

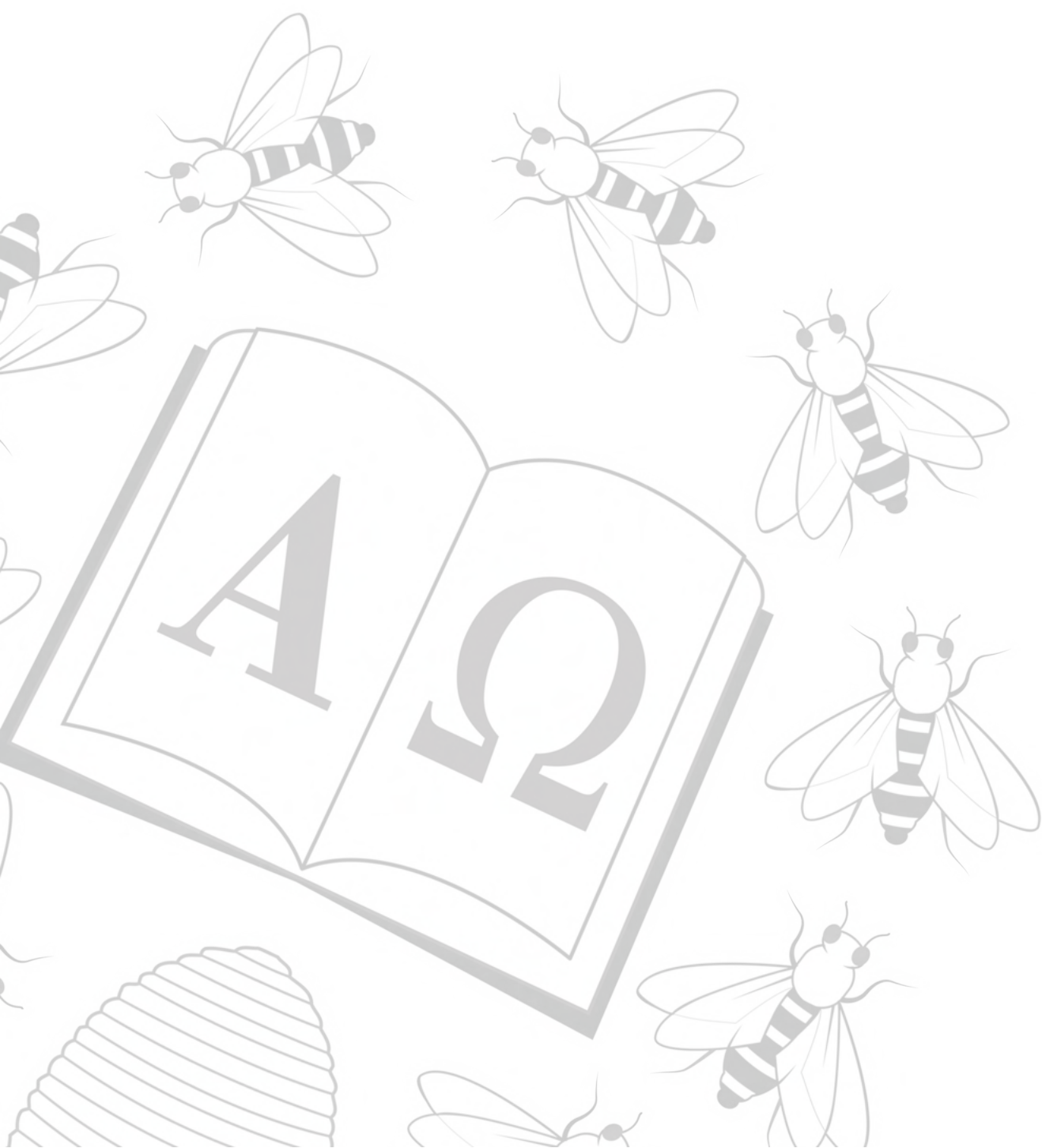


# **ST.AMBROSE HIGH SCHOOL**

## **SCHOOL HANDBOOK 2025 - 2026**



**LIVE  
LEARN  
WORK  
INVEST  
VISIT**



## Contents

	Page		Page
Head teacher's Introduction	4	Celebrating Success	28
School vision, values & aims	5	Assessment & Reporting	29
School Prayers	6	Skills Development Scotland	29
The Charter for Catholic Schools	7	School Meals	30
School Information	8	Free School Meals	31
Our School Campus	9	Placing Requests	32
Staff List	10	Education Maintenance Allowance	33
Primary Liaison	11	Transport	34
School holidays 2025 - 2026	12	Health and Medical Care	35
Pupil Support	13	Child & Adult Protection	36
Additional Support Needs	14	Home School Links	37
Girfme	15	Attendance	38
Dispute Resolution	16	Freedom of Information & GDPR	40
School Uniform	17	The Parent Forum	45
Clothing Grants	18	The Parent Council	45
School Discipline and Ethos	19	Elected Representatives	46
Anti-Bullying	19	School Strategic Plan 2024 - 2025	47
Religious Education & Observance	20	Performance Data	48
Caritas	21	Public Examinations	51
The Wider Curriculum	22	Analysis of Public Examination Results	51
Equal Opportunities	23	Qualifying Statement	51
What is Curriculum for Excellence?	24	Important Addresses	52
Junior Phase & Senior Phase Curriculum	26		



## Headteacher's Introduction

Dear Parent/Carer,

I am delighted to be able to welcome you to St Ambrose High and I am also aware that you may already know the school well and, indeed, be a former Ambrosian yourself. Whatever your connections with the school please be assured that the arrival of your son/daughter in August 2025 is one that the school looks forward to.

