Mr. J Dolan – PT (0.5)  
Mrs N Lethan – PT (0.5)  
Mrs. H McTaggart - PT (PS)  
Mrs. L Cookman - DHT  
Mr. G Fullerton  
Ms. C Gorman  
Mrs. S Nelli  
Mrs. D Regan  
Dr. A Rodgers

#### **MUSIC**

Ms. H Blain - PT  
Mr. S McEwan  
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

#### **RELIGIOUS EDUCATION**

Mrs. A Ogilvie - PT  
Mr. J Dunlop

#### **OFFICE STAFF**

Mrs. A McKeurtan - AFA  
Mrs. A Somers - Senior  
Mrs. S Fitzpatrick  
Mrs. S Collins  
Mrs. M McIntosh  
Mrs. J Glackin

#### **TECHNICIANS**

Ms T Scott – Senior/ICT  
Ms. M Granville - Science

#### **JANITORS**

Mr M Leonard  
Mrs. C. Hackett

#### **ADDITIONAL SUPPORT NEEDS STAFF**

Mrs. C Docherty  
Ms. C Lang  
Mrs. S McIntyre

#### **HSPO**

Mrs. M Devine-Vernon

**Senior Leadership Team Remits**

	<b>Nicola Cunningham HT Improvements in Performance, Quality Assurance</b>	<b>Mhari Campbell DHT (Act) Transition BGE, Inclusion &amp; Meeting Learners Needs</b>	<b>Marc Lester DHT Timetable, Transitions, Learners Experiences</b>	<b>Linda Cookman DHT Raising Attainment SP, L&amp;T, SQA Coordinator</b>
<b>Year Group</b>		<b>S1/S2</b>	<b>S3/S6</b>	<b>S4/S5</b>
<b>Strategic Leadership Role</b>	School Aims, Vision & values Staff Welfare  Budgets Overview of curriculum Overview of Self Evaluation  Parental Voice Strategy Improvement Planning Overview of performance	BGE Tracking S1/2 Transition P7/S1 IDL Child Protection	Timetable Curriculum Planning Staffing/ Staff cover BGE Tracking S3 BGE Profiling S3 Transition BGE/SP SP Tracking S6  ICT Coordinator SRG member	Raising Attainment SP SP Tracking S4/S5 Self-Evaluation Transition BGE/SP DYW  SQA Coordinator SRG member
<b>Management Role</b>	SEEMiS T&M & Analysis Staff recruitment & Selection LA Returns SRG Parent Council ELT	ASNAs Awards BGE School Handbook	School Transport Awards BGE/SP Rewards trip Technician's link	Health & Safety School Lets Awards SP School Office link Librarian Digital Schools
<b>Link Depts</b>		Business & ICT Modern Languages Music Pupil Support	H&Wb - PE & HE Art and Design & Technical RE Social Subjects	English & Drama Mathematics Science



## **School Hours**

The school days are currently:

Monday - Thursday		Friday	
Period 1	8:55am - 9:45am	Period 1	8:55am - 9:45am
Period 2	9:45am - 10:35am	Period 2	9:45am - 10:35am
Interval	10:35am - 10:50am	Interval	10:35am - 10:50am
Period 3	10:50am – 11:40am	Period 3	10:50am – 11:40am
Period 4	11:40am – 12:30pm	Period 4	11:40am – 12:30pm
Lunch	12:30pm - 1:15pm	Lunch	
Period 5	1:15pm - 2:05pm	Future Friday	1.15pm – 3.00pm
Period 6	2:05pm – 2.55pm		
Period 7	2:55pm – 3.45pm		

## **School Holidays and Term Dates 2023/2024**

### **August 2023**

Monday 14 August 2023 (Return date for teachers and in-service day)

Tuesday 15 August 2023 (in-service day)

Wednesday 16 August 2023 (return date for pupils)

### **September weekend**

Friday 22 September 2023

Monday 25 September 2023

### **October**

Monday 16 to Friday 20 October 2023 (October week)

### **November**

Monday 13 November (In-Service day)

### **December - Christmas and New Year**

Schools close at 2.30pm on Friday 22 December 2023

Monday 25 December 2023 – Friday 5 January 2024 (Christmas holidays)

### **January**

Schools return on Monday 8 January 2024

### **February mid-term break**

Monday 12 February 2024

Tuesday 13 February 2024

Wednesday 14 February 2024 (In-service day)

### **April - spring holiday (Easter)**

Schools close at 2.30 pm on Thursday 28 March 2024

Friday 29 March – Friday 12 April (April/spring holiday)

Good Friday 29 March 2024

Easter Monday 1 April 2024

Schools return on Monday 15 April 2024

### **May**

Thursday 2 May 2024 (In service day) (to coincide with UK Parliamentary elections, but may be subject to change)

Monday 6 May 2024 (May holiday)

Friday 24 May 2024 and Monday 27 May 2024 (May weekend)

### **June**

Schools Close at 1pm on Wednesday 26 June 2024

## **Departmental/General School Information**

### **Pupil Activities and Achievements**

Congratulations to the many students who have gone on to Higher and Further Education in recent years. We also congratulate our leavers who have moved on into employment and training/Apprenticeship Programmes. Our Positive Destination Figures are extremely good.

