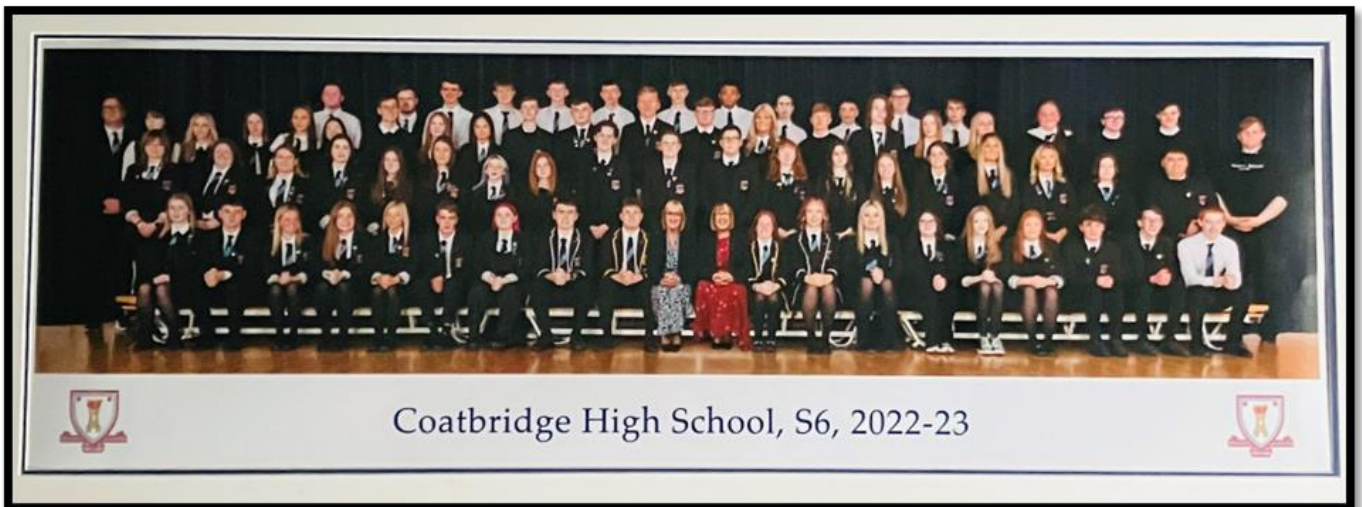


# Coatbridge High School



## School Handbook



2022-23



# Welcome to Coatbridge High School

Dear Parent/Carer

It is an important and exciting time as your child makes the move from primary to secondary and our aim is to make the transition as smooth as possible. We hope to do this by developing a strong partnership between your home and the school which will continue throughout your child's school career.

We are committed to providing a caring and supportive environment for your child and a high quality education which will eventually enable them to achieve a positive destination in further/higher education, training or work.

This handbook gives you the information you need about our school, staff and facilities. It will tell you how we support our pupils to achieve their potential during their time in Coatbridge High School and is divided into four main sections:

1. School Information
2. Caring for our Young People
3. The Work of the School
4. Home & School

We expect all our pupils to achieve high standards in pupil work, behaviour and appearance. In Coatbridge High we have five main expectations of all our young people. We expect them to arrive on time, prepared for learning, keep hands, feet and unkind words to themselves, follow directions straight away, listen to the person who is supposed to be talking and take care of materials, equipment and the environment. We also have a strong emphasis on praise within our school and if your child meets our five expectations they will receive Praise cards, good news letters and be invited to take part in the many reward events and end of term activities on offer. Our motto is *Dare to Dream; Aim to Achieve* which encapsulates our belief that it is important to be aspirational and believe in yourself and work hard to achieve your goals. Our school values were inspired by our motto and were created by our young people in consultation with staff and our parents/carers:



I hope this handbook will also help you become more informed about the work of the school, however, please don't hesitate to contact us if something is unclear. I look forward to meeting and working with you over the coming years.

Yours sincerely

*C. Creaney*



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## 1.1 Address

Coatbridge High School  
17 Park Street  
Coatbridge  
ML5 3NP

## 1.2 Contact Details

Phone: 01236 794848

E-mail: [enquiries-at-coatbridge@northlan.org.uk](mailto:enquiries-at-coatbridge@northlan.org.uk)

Website address: [Coatbridge High School | Dare to Dream; Aim to Achieve \(glowscotland.org.uk\)](http://Coatbridge High School | Dare to Dream; Aim to Achieve (glowscotland.org.uk))



Twitter: @CoatbridgeHigh



School App (free): [www.appscentral.co.uk](http://www.appscentral.co.uk)



## 1.3 Type of School

- Coatbridge High School is a non-denominational, co-educational secondary school.
- Comprehensive (taking pupils of all abilities from S1 to S6)

1.4 Agreed Capacity: 1311

1.5 Current Roll: 1031

S1	S2	S3	S4	S5	S6
188	208	216	183	146	90

Our likely intake for the next three years will be:

August 2023: 220

August 2024: 235

August 2025: 230

## 1.6 Accommodation

The school is located across from New College Lanarkshire. The building provides excellent facilities for disabled pupils and staff. We also have outdoor facilities located within Dunbeth Park across the road from the school building. Our building is fully equipped to meet the needs of disabled people. Our accommodation offers us a bright, modern environment consisting of:

30 classrooms	General teaching areas	4 Technical rooms
4 Art rooms	6 Business Education/Computing rooms	9 Science labs
2 Drama Studios	3 Home Economics rooms	Library
3 Music rooms	8 Music practice rooms	3 gymnasias
Games Hall	Fitness/Dance Studio	Medical suite
Assembly Hall	Dining/social area	Staffroom
Conference Room	Staff and visitors' car park	HWB Room

## 1.7 Primary Schools

There are 10 primary schools presently in the Coatbridge High cluster, although we have pupils from other primaries due to placing requests. Our partner primary schools are:

School	Address	Head Teacher
 Bargeddie Primary	Langmuir Road Bargeddie Glasgow G69 7RS 01236 757624	Mrs Brady
 Carnbroe Primary	Kirkton Crescent Carnbroe Coatbridge ML5 4SU 01236 434518	Mrs Mitchell
 Glenboig Primary	5 South Medrox Street Glenboig ML5 2RU 01236 757699	Mrs Cummings (Acting)
 Greenhill Primary	Albert Street Coatbridge ML5 3ET 01236 794804	Mr Whiteside (Acting)
 Kirkshaws Primary	Old Monkland Road Coatbridge ML5 5EJ 01236 632054	Mrs Nicolson
 Langloan Primary	Bank Street Coatbridge ML5 1EG 01236 632092	Mrs Rooney
 Old Monkland Primary	Sharp Avenue Coatbridge ML5 5TJ 01236 632062	Ms McFadden
 Shawhead Primary	Neidpath Avenue Coatbridge ML5 4NG 01236 794838	Mrs Paterson
 Sikeside Primary	Sikeside Street Coatbridge ML5 4QH 01236 794858	Mrs Mitchell
 Townhead Primary	Dochart Drive Coatbridge ML5 1EG 01236 794872	Mrs Ferguson

## 1.8 Transfer & Enrolment

All pupils attending our associated primary schools automatically transfer to Coatbridge High as long as they live in a street zoned for the High School. In such cases, parents need take no special action. If you are in doubt about whether you live in a street zoned for our school, you can check with your primary school Head Teacher.

If you do not live in the catchment area for this school, it is still possible for your child to attend Coatbridge High provided the school is not full. To do this you would have to make a **PLACING REQUEST**.

Parents who move into the area during a term should telephone the school to make arrangements for their child's enrolment.

**PLACING REQUESTS:** You have the right to make a placing request for your child to be educated in a school other than the local school. In December each year, the authority will advertise its arrangements for placing requests. There are sound educational reasons for trying to ensure that the transfer or admission of children to a school takes place at the start of a school session. Other than those who are moving home, to a new area, parents are advised to time any placing requests so that they take effect from the beginning of the new school session. Every effort will be made to try to meet the parental wishes, but you should note that it is not always possible to grant every placing request to a particular school. Once a pupil has reached the school leaving age, **the pupil, not the pupil's parents**, may choose which school to go to.

Placing requests to primary school does not necessarily ensure that your child will have a direct entry to the associated secondary. Advice on this must be sought from the Primary School Head Teacher. Further information on placing requests and procedures is available from the school or the council's website.

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

We aim to make the transfer from Primary School as smooth as possible. This is how we do that:

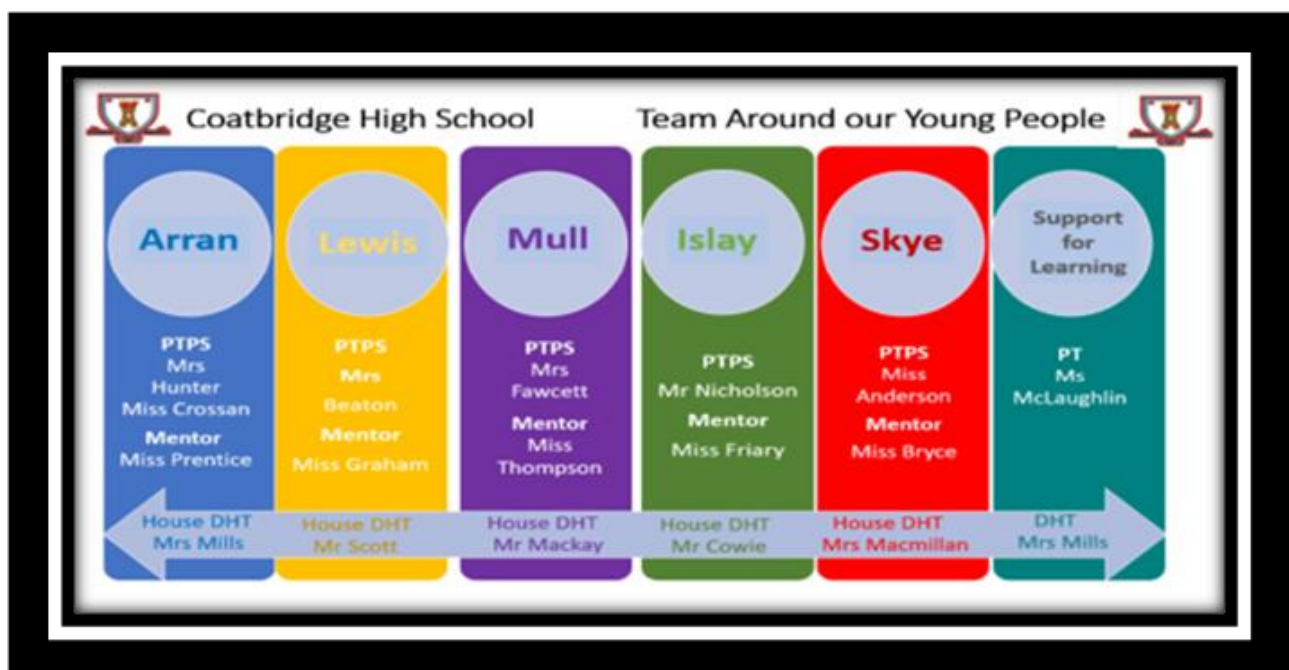
- Primary Head Teachers meet with the Head Teacher, Depute Head Teacher P7/S1 and various teachers regularly to discuss links, exchange information and make arrangements for P7 events and the transfer of P7 pupils:
- A P7 event/tour of Coatbridge High School
- P7 Citizenship Day
- P6 Public Speaking
- Primary Newsletter is issued twice a year to P7 Pupils
- Open evening is held for the parents of P7 pupils
- Pupil Support staff talk to parents at those meetings to give information about their role
- P7/S1 DHT, Home School Partnership Officer and PT Support for Learning visit associated primaries to speak to P7 pupils and staff to gather information
- P6 & P7 pupils will participate in a variety of lessons delivered by secondary teaching staff
- A number of departments liaise on an ongoing basis with primary schools
- Our Summer School offers P7 pupils an additional opportunity to get to know future classmates before the start of S1
- P7 pupils attend Coatbridge High school for a two-day visit before the end of the session.

Young people who require an additional level of support for the transition from primary to secondary participate in an enhanced transition programme together with our Support for Learning Department to ensure they feel fully prepared. As a result of our liaison programme, it is our experience that pupils settle very quickly into S1 and that they are able to experience continuity of educational provision.

### 1.9 The School Day

The times of the school day are shown below. These have been designed to match the timetables of other North Lanarkshire secondary schools so that we can work together.

	Monday - Thursday	Friday
Period 1	8.55 - 9.45	8.55 - 9.45
Period 2	9.45 - 10.35	9.45 - 10.35
Interval	10.35 - 10.50	10.35 - 10.50
Period 3	10.50 - 11.40	10.50 - 11.40
Period 4	11.40 - 12.30	11.40 - 12.30
Lunch	12.30 - 1.15	Enrichment Afternoon 1.00 - 2.45
Period 5	1.15 - 2.05	
Period 6	2.05 - 2.55	
Period 7	3.55 - 3.45	





## 1.10 School Holiday Arrangements 2023-24

Below are our School holiday and term arrangements for the upcoming 2022-23 school session.