Arrival in high school is truly a '*right of passage*' for young people and it is our task to work in partnership with families and with partner primaries to ensure that all the necessary supports and structures are in place to make the transition an effective and positive one. Following the pandemic, it is wonderful to be able to return to having transition events within the school, so we look forward to welcoming young people, and also parents/carers within the school environment. During the remainder of this session, we are also hoping that we will be able to share information with you via the school website, our Twitter account, via short media clips and when you come to the school at some point later this session.

An important part of the transition programme is to convey key messages about the mission, vision and values that underpin the work of the school. Our Catholic identity is central to all that is undertaken. Our purpose is that of supporting young people spiritually as they make a faith journey and as they strive to live out Gospel values and put their faith into action. Alongside that, we endeavour to develop our young people intellectually, emotionally, and personally. By nurturing their aptitudes, talents, hopes and dreams we strive to equip our young people to grow in confidence as mature and responsible citizens, about to take their place in society and to respond to the opportunities and challenges of life.

St Ambrose High provides a firm foundation in which young people can flourish, especially when this is done in partnership with parents/carers and families.

I look forward to meeting you soon and I am ambitious and optimistic for the future success of your child in St Ambrose High.

Yours sincerely,

Mrs Kathleen Keeney

Acting Head Teacher



## Our Vision

**Learning in Faith, Hope & Love**  
in fide, spe et caritate discendi.

## Our Values

**F**ortitude

**A**mbition

**I**ntegrity

**T**ruth

**H**oliness

## Our Aims

- Commit to the formation of the whole person.
- Nurture a community of love and mutual respect.
- Follow Jesus on our journey of learning in a school where faith is central and prayer is present.
- Foster meaningful relationships within our wider community through service to the common good.
- Seek happiness and fulfilment in life through the use of our unique God given talents.
- In our pursuit of excellence in all things, remain constant in **FAITH** (Fortitude, Ambition, Integrity, Truth & Holiness)

## Our Logo



## **Prayer of Saint Ambrose**

Lord teach me to look for you.  
When I look, show yourself to me.  
Without your help, I will go through life blind  
to the many things you do for me.  
With your help, I will be able to see you in other people  
and in the ways you show how much you care and love me.  
As I see you more and more, may I grow in love of you  
St Ambrose, pray for us

## **Morning Prayer**

God our Father,  
We thank you for the gift of this new day.  
Help me to please you in all I think, do and say.  
Lead me to grow in wisdom and knowledge  
and to share your love with all those I meet.  
Guide me to grow in faith and holiness  
so that together we can make saints of others.  
Amen.

## **Afternoon Prayer**

To us Christ is all!  
If you have a wound to heal, he is the doctor;  
If you are parched by fever, he is the spring;  
If you are oppressed by injustice, he is justice;  
If you are in need of help, he is strength; If you fear death, he is life;  
If you desire heaven, he is the way;  
If you are in the darkness, he is light.





# A Charter for Catholic Schools in Scotland

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

**All Catholic schools in Scotland**, in honouring Jesus Christ as the Way, the Truth and the Life, will feature the following characteristics:

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

**All staff appointed to a Catholic school** are expected to support and promote the aims, mission, values and ethos of the school, as illustrated in this Charter.



## School Information

**Address:** St Ambrose High School  
65 Townhead Road  
Coatbridge  
ML5 2HT

**Telephone:** 01236 794899

**Fax:** 01236 427839

**E-mail:** nlkeeneyk@northlan.org.uk

**Website:** www.st-ambrose.n-lanark.sch.uk

**Enquiries:** enquiries-at-st-ambrose@northlan.org.uk

St Ambrose High School is a co-educational Roman Catholic school covering all stages from S1-S6. The agreed capacity of the school is **1476**. The current roll for 2024-25 is as follows:

**S1:** 276   **S2:** 261   **S3:** 262   **S4:** 285   **S5:** 222   **S6:** 158   **Total:** 1464

The projected roll for St Ambrose in the next three years is as follows:

**2024:** 1476   **2025:** 1476   **2026:** 1476

## The School Day

Monday	8.55 – 3.45
Tuesday	8.55 – 3.45
Wednesday	8.55 – 3.45
Thursday	8.55 – 3.45
Friday	8.55 – 12.30
Interval	10.35 – 10.50
Lunch	12.30 – 1.15





## The School Campus

Our school campus is located on Townhead Road, next to Drumpellier Country Park. The school sits alongside Buchanan High School and Townhead Community Centre.

The school offices are located on the ground floor next to the Assembly Hall and the social area. Music, Drama and Design Engineering Technology each have their own individual well-resourced teaching areas on the ground floor. Music and Drama facilities include two sound-proofed recording studios, a Drama studio and individual tutor rooms for instrumental instruction. The Physical Education department occupies a large area on the ground and first floor. Facilities include a large games hall, a gym, a fitness suite and a teaching classroom. There are many high quality outdoor pitches for school and community use.