### **Promoting Positive Behaviour Reward Trip**

Now that covid restrictions have been lifted we are looking forward to reinstating our annual reward trip for pupils in June 2023. Teaching Staff and almost 400 pupils mainly from S1-S3 will spend the day enjoying all the thrills and spills that the Blackpool Pleasure Beach has to offer. This trip is a reward for good behaviour and wearing school uniform.

### **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.

The Friends of the Royal Scottish Academy Competition gives pupils' the chance to compete for the prestigious National Junior and Senior Award for Excellence in Fine Art. In previous years 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. Work will be submitted again into this competition in March 2023.

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 for S4 -6 Senior Phase pupils recognising achievement in the SQA 2022 exams. Now that covid restrictions have been lifted we are looking forward to hosting a BGE Award Ceremony where we can recognize achievements in academic progress as well as personal achievement, service to school and community.

### **Business Education and Computing**

Our department is full of opportunities where our young people are set aspirational targets to achieve the best they can through the delivery of high quality learning and teaching. In addition to this, we provide them with the opportunity to ensure they develop Digital Literacy and are ready for the real world, have developed skills for work and can reach positive destinations.

Staff continue to update and develop courses in BGE and Senior Phase in line with SQA guidelines for N3 through to Higher. Uptake in the Administration & IT, Business Management, and Computing Science courses is excellent. We use feedback from BGE and Senior Pupil to inform practice, continue to monitor and improve teaching and learning through continuous self-evaluation and sharing good practice through classrooms observation, discussion and Network Meetings, encourage all staff to participate in the most relevant continuous lifelong professional learning, and continue to update course materials and incorporate new technology and new teaching methods.

Staff make greater use of Tracking and Monitoring data to plan individual pupil interventions and support our young people in the best way possible.

Continuous improvement, achievement and success for our learners are central to the Business Education and Computing Science department's strategic direction. Our vision is firmly based on outcomes for our learners, and we have a motivated department where our staff take responsibility for a wide range of initiatives beyond the formal curriculum. We offer a variety of Supported Study Clubs for all departmental subjects run at various times over the week. Details are available from the Department. Wherever possible we encourage our students to take leadership responsibilities in a variety of ways.

We had two S3 teams in the Dragons' Lair final in November. Both groups presented their ideas to the group of Dragons'. The ideas were a renewable energy company called REVOLTE and a social enterprise called You Can Help! which created bags for pupils struggling in the cost-of-living crisis.

S3/4 Personal Development pupils have been busy organising whole school events like the Advent & Lenten fundraising.

### **Caritas Award**

The Pope Benedict 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 supporting the parish special needs groups.

### **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.

### **English, Literacy and Drama**

There is a core course for both English and Drama, and pupils are active participants in their own learning. The focus in each subject is on the essential knowledge and skills required to be successful learners, confident individuals, effective contributors, and responsible citizens.

First and second year English classes take part in an additional period of Literacy each week where they develop the key Functional, Cultural and Critical Literacy skills. There are also a number of interventions for pupils who require additional support, carried out during Literacy time or at other appropriate times as directed by the PT Support for Learning.

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.

Each May, we celebrate Literacy Week in conjunction with NL's Read to Succeed, with a range of events. Pupils are also encouraged to see reading as a year-round activity and we have a well-stocked Reading Room accessible to all year groups.

In third year, all English and Drama pupils deepen the knowledge gained in first and second year by working with the Experiences and Outcomes at fourth level.

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.

We produce a very successful termly podcast called The Our Lady's Say and this involves collaborative work between staff and pupils. The podcasts are available to download from Spotify and Apple Podcasts.

There is a Drama club open to all pupils where they get the opportunity to develop their drama and production skills as well as enhance their confidence and social skills. Every two years there is an all-singing, all dancing school show that is a fun and memorable experience for all involved.

In English, pupils take part in a variety of extra-curricular activities: from poetry slams and theatre visits, to public speaking, and workshops on 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.

In fifth and sixth year, pupils have the chance to study National 5 Media and to develop knowledge in the role of media and the key aspects of media literacy.

Our comprehensive home learning programme is available online and work is submitted via class Teams on Glow. Senior pupils also have the opportunity to take part in digital learning via Scholar and E-Sgoi

### **Enterprise**

The following activities form part of our curriculum:

- S2 Subject Ambassadors - S5/ 6 pupil presentations
- S3 Fire Reach Employability Skills Programme
- Work Experience
- S5 Mock Interviews
- MVP – Mentors in Violence Prevention
- Mental Health Ambassadors
- S6/S1 Buddies
- S5/6 Ceilidh Committee
- S6 Prom Committee
- S6 Personal Development

### **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 Refugees, UN Day, Fair Trade and World Environment Day. They are also very actively involved in fundraising for many great causes during the school year including the SVDP in our local parishes, SCIAF and local foodbanks.