### TERM ONE

#### August 2023

Teachers return and in-service day: Monday 14 August 2023

In-service day: Tuesday 15 August 2023

Pupils return: Wednesday 16 August 2023

#### September 2023

September weekend: Friday 22 September and Monday 25 September 2023 (inclusive)

#### October 2023

October week: Monday 16 to Friday 20 October 2023 (inclusive)

#### November 2023

In-service day: Monday 13 November

#### December 2023 - January 2024

Schools close: Friday 22 December 2023 at 2.30pm

Christmas and New Year holidays: Monday 25 December 2023 - Friday 5 January 2024 (inclusive)

### TERM TWO

#### February 2024

Mid-term break: Monday 12 February and Tuesday 13 February 2024

In-service day: Wednesday 14 February 2024

#### April 2024

Schools close: Thursday 28 March 2024 at 2.30pm

Spring holiday (Easter): Friday 29 March - Friday 12 April 2024 (Inclusive)

- Good Friday 29 March 2024
- Easter Monday 1 April 2024

### TERM THREE

#### May 2024

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

May holiday: Monday 6 May 2024

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

#### June 2024

Schools Close: Wednesday 26 June 2024 at 1pm



## 1.11 Staff of Coatbridge High School

## Senior Leadership Team

Head Teacher	Mrs C Creaney
Depute Head Teacher	Mrs R Mills
Depute Head Teacher	Mr G Cowie
Depute Head Teacher	Mrs F Macmillan
Depute Head Teacher	Mr Mackay (Acting)
Depute Head Teacher	Mr G Scott

The Senior Leadership Team are responsible for the strategic direction of the school. Some specific areas of responsibilities of the Senior Leadership Team are indicated below.

### **Mrs C Creaney, Head Teacher**

- Overall leadership, management and strategic direction
- Overall responsibility for continuous school improvement
- Management of school budget
- Raising Attainment
- Advisor to Parent Council

### **Mr G Scott, Depute Head Teacher**

- Primary 7 Transition
- School Improvement Planning
- Faculty link for Home Economics, Art and Technical (HEART) and Science
- Responsibility for S1 year group

### **Mrs F MacMillan, Depute Head Teacher**

- School Timetable
- Staffing
- Curriculum Planning
- Faculty link for Maths, Business & Computing
- Responsibility for S5/6 year group

### **Mrs R Mills, Depute Head Teacher**

- Overall leadership of Pupil Support
- Child Protection & Safeguarding
- Faculty link for Pupil Support & PEPA
- Responsibility for S2 year group

### **Mr G Cowie, Depute Head Teacher**

- SQA Coordinator
- Digital Learning & Teaching
- Faculty link for Humanities
- Responsibility for S4 year group

### **Mr C Mackay, Depute Head Teacher (Acting)**

- Responsibility for Pupil Equity, SAC and PEF funding
- Faculty link for Languages and Pupil Equity Team
- Responsibility for S3 year group





## HEART Faculty Art/Design

Ms C Dick  
Miss S Kerr  
Ms A McLaughlin  
Ms L Thomson  
Miss K McCulloch

### Home Economics

Miss A Bruce  
Miss C Brown (Probationer)

### Technical Education

Mr A Campbell (FH HEART)  
Mr P Cavanagh  
Mr R Crumlish (Acting PT PEF)  
Mrs S Fleming  
Mr W Black

## Science Faculty

### Biology

Mrs G Melvin (FH Science)  
Ms S Docherty (Acting PT Pupil Equity)  
Mrs L Fawcett (PTPS)  
Mrs F MacMillan (DHT)  
Miss G Graham  
Miss P Bryce  
Miss K McInnes  
Miss E Ritchie

### Chemistry

Ms C Stewart  
Ms E Stewart

### Physics

Mr M McAlpine  
Mr J Lewis

## PEPA Faculty Music

Mrs E Fernie  
Ms C Friary  
Mr K Hunter  
  
Mr C Murray (Probationer)

### Drama

Ms M Love  
Ms N Wilson

### Physical Education

Mr S Murphy (FH PEPA)  
Mrs M Leitch  
Mr S Gavin

Ms J Allan  
Mrs D Andrews  
Mr M Timmons

## English Faculty & Modern Languages English

Mrs L Chalmers (Acting FH Languages)  
Mr C Mackay (Acting DHT)

Mr G Scott (DHT)  
Ms M Burns  
Miss K Sanderson (Probationer)  
Ms C Gilligan  
Mrs C McTier (Acting PT Pupil Equity)  
Ms J Reid  
Ms S Robertson  
Miss A Love (Probationer)

### Modern Languages

Mrs J McWhinnie  
Mrs H Urban  
Mrs C Wilson  
Miss L Gallagher (Probationer)

Key	
AFA	Accounts & Finance Administrator
DHT	Depute Head Teacher
PT	Principal Teacher
PTPS	Principal Teacher of Pupil Support
HSPO	Home School Partnership Officer
ASNA	Additional Support Needs Assistant

## Mathematics, Business & Computing Faculty

### Mathematics

**Mr I Bryson (FH)**

Ms K Bryce

Mrs K McCann

Mrs A Mullen

Mrs P McLaughlin

Ms K Prentice

Mrs H McLaughlin

Mr A Nicholson (PTPS)

Mr K McConnell

Mr A Hughes

## Humanities Faculty

### Geography

Mrs R Mills (DHT)

Miss E Allan

Mr G Cowie (DHT)

Mrs A Hunter (PTPS)

Dr N Richardson

### History

**Mr D Reid (FH Humanities)**

Mr R Smith

Ms K Gallagher

Mrs L Ballantyne (PTPS)

### Modern Studies

Ms L Anderson(Acting PTPS)

Mr C Brown

Mrs P Beaton (PTPS)

## Religious Education

Ms Y Harper

Ms H McDermid (Acting PT PEF)

### Technicians

Mr S Inch (Snr Technician)

Mrs T Kirilova (Science)

Dr M Neisson (Science)

## Administration

Mrs C Pattison (AFA)

Ms P Robertson (Office Supervisor)

Mrs E Arbuckle

Mrs M Gibson

Mrs H McIlduff

Ms N Cannon

## Business & Computing

Miss M Keane

Ms A Crossan (PTPS)

Mr J Wilson (School of Rugby)

Mrs P McKay

Mr R Love

Mrs L Brown

Ms K McLaughlin (PT SfL)



## Learning Support

Mrs K McLaughlin (Acting PT)

Miss Mbarouk (ASNA)

Mrs Urban

Mrs Battersby (ASNA)

Mr R McDermid

Mrs Kaya (ASNA)

Miss Bonar (ASNA)

Mrs O'Neil (ASNA)

Miss Kennedy (ASNA)

Mr Dungavell (HSPO)

## School Based Police Office

PC Yule

## Kitchen

Mrs A Mech (Manager)

## Janitors

Mr M Geddes

Mr J Cook

Mrs I Reynolds

### 1.12 Letting

It is Council policy that school accommodation be made available as far as possible at times when the school is not in use for pupils. Most of the school’s facilities are available to organisations and community groups. Details of charges and availability can be obtained from: North Lanarkshire Council, Community Learning & Development, Coatbridge Community Centre - 9 Old Monkland Road, Coatbridge ML5 5EA (Tel 01236 638470).

### 1.13 School and Community Links

(1) The school has strong links with our local community in 2 main ways. The community uses the school as a local resource by hiring its facilities through Community Education lets. In addition, our pupils and staff regularly support local and national charities by collecting for them, both within the school and in street collections. Pupils from the Music Department give concerts in the Coatbridge area and our staff assist with specialist teaching at some local primary schools.

(2) The school uses the local community as a resource by organising class visits to local organisations and businesses, using local sports facilities and by inviting local speakers such as councillors and MPs to talk to groups of pupils. The school has a member of staff who is responsible for links with the local press.

### 1.14 Useful Addresses

Education & Families	North Lanarkshire Council Civic Centre Motherwell ML1 1TP 01698 403140	Chief Executive Area Office	NLC Office Civic Centre Motherwell ML1 1TP
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S6 Sports Leaders 2022/23



Area Office	North Lanarkshire Council Councillors Civic Centre Motherwell ML1 1TP	NLC Offices Civic Centre Motherwell ML1 1TP
Skills Development	Careers Office 61 Stirling Street Airdrie ML6 0AS 01236 757400	Coatbridge Health Centre 1 Centre Park Court Park Court Coatbridge ML5 3AP 01236 432200
Community Services	Coatbridge Community Centre 9 Old Monkland Road Coatbridge ML5 5EA 01236 638473	

In the school's catchment area, the following councillors are the elected representatives:

Coatbridge North & Glenboig	K Larson A McVey W Shields A Stubbs
Coatbridge South	T Carragher T Castles F MacGregor G Woods
Coatbridge West	K Docherty M Gourlay C Stephen



**School Captains and The Peoples' Pantry Foodbank**



### St Andrew's Hospice 6K Fun Run 2022

#### Contacts in relation to Support for Learning

Help and advice on any matters relating to Support for Learning can be obtained from Paula McGhie, Education & Families: McGhiePa@northlan.gov.uk You can also get more help and advice from:

#### Enquire - Telephone Number: 0345 123 2303

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:

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

#### Resolve - Telephone Number: 0131 313 8844 (Independent Adjudicator)

#### Scottish Independent Advocacy Alliance Reference to Additional Support Needs (ASNTS)

Mansfield Traquair Centre

15 Mansfield Place

Edinburgh

EH3 6BB

0131 556 6443

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

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

Health & Educational Chambers

First Tier Tribunal for Scotland

Glasgow Tribunals Centre

20 York Street

Glasgow

G2 8GT

Helpline 0141 302 5860

[www.asnts.scotland.gov.uk](http://www.asnts.scotland.gov.uk)

#### NHS Lanarkshire

Coatbridge Health Centre

01236 432200

#### Social Work

Coatbridge Social Work

01236 622100

## 1.15 Data Protection



PC Yule

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

This statement explains when and why we collect personal information about you, your child or young person and how the information is used, the conditions under which it may be disclosed to others and how it is kept secure. North Lanarkshire Council is a Local Authority established under the Local Government etc (Scotland) Act 1994. Education & Families is located at North Lanarkshire Council Civic Centre, Windmillhill Street, Motherwell ML1 1AB

### Data Protection

The processing of your personal information by North Lanarkshire Council is carried out in accordance with the Data Protection Act 1998. This information you give is held securely, treated confidentially and only used for statutory educational purposes or to improve the quality of the services. Under the Data Protection Act 1998 you are entitled

to access the information held. In terms of section 7 of the Act such requests should be sent to the freedom of Information and Records Management Officer.

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

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

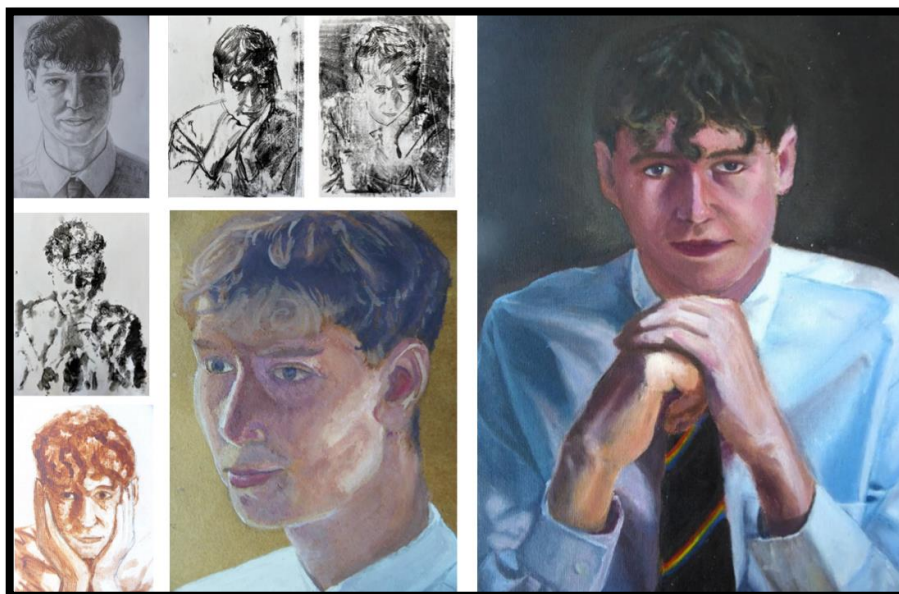
When a young person moves or transfers to another school the Council has an obligation to pass on information with regards to pupil records to the new school.