English, Mathematics, Home Economics, Art and Support for Learning all benefit from their own individual teaching areas on the first floor. A state-of-the-art hospitality kitchen further enhances the quality of teaching and learning and vocational training. The Library is also situated on the first floor. The second floor is the location for ten science labs and the school greenhouse. There are six classrooms on this floor dedicated to the teaching of ICT. This floor is also home to Modern Languages, Religious Education and Social Subjects. An oratory for Mass and private prayer and reflection is situated next to the Religious Education department.

Landscaping throughout the campus has been designed for both aesthetics but also to encourage a variety of wildlife to the country park. A habitat area next to the main building was designed in conjunction with pupils from both schools and is home to our two beehives. At the back of the building there are two large courtyards for pupil use at break times.

The school has excellent facilities for those who require additional access. There are designated parking bays, wide corridors, and lifts to all floors. There are several toilets which are designed for those requiring additional access.

There is a large car park which is accessible to the community out with school hours.

## Letting Procedures

It is Council policy that school accommodation be made available as far as possible out with school hours for use by the community. Such use by groups, clubs etc. will be in accordance with approved letting procedures and enquiries should be directed to Learning and Leisure Services.

## STAFF LIST (January 2025)

<b>SLT</b> Mrs K Keeney - Acting Head Teacher Miss A Smith - DHT S1 & S2 Mr J McMullen - Acting DHT S3 Mr A McKune - Acting DHT S4 Mrs G McCadam - DHT Mrs J MacPhail - DHT S5 & S6	<b>Art and Design</b> Mrs D Marcuccilli – PT PS Ms L Brown 0.8 Miss S Matthew Miss F Waley Ms N McKenny Miss K Stewart	<b>Business and International Language</b> Mrs A Boyd – PT Mrs L Doyle 0.8 Ms C Fagan Mrs K Keeney - Acting HT Mr M Wishart Mrs J Maxwell Mr M Kennedy Mrs N Mancisidor Mrs K McCarthy 0.6 Ms A McPherson 0.5 Mr H Hady
<b>Design and Technology</b> Mr A McKune — Acting DHT Mrs P Delaney – PT PS Mr D Kennedy— Acting PT PS Mr B Gregg Mr B Sheridan—Acting PT Mr M Curley Mr J Pears	<b>English</b> Mrs A McConnell - PT Mrs G McCadam - DHT Mrs C Gardner Miss M Devlin Mr M Fagan Miss C Friel Mrs J McCahill - Acting PT PS Miss A McDonald Mrs S McKellar Miss S Steen Mrs A Ruddy Miss A Timmons Mrs R Wilson 0.8	<b>Mathematics</b> Mr D McCutcheon – PT Mrs P Miller Miss L McNamee Miss R Clements Mrs C King Miss N Gierslowski - PT PEF Mr A Flynn Mr D O'Donnell Mrs R Quigley Mr E Dolan Miss J Forsyth Mr J Whitby
<b>Science</b> Mrs W Walker – PT Mrs E Slavin—PT PEF Mrs C Boyle Mrs A McNally – 0.5 Mrs K Grimes Mrs A Leonard Mrs N Nally Mr A Shepherd Mr C McHugh Mr C McLaughlin Mr J Hogg Miss M Donnelly Miss C McGurk Mr J Graham Mrs L Hammill  <b>Technicians</b> Mrs J Watson (Senior) Mr G Acreman Mr J McConnell Mr G Davis Mr J Howell  <b>Administration Staff</b> Mrs R Lambie (AFA) Ms I Wilson Ms E Ryan Mrs S Watt Miss N Herron Mrs D Martin  <b>Dining Supervisor</b> Mrs AM Campbell	<b>Social Subjects</b> Mrs L McShane – PT (0.6) Ms E Noble PT (0.4) Mrs J MacPhail – DHT Mr J McMullen – Acting DHT Mr T Roy – PT PS Mrs R Barr Mrs A Clark Ramage Ms J Sear Mr R Wallace – PT PS Mr D Kunderan Mr C Harris Miss H Jackson  <b>Religious Education</b> Mr A Fitzhenry – PT Miss A Smith –DHT Mrs PJ Miller Mrs D Hill 0.6 Mrs S Trower  <b>ASN Support for Learning</b> Mrs J Macdonald – PT Mrs L Morrison - 0.8 Ms C McEachern  <b>ASN Assistants</b> Ms G Wylie Mrs AM Hoey Mrs A Curtis Ms F Merson Mrs M McIntyre Miss E Hamilton Mrs V McGowan	<b>PE Health and Wellbeing</b> Mr A Heffron – PT Mrs N Barry – PT PS (0.6) Mr S Robertson Mr K Falkingham Mr F Weir - PT Enrichment Miss F Tuite - PT PEF Miss J Wilson Miss E Kennedy Ms G Gordon 0.8 Ms L Devine 0.8 Ms K Marshall 0.8  <b>Active Schools Co-ordinator</b> Miss Shannon Connelly  <b>SDS Adviser</b> Mr N Sidiqqe  <b>Music and Drama</b> Mrs N Welsh – PT (0.8) Mr R Angus – Acting PT (0.2) Mrs A Rutherford Mrs B McGregor 0.5 Ms K Miller Mrs M Warren 0.7  <b>Home School Partnership</b> Mrs J Parker  <b>Janitors</b> Mr C McNicol Mrs KA Allison  <b>Chaplain</b> Fr Kenneth O'Brien (St Joseph's (Steps))/ St Barbara's (Muirhead)