## **Home and Lifestyle**

In Home Economics pupils experience a wide range of activities to develop their practical skills in both cooking and textile. Being able to make informed choices about food for a healthy balanced diet is crucial to learn.

During S1-3 our BGE courses are preparing pupils for progression into Senior Phase Practical Cookery and Practical Cake Craft.

Our S3 pupils work with S Collins butchers, Quality Meat Scotland and the Scottish Food and Drink Federation to develop a new product to be sold in the butchers. This project gives them an insight into the food industry and the many different jobs available.

## **Physical Education**

During curricular PE time, our pupils in S1-3 develop their physical, mental, social and emotional wellbeing through participating in various themed activities. Pupils maintain a record of their progress in their PE profile. Pupils who chose 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.

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 Leadership 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. The highlight for these pupils is the planning and delivery of lessons in our associated 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 who 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.

## **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)

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

Other Achievements and Activities:

\* 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 pupils took part in Mathematics Master Classes delivered by University of Strathclyde.

\* 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.

## **Modern Languages**

In Modern Languages, pupils experience a wide range of activities which develop their skills in Listening, Talking, Reading and Writing to ultimately enhance their learning of Spanish and French. In the Broad General Education (S1-S3) pupils enjoy 3 periods a week of Spanish and in S3, learners work towards gaining the SQA Modern Languages Life and Work Award at SCQF Level 3/4. In addition to this, learners in S1 and S2 have a taster of French and from S3, pupils can choose to study French as well as Spanish.

In the Senior Phase (S4-S6) learners further build upon and refine their four skills through the contexts of Society, Learning, Employability and Culture. As well as having the opportunity to study at National 4, 5 and Higher, we have introduced the Modern Languages Life and Work Award at SCQF Level 5/6 for some Senior pupils.

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 interesting facts; S2 try out their knowledge in a European 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 the chance to reflect on the importance of language learning in the 21st 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 and attend various cultural events such as the cinema, plays, business brunches etc to broaden their horizons with regards to modern language learning. We are fortunate that we can address Global Citizenship easily through Modern Languages and we incorporate this regularly through topics such as Nicaragua, Oscar Romero and Voces Inocentes.

At all stages, we ensure pupils are equipped with the skills necessary for learning, life and work. Through key points in the year, we highlight the many transferable skills enhanced through studying a modern language, which are essential within the modern day workplace.

## **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 alongside Drama, the Department is heavily involved in the production of the school show with pupils sing, dancing, acting, performing in the band, working backstage and helping with sound amongst many other things.

During lunchtime and after school, the department offers a range of extra-curricular activities including a singing group, ceildh band, woodwind group, brass group, samba band and a wealth of supported study opportunities. Pupils are encouraged to participate in the school's liturgical calendar throughout the year and our singing group members often lead the hymns during Mass.

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.

### **Music Technology**

The music technology course will appeal to learners who are interested in working with technology to design and produce audio across a variety of contexts. Learners will work predominantly on PCs to capture, edit, and mix recorded sound for use in film, radio broadcasts, audio books and multi-track music mixes and composition using MIDI and virtual instruments.

Learners who choose to study music technology are not required to play an instruments or sing, although the course is well suited to learners who enjoy listening to and working with music. Learners may choose to study both music technology and music, and both courses complement each other well. There is great scope for personalisation and learners will be able to focus on projects in areas of sound design which appeal to them.

Learners will have access to high-quality, modern recording and editing hardware and software which the school has recently purchased. The use of this equipment allows learners to develop technical proficiency and to develop useful skills for life. As a STEM-linked subject, music technology appeals to employers, universities and colleges. The course is also the entry point for progression to college and university courses for those aspiring to be sound designers and engineers who work in the industry on music production or sound for film, television, or radio.

Learners will develop their skills and abilities across several practical projects which prepare them for study at National 5 level. Work is completed in a mixture of individual and small-group settings. Learners will learn how to capture audio using microphones and direct injection techniques, how to edit captured and imported audio using a Digital Audio Workstation (DAW), how to add effects and processes to captured sound for corrective or creative purposes, and how to master these projects before mixing them down to file format. Additionally, learners will learn about the history of music and sound engineering in the 20th century, including technological developments and styles of music.

### **Pastoral Care**

Mass is celebrated on two days per week 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 September 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 local foodbanks.

### **Religious Education**

In Our Lady's High School RE department, we aim to:

- Nurture the personal prayer life of our young people and provide opportunities to pray as a 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.
- Foster a deep knowledge and understanding of the Catholic faith in our young people.
- 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.
- Understand and appreciate other Christian traditions and major world religions.

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 critical thinking and analytical skills.
- Show awareness and respect for the religious views of others
- 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, participating in Holy Mass and the sacrament of Reconciliation. 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 at 12:30pm and a Friday at 8:30am in the Oratory.

Annual celebrations of Our Lady our school Patron take place on or around 8 September.

## **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 that have access to ICT. 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.



## **Social Subjects**

All BGE pupils engage in a variety of faculty and interdisciplinary tasks to develop their knowledge, skills and to develop their Skills for Learning, Work and Life.

We continue to offer opportunities to engage in field work, with S3 Geography classes visiting Loch Lomond.