Only identified staff and those who require to have the information to enable them to carry out their job, will have access to you or young person's information. We care about the information we hold in respect to the education of 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 [www.northlanarkshire.gov.uk/index.aspx?articleid=15003](http://www.northlanarkshire.gov.uk/index.aspx?articleid=15003) or you can request a hardcopy of this from Education and Families, Civic Centre, Motherwell.



Artwork by Senior Pupil



You can:

-  **Request access to your information** - you have the right to request a copy of the personal information that we hold about you or young person. You can ask us to confirm what personal information is being used and with whom it has been shared.
-  **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 information about you or your 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 or your 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 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 email to [casework@ico.org.uk](mailto:casework@ico.org.uk)

### Transferring Educational Data about Pupils





Education authorities and the Scottish Government Education Portfolio (SGEP) exchange data about pupils either on paper or electronically through the ScotXed programme. The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability, attendance, absence and exclusions from school. Pupil names and addresses are collected by the school and the council but they are not passed to SGEP. The postcode is the only

part of the address that is transferred. Data is held securely and no information on individual pupils can be published by SGEP.

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

### Why do we need your data?

The council has a legal obligation to deliver an effective education service to all children and young people in North Lanarkshire. 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 so that we can help them to learn and keep them safe. 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 data protection rights

The collection transfer processing and sharing of ScotXed data is done in accordance with GDPR. We also comply with the national Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. GDPR you the right to know how we will use you 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 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 and individual concerns.

### Concerns

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

### Want more information?

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

### 1.16 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 Co-ordinator can be contacted by telephone on 01698 302484.

### 1.17 Education Maintenance Allowance

Students who have reached the statutory school leaving age of 16 may be eligible for an Education Maintenance Allowance (EMA) to enable them to remain at school. In session 2022/2023 students who were 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.

All applications are individually assessed. Students must attend a school managed by North Lanarkshire Council, regardless of where he/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 the 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 is 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 is made.

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 5 days, self-certification would continue to require submission of a medical certificate.

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

Application forms and guidance documents are sent to all secondary schools and some special schools in North Lanarkshire in June each year. The school is also given a number of posters publicising the scheme and advertising and availability of forms. Students who may be eligible should obtain an application form and guidance document from the school, Council Offices Kildonan Street and First Stop Shops or they may be downloaded from the North Lanarkshire Council website.

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.



## 2.1 Pupil Support

There are 5 houses in our School: **Mull, Arran, Islay, Lewis** and **Skye**. Each house has a DHT link and a Pupil Support Teacher. The Pupil Support team are there to help and encourage pupils in a pastoral way and to support them throughout their time at Coatbridge High School.

For most of the week, Pupil Support staff continue to teach their normal classroom subjects but they are given additional time to devote to their support work with the pupils for whom they are responsible.

Each pupil remains with the same Pupil Support teacher throughout their time in Coatbridge High School. They seek to work in partnership with our parents and families.

<u>House</u>	<u>DHT Link</u>	<u>Pupil Support Staff</u>
Mull	Mr Mackay	Mrs Fawcett
Arran	Mrs Mills	Mrs Hunter and Miss Crossan
Lewis	Mrs MacMillan	Mrs Beaton
Islay	Mr Cowie	Mr Nicholson
Skye	Mr Scott	Miss Anderson (Acting)

### Pupil Support Aims

1. **Curricular** - to ensure that pupils choose subject best suited to them when they begin S3, S5 and S6 and to monitor and track pupil progress to ensure pupils fulfil their potential.
2. **Vocational** - to ensure that pupils are aware of the world of work and the possibilities open to them, and to enable them to make suitable choices which will help them achieve a positive destination.
3. **Pastoral** - to help pupils deal with personal or family matters in so far as they affect school life and to liaise with support and welfare services to promote positive behaviour.

Pupil Support staff have the main responsibility for contact with each pupil's home, especially in the areas of attendance, timekeeping, and pupil progress and normally your child's Pupil Support teacher would be your first point of contact with the school. Please inform him/her of any change of address or illness which prevents your child from attending school.

We have an '*Open Door*' policy where Pupil Support staff are happy to meet with parents/carers at any mutually convenient time. However, they do teach classes for most of the week and so, to ensure that you can see a Pupil Support Teacher, you should always make an appointment through the school office.

Pupil Support staff meet most of their classes once a week for a period of Personal Social and Health Education. Topics covered in these classes include promoting positive relationships, careers, subject choice, health and wellbeing, drug awareness education, sexual health education, study skills, homework and other similar issues. Parents will be lettered prior to delivery of sensitive subjects such as drug awareness. Visiting speakers may be involved from time to time. Pupil Support staff comment about the progress and development of pupils in school reports.

The Pupil Support staff also form the main link with other professional agencies such as Psychological Services, the Social Work Department and the Careers Office. Your child’s Pupil Support teacher can be contacted via telephoning the school office in the first instance.



**U14s Football Team**

## **2.2 Equal Opportunities & Social Inclusion**

Coatbridge High School is committed to eliminate unlawful discrimination and promote equality of opportunity for and between different groups of people in line with the Equality Act 2010, the Service’s Promoting Equality and Diversity Circular Gen 155-10 and the Council’s Equality and Diversity Policy and Equality Strategy 2019 -2024.

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

The Equality and Human Rights Commission’s Technical Guidance for Schools in Scotland details the essential requirements of the Equality Act 2010 for schools. This can be accessed at <https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-scotland>

Furthermore, we have recently gained our UNICEF Rights Respecting Schools Silver Award. This is a very exciting initiative for us that is designed to ensure we implement a school specific charter for pupils’ rights to ensure equality for all. Pupils are encouraged to be tolerant and understanding of others and opportunities within the school are not dependent on sex, race or religion.

## **2.3 Extra-Curricular Activities**

One of our aims is that our pupils should develop a leisure interest and to that end the school runs a number of extra-curricular sports, clubs and activities during lunch break and after school. In recent years our pupils have been able to choose from:

- |               |            |                |              |
|---------------|------------|----------------|--------------|
| Badminton     | Basketball | Board Games    | Chess Club   |
| Cookery       | Dance      | Design Club    | Drama        |
| Film Club     | Football   | Geography Club | Gymnastics   |
| Magazine Club | Debating   | Netball        | Science Club |

All of our extra-curricular activities are run on a voluntary basis and so the staff involved receive no payment in this regard. Parents are also involved from time to time and their participation is greatly appreciated. We offer supported study classes in many subject areas as well and ‘Master



Classes' in order to support pupils with their learning out with normal class time. Information on this can be found on our website.















Dance and Gymnastics Extravaganza 2022

### Future Friday Enrichment

On a Friday afternoon, we offer a wide range of enrichment activities for those pupils who wish to stay in school for the afternoon to try out a new activity and have fun with their friends.

The activities on offer change each term and we are guided by pupil opinion on what they want to see and what they would enjoy doing. Activities offered this session have included:

-  Science Club
-  Theatre Club
-  School of Dance & Aesthetics
-  Rock School
-  Paired Reading Group
-  NLC Core Programme
-  Career in the Spotlight
-  Football
-  Film Club
-  Rugby
-  Therapets
-  Alpaca Visit



Annie the Alpaca at Future Fridays

## 2.4 School Meals

The school has full cafeteria facilities run by CATERING DIRECT. Food is cooked on the premises in our own kitchens which are inspected regularly by NORTH LANARKSHIRE COUNCIL.

The school operates a swipe card system of payment for all staff and pupils. Young people who are entitled to a free school meal have the appropriate amount credited to their card electronically at 11.30 am each day. This method of payments ensures total confidentiality for all pupils eligible for a free meal and parents are strongly urged to make application where appropriate.

The Dining Hall's daily programme is:

**BREAKFAST BAR:** a range of cereals and hot or cold snacks and drinks are available

**MORNING INTERVAL:** hot or cold snacks and drinks on offer

**LUNCH:** full meals in addition to snacks and drinks on offer.

Pupils bringing packed lunches should also eat them in the Dining Hall and there are picnic tables in the playground area which can be used, weather permitting. Diets required as a result of a medical condition (a medically prescribed diet e.g. coeliac disease, diabetes, food allergy or intolerance) can be provided in school. A medically prescribed diet form must be completed by the child's Registered Dietician of General Practitioner. Procedures and forms can be accessed from the child's school or dietician, or from North Lanarkshire's Catering Service. Occasionally, parents/carers may be asked to supply prescription foods or attend a meeting to discuss the child's dietary requirements.

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 Head Teacher and school catering service to ensure appropriate food provision.

Special diets required for ethical, religious or cultural reasons should be requested in writing to the Head Teacher, who will liaise with the school catering service.



Dragons' Layer 2022



**Gary McLean Masterclass**

The following paragraph has been inserted at the request of North Lanarkshire Council.

Children of parents receiving Income Support, Job Seeker's Allowance (income based), and Employment & Support Allowance (income related) universal credit (with an income below £610 per month), are entitled to a meal without charge. Students aged between 16 & 18 and who are in receipt of any qualifying benefits can also 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. 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 (with an income below £610 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.

## 2.5 Health & Medical Care

A programme of medical inspections begins during a child's first year in primary school conducted by staff of NHS Lanarkshire, Adam Avenue Health Centre, Airdrie Tel: 01236 769291. Further check-ups are conducted at age 10/11 and 13/14. Parents may also refer their child at any time to the Clinical Medical Officer for specialist advice or examination.

A programme of vaccinations is also carried out in the school. In S3 a Polio/Tetanus booster is given and all pupils are vaccinated against Meningitis. All girls in S2, S4 and S5 now receive new HPV Cervical Cancer immunisation.



The school does NOT have a nurse (very few secondary schools do). Some staff are qualified in first aid, but they are only allowed to carry out minor first aid if parental consent has been given. In more serious cases, every effort will be made to contact the home or an emergency contact number to arrange transport home or to hospital.

It is therefore very important that parents:

1. Do not send children to school when they feel unwell
2. Let Pupil Support Staff know about any medical condition likely to affect a child while at school or any change in such a condition
3. Let the school know about any prescribed medicines a child has to have or be given during the school day (a special form is available from the school in connection with this)
4. Leave an emergency contact number with us so that someone can always be contacted quickly in the event of a young person taking ill at school and having to be uplifted by a parent/guardian.



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

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

## Child Protection



North Lanarkshire Council provides guidance to schools on Child Protection issues. It requires Head Teachers to report and log concerns and to involve medical services, Social Work and the Police if they believe this to be necessary. Staff receive annual training to keep them informed of procedures when dealing with Child Protection issues.

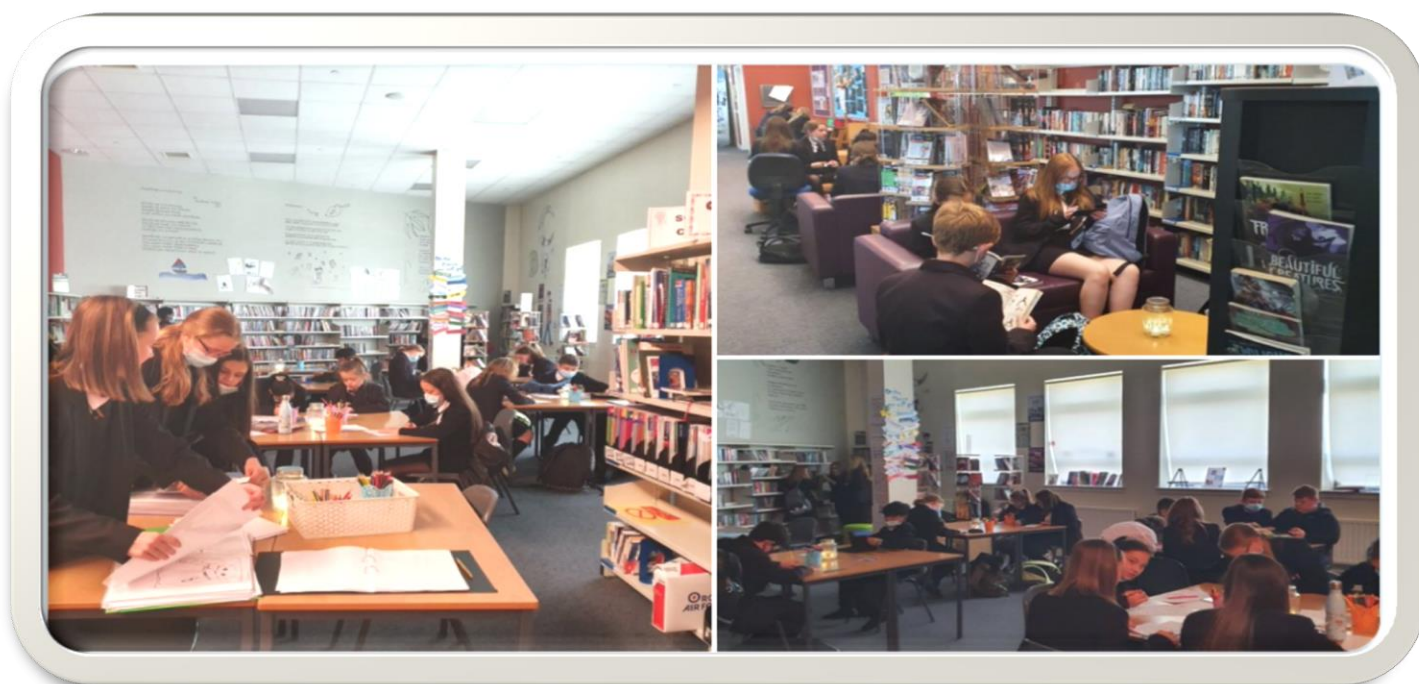
In Personal, Social and Health Education classes the school tries to assist pupils to develop the skills to reduce their vulnerability to abuse. The programme deals with matters such as violence, good health and avoiding abuse.