## Cluster Primary Schools

The school's cluster primary schools are:

St Bartholomew's	Deveron Street, Coatbridge	Tel. 01236 794820
St Augustine's	Henderson Street, Coatbridge	Tel. 01236 632090
St Kevin's	Langmuir Road, Bargeddie	Tel. 01236 632146
St Bridget's	Camp Road, Baillieston	Tel. 0141 771 1294
St Francis of Assisi	Crown Street, Baillieston	Tel. 0141 773 2052

## Primary Liaison

A designated member of the Senior Leadership Team has responsibility for managing and coordinating the primary secondary liaison programme which is designed to ensure a smooth and seamless transition to secondary for every child.

Underpinning the programme are regular meetings with the associated primary Head Teachers to ensure a shared understanding of learning and teaching and the nature of the curriculum in both sectors. Effective planning, professional dialogue and close curricular links ensure continuity and progression for all children as they make the transition from primary to secondary.

At the heart of the programme are a series of lessons delivered in the associated primaries by members of the extended pupil support team to prepare the children for their move to high school. Prior to the move, pupils have planned visits to St Ambrose to experience life in a secondary school. Parents are also invited to the school on a number of occasions during P7 to keep them informed about transition arrangements to support progress, to gain an insight into our school community and to involve them in supporting their children's learning at this crucial stage.

Where a pupil has a significant additional support need, the transition process begins in P6 and individual transition meetings are held to ensure that we work effectively with partners and parents in planning and meeting learners' needs.





## School holidays and term dates 2025 - 2026

Teachers return and in-service day: **Tuesday 12 August 2025**

In-service day: **Wednesday 13 August 2025**

Pupils return: **Thursday 14 August 2025**

September 2025

September weekend: **Friday 26 September** and **Monday 29 September 2025** (inclusive)

October 2025

October week: **Monday 13 to Friday 17 October 2025** (inclusive)

November 2025

In-service day: **Monday 17 November 2025**

December 2025 - January 2026

Schools close: **Thursday 18 December 2025 at 2.30pm**

Christmas and New Year holidays: **Friday 19 December 2025 - Friday 2 January 2026 (inclusive)**

February 2026

Mid-term break: **Monday 16 February and Tuesday 17 February 2026**

In-service day: **Wednesday 18 February 2026**

April 2026

Schools close: **Thursday 2 April 2026 at 2.30pm**

Spring holiday (Easter): **Monday 6 April - Friday 17 April 2025 (Inclusive)**

Schools return: **Monday 20 April 2026**

May 2026

May holiday: **Monday 4 May 2026**

In-service Day: **Thursday 7 May 2026 (coincides with Scottish Parliament election, but may be subject to change)**

May weekend: **Friday 22 May 2026 and Monday 25 May 2026** (inclusive)

June 2024

Schools Close: **Friday 26 June 2025 at 1pm**

## Pupil Support

The Pupil Support Team are:

**S1: Mr Wallace**

**S2: Mr Roy**

**S3: Mrs McCahill**

**S4: Mrs Marcuccilli**

**S5: Mrs Barry/Mrs Delaney**

**S6: Mr McMullen**

Meeting the needs of all learners is a priority in St Ambrose High School where the aims of the Pupil Support system are to help every pupil to develop as fully as possible the range of talents they have been given while, at the same time, preparing pupils to enter society as caring, responsible citizens on leaving school.

The work of the Pupil Support team is coordinated by a Depute Head Teacher. Pupil Support staff build up strong and lasting relationships with individual pupils in their care from the start of First Year, right through secondary school and beyond.

Pupil Support are supported in the delivery of personal support to all pupils by the wider teaching staff in providing personal support for pupils:

- regular opportunities to discuss and review learning and set targets for improvement
- support to prepare pupils for curricular decisions, choices and changes
- support for pupils through all transition stages
- opportunities to discuss and plan for personal achievement and to recognise and celebrate achievement
- opportunities to directly involve pupils in the decision-making process through various pupil voice forums.

Parental involvement is welcomed by the school and particularly by the Pupil Support staff who are always in attendance at parents' meetings. Parents may also make appointments to meet with their child's Pupil Support teacher to discuss any aspect of their schooling. The first point of contact for Parents/Guardians should always be the Pupil Support teacher who is the Named Person for their son/daughter. Pupil Support staff can be contacted in the first instance via the school office.



## Additional Support Needs

St Ambrose High School complies with the Education (Additional Support for Learning) (Scotland) Act 2004 as amended by the Education (Additional Support for Learning) (Scotland) Act 2009. North Lanarkshire Council's policy is contained within "Support for Learning Policy into Practice 2", a copy of which is available in the School. The school has a Support for Learning Policy, available from the school on request which is consistent with North Lanarkshire Council guidelines.

The Support for Learning Department is part of the wider pastoral team that supports learning in St Ambrose High School. The department is made up of additionally trained and qualified teachers and skilled support assistants who provide support for children in the classroom, small groups and individually. Support is available for pupils with English as a second language from visiting specialists.