We also offer a range of opportunities for Senior Phase pupils to engage in extra-curricular activities. We have engaged in a round table discussion with the Scottish Women's Convention and take a group to the International Women's Day Conference each year.

We also engage with the Holocaust Educational Trust through their Lessons from Auschwitz Project.

## **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 DYW, challenges S1-3 pupils with technology tasks in association with other departments.

S1-3 Pupils are involved in promoting "Anti-Bullying Week". S2 Pupils will promote No Smoking Day 2023 by producing posters 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. In 2019 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 the year.

## **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. 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.

## **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.

## **Transfer/Enrolment**

### **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 enroll children should contact the school office for information and an appointment.

### **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 HS 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 S1. Primary 7 Induction Days - P7 visit Our Lady's for two days in June. 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 S1 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.

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.

## **Pupil Structure**

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:

<b><u>Teacher</u></b>	<b><u>House</u></b>	<b><u>Remit</u></b>
Mr. G Maxwell	St. Pope John Paul II	DYW and Business Engagement
Ms. D Ruddy	St. Patrick	Work Experience, Subject Ambassadors
Ms. S Kerr	St. Sebastian	Pupil Voice
Mr. P Murray	St. Francis	S1 Health & Wellbeing, S1 Buddy Programme/ Careers/ UCAS
Mrs McTaggart	St. Mother Theresa	S6 Personal Development

### **Equal Opportunities**

It is an aim of the school to promote equal opportunities for all pupils and eliminate unlawful discrimination and promote equal opportunity for all and between different groups of people in line with the Equality Act 2010, the Service's Promoting Equality and Diversity Circular and the Council's Equality and Diversity Policy and Equality Strategy. 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, male and female pupils 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 do not impact adversely on any particular group(s) of people and opportunities to promote equality are actively pursued.

The essential requirements of the Equality Act 2010 for Schools can be access at: <http://www.equalityhumanrights.com/news/2013/june/commission-publishes-equality-guidance-for-school>

## **Curriculum for Excellence**

### **What is Curriculum for Excellence?**

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

The purpose of Curriculum for Excellence is encapsulated in the four capacities – to enable each child or young person to be

- a successful learner,
- a confident individual,
- a responsible citizen and
- an effective contributor.

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

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

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

Curriculum for Excellence is defined as:

The totality of all that is planned for children and young people throughout their education'.

The opportunities for learning and teaching are governed by the Four Contexts for Learning, which ensure that the education your child receives is informative, interesting, relevant and fun.

These contexts are:

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

### **What are the Curriculum for Excellence levels?**

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

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

### **What is the Broad General Education?**

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

## **Curriculum Areas and Subjects**

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

The 8 curricular areas are:

- Expressive Arts
- Languages and Literacy
- Health and Well Being
- Mathematics and Numeracy
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies.

## **Broad General Education (BGE)**

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.

## **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 and Subjects**

English and Literacy - English, Spanish, French

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, Practical Woodworking Skills,

Business Management, Computing Science, ICT, Administration & IT, Hospitality

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 Economics, 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 an interim Tracking Report in October/ November for parents of S1 pupils. A full report is issued for each subject in May. S1 Parents' Evening will be held in January. This timeline creates several points in the school session where parents receive an update on the progress of their child.

### **The Senior Phase**

The senior phase curriculum, from S4 to S6, follows a young person's broad general education, building firmly on the experiences and Broad General Education (BGE) outcomes they will have experienced and achieved by the end of S3. It enables them to extend and deepen their learning and continue to develop skills for learning, life and work, through qualifications and also through a range of opportunities for personal development such as awards and wider achievements. It is designed to support young people in moving on to positive sustained destinations, whether that is college, university, training or employment.

In the Senior Phase, schools and their partners (such as colleges, employers or community learning and development providers) now have flexibility to offer a range of pathways that meet the needs and raise the attainment levels of all learners – including pupils who might previously have become disengaged from education.

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

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

### **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 New College Lanarkshire, 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.

## S4

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.

## 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 S5.

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.

## S2 into S3 Electives Form

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 Chemistry Physics	Geography History Modern Studies	Art & Design Drama Music PE	Administration & IT Business Management Computing & Information Science Design & Manufacture Graphic Communication Practical Cookery Music Technology
Choice 1	Choice 2	Choice 3	Choice 4

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

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

**Our Lady's High School - Moving to the Senior Phase (S3 into S4)**

Name :

Class :

Current subjects :

--

**Everyone will have two periods of RE and two periods of core PE.**

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

Pick five further subjects from the columns below :

Administration & IT	Drama	Modern Studies		
Art & Design	French	Music		
Biology	Geography	PE		
Business Management	Graphic Communication	Personal Development		
Chemistry	Hospitality	Physics		
Computing Science	History	Spanish		
Design & Manufacture				
<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 signature :

Pupil's Signature :

Date :



## **Personal Support/Career Planning**

From 3-18 years, learners are supported to achieve their full potential and, as they progress through broad general education into senior phase, to plan and prepare for further learning, training or employment. All schools and nurseries in North Lanarkshire are working hard to raise standards so that children and young people will develop all of the skills necessary to continue to be successful when leaving school and entering the world of higher education, training or work. As part of developing skills for learning, life and work, young people will be offered careers information advice and guidance to ensure they leave school and enter a positive post-school destination of higher education, further education, pre-employment training, employment (including modern apprenticeships), activity agreement or volunteering.