The school has a Child Protection policy in line with North Lanarkshire guidelines.

Every adult in Scotland has a role in ensuring all our children and young people are safe and protected from harm at all times and in all situations. The Head Teacher is responsible for the school's action 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: Mrs Mills

Telephone Number: 01236 794848





## Adult Protection



The Council has responsibility under the Adult Support 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.



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

Adult Protection Co-ordinator is: Mrs Mills

Telephone Number: 01236 794848

## DRUGS MISUSE POLICY

The school also has a Drugs Misuse Policy and staff are trained in the operation of the policy. The Drugs Misuse Policy is included in the PSHE programme from the S1 to S6.

### 2.6 Religious Education & Observance

The school has at present 2 specialist teachers of Religious Education and currently all pupils in S1 to S4 are taught by one of these teachers at least once a week. Religious Education is delivered to S5/6 pupils on a rotation. The Religious Education Department invites guest speakers representing various groups to talk to pupils and to be questioned by them and organises visits to places of interest such as the Mosque in Glasgow and the Synagogue in Giffnock.

Throughout the year, religious observance takes place at assemblies which are conducted by our Chaplaincy Team. Such observance is not compulsory and if you wish your child to be withdrawn you should contact your child's Pupil Support Teacher who will make arrangements for him/her to do private study at these times.

In Religious Education pupils are also introduced to non-Christian festivals and practices. Parents of children who belong to non-Christian religious faiths and who wish the school to organise some special form of observance, should contact the Head Teacher who will make every effort to organise this.

In addition to your right to withdraw your child from religious observance you also have the right to withdraw your child from Religious Education. Contact your child's Pupil Support teacher if you wish to exercise this right and arrangements will be made for your child to do private study while the rest of the class go to Religious Education.

The following paragraph has been inserted at the request of North Lanarkshire Council:

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.



### 3.1 Our Shared Vision

The shared vision for Coatbridge High School (developed by and shared with staff, learners, parents/carers and those with whom the school works in partnership) is to actively promote a positive and inclusive ethos which enables all our young people to achieve their potential as learners and as future citizens. Our aspiration is that our young people will leave our school with the necessary skills, knowledge and qualities to achieve a positive destination in training, education or the world of work. We promise to care equally for all our young people and aspire to overcome barriers to learning, working in partnership with parents, carers and the wider school community.



### 3.2 Curriculum for Excellence

#### What is Curriculum for Excellence?

The following paragraphs have been inserted at the request of North Lanarkshire Council:

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 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.*



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

successful learners	confident individuals	responsible citizens	effective contributors
<b>attributes</b> <ul style="list-style-type: none"> <li>enthusiasm and motivation for learning</li> <li>determination to reach high standards of achievement</li> <li>openness to new thinking and ideas</li> </ul>	<b>attributes</b> <ul style="list-style-type: none"> <li>self-respect</li> <li>a sense of physical, mental and emotional well-being</li> <li>secure values and beliefs</li> <li>ambition</li> </ul>	<b>attributes</b> <ul style="list-style-type: none"> <li>respect for others</li> <li>commitment to participate responsibly in political, economic, social and cultural life</li> </ul>	<b>attributes</b> <ul style="list-style-type: none"> <li>an enterprising attitude</li> <li>resilience</li> <li>self-reliance</li> </ul>
<b>capabilities</b> <ul style="list-style-type: none"> <li>use literacy, communication and numeracy skills</li> <li>use technology for learning</li> <li>think creatively and independently</li> <li>learn independently and as part of a group</li> <li>make reasoned evaluations</li> <li>link and apply different kinds of learning in new situations.</li> </ul>	<b>capabilities</b> <ul style="list-style-type: none"> <li>relate to others and manage themselves</li> <li>pursue a healthy and active lifestyle</li> <li>be self-aware</li> <li>develop and communicate their own beliefs and view of the world</li> <li>live as independently as they can</li> <li>assess risk and make informed decisions</li> <li>achieve success in different areas of activity.</li> </ul>	<b>capabilities</b> <ul style="list-style-type: none"> <li>develop knowledge and understanding of the world and Scotland's place in it</li> <li>understand different beliefs and cultures</li> <li>make informed choices and decisions</li> <li>evaluate environmental, scientific and technological issues</li> <li>develop informed, ethical views of complex issues.</li> </ul>	<b>capabilities</b> <ul style="list-style-type: none"> <li>communicate in different ways and in different settings</li> <li>work in partnership and in teams</li> <li>take the initiative and lead</li> <li>apply critical thinking in new contexts</li> <li>create and develop</li> <li>solve problems</li> </ul>

There are eight curriculum areas:-

*Expressive Arts*

*Health & Well Being*

*Languages (literacy)*

*Mathematics (numeracy)*

*Religious & Moral Education*

*Sciences*

*Social Studies*

*Technologies*

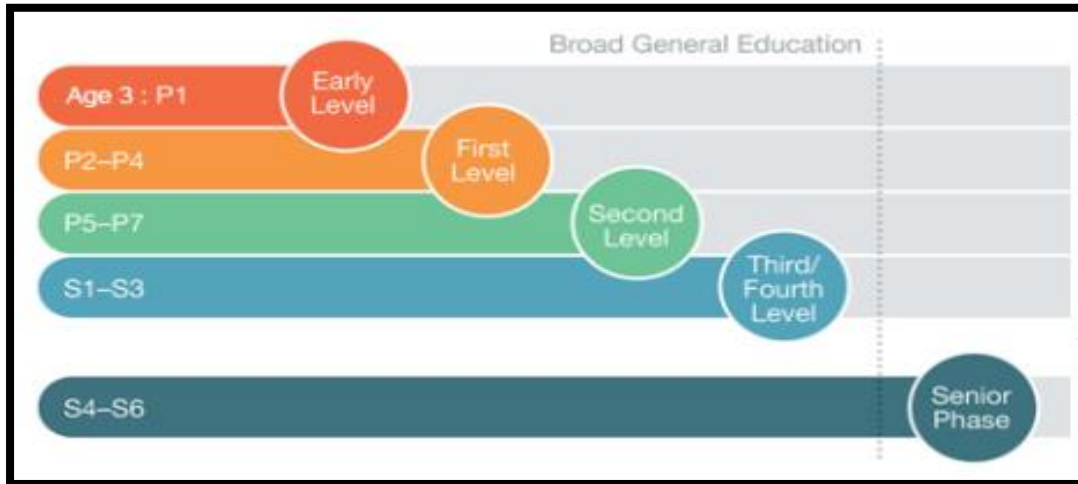
Curriculum for Excellence is defined as:

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.

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- Second level to the end of P7
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## How will my child's learning be assessed?

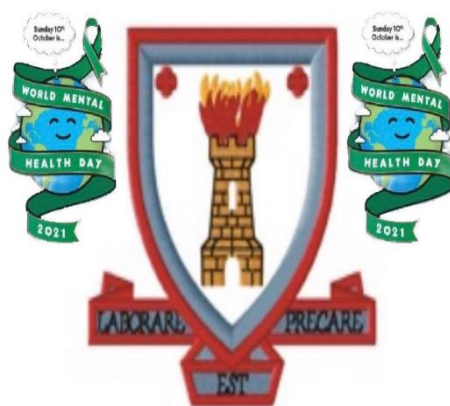
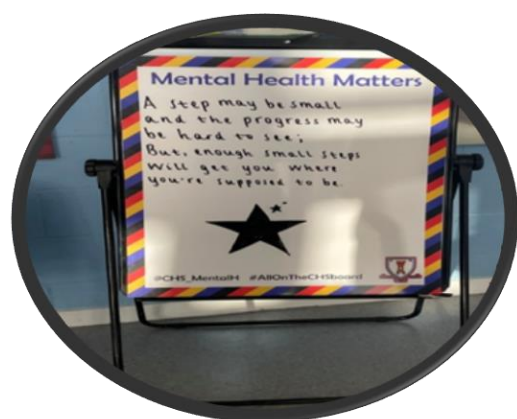
Each child's progress is assessed to make sure that the potential is achieved.

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

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



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



In Coatbridge High School we have aligned our courses to ensure that pupils are accessing their entitlements in line with The Curriculum for Excellence. The changes introduced are mainly to methodology and how we deliver the learning. There is a greater focus on skills to allow our young people to eventually compete in a global marketplace and achieve a positive destination. Our evaluation indicate that pupils are developing their skills and deepening their knowledge and understanding. Staff training has been delivered in Cooperative Learning and AiFL techniques and a number of staff have been involved in self-help teaching and learning groups. Good practice workshops have taken place during Inset Days to ensure a thorough staff grounding in sharing learning intentions; effective questioning; use of ICT in lessons; and comment only marking.

Consultation on Curriculum Design has taken place. Pupils experience a broad general education in S1/2. In S3 the delivery of a broad general education will continue with choice being offered within curricular areas. Discussion and consultation on Senior Phase (S4-S6) has taken place and

in S4 pupils will be studying 7 subjects. The Parent Council has also been kept up-to-date with progress and developments in Curriculum for Excellence.

### 3.3. 1<sup>st</sup>, 2<sup>nd</sup> & 3<sup>rd</sup> Year Classes

Pupils in their first 3 years follow a broad general education, that is, everyone takes the same set of subjects. Pupils study English, Maths, French, Geography, History, Modern Studies, RE, PE and Personal, Social and Health Education and practical-sized classes Science, Information Technology, Art, Music, Home Economics and Technical. Currently the weekly timetable is made up of 33 periods each lasting for 50 minutes.

For classroom subjects the maximum size of class is 33 and for practical subjects it is 20 pupils; this session we have formed classes in S2 of around 28 pupils and practical sized classes of around 18/19.



Almost all teaching classes are organised on a mixed ability basis, i.e., each class contained pupils of all ability levels. Teachers have a range of strategies for dealing with the including group work, individual tasks and specific subject- based materials. Information on each pupil is passed on to us from the primary schools. This is used to make up class groups and is used to ensure individual pupils start at a suitable learning level in secondary. In each class there will normally be a group of pupils from the same school so that no-one feels isolated. Each class will contain both boys and girls. Another factor in allocating pupils to register classes is whether they have an older brother or sister in the school as every effort is made to keep family with the same Pupil Support teacher.

After Christmas in S2 pupils begin to think about which subjects they will choose as their progression pathways in S3. The choice will be from subjects in the curricular modes outlined in a Curriculum for Excellence guidelines. This will be dealt with extensively in Personal, Social and Health Education with pupils while parents will also be given as much information as possible to help them reach sound decisions based on each pupil's achievements, interests and career ideas. There will be an opportunity for parents to come to an information evening and also the chance to talk to subject teachers individually prior to completion of the progression pathway form.

### 3<sup>rd</sup> Year Classes

S3 will continue with their broad general education, gaining deeper knowledge, understanding and skills in the 8 subjects they have chosen to specialise in. They will be studying experiences and outcomes at the 3<sup>rd</sup> and 4<sup>th</sup> levels as appropriate. During S3 they will have an opportunity to review their Progression Pathway in preparation for S4 and the Senior Phase.





## 3.4. 4<sup>th</sup> Year Classes

Pupils in S4 commence the Senior Phase of Curriculum for Excellence, studying English, Mathematics and 5 other subjects. In session 2022/23, S4 pupils will study towards qualifications at an appropriate level, usually national 4 or national 5 although some of our pupils may be working at National 3 level. All parents are kept up-to-date with information on units, courses and exams relating to the national qualifications.





In subjects where the number of pupils is high, in S3 and S4 there may be separate classes for different levels of study but in others there may be only one class containing pupils of all abilities similar to the mixed ability situation in S2 and S1.

## 3.5. 5<sup>th</sup> & 6<sup>th</sup> Year Courses

**LEAVING DATES:** Pupils who reach the age of 16 by 30 December may leave on 31 May of that year. Those who are not 16 until the period from 1 October to 28 February the following year cannot leave until the day before the Christmas holiday and so must return for the first term of 5<sup>th</sup> year, although it may be possible to arrange a full-time college in such cases. Most pupils choose to come back to school on a voluntary basis.