The main aim is to help children become independent and confident in their learning. The type of support that the department provides for a child depends on the needs of the child and is decided in consultation with the child and his/her parents or guardians. Through a process of staged intervention, the school will work to support these pupils and their families, as follows:

**Universal Support** - where education staff identify that a child or young person needs support or planning which can be met within the existing classroom and whole-school resources

**Additional Support** - requesting support from within Education and families to services and resources outwith the school eg Educational Psychologist, Community Learning and Development as well as requesting support from another agency through joint working with partner agencies. When further planning is required to further develop the wellbeing of children and young people, the Named Person may request assistance from colleagues in partner agencies

**Intensive Support** - integrated and compulsory working with other agencies. Targeted interventions required to promote the wellbeing of the child would be identified by relevant agencies in a child's Network of Support and included in the Child's Plan. A Lead Professional would be identified.



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. A designated member of the Senior Management Team has overall responsibility for Looked After Children.

Parents and young people can request an assessment at any time to establish whether a child or young person has additional needs and/or requires a Co-ordinated Support Plan.

Parents and pupils are an essential part of the assessment; planning and review processes and your views will be actively sought. If you have a concern about your child's progress in learning, or would simply like more information about Support for Learning, you can contact the department directly or through your child's Pupil Support teacher.

### **Getting it Right for Me plans**

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

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

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

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

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

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

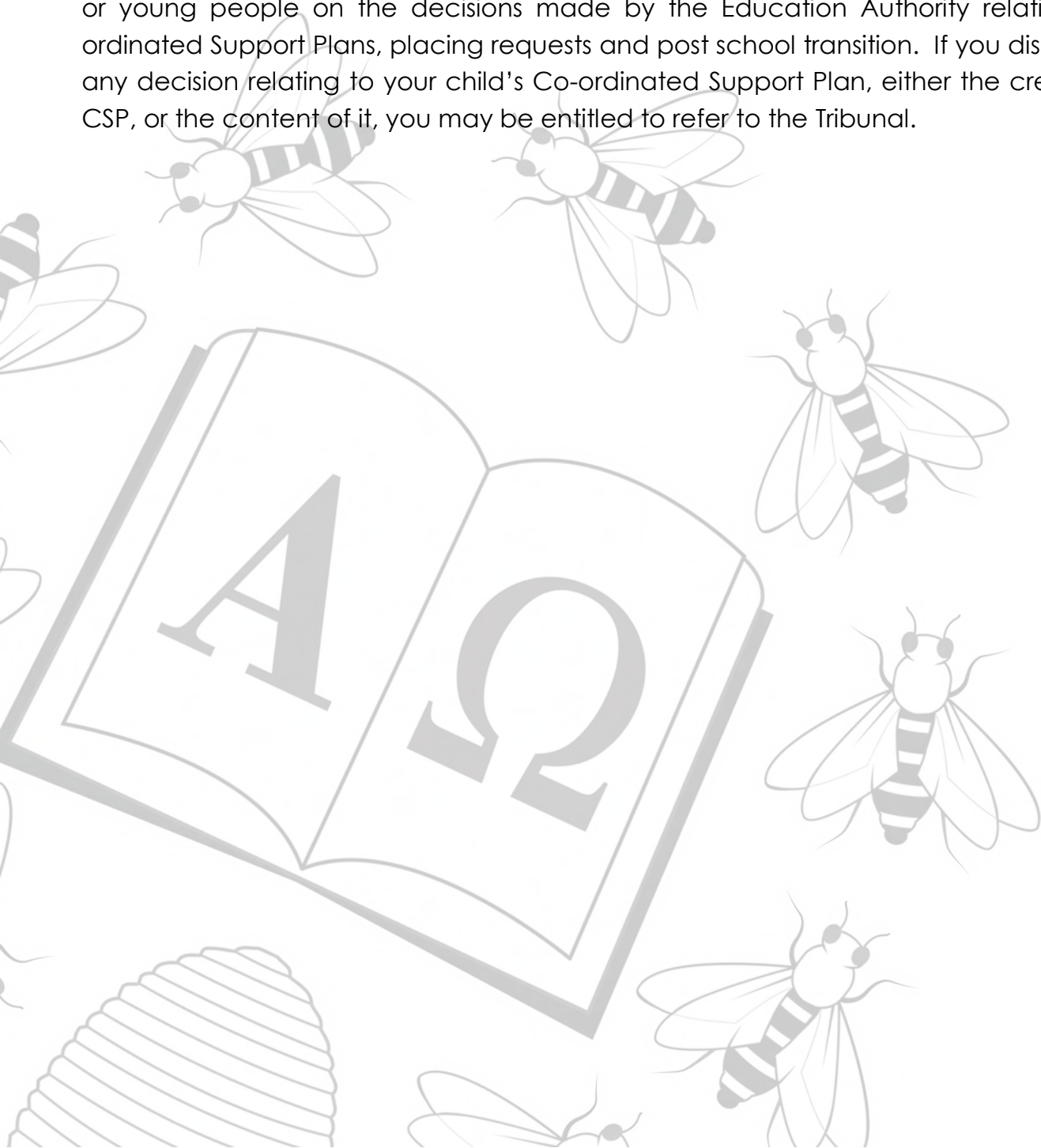
## Dispute Resolution

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

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

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

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



## School Uniform

All North Lanarkshire schools must have a dress code which encourages pupils to dress in a way which is appropriate to attendance at school. This dress code must not lead to direct or indirect discrimination on the grounds of race, religion, gender or disability. Prior to drawing up the dress code the parents, 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.