## **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. 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. All pupils applying for University are supported through the UCAS application process.

## **Skills Development Scotland – My World of Work**

Pupils in all year groups are encouraged to use the My World of Work website. My World of Work is a web service for people to plan, build and direct their career throughout their lives. Customers can see jobs in action; build their CVs; search for vacancies and explore training opportunities in a way that's personal to them. There are video clips of people explaining their job roles and a news magazine cover with some great up-to-the-minute tips on how to get a job or train for one.

Delivered by Skills Development Scotland, it provides information on the jobs market as well as offering help with things like tackling tough interview questions. My World of Work complements SDS's current face to face and telephone services, as well as those provided to be partners, so customers have access to a range of channels depending on the level of support they need.

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

## **Assessment and Reporting**

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

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

## **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.

## Sample BGE Progress Report

### 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



## Additional Support Needs

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

### 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>Classroom support strategies</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>Support from wider school resources</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>Support from the resources of the local Authority</b> such as input from an Educational Psychologist, specialist Teacher, Support Assistant or an alternative school placement.
4	<b>Co-ordination of Support</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 S Wilson Acting PT, Ms. C Gorman.

The following assistants provide additional support to pupils in class:

Mrs. C Doherty, 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 and Accommodated 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.

### **Getting it Right for Me Plans**

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

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

Parents/carers will receive letters from the Education Authority throughout the CSP process. Parents/carers and young people will be invited to take part in multiagency meetings and their views will be recorded in the plan.

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

### **Dispute Resolution**

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

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

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

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

## **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/>).

## **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.

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.

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.

## **School Ethos**

### **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 Friday. 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.

## **Spiritual, Social, Moral and Cultural Values**

### **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.

## **Extra-Curricular Activities**

### **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 Reading Room, Gymnastics, Maths games, Film Club, Homework Club, Netball, Table Tennis, Volleyball and Choir/Samba Band.

### **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.

## **Freedom of Information**

Freedom of Information (Scotland) Act 2002 came into force in 2005. The Act allows anyone to ask for information held by the Council and imposes a time-scale of 20 working days for the Council to respond. To deal with Freedom of Information requests, the Council has appointed a Corporate Freedom of Information Officer with the support of an officer in each Service. The Freedom of Information Coordinator can be contacted by telephone on 01698 302484.

## **General Data Protection Regulations (GDPR) Statement for Education**

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

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

### **Who are we?**

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

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

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

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

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

### **Your personal information**

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

We may also ask you for information about medical conditions, additional support needs, religion, and ethnicity. We may also record information you might wish to provide about your family circumstances. We require this information to ensure children and young people are educated appropriately, supported, and that we take account of their health and wellbeing.

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

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

Your personal information will be used:

- \* to enrol your child or young person in nursery or school
- \* to provide your child or young person with an appropriate education for teaching, assessment and planning purposes and to monitor educational progress of children and young people
- \* to support pupil learning, improve outcomes and identify where additional support is needed to help children and young people
- \* to provide appropriate pastoral care to support health and wellbeing of children and young people
- \* to keep children and young people safe
- \* to maintain records e.g. of attendance, absence, attainment and behaviour of children and young people (including exclusions)
- \* to support children and young people during transitions when moving on each year from nursery to primary, primary to secondary and when they move or leave school

- \* to enable schools and establishments to process personal data in support of SQA and Further Education
- \* to allow us to process Education Maintenance Allowance (EMA) applications
- \* to monitor and report on pupil attainment and achievement in relation to the national improvement framework issued by the Scottish Government
- \* to assure the quality of our education services in line with national expectations from Education Scotland
- \* when we require to contact you by post, email, telephone or text.

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

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

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

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

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

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

We only keep personal information for the minimum period of time necessary. Sometimes this is set out in law, but in most cases it is based on what we need to fulfil our function. We maintain a 'records retention and disposal schedule' which sets out how long we hold different types of information for. You can view this on our website at our website at <http://www.northlanarkshire.gov.uk/index.aspx?articleid=15003> or you can request a hardcopy of this from Education, and Families, Civic Centre, Motherwell, ML1 1AB.

### **Your rights under GDPR**

You can:

Request access to your information – you have the right to request a copy of the personal information that we hold about you, your child or young person. You can ask us to confirm what personal information is being used and with whom it has been shared with.

Request a correction to your information – we want to make sure that all personal information is accurate, complete and up to date. Therefore you may ask us to correct any personal information that you believe does not meet these standards.

Request the restriction of processing – this enables you to ask us to suspend the processing of personal information about you, your child or young person, for example if you want us to establish its accuracy or clarify the reason for processing it.

Request the transfer – you can request the transfer of your information to another party.