**COURSES:** In session 2022-23 the following courses are on offer to S5 and S6:

-  **HIGHERS:** advanced courses suitable for those who want to specialise in a particular area or need to get entrance qualifications for university, college or certain companies. This normally requires a National 5 pass (grade A to C).
-  **NATIONAL 5:** This course is suited to those pupils in S5 and S6 who want to continue to study a subject, but for whom Higher over one year may be difficult. If completed, these courses can lead to a Higher in S6 or at college. **PUPILS PROGRESSING TO NATIONAL 5 WILL HAVE GAINED A PASS IN THE NEW QUALIFICATION OF NATIONAL 4.**



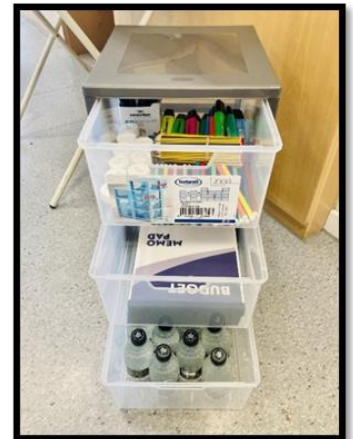
RSMD Workshop



**NATIONAL 4:** This course is suited to those pupils in S5 and S6 who want to continue a subject from National 3 (equivalent to previous 'Access 3' pass), or for complete beginners. **PUPILS PROGRESSING TO NATIONAL 4 WILL HAVE GAINED A PASS AT NATIONAL 3.**

A broad range of vocational courses is also offered to S5 and S6 and these are delivered in conjunction with our college partners such as New College Lanarkshire.

Not all subjects can be offered in every school and sometimes 2 subjects which a student wants to take appear in the same column and so are being taught at the same time. To get round this problem, we work closely with other schools in the local area. Details of the options are given on the seniors options form below. For further information on course equivalent qualifications, please access SQA's qualification ready reckoner at [www.SQA.org.uk/files\\_ccc/readyreckoner.html](http://www.SQA.org.uk/files_ccc/readyreckoner.html).



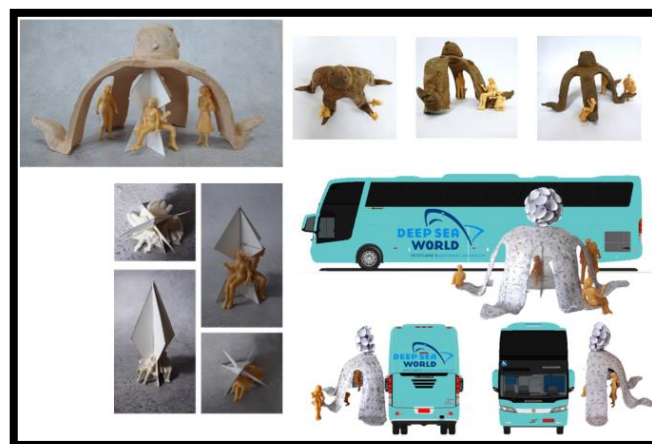
'Take what you need' Station

### 3.6 Post 16+ Learning Choices/Transition into the Workplace



Post 16+ learning choices support and careers guidance is provided through our Pupil Support Team and associated Skills Development (SDS), My World of Work, Careers Advisors. Pupils are prepared for post-school transition via a programme of careers education and guidance which includes use of a range of careers databases such as Plantipus and My World of Work. The latter is delivered by Skills Development Scotland and provides information on the job market as well as offering help with interviews.

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 support service, as well as those provided by partners, so customers have access to a range of channels depending on the level of support they need. To further explore My World of Work and the range of tools on offer visit [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)



Artwork by Senior Pupil, Adam.



### 3.7 Access to Learning

Coatbridge 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.

Our aim is to have every young person reach their full potential. Ms K. McLaughlin Acting PT is responsible for the Support for Learning Team. The team works with primary colleagues to discuss strategies to assist pupils who experience barriers to learning. They also work closely with teaching staff, the Pupil Support Team, the school's Home Partnership Officer and external support agencies.

Support is provided for our pupils in a number of ways to meet individual needs: one-to-one support; group work; and individual support with classrooms. Extraction groups provide support for targeted pupils requiring additional support. This Department supports pupils with English as an Additional Language socially and academically through the use of ICT, in class and support peer mentoring. One-to-one support from a specialised EAL Teacher is available and SQA special arrangements can also be available if required.



Access for Learning staff also advise departments regarding materials and techniques to be used with pupils with specific learning difficulties. They maintain regular contact with parents to keep them informed of pupil progress and to involve them in decision making relating to their child's education. Additional Support Plans, Co-ordinated Support Plans, Case Conferences and Extended Support Team meetings are the formal means by which support for pupils is co-ordinated.

Coatbridge High School complies with the Education (additional Support for Learning) (Scotland) Act 2004 as amended by the Education (Additional Support for Learning) (Scotland) Act 2009 and Equality Act 2010.



### P7 Transition during Future Fridays

## Staged Intervention

Coatbridge High School is committed to supporting all of our young people and follows the NLC Education and Families, 'Staged Intervention Model', that is:

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

**Level 2** - Internal support, where education staff identify that a young person needs support or planning from within the school or early years establishment.

**Level 3** - External support from within Education & Families, where it is identified that the young person requires support or planning from beyond the school setting but within educational services

**Level 4** - External support provided on a multi-agency basis, where the young person's needs are identified as requiring support or planning from multi-agency services and these support needs are likely to last for more than one year.

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

Looked after Children i.e. children who are cared for directly or whose care is supervised by the local authority are deemed to have Additional Support Needs unless assessment determines otherwise. The needs of Looked after Children are regularly reviewed by staff from both the Pupil Support and the Access to Learning Teams to ensure that their pastoral and learning needs are fully supported. Our Looked after Children Co-ordinator is: Mrs Macmillan, Telephone number 01236 794848.

## Planning

(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.

# Dare to Dream; Aim to Achieve

## Dispute Resolution

North Lanarkshire Council is committed to resolving any differences of views through discussion, dialogue and building on common ground. If the matter cannot be resolved with the Education Authority, you have the right to request **mediation**. An independent mediation service is available to parents and young people through Resolve 0131 313 8844 (Independent Adjudicator). Mediation is free and independent of the Education Authority.

In the event that a disagreement cannot be resolved through mediation, then an application for Independent Adjudication can be made by contacting:

Scottish Independent Advocacy Alliance  
Mansfield Traquair Centre  
15 Mansfield Place  
EDINBURGH  
EH3 6BB Telephone 0131 313 8844

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

This is free of charge to parents. The Independent Adjudicator will make recommendations to the Education Authority about how the dispute should be resolved.

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

ASNTS  
Health and Educational Chambers  
First Tier Tribunal for Scotland  
Glasgow Tribunals Centre  
20 York Street  
Glasgow  
G2 8GT Helpline: 0141 302 5860  
E-mail: [asntscotland.gov.uk](mailto:asntscotland.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.

Contact details: Telephone Number: 0845 123 2302 E-mail: [info@enquire.org.uk](mailto:info@enquire.org.uk) Website: [www.enquire.org.uk](http://www.enquire.org.uk) for parents and practitioners and [www.enquire.org.uk/up](http://www.enquire.org.uk/up) for children and young people.

Parents who are concerned about their child's progress are asked to contact the school where appropriate senior staff will be available to assist them and answer any questions.





### 3.8 Assessment

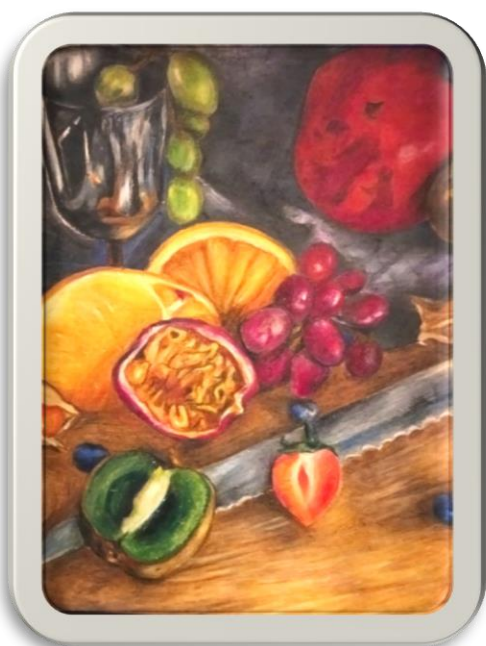
Assessment is used to get information about a pupil's progress in order that further action may be taken such as correcting misunderstandings, encouraging greater effort, organising further revision or changing the teaching in some way.

Departments carry out frequent checks so that pupils and their parents always know where they stand in relation to the targets they are aiming for. Methods range from the formal (eg prelim exams) to continuous assessment which will include class tests, ink exercises, pupil self-assessment, peer assessment, multiple choice tests, essays, project work, jotter work, oral and aural tests, presentations, observation or practical work using a checklist and so on.

Most of this information is recorded in each department in some way and some of it is sent to you in the form of school reports issued each year. Examples of reports are found at the end of this handbook in Appendix 1. Other information is often discussed with you at parents' evenings. In S1-S3 pupil progress is monitored by continuous assessment.

Pupils in S4-S6 undertake National Qualification courses which are divided into a number of units or work. S4 pupils studying National 4 have no external examinations.

S5/6 students will continue with Higher, National 5 and National 4 qualifications in Session 2022/23. Pupils in S4 in Session 2019/20 will be presented for National 4 and National 5 qualifications. A prelim exam is set for S4-6 National 5, Higher and Advanced Higher pupils in each subject. to gain a full award for a National 5 or Higher in each subject.



### 3.9 Examinations

Pupils working for National 4 and National 5, Short Courses, Highers, Advanced Highers will be presented for Scottish Qualification Authority awards (SQA).

The following section has been inserted at the request of North Lanarkshire Council.

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.

#### RESULTS (Scottish Qualification Authority)

Courses at National 2, National 3 and National 4 will not be graded, but assessed as 'pass' or 'fail'.

Courses at National 5, Higher and Advanced Higher will be graded A to D, or 'No award'. If a learner does not achieve a course assessment at National 4, National 5, Higher or Advanced Higher, they will still receive a credit for any Units they have passed within the Course, which will appear on the detailed record of attainment of their qualifications certificate.



Information regarding School Leaver destinations is also included in the statistics provided by the Government in Appendix 2.



### 3.10 Improvement Priorities for 2022/23

The shared vision for Coatbridge High School is to actively promote a positive, inclusive and aspirational ethos which enables all our young people to achieve their potential as lifelong learners and future citizens. ‘*Dare to Dream; Aim to Achieve*’, our school motto was launched following an extensive consultation with our stakeholders, and it encapsulates our vision and values for the school. Our mission is to raise attainment, especially in literacy and numeracy, and to improve outcomes for all our learners. We care equally for all our young people and will intervene appropriately to overcome barriers to learning.

We will encourage a healthy lifestyle and will not lose sight of the importance of health and wellbeing. We actively seek opportunities to work in partnership with parents, carers, families and the wider school community. Our measure of success is that our young people leave Coatbridge High School with the necessary skills, knowledge and competences to achieve a positive and sustained destination in training, education or the world of work.

#### Priority 1

Closing the attainment gap between the most and least disadvantaged children and young people.

#### Priority 2

To ensure the best possible outcomes for all learners by raising attainment and achievement. Continue to maintain a positive school ethos based on mutual respect, adherence to school expectations and our school motto ‘*Dare to Dream; Aim to Achieve*’. Improvement in young people’s health and wellbeing

Our longer-term improvement priorities over the next 3 years are to continue to:

- 🏆 Raise attainment and close the gap between our least and most disadvantaged children, without letting their circumstances define them
- 🏆 Improve attendance, punctuality and uniform
- 🏆 Improve positive, sustainable post 16 destinations for all pupils
- 🏆 Raise the profile of Coatbridge High School in the local community

We have working groups in each of these areas of shared responsibility and staff involved need regularly to discuss ways to continually improve delivery across the curriculum. Parents are consulted for their views on school progress and improvement planning via an annual survey and over the course of the year, formally and informally, via surveys and direct conversation.

For updated information on the work of the school and our main achievements over the last 12 months, please see [www.coatbridgehigh.org.uk](http://www.coatbridgehigh.org.uk)

Details of the school’s performance at local and national level can be obtained by accessing Education Scotland website: [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)

### 3.11 Pupil Leadership



At Coatbridge High School we offer all pupils the opportunity to take a leading role in moving the school forward. We have many groups where pupils can have their voices heard, discuss their point of view and make suggestions on how to improve the school.

You can see the variety of leadership roles in the diagram below. Importantly, these are not limited to senior pupils as they are offered to all year groups.