Dress code requirements are as follows:

- white shirt and school tie
- black trousers/skirt
- tartan skirts are also available as a uniform option
- black shoes
- black V-neck jumper (if required)
- school blazer with badge

For Physical Education:

- Plain black t-shirt
- black shorts/black jogging (tracksuit) trousers
- training shoes (change from outdoor footwear)
- black sweatshirt (if required)

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

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

Parents/carers in receipt of a clothing grant from the Council will be encouraged to purchase items which are in accordance with the school dress code. Approval of any requests for such grants in other circumstances are at the discretion of the Executive Director of Education and Families. Information and application forms may be obtained from the Council website [www.northlan.gov.uk](http://www.northlan.gov.uk)





Parents/carers are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based), Employment & Support Allowance (income related), Universal Credit (with an income below £660 per month), housing benefit (please note that the housing element of Universal Credit is not housing benefit), council tax reduction (please note that single person's discount/council tax exemption is not council tax reduction). The deadline for school clothing grants is **31 March 2025**.

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

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

## Homework

Homework can make a significant contribution to the learning and progress of every pupil. Homework is an essential element of all courses and is intended to encourage children to undertake study at home appropriate to their needs, their ability and the curriculum being followed. Homework can take many forms and, particularly in the junior phase, it is essential that youngsters are encouraged to work independently and to develop the skills associated with this. All courses leading to national awards in the senior phase contain an element of coursework which places the onus on candidates to produce their materials on their own so the need for independent study skills is essential. To assist pupils with their learning and their homework, the school makes Homework Planners available. The planner allow pupils to record and organise their homework and study.

St Ambrose High School has an excellent reputation within the local community and throughout North Lanarkshire for the school's high level of attainment in music and the quality of the music performances of our pupils.

The school strives to use music to promote a Curriculum for Excellence at every opportunity. Pupils can learn to play a variety of musical instruments and our purpose-built recording studios allow pupils to develop their music technology skills.

## School Discipline and Ethos

The school promotes positive behaviour and has high expectations of all pupils. The school has a Promoting Positive Behaviour Policy which puts emphasis on the encouragement of self-discipline and provides guidelines which are intended to assist in the creation of a safe and orderly learning environment where pupils can fulfil their potential.

If, however, pupils show by their actions that they reject any of the conditions necessary for this environment, then the school has a clear responsibility to take appropriate action to discourage such behaviour. Classroom indiscipline will normally be dealt with at the time by the subject teacher. If the misbehaviour is sufficiently serious, the class teacher will call on the assistance of the Principal Teacher. Often at this stage, a pupil's Pupil Support teacher will be involved and a progress check may be carried out to ascertain if there is a pattern of misbehaviour. If a pupil's conduct is a matter of general concern, the Pupil support teacher will normally contact the home to secure the cooperation and help of parents. Partnership and working together with parents is crucial in dealing effectively with indiscipline in school.

If misbehaviour continues, the pupil will be referred to the appropriate Depute Head Teacher. In some circumstances there may be a referral to another agency eg Psychological Services, Youth Counselling. When all such measures have been tried, or where the offence is particularly serious, the matter will be referred to the Head Teacher.

All S1 pupils are asked to remain on the school campus during interval and lunchtimes.

## Anti-Bullying

The school encourages the promotion of positive behaviour through its Anti-Bullying Policy and practices which reflects those of North Lanarkshire Council and Scottish Government policy guidelines. The recording of bullying or alleged bullying incidents are recorded electronically as part of the school's monitoring system.

## Religious Education and Observance

St Ambrose High School is a Catholic school. We work in partnership with home and parish to foster the Christian formation of our pupils. This aim can be seen most obviously in the RE programme, but it also permeates the curriculum of every pupil and should find expression in their attitudes and actions. School staff work extensively with Motherwell Diocese and with the Scottish Catholic Education Service (SCES) to support the faith development of our young people and whole school community.

All pupils have two periods of RE each week. The schemes of work are directed by the RE department and the School Chaplain. The programme is based on the national course, 'This Is Our Faith', which was produced by SCES and has the imprimatur of the Holy See.

Mass is celebrated regularly in the School Oratory. The school's pastoral committee makes provision throughout the session for class masses as well as for the celebration of the Church's major Feasts. The Clergy are available for confessions and to be consulted on an individual basis by pupils and staff at any time. The pastoral committee also arranges retreats for teachers and pupils and works to provide opportunities for pupils to be involved in action which stems from their Christian commitments.

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.

It is recognised that the Education Act allows parents to withdraw their children from any instruction in religious subjects and from any religious observance, and any such pupil will not be placed at any disadvantage with respect to secular instruction. Parents who wish to exercise this right should contact the Head Teacher.

Notwithstanding the foregoing, it is manifest from the history of denominational education in Scotland, and particularly from the continuing guarantee given at the time of the passing of the Education (Scotland) Act 1918, and indeed enshrined therein and in the current legislation with regards to religious instruction and observance, that such religious instruction and observance form part of the religious tradition and ethos in Catholic schools and play an important part in the education provided in the school.