Deletion of your information – you have the right to ask us to delete personal information about you, your child or young person where:

you think that we no longer need to hold the information for the purposes for which it was originally obtained

you have a genuine objection to our use of personal information.  
or, use of personal information is contrary to law or our legal obligations.

If you wish to update any personal information, retrieve it, or have it removed from records please contact your child or young person's head teacher or head of establishment in the first instance.

### **The Council's Data Protection Officer**

If you have any questions or are unhappy about the way that we use the personal information of your child, young person or yourself you can contact the Data Protection Officer.

Data Protection Officer (DPO)

Civic Centre,

Windmillhill Street,

Motherwell ML1 1AB

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

### **The Information Commissioner**

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

Information Commissioner's Office,

45 Melville Street,

Edinburgh, EH3 7HL

or by e-mail to

[casework@ico.org.uk](mailto:casework@ico.org.uk)

### **Transferring Educational Data about Pupils**

Education authorities and the Scottish Government

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

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

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

### **Why do we need your data?**

In order to make the best decisions about how to improve our education service, SGEP and education authorities need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better educational outcomes. Accurate and up-to-date data allows SGEP, education authorities and schools to:

plan and deliver better policies for the benefit of all pupils,  
plan and deliver better policies for the benefit of specific groups of pupils,  
better understand some of the factors that influence pupil attainment and achievement,  
target resources better.

## **Your GDPR rights**

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

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

Further details are available on  
<https://www2.gov.scot/Topics/Statistics/ScotXed/PrivacyInformation>

## **Concerns**

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

## **Want more information?**

Further details about ScotXed data exchanges are available on the ScotXed website,  
<http://www.scotxed.net>.

## **Child Protection**

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

The Head Teacher is responsible for the schools actions in response to Child Protection concerns. If there are any Child Protection concerns the Head Teacher or the Child Protection Co-ordinator will follow North Lanarkshire Child Protection Procedures and Guidelines.

Child Protection Co-ordinator is: Ms Mhari Campbell  
Telephone number: 01236 632159

## **Adult Protection**

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

Adult Protection Co-ordinator is: Ms Mhari Campbell

## **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 poor 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.

### **Supervision in Non-Class Time**

As pupils move around the building between classes all teaching staff will provide supervision in corridors. At interval and lunchtime general supervision in social areas/school yard will be provided by SLT and volunteer staff.

The Learning Zone will be available for ASN pupils to spend interval and lunchtime, this will be supervised by one of our ASNA staff.

### **External Provider Staff**

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

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

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

## **Home and School Links**

### **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:

- \* e-newsletters are published regularly to keep parents and friends of the school in touch with what is going on in the school.
- \* Tracking progress reports are issued for all pupils.
- \* 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.
- \* Parents' information and open evenings and parent classes are held to inform parents about different curriculum stages.
- \* Parents are involved in making decisions about the education of their children, as in the case of course choices.
- \* 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.
- \* 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.
- \* 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.

### **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.

### **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.

### **Attendance at School**

Section 30 of the 1980 Education Act places a duty on every parent/carer of a child of 'school age' to ensure that their child attends school regularly.

Attendance must be recorded twice a day, morning and afternoon

Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment, Etc., Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised or unauthorised: As defined by the Scottish Government.

At the start of each school session, parents/carers will be asked to provide contact details including at least one emergency contact number. Parents/carers are required to inform the school if these contact details change during the course of the school year.



Parents and carers are asked to inform the school if a pupil is unable to attend from the start of the school day on the first day of absence. Failure to do so will result in school staff accessing all contact numbers provided for the school. In the interests of child safety the police will be contacted if all attempts to locate the child have been exhausted.

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

### **Family Holidays During Term Time**

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents/carers should inform the school by letter of the dates before going on holiday.

Absences will be classified as authorised only in exceptional circumstances. Such circumstances may include:

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

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

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

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

### **Extended Leave with Parental Consent**

Where most family holidays will be recorded as unauthorised absence (see above) extended leave with parental consent will not be considered the same as a family holiday.

Leave in such circumstances will be authorised under circumstances such as:

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

### **Exceptional Domestic Circumstances**

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

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

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

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.

### **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 this 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

### **Clothing and Uniform**

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

Clothing which is unacceptable in school under any circumstances. Includes items which:

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

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

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

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

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 (plain, no brand-names)
Skirts/ Trousers	Black
Black footwear	
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 colours are permitted. For outdoor activities, a tracksuit and extra top may be worn in extreme weather conditions. It is also advised to pack waterproofs depending on the time of year.

### **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 money, expensive clothing, mobile phones etc.

### **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 online payments. Those pupils entitled to free meals receive a credit on their 'Young Scot Card' which entitles them to receive the daily free school meal allowance. Extra items may be bought by cash payment at that time.

### **Special Diet Procedures**

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.

Diets required as a result of a medical condition (a medically prescribed diet e.g. coeliac disease, diabetes, PKU, food allergy or intolerance) can be provided in school by our catering staff. A medically prescribed diet form must be completed and signed by the child's Registered Dietician or General Practitioner.