#### Pupil Parliament

Our Pupil Parliament have a particularly important role in the school as they ensure that young people have a say in decisions that affect their lives and make a positive change to the lives of young people in the school and to ensure the relevant support and advice is available for them. They meet regularly to discuss the important topics impacting on pupils.



#### School Captains



Our School Captains and Vice-Captains are senior pupils who play an important role in the life of the school. They were selected through writing applications and a formal interview with the senior leadership team. Their role in the school is wide and varied. They lead assemblies, support at school events, support younger pupils, raising funds for local charities and causes, providing a further voice for the views of our young people and much more.



## SECTION 4 HOME AND SCHOOL

The last section of the handbook deals with matters which directly involve parents in their child's schooling and emphasises the partnership between home and school which can lead to success for your child.

### 4.1 Reports to Parents

S1 receive two Progress & Achievement reports in a school year, while S2 & S3 receive one Progress & Achievement report (Appendix 1). There is an opportunity for parents to meet their young person's teachers during the year. Meetings are held after school from 4.00 pm to 6.30pm. In some cases school reports are supplemented by letters sent home to the parents of individual pupils.

S4 - S6 pupils will receive three Monitoring & Tracking Reports in a school year. The reports provide a "snap shot" of progress to date and include effort, behaviour, homework, current working grade and the next target grade. The written feedback from staff is in the form of two targets that aim to give specific areas of improvement for the pupil to work on over the coming months.

Please note that comments on tracking reports are only compulsory where a pupil has been allocated a grade 4 in any of the three tracking areas; effort, behaviour, homework. Other comments from staff are discretionary.

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

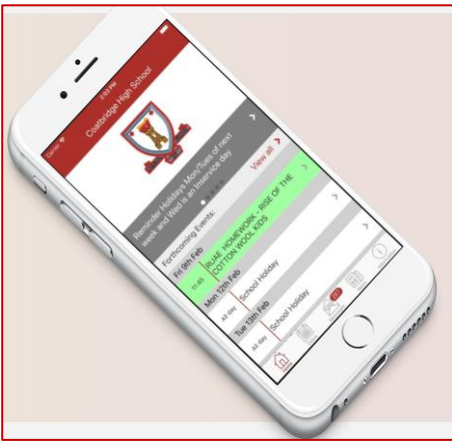
In turn, teachers and staff work with pupils to reflect on their results, looking at their strengths and learning needs, agreeing next steps and action based on these. As they progress, pupils become more involved in this process, as they develop the skills to make effective judgments on their own learning, 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.

### 4.2 Homework & Our School App

Homework is set for a variety of reasons - to complete a piece of work begun in class, to develop research skills, to give extra practice, and so on. It gives parents a direct point of contact with their child's schoolwork and allows them to see what their son or daughter is actually doing rather than merely asking about it. Some parents prefer to sign each piece of homework they see and we find this helpful.

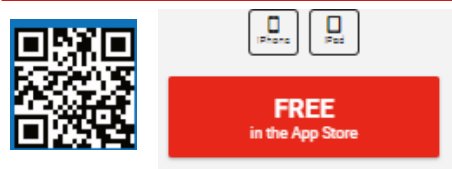
Our policy on homework is given to S1 pupils to take home to their parents at the beginning of the session in August. We have a leaflet on homework for parents and information about appropriate time to be spent by each year group on homework can be found on our website. There is no doubt that doing homework can make a significant difference to a pupil's chances of success at school.

The amount of homework given in S1 - S3 varies a great deal from one subject to another as much of the class work depends on resources kept in the classroom and can be of an individualised nature. From S3 onwards the amount of homework increases considerably as pupils prepare for National Qualifications. S1 pupils should expect up to three hours of homework per week spread over 4-5 nights, S2 four hours, S3 five hours, S4 six hours and S5/6 eight-ten hours.



Pupils and parents can also download the Coatbridge High School app for free from the apps stores for both iPhone/iPad and all android devices. The app forms an integral part of school life. Notifications are sent on a regular basis informing of important homework tasks and assignment deadlines. Whole school news and activities, along with up-to-date information on all events are also sent out as notifications.

Each parent and pupil is able to personalise their app so that only information relating to their pupil will be received. Along with notifications, staff send events straight to the pupil calendar within the app. Parents and pupils have access to their own personalised calendar within their own phone or tablet.



In our app we post a variety of resources to support all aspects of HWB. Coping with stress, dealing with isolation, mindfulness, dealing with change, resilience are the main topics. Resources come from a variety of sources e.g mental health charities such as mind, YouTube videos, tedtalks and NLC Psychological Services.

To get the app you need to download 'school app for parents' from App Store or Google play then select Coatbridge High Health and Wellbeing.

### 4.3 Promoting Positive Behaviour for Learning

The main aim of the school in relation to discipline is to prevent indiscipline from arising by being positive with pupils: building relationships; recognising and rewarding effort and good behaviour; nurturing all and providing challenging, stimulating lessons.

To promote a positive ethos and set our high standards regarding pupil behaviour, we have established a clear set of expectations reflect our vision to establish positive relationships at the core of all we have to do with young people. In Coatbridge High, we:



- ✔ Arrive on time, prepared for learning
- ✔ Keep hands, feet and unkind words to ourselves
- ✔ Follow directions straight away
- ✔ Listen to the person who is supposed to be talking
- ✔ Take care of materials, equipment and environment.

The focus of our Positive Behaviour for Learning Policy is to accentuate the many positives in Coatbridge High School the majority of young people who meet and exceed our expectations on a daily basis. These young people will be recognised formally and informally across all subjects through a range of rewards including Praise Cards, in class rewards, Certificates for Achievement and parental good newsletters.

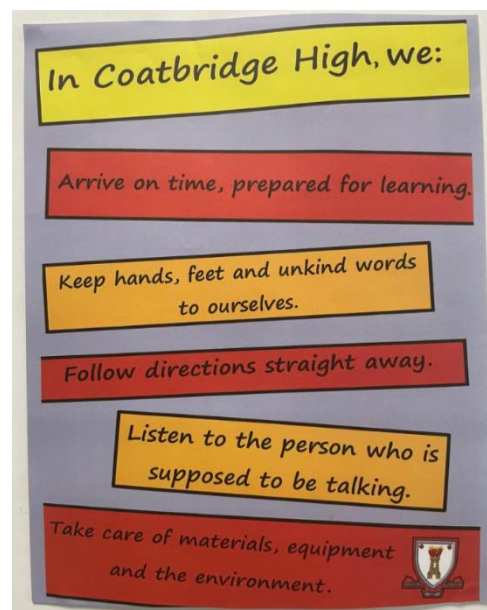
Teachers will continue to work hard to establish positive, respectful relationships with all young people in order to develop a culture of learning and ambition.



Where challenging behaviour occurs class teachers have a range of assertive discipline strategies that will support the young person involved in order to reflect on and improve their behaviour. These strategies may include the issuing of a Punishment Exercise and reflection sheet, demerits, detention, use of a departmental monitoring card or removal from class for a short period. Instances of serious indiscipline will result in a referral to the Senior Leadership Team.

The Pupil Support staff or Depute Head Teacher of a year group may ask parents or carers to come to the school for an appointment to work together to resolve the issue. They may request information from class teachers regarding progress, behaviour or effort in order to get as full a picture as possible. Where appropriate, and in consultation with parents/carer and the young person, referrals may be made to partner agencies for further support. These agencies include Education Psychologist, Social Work or health care professionals.

The Head Teacher may also exclude a pupil from school if there is repeated misbehaviour or a serious incident which affects the teaching of the staff or the learning of other pupils. However, we hope that with goodwill on all sides and close co-operation between home and school, such sanctions can be avoided.



#### 4.4 Anti-Bullying

Fortunately, instances of bullying are rare but when they occur they are distressing for the pupils and his/her family. Bullying both verbal and physical, will not be tolerated in Coatbridge High School. It is everyone's responsibility to stop it happening.

The school will react firmly and promptly when bullying is identified. Senior staff will interview those involved and as a result may have discussions with parents, may withdraw privileges or may exclude from school those who are involved.

The school will do all in its power to protect children, who are bullied, from further abuse and will try to help bullies to understand the impact of their behaviour on others and to change their behaviour. Incidents of bullying are recorded and kept on file. Bullying is one of the topics dealt with in the PHSE programme and this should provide pupils with strategies which they might adopt. Pupils are encouraged to report instances of bullying to the Pupil Support team. Leaflets on bullying are available from Mrs Mills DHT, Support for Pupils.



We hold the Silver Rights Respecting Schools status and we are working towards the Gold award. As a part of this endeavour, staff and pupils have embarked on the *Mentors in Violence Prevention* programme and have developed a Pupil Friendly Anti-bullying policy, *Promoting Positive Friendships*, to sit alongside the school anti-bullying policy.



## 4.5 External Provider Staff

1. School disciplinary policy and procedures should be invoked when there is an incident involving any member of external staff (not employed by NLC) within an NLC establishment.
2. External staff with allocated classes in school should be met by a senior school manager before the first lesson to confirm the policy and procedures on how disruptive behaviour will be managed.
3. Any misconduct should be reported to a member of the school SLT before the close of business day.

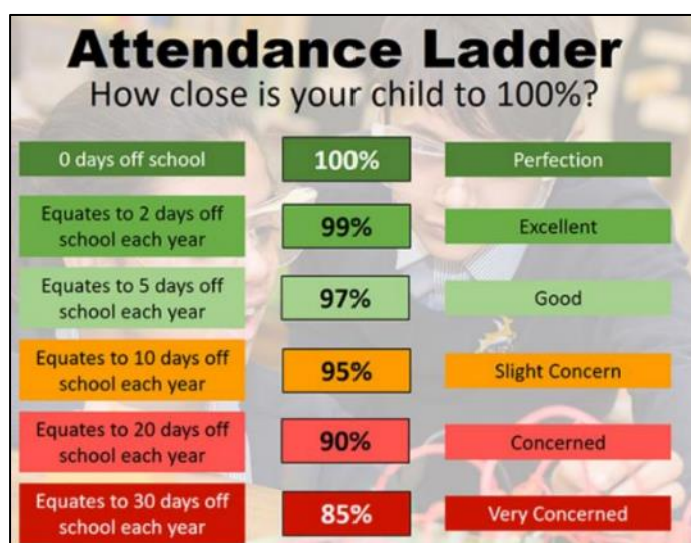
## 4.6 Attendance at School

At the start of each school session parents/carers are 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 session. 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. This note should be given to their Pupil Support Teacher. The note should contain two important pieces of information:

- (1) The dates on which your child was absent;
- (2) The reason for the absence.

A leaflet explaining our attendance and timekeeping system is issued to parents of S1 pupils in August each year. In addition to this, the school's Attendance Policy sets out all procedures and supportive measures relating to the upholding of school attendance. Everyday a member of the office staff sends a text message to a selected number of absent pupils, unless we know the reason for the absence in advance.



North Lanarkshire Council has the authority to write to, interview or even prosecute parents if they are responsible in some ways for their children's absence. The child can be brought before the Children's Panel Hearing.

Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

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

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

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 be automatically classed as unauthorised.

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

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

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

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



It should be emphasised that the school investigates unexplained absence, and that the authority has the power to write to, interview or prosecute parents, or to refer pupils to the Reporter of the Children's Panel, if necessary.

## School Leaving Dates

In accordance with legislation, the school leaving dates for pupils attending North Lanarkshire schools are as follows:

- 📅 31 May
- 📅 The first day of the Christmas holiday period

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

### 4.7 Clothing and Kit

We believe that there are many good reasons for a school dress code. These include learning adult habits like dressing to suit the occasion, encouraging a sense of belonging to the school, minimizing the differences in pupils' appearance that can arise from parents having different levels of income, keeping the cost of the everyday clothing down and most importantly ensuring the safety of all our pupils. A leaflet outlining the case for school dress code is available from the School Office and is issued to parents of S1 pupils in August each year.

The school colours are black, pale blue, red and yellow and dress code consists of the following:

<b>JACKET:</b>	black blazer and black outdoor jacket
<b>JUMPER:</b>	black pullover, sweatshirt or cardigan (V-neck), No hoodies
<b>SHIRT/BLOUSE:</b>	white shirt/polo shirt or blouse
<b>TIE:</b>	school tie
<b>TROUSER/SKIRT:</b>	black trousers or skirt (girls may wear either) - No jeans or leggings

Badges and ties are available from the school, priced £5 each. Scotcrest is our official supplier. This company has a uniform evening in May/June to allow parents to see the items for sale and to allow pupils to try blazers etc for size. Items can be ordered and paid for in August. All pupils are required to wear a blazer. Your support in ensuring that all pupils wear uniform is much appreciated.

The following section has been included at the request of North Lanarkshire Council:

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, pupils and staff were fully consulted. It is the expectation of Education, Skills and Youth Employment services that parents will be keen to support the dress code and written agreement may be sought.