## Caritas

The Pope Benedict XVI CARITAS AWARD encourages young people as they develop on their faith journey. This award celebrates the faith witness which young people can give within their local communities. While recognising that some young people are already inspired by their faith to be committed and active within their homes, schools and parishes, it invites others to respond to God's call of love ('Caritas') through serving others.

Inspired by the teaching of Pope Benedict XVI, the CARITAS AWARD is an initiative which builds on his conviction that "the young, with their enthusiasm and idealism can offer new hope to the world". This award enables young people to use their faith learning as a starting point for further faith reflection and leads them to actions which show their faith witness. Young people (in their final year of secondary school) are expected to gather evidence of their faith learning, faith reflection and faith witness and to submit this evidence which will be scrutinised by the Caritas Award Assessment Board who will determine the allocation of awards.

Here at St Ambrose High School, pupils in S6 are encouraged to participate in this award and are supported by staff from across the school. Numbers have steadily increased and its value and worth has been recognised by pupils.



## The Wider Curriculum

The school and its pupils are extremely fortunate to have so many members of staff who are prepared to take on additional work in supporting a wide range of activities which are vital in the contribution to the wellbeing of the school and the enjoyment and development of pupils. Many of these take place during Future Friday.

School outings related to the curriculum such as field trips, theatre visits, industrial visits and historical site expeditions regularly take place. School excursions, both in Britain and abroad, are also regular events. Recent visits have taken place to Italy, USA and Spain. The school has football teams at all stages and there is regular success in terms of winning trophies and individuals gaining representative honours at local and national levels. Netball, badminton, volleyball and football are well established. Rugby has become very popular among boys and girls and the strong tradition in athletics, particularly in cross-country running, has been maintained.

The long tradition of school shows continues to gain strength, ably assisted by the school orchestra. The school has a number of bands including a traditional and a jazz band. There is also a school choir. There are a wide range of activities available both during and after school including a Jewellery Club, Games Club, STEM Club, Homework Club, Badminton, Netball, Basketball and Table tennis Clubs to name a few.

The school is also very committed to assisting the local and wider community needs. There are regular collections for charity and every year major efforts are made to raise money which benefits a number of other worthy causes such as St Andrew's Hospice, Macmillan Cancer, ACN and SCIAF.

The school promotes a range of activities which encourage out of hours learning. A range of departments are involved in offering a variety of supported study schemes out with the timetabled day.

The school is heavily committed to promoting good citizenship. This has a local, national and international dimension. The school is linked to the Association of People with Disability in Bangalore and also has links with Malawi. The school has developed strong links with the local community and has a regular donation programme for the Foodbank. These provide an opportunity to develop curricular and charitable links which help young people to gain greater understanding about disability and culture.



## Equal Opportunities, Social Inclusion and Social Justice

St Ambrose High 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 school's aims and relevant policy statements embrace a commitment to North Lanarkshire's policies on equal opportunities, race equality, social inclusion and social justice. The Education, Skills and Youth Employment Equality Policy includes instruction to take action to eliminate discrimination and promote equality of opportunity and good race relations.

This theme also permeates the school's ethos and formal curriculum, notably within the religious and social education programmes. Parents wishing further information or advice on equal opportunities, race equality, social inclusion and social justice should contact the Head Teacher in the first instance.

The school is committed to supporting North Lanarkshire's strategy for inclusion. This aims to help all young people to 'achieve whatever they are capable of achieving, irrespective of socio-economic background, gender, race or levels of ability or disability'. The school is committed to developing a culture of restorative justice and is committed to assessing all policies and practices to ensure that there are no negative impacts on any group of people.

The Equality and Human Rights Commission's Technical Guidance for Schools in Scotland is the essential guide for the school community to promote equality. This can be accessed at – <http://www.equalityhumanrights.com/publication/technical-guidance-schools-scotland>

### External Provider Staff

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





## What is Curriculum for Excellence?

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

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

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

These four capacities govern the entire curriculum from age 3 to 18 and aim to raise the standards of achievement for all learners. Curriculum for Excellence is underpinned by the values inscribed on the mace of the Scottish Parliament – wisdom, justice, compassion and integrity.

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

Curriculum for Excellence is defined as:

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

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

These contexts are:

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

## What are the Curriculum for Excellence levels?

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

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

## What is the Broad General Education?

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

## Curriculum Areas and subjects

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

The 8 curricular areas are:

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



## Junior Phase Curriculum

At St Ambrose High School, all S1-S3 pupils follow courses within a Broad General Education (BGE) These courses cover the eight curriculum areas which form the basis of Curriculum for Excellence. Pupils undertake Personal Learning Planning as part of Personal Support as well as within individual subjects. Aspects of Literacy, Numeracy and Health and Wellbeing are the responsibility of all subject departments and pupils undertake interdisciplinary learning tasks, which build skills across the eight curriculum areas.

In S3 pupils are given the opportunity for greater personalisation and choice by specialising in subjects of their choice from within the eight curriculum areas. These subjects are continued into S4 when pupils may be presented for examinations and certification at an appropriate level.