Procedures and forms can be accessed online through North Lanarkshire Council's website, by the school, the catering service or also in some cases by the child's dietitian or doctor. For some conditions (PKU, coeliac) parents/carers may be asked to supply prescription foods or attend a meeting to discuss the child's dietary requirements.

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

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

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

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

Any change in the child's dietary requirements must be advised through a Registered Dietitian or Medical Practitioner to the Facilities Support Services (FSS) Nutritionist. When children move to a High School or change schools FSS will need to be informed as soon as possible.

### **Other**

Children of parents/carers receiving Income Support, Job Seekers Allowance (income based), and Employment & Support Allowance (income related), Universal Credit (with an income below £625 per month), are entitled to a meal without charge.

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

Information and application forms for free school meals may be obtained from schools, and first stop shops. The forms can be downloaded from [www.northlan.gov.uk](http://www.northlan.gov.uk)

Parents/carers are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based). Employment & Support Allowance (income related), Universal Credit (income below £625 per month), housing benefit, council tax rebate.

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

### **Placing Requests**

You have the right to make a placing request for your child to be educated in a school other than the local school.

In December each year, the authority will advertise its arrangements for placing requests.

There are sound educational reasons for trying to ensure that the transfer or admission of children to a school takes place at the start of a school session. Other than those who are moving home to a new area, parents/carers are advised to time any placing requests so that they take effect from the beginning of the new school session.

Every effort will be made to try to meet the parental wishes, but you should note that it is not always possible to grant every placing request to a particular school.

Once a pupil has reached the school leaving age the pupil, not the pupil's parent/carer may choose which school to go to.

Placing requests to Primary School does not necessarily ensure that your child will have a direct entry to the associated secondary. Advice on this must be sought from the Primary School Head Teacher.

Further information on placing requests and procedures is available from the school or the council's website.

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

## **Education Maintenance Allowance (EMA)**

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

In session 2022-2023 students who are born before 1 March 2007 will be eligible to apply for an EMA. The EMA guidelines explain the criteria which must be met in order to be eligible for an EMA and the rules which must be adhered to for the EMA to be paid throughout the year.

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

### **Eligibility**

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

The income used as the basis of the assessment is the gross household income for the preceding financial year.

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

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

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

### **Attendance**

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

### **Application Forms**

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

Application forms and guidance documents are sent to all secondary schools and special schools in North Lanarkshire in June each year.

The school is also given a number of posters publicising the scheme and advertising the availability of forms. Students who may be eligible should obtain an application form and guidance document from the school. Applications forms and guidance notes may be downloaded from the Council website [www.northlan.gov.uk](http://www.northlan.gov.uk)

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

Any student who is unsure whether they meet the EMA criteria should contact the EMA Section for advice on [ef.ema@northlan.gov.uk](mailto:ef.ema@northlan.gov.uk)

## **Transport**

### **General**

The Council has a policy of providing free transport to secondary pupils who live more than two miles from their catchment school by the shortest suitable walking route. This policy is more generous than the law requires. This provision may be reviewed at any time.

Parents/carers who consider they are eligible should obtain an application form from the school or from Education and Families. These forms should be completed and returned before the end of February for those pupils beginning 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. Application forms should be sent to [ef.transport@northlan.gov.uk](mailto:ef.transport@northlan.gov.uk)

### **Pick-up Points**

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

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

### **Placing Requests**

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

### **Service Providers**

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

LA Travel	0141 776 1906
Sams Travel	01236765820
A&D Travel	01236611277
McNairn's Coaches	01236441188
Stuarts of Carluke	01555773533
Parks of Hamilton	

### **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.

## **Medical and Health 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 the School Office to be recorded. Parents are asked to avoid making routine appointments for children during the school day.

In North Lanarkshire children and young people are treated in the paediatric in-patient unit within Wishaw General Hospital. It is not common for children and young people to have extended stays in Wishaw General and therefore North Lanarkshire Council does not require a dedicated hospital education service.

Children and young people resident in North Lanarkshire and in hospital in Glasgow, may access education through the Hospital Education Service (HES). The Service is provided by Glasgow City Education Department and Social Work Services. For further information please contact a school.

## **Information in Emergencies**

We make every effort to maintain a full educational service, but on some occasion's 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

## **The Parent Forum**

As a parent/carer 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/carers 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:

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

Members of Parent Councils, on a voluntary basis, may also have an advisory role in decisions on placing requests 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. The current Chairperson is K Patterson, The Teacher representative is Mr. S. Winning and the representative of the Archdiocese of Glasgow is TBC. 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.