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

- Could potentially, encourage factions (eg football colours);
- Could cause offence (such as 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 circumstances (eg 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 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 Assistant Chief Executive, Education, Youth and Communities. Information and application forms can be obtained from any school or First Stop Shops. Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income support, Job Seekers Allowance (income based), Employment and Support Allowance (income related), Universal Credit, Housing Benefit, Council Tax rebate.

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

The Council wishes to minimise claims arising from the loss of pupils’ clothing and/or personal belongings. Parents/carers are asked to assist in this area by ensuring that valuable items and unnecessary 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.

**Code of Practice for Participation in PE**

It is deemed that all pupils who attend school will normally be able to participate in Physical Education. However, on occasions exceptions may arise and only in these circumstances could Physical Education be considered inappropriate and impractical.

Pupils who have an appropriate note from parents indicating a minor ailment will be given work to complete. Pupils who have no note from parents indicating a minor ailment will be given work to complete. Pupils who have no kit or claim some form of minor ailment without a supporting letter signed by their parent/carer should take part in the lesson. Spare kit is kept in the school and will be offered to pupils.

Subsequent failure to participate could result in the School’s disciplinary procedures being evoked.

**Our PE Uniform**



**4.8 Information in Emergencies**

The following paragraph has been inserted at the request of North Lanarkshire Council

We make every effort to maintain a full educational service, but in some 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 in touch by using letters, notices in local shops and community centres, announcements on twitter and announcements in the press on local radio, on the NLC website and on Twitter.

## 4.9 School Transport

The following section has been inserted at the request of North Lanarkshire Council:

**GENERAL:** The council has a policy of providing free transport to secondary pupils who live more than two miles from their local school by the shortest suitable walking route. This policy is more generous than the law requires. 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 the school in August to enable the appropriate arrangements to be made.

Applications must be submitted at any time throughout the school year but may be subject to delay whilst arrangements are made. There is discretion in certain circumstances to grant privilege transport for pupils to travel in transport provided by the authority where spare places are available and no additional costs are incurred.

**PICK-UP POINT:** 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/carer's responsibility to ensure their child arrives at the pick-up point in time. It is also the parent's/carer's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in a loss of the right to free transport.

## 4.10 Summary of Contact Times with Parents

We are always glad to see parents as we believe that the home-school partnership can only be successful if there is good communication between staff and parents. In that respect we have an "Open Door" policy but remember that almost all staff teach classes for most of the week and so you are unlikely to be able to see a teacher if you turn up unexpectedly. You should phone the school to arrange a mutually convenient appointment time and you should indicate, when you phone, what it is you wish to discuss to allow us to have the necessary information ready for you when you arrive. Normally our first point of contact with the school is with the Pupil Support staff whose job it is to have an overall picture of the pupils under their care.



An increasing number of parents have phones which will not accept calls, if the caller's number is withheld. As the school operates a switchboard, our number is always withheld and this makes it difficult for us to contact certain parents. This is a cause for concern as we may find it extremely difficult to contact parents in cases of emergency. Parents are therefore asked to ensure that the school has at least one contact number which will accept calls from the school.

In addition to the meetings listed below, there are special events such as concerts, and the school show, to which all parents are invited.

**ALL YEAR GROUPS:** There is normally one meeting each year to allow you to meet your child's teachers, starting at 4.00 pm. Parents can book appointments on line using the Parents' Meeting Booking System.

**PRIMARY 7 TRANSFERS:** Parents/carers of pupils who will transfer in August are invited to Open Evenings at the High School in October and May of each session.

**S2-S5 INFORMATION:** There is an open event in February for parents/carers of pupils in S2-5 where staff share information about subjects, progression pathways and careers information.

**EMERGENCIES:** Parents/carers will be seen at any time.

Most meetings are advertised to parents/carers by letters given to pupils to take home and on our school app. Often this is supplemented in a text message to parents/carers. In addition, letters on individual matters about particular pupils are sent home throughout the year by various members of staff.

We also have a parents' /carers' newsletter which is produced once a month to keep parents/ carers up to date with events in the school.

#### 4.11 Complaints/Concerns

At Coatbridge High School we aim for the highest standard to all our stakeholders in all that we do. Sometimes, though, you may feel that you have a concern that you may wish to raise.

We follow North Lanarkshire Council Complaints Guidelines, a copy of which is available from our School Office. In addition to these, we have our own Complaints and Concerns Policy. This policy states that if you contact us with a concern - either by telephone, e-mail, visit or letter - we will investigate your concern and contact you by telephone with 2 working days, or by letter within 5 working days.

In addition to this, we would also like to hear from you if you wish to praise an initiative we are undertaking, or an individual pupil for their actions. Relevant school policies and local authority policies may be accessed via our school website: [www.coatbridge.n-lanark.sch.uk](http://www.coatbridge.n-lanark.sch.uk)



## 4.12 The Parent Council

### Parent Forum

As a parent of a child at Coatbridge High School you are automatically a member of the Parent Forum, which is composed of all the parents and carers of children at the school.



The following section has been inserted at the request of North Lanarkshire Council:

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 Parent Council to work on behalf of all the parents in the school
- 📖 Be invited to identify issues for the Parent Council to work on with the school

### Parent Council

The Parent Council for Coatbridge High School meets 5 times per session. The Head Teacher, Mrs Creaney, is the professional adviser to the Parent Council and has a right and duty to attend all meetings of the Parent Council. Meetings of the Parent Council are open to members of the public. During session 2022-23 the following parents are serving on the Parent Council:

Debbie Shaw - Chairperson   Sharon Russell (Secretary)  
Lorna Gilkison - Vice-chair   Janet Dunsmuir - member

All can be contacted via the school office if you would like to raise any issue with them, and there is a line to the Parent Council on the school website. The following section has been inserted at the request of North Lanarkshire Council:

The Parent Council's rights and duties include:

- 📖 Supporting the work of the school
- 📖 Representing the views of parents
- 📖 Consulting with parents and reporting back to the Parent Forum on matters of interest
- 📖 Promoting contact between the school, parents, pupils and the wider community
- 📖 Fundraising
- 📖 Taking part in the selection of senior promoted staff



- 📄 Receiving reports from the Head Teacher and Education Authority
- 📄 Receiving an annual budget for administration, training and other expenses
- 📄 Improving home school partnership and facilitating parental involvement

Members of Parent Councils, on a voluntary basis, may also have an advisory role in decisions on placing requests by parents in respect of those situations where the number of placing requests for a particular school or for a particular stage in a particular school exceeds the number of places available. If you are interested in becoming a member of the Parent Council, please contact NLC for an application form. Please note that if the number of interested parents exceeds the number of places available then members will be decided drawing lots or formal ballot

#### 4.13 Pupil Voice

The Pupil Voice exists to:

- 📄 Represent the interests of the entire student body
- 📄 Review and respond to feedback from the student body
- 📄 Create an atmosphere that promotes student involvement in both the voice and other pupil organisations.



All pupils who attend Coatbridge High School are members of the Pupil Voice:

- 📄 They can nominate themselves to be a Class Representative prior to the Pupil Voice Conference
- 📄 They have one vote in the election of the class representative
- 📄 The Voice Committee will organise a conference within 8 weeks of returning to school in August when all class representatives will have the opportunity to discuss the priorities for the year ahead
- 📄 Any pupil can nominate themselves as a Voice Committee member
- 📄 Any pupil can ask their class representative, or any other member of the committee, to have an item discussed at committee meetings
- 📄 Are welcome to attend meetings
- 📄 Can speak at meetings when invited to do so.

## Additional Information

- 📅 Meetings of full committee are held once a month during the school day
- 📅 Committee members meet with class reps once a month during PST
- 📅 Subcommittee meetings are held at lunchtimes as and when required
- 📅 The Head Teacher may propose projects to the Pupil Voice. These projects and responsibilities must adhere to the purpose of the Pupil Voice as defined in the constitution

We hope you have found this handbook a helpful introduction to Coatbridge High School and wish your son or daughter every success and happiness as a pupil of the school.

The following paragraph has been inserted at the request of North Lanarkshire Council:

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

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

### Covid-19 Pandemic

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



Progress & Achievement Report (S1 - S3)



**Coatbridge High School**  
**Broad General Education Report**  
**January 2020**

Student Name: \_\_\_\_\_  
 Year Stage: \_\_\_\_\_  
 Registration Class: \_\_\_\_\_  
 Pupil Support Teacher: \_\_\_\_\_

**Dare to Dream, Aim to Achieve**



Teacher's Name		
Effort	Behaviour	Homework
<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>English</b> Achievement Level: Progress Within Level: <b>Progress</b>		

## Progress & Achievement Report Guide (S1 - S3)



The following information is a guide to the contents of the Progress & Achievement reports.

EFFORT		BEHAVIOUR		HOMEWORK	
Excellent <i>Rarely requires a prompt to complete given task</i>	1	Excellent <i>Displays a mature attitude and approach towards their work and fellow pupils</i>	1	Excellent <i>Homework is always completed and submitted on time. Presentation and content is also of a high standard.</i>	1
Good <i>Occasionally needs to be reminded to keep on task</i>	2	Good <i>Is able to accept and act constructively on guidance/advice given by staff</i>	2	Good <i>Homework is always submitted (deadlines usually met) and work presentation and content is often of a high standard.</i>	2
Satisfactory <i>Quantity and quality of work does not reflect full potential - merely satisfying the basic requirements of a given task</i>	3	Satisfactory <i>Requires to be reminded on a regular basis to follow a given instruction</i>	3	Satisfactory <i>Homework is attempted at times but the quality and presentation is inconsistent</i>	3
Cause for Concern <i>Always requires constant prompting to focus on any given task and rarely completes the task</i>	4	Cause for Concern <i>Frequently disruptive and hinders the progress of the work of the class</i>	4	Cause for Concern <i>Homework is unsatisfactory - seldom attempted and poorly presented</i>	4



## Progress & Achievement Report Guide (S1 - S3)



1. **Ratings:** An over view of your child's Effort, Behaviour and Homework ranging from Excellent to a Cause for Concern.
2. **Level Achieved:** Indicates the level successfully completed to date. Secondary school offers a wide range of new subjects compared to Primary School, as a result, the marked level achieved in the report is based on the level of entry of the course. Hence, you may well see a broader spread of levels in the report compared to what you may have experienced in Primary School.

*For Example:* Home Economics launches the start of their course at Level 2 which is why Level 1 is highlighted on the report as being achieved previously.

3. **Progress within a Level:** Indicates the level of progress in the current level of study.

Requires Challenge - More challenging pieces of work available to link with the next level of study.

On track - Making constructive progress and successfully completing the tasks presented.

Inconsistent - Able to make some positive progress but may require extra guidance to complete all the given tasks.

Not On Track - Finding the course content challenging and requires regular support to aid completion of given tasks.

4. **Comment:** The comment is based on the selection made in Progress within a Level.

## Report Guide (S4 - S6)



## Explanation of terms and grades

<b>Target Grade:</b>	Grade the student was given to achieve by this monitoring period.
<b>Working Grade:</b>	Grade the student is currently working at.
<b>Next Target Grade:</b>	Grade the student should aim to achieve by the next monitoring period.
<b>Pupil Targets:</b>	Specific areas of work/timescales that the pupil should focus on in the immediate future.
<b>Effort:</b>	The extent to which the pupil works hard, is motivated, participates in the lessons and comes properly prepared.
<b>Behaviour:</b>	The extent to which the pupil behaves in class, is focused and on task.
<b>Homework:</b>	The extent to which homework is completed on a regular basis and to an acceptable level.

Effort	Behaviour	Homework
Always works conscientiously	Always behaves well	Always makes a good attempt
Usually works conscientiously	Usually behaves well	Usually makes a good attempt
Making some effort but capable of more	Some improvements required	Occasionally makes a good attempt
Rarely puts in the effort to make good progress	Serious concerns	Rarely makes a good attempt

**National Qualifications:**

National 3 and 4 - These courses will not be graded, but will be assessed as a pass or fail.

National 5 - This course will be graded A to D, or 'No Award'.