## **Attainment and National Qualifications**

### **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 instead in place of the figures.

#### *Examination Results (within Scottish Credit and Qualifications Framework)*

##### *By the end of S4 2022*

<b>Percentage of S4 roll achieving Literacy and Numeracy at National 4 or above:</b>	
	<b>2022</b>
Our Lady's High School, Cumbernauld	95.0
North Lanarkshire	88.0
National	90.0

<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	95.2	93.5	55.4
Virtual Comparator School	78.3	74.2	42.4

##### *By the end of S5 2022*

<b>Percentage of S5 roll achieving 1+ at level 6:</b>						
	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Our Lady's High School Cumbernauld	73.9	64.8	75.6	77.0	73.2	79.5
Virtual Comparator School	64.7	60.2	63.1	N/A	65.4	57.1

<b>Percentage of S5 roll achieving 3+ at level 6:</b>						
	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Our Lady's High School Cumbernauld	58.6	46.2	49.4	59.0	57.9	56.9
Virtual Comparator School	45.3	38.2	40.2	N/A	44.3	36.3

<b>Percentage of S5 roll achieving 5+ at level 6:</b>						
	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Our Lady's High School Cumbernauld	33.1	13.1	23.2	24.1	24.0	25.0
Virtual Comparator School	20.7	19.2	20.2	N/A	22.8	15.3

*By the end of S6 2022*

<b>Percentage of S4 roll achieving 1+ at level 6 by S6:</b>						
	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Our Lady's High School Cumbernauld	67.8	74.1	75.7	N/A	77.6	74.3
Virtual Comparator School	63.2	65.4	67.2	N/A	67.1	65.3

<b>Percentage of S4 roll achieving 3+ at level 6 by S6:</b>						
	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Our Lady's High School Cumbernauld	55.9	62.6	51.4	N/A	59.6	60.8
Virtual Comparator School	46.8	48.3	45.1	N/A	51.4	47.5

<b>Percentage of S4 roll achieving 5+ at level 6 by S6:</b>						
	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Our Lady's High School Cumbernauld	39.5	45.2	34.0	N/A	44.7	40.8
Virtual Comparator School	32.2	34.3	31.0	N/A	36.8	30.6

<b>Percentage of S4 roll achieving 1+ at level 7 by S6:</b>						
	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Our Lady's High School Cumbernauld	15.8	23.9	16.7	N/A	23.9	18.0
Virtual Comparator School	20.5	22.3	20.3	N/A	13.7	14.3

*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	2021/22	96.0	185
North Lanarkshire	2021/22	94.5	
<i>S1 – S6 Attendance 2021-22</i>			
Establishment	Attendance		
Our Lady's High School	88.07%		

## **Names and Addresses**

The following addresses may be of interest to parents:

Mr. Derek Brown  
Depute 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

All of the above may be contacted at:  
The Civic Centre, Motherwell, ML1 1TW.

North CLD Locality Office  
Pivot Community Centre  
Glenmanor Avenue  
Moddiesburn  
G69 0DL  
Tel. 01236 638393  
Email. [CLD-North@northlan.gov.uk](mailto:CLD-North@northlan.gov.uk)

Carolan Burnet  
CIIL  
St Mary's Primary school  
Liddell Road  
01236 632363  
[BurnetC@northlan.gov.uk](mailto:BurnetC@northlan.gov.uk)

## **Specialist Terms**

### **Glossary**

Assessment	The measurement of what pupils have learned
Continuous Assessment	Assessment throughout the term of a pupil's class work and homework to give an all-over view of a pupil's achievement
Cooperative Teaching	Teachers working in collaboration in a single class
Curriculum	The range of activities provided by the school to promote pupil learning, including subjects, courses etc.
Extra curricular	Activities which take place outside normal class teaching e.g. clubs, retreats, dramatic productions etc.
Pupil Support	The system whereby the school looks after the personal, vocational and curricular needs of pupils
Mixed Ability Groups	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
S1	The first year of secondary education
S2	The second year of secondary education
SQA	Scottish Qualifications Authority
Statutory leaving date	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
Work Experience	Arrangement whereby pupils may spend a short time gaining work experience on an employer's premises

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.

## **Provision of Scottish Statistical Information**

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

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

That includes, among other things:

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

## **Contacts in Relation to Support for Learning**

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

Carolan Burnett  
CILL  
St Mary's Primary school  
Liddell Road  
Cumbernauld  
01236 632363  
[BurnetC@northlan.gov.uk](mailto:BurnetC@northlan.gov.uk)

You can also get more help and advice from:

### **Enquire**

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

0345 123 2303

Enquire  
Children in Scotland  
Rosebery House  
9 Haymarket Terrace  
Edinburgh  
EH12 5EZ

[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

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

0131 313 8844  
[resolve@childreninscotland.org.uk](mailto:resolve@childreninscotland.org.uk)

### **Independent Adjudication**

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

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

ASNTS

First Tier Tribunal for Scotland

Glasgow Tribunals Centre

20 York Street

Glasgow

G2 8GT

0141 302 5860

[www.asntscotland.gov.uk](http://www.asntscotland.gov.uk)

**NHS Lanarkshire**

Kildrum Health Centre

Cumbernauld

01236 724140

**Social Work**

Cumbernauld/ Chryston

Bron Way

Town Centre

Cumbernauld

G67 1DZ

01236 638700

**North CLD Locality Office**

Pivot Community Centre

Glenmanor Avenue

Moddiesburn

G69 0DL

Tel. 01236 638393

Email. [CLD-North@northlan.gov.uk](mailto:CLD-North@northlan.gov.uk)