<b>Advanced Higher (AH), Higher (H), Intermediate2 (Int2), Intermediate1 (Int1), National 5</b>
---

Grade	1	2	3	4	5	6	7	8	9
Level	A	A	B	B	C	C	D	No Award	No Award

<b>All Access Courses, Unit Awards, National 3 and 4</b>
--

Pass	1
Fail	9

S4 S6 - Pupil Progress Report



Subject	Teacher	Study Level
English		

Target Grade	Next Target Grade	Working Grade	Attainment Progress	Effort	Behaviour	Homework	Percent

**Pupil Targets**

Subject	Teacher	Study Level
Design & Manufacturing		

Target Grade	Next Target Grade	Working Grade	Attainment Progress	Effort	Behaviour	Homework	Percent

**Pupil Targets**



**Coatbridge High School Progression Pathway Session 2022/23**

**Name** \_\_\_\_\_ **Class** \_\_\_\_\_

Possible career choice

**Broad General Education- S2 into S3 Personalisation and Choice**

Everyone will study English, Maths, PE (core), PSHE (core) and RE (core). You now should make 6 further subject choices. You must make one choice from **each column by circling a subject in the table below:**

Languages	Science	Social Subjects	Expressive Arts	Technologies	Pick one subject from this column that you have not already chosen
French	Biology	Business Management	Art and Design	Administration & IT	Admin & IT
German	Chemistry	Geography	Dance	Computing	Art and Design
Modern Languages for Life and Work	Physics	History	Design & Manufacture	Graphic Comm	Biology
Spanish	Applied Science	Modern Studies	Drama	Practical Cookery	Computing
			Music	Food Technology	Chemistry
Travel and Tourism	Science	RME			Design & Man
					Drama
					Geography
					Graphic Comm
					History
					Modern Studies
					Music
					PE –SQA
					Practical Woodworking

Pupil Signature \_\_\_\_\_ Parent/ Carer Signature \_\_\_\_\_ PT Pupil Support

**Courses will only run if there are sufficient numbers in the class.**

More information about subjects is available on the school website : <https://blogs.glowscotland.org.uk/nl/coatbridgehighschool/>





Coatbridge High School

Session 2022-23



5/6 Options Choice

Name .....		Leaver's Destination.....				
.....Reg Class .....		Column A	Column B	Column C	Column D	Column E
<b>Adv Highers</b>	English	Maths	Drama	Music	Art & Design	
<b>Higher and SCQF Level 6</b>	English Mental Health and Wellbeing (NPA) Physical Education	History Legal Studies(NPA) Mathematics Photography	Administration Business Management Geography History Media Modern Studies Physics Young Stem Leaders (NPA)	Human Biology Computing Design & Manufacture Dance Drama Geography History Music RMPS Sports Leader	Art & Design Administration Chemistry Graph Communication Human Biology Music Modern Studies Musical Theatre Physical Education Spanish Social Sciences(Col C and E)	
<b>National 5 and SCQF Level 5</b>	Criminology (NPA) English Mental Health and Wellbeing (NPA) Physical Education PC Passport	Event Management(NPA) History Legal Studies(NPA) Mathematics Personal Finance	Administration Art & Design Business Management Geography History Media Modern Studies Practical Woodwork Physics	Biology- Health Sector Skills Cybersecurity Drama History RMPS Sports Leader	Biology Chemistry Graph Communication Music Modern Studies Physical Education Spanish Travel and Tourism	
<b>National 4 and SCQF Level 4</b>	English PC Passport	Applications of Maths Mathematics Personal Finance Event Management	Art & Design Administration Geography History Modern Studies Practical Woodwork	Construction Cybersecurity	Travel and Tourism	
<b>Choice of subject and level</b>	<b>Column A</b>	<b>Column B</b>	<b>Column C</b>	<b>Column D</b>	<b>Column E</b>	







**Foundation Apprenticeships (SCQF Level 6) and Advanced Highers**

	Col.A	Col.B	Col.C	Col.D	Col.E
<b><u>1 Year FA S6 Only</u></b> This option will require two Columns	Social Services Children and Young People				<b><u>Work Placements</u></b>
<b><u>Year 2 FA Continuing from S5</u></b>					<b><u>Work Placements</u></b>
<b><u>2 Year FA S5 Only</u></b>	Social Care and Health Care	Social Services Children and Young People			
<b><u>Advanced Higher Requests-</u></b> <b><u>(delivered by other schools using virtual learning)</u></b>	Pick AH Subjects, Columns will be confirmed later.				
<b><u>UCAS (S6 Only)</u></b>	Tick if you are applying to University (UCAS) <input type="checkbox"/>				

Parental Signature	Pupil Signature	PTPS Signature
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Education Authorities throughout Scotland are legally obliged to ensure that parents of P7 pupils in their area are provided with the following information.

-  Attendance rates and rates of authorised/unauthorised absence
-  School leaver destinations
-  School costs
-  Examination results

### Attendance Rates

Absence rates are calculated as a percentage of the total number of possible attendances for all pupils of the school in the stage shown, each morning and afternoon of each school day being a separate possible attendance.

Where figures or percentages based on a number of pupils under any particular heading is between 1 and 4, no information is given and \*\* is inserted in place of figures. Adults attending day school classes are excluded.

Figures for North Lanarkshire and Scotland include all education authority and grant-aided secondary schools, but exclude special schools.

### Analysis of Results

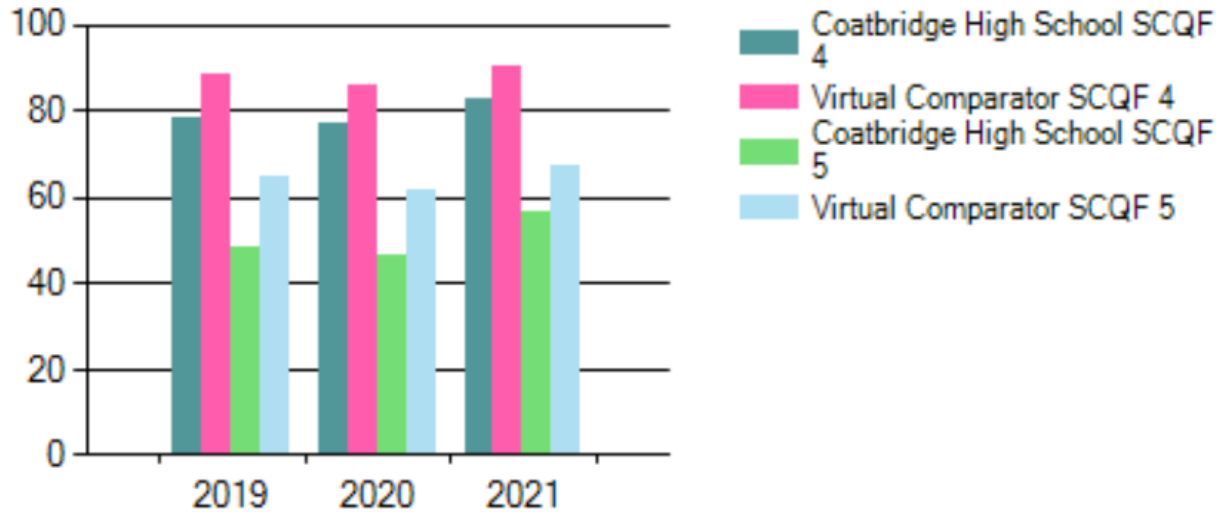
The Scottish Executive Education Department has provided the information for the following tables. They think this information will help parents to understand the school's examination results.

The following section has been included at the request of North Lanarkshire Council:

*The information for North Lanarkshire and Scotland include all education authority and grant-aided secondary schools.*

Further information can be found on the Education Scotland website:  
[www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)

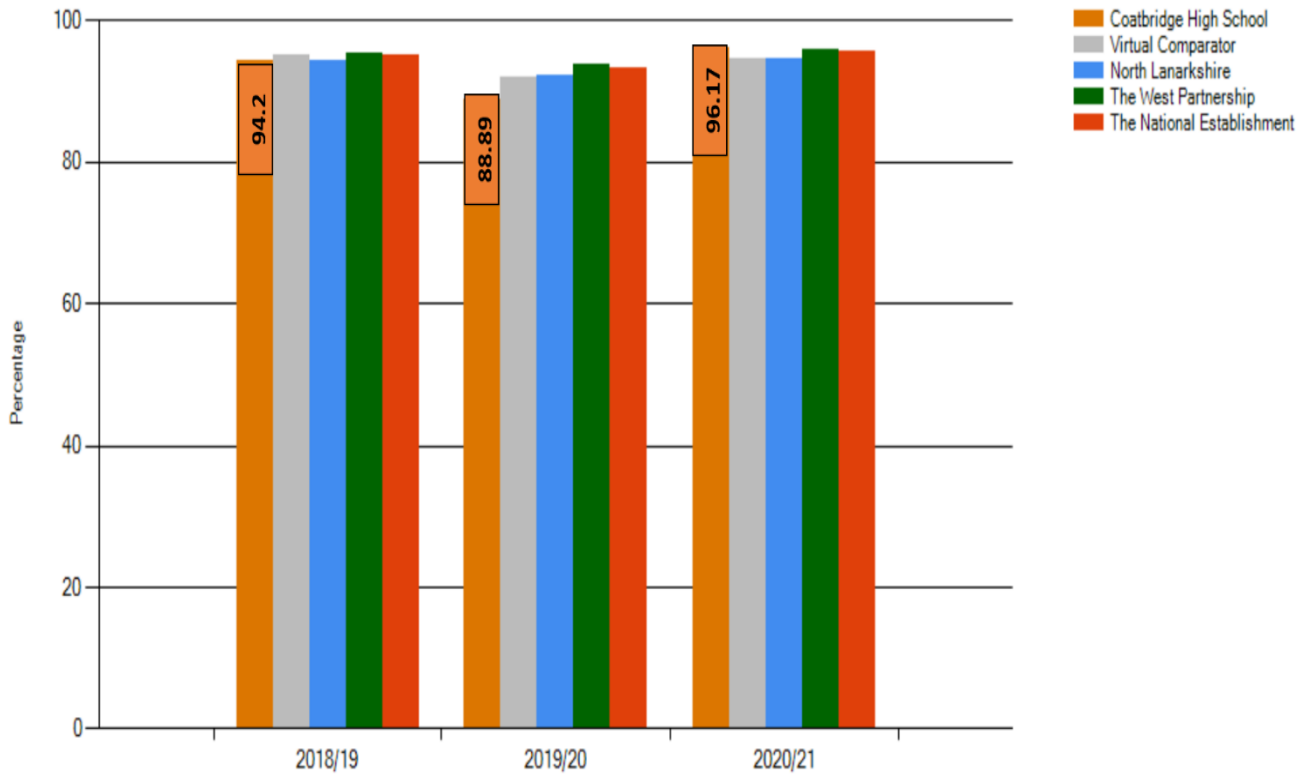
Improving attainment in literacy and numeracy  
 Percentage of Leavers Attaining Literacy and Numeracy





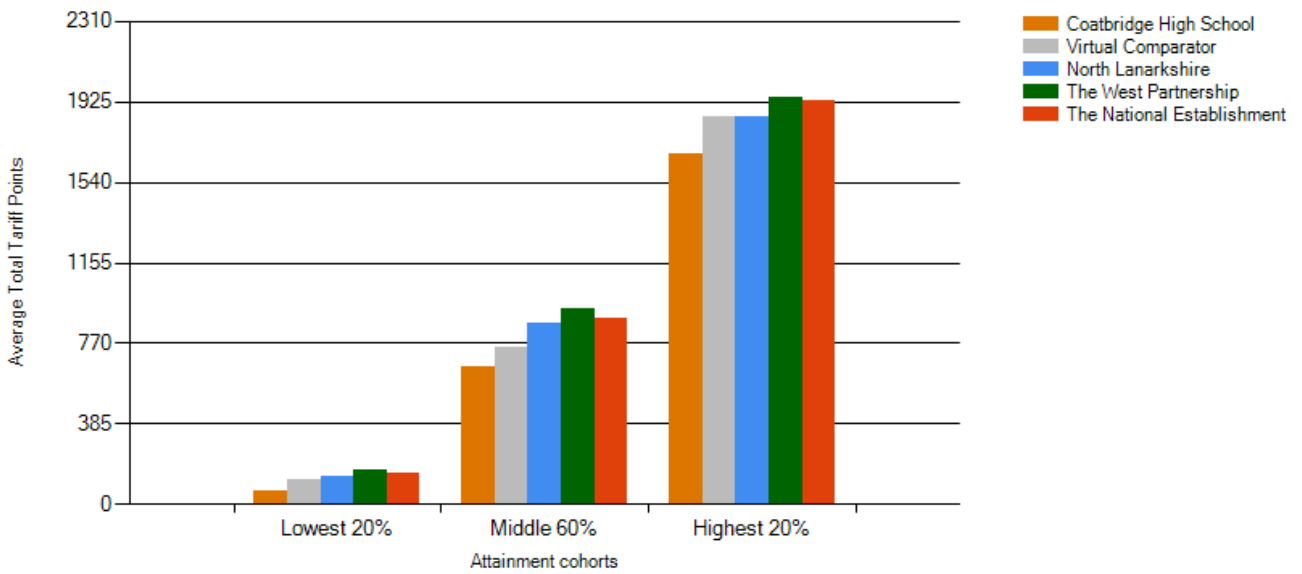
Increasing post-school participation

Percentage of School Leavers in a Positive Destination



Improving attainment for all

Average Total Tariff Points



Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

Attainment versus Deprivation