## Senior Phase Curriculum

The senior phase curriculum, from S4 to S6, follows a young person's broad general education, building firmly on the experiences and outcomes they will have experienced and achieved by the end of S3. It enables them to extend and deepen their learning and continue to develop skills for learning, life and work, through qualifications and also through a range of opportunities for personal development such as awards and wider achievements. It is designed to support young people in moving on to positive sustained destinations, whether that is college, university, training or employment. In the Senior Phase, schools and their partners ( such as colleges, employers or community learning and development providers) now have flexibility to offer a range of pathways that meet the needs and raise the attainment levels of all learners – including pupils who might previously have become disengaged from education.

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

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



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

Only in very exceptional circumstances can pupils be allowed to change courses once the session has begun. It is school policy that such changes are only made after the fullest consultation with parents, Pupil Support and subject staff conducted through the appropriate DHT.

### **Advice for Pupils, Parents and Guardians**

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

Information, advice and support is available to pupils, parents and guardians at key stages, particularly when changes are being made. Support is also available for pupils leaving school including careers guidance, help in applying for further and higher education and post-16 learning choices.



## Celebrating achievement in the Junior Phase

The school is fully committed to ensuring that pupils' achievements are recognised and celebrated. This occurs throughout the year often in the forum of year and house assemblies where pupils are given public recognition for their efforts. Recognition is given to the contribution and efforts of pupils in a range of different activities including academic success, music, charity work, public works, sport and service to the local community.

The school recognises and rewards annually at the Junior Awards Ceremony the achievements of pupils both in class and throughout the school.

The aims of celebrating achievements are to:

- foster a more positive attitude to learning in pupils by recognising and rewarding good work, excellent attendance and timekeeping as well as improvements in work, behaviour and effort
- improve learning and teaching for all
- raise levels of motivation, aspiration, expectation and performance encourage pupils to reflect on their learning and accept more responsibility for it involve parents in our celebration of success

## Celebrating achievement in the Senior Phase

The Senior School Awards Ceremony provide an opportunity for the school community to formally recognise the success and progress of our students in their SQA courses, the completion of any external qualifications and to also recognise some of the outstanding achievements of our young people.

The Senior School Awards Ceremony takes place annually in the evening. This enables our students, their families, members of the St Ambrose High school community and invited guests to attend while providing an appropriate platform for the presentation of the Attainment Awards and the other awards we currently offer. An attainment award can be gained for all certificated courses offered at St Ambrose High School. A range of whole school awards are also presented annually.





## Assessment and Reporting

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

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

Within St Ambrose High School, we report to parents/carers in a variety of ways, both formally and informally. Tracking reports, which are a brief update on progress are issued, as well as full reports, which provide more detailed information relating to progress and next steps. Similarly, each year group has one Parents' Evening per academic session. Here are the specific reporting details for year groups:

### Broad General Education (S1, S2 and S3)

One tracking report, one full report, and one Parents' Evening per session

### Senior Phase (S4, S5 and S6)

Two tracking reports, one full report, and one Parents' Evening per session

In addition to this, we use the Group Call system, Twitter, praise postcards and other mechanisms to celebrate success and provide informal updates to parents/carers.

### Skills Development Scotland - My World of Work

My World of Work is a web service for people to plan, build and direct their career throughout their lives. Customers can see jobs in action; build their CVs; search for vacancies and explore training opportunities in a way that's personal to them. There are video clips of people explaining their job roles and a news magazine cover with some great up-to-the-minute tips on how to get a job or train for one. Delivered by Skills Development Scotland, it provides information on the jobs market as well as offering help with things like tackling tough interview questions.

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

*"The school has very strong arrangements to support young people in their learning and welfare. Pupil Support staff have very good relationships with young people and give high priority to their wellbeing"*  
(Education Scotland Report, 2015)



## School Meals

At lunchtime, the school cafeteria offers a service which gives pupils a choice of healthy lunch options. Menus are on display in the social area. The school uses a cashless cafeteria system. Pupils who bring packed lunches can use the main social area. First Year pupils are not permitted off campus at lunchtime.

### Special Diet Procedures

Diets required as a result of a medical condition (a medically prescribed diet e.g. coeliac disease, diabetes, PKU, food allergy or intolerance) can be provided in school by our catering staff. A medically prescribed diet form 1a must be completed and signed by the child's Registered Dietician or General Practitioner. Procedures and forms can be accessed online through North Lanarkshire Council's website, by the school, the catering service or also in some cases by the child's dietitian or doctor. For some conditions (PKU, coeliac) parents/carers may be asked to supply prescription foods or attend a meeting to discuss the child's dietary requirements.

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

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

It is important that the school is aware of any medically prescribed diets. Forms that have not been signed by a medical professional will be rejected. The form will be returned to the parent along with a letter stating the reason for the refusal and also they will be issued with a new form.

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

All completed forms should be returned to the email [specialdiet@northlan.gov.uk](mailto:specialdiet@northlan.gov.uk)

## Free School Meals

Children of parents/carers receiving Income Support, Job Seekers Allowance (income based), and Employment & Support Allowance (income related), Universal Credit (with an income below £660 per month), are entitled to a meal without charge.

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

Information and application forms for free school meals may be obtained from schools or downloaded from **[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 £660 per month), housing benefit (please note that the housing element of Universal Credit is not housing benefit), council tax reduction (please note that single person's discount/council tax exemption is not council tax reduction). The deadline for school clothing grants is **31 March 2025**.

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

## Placing Requests

You have the right to make a placing request for your child to be educated in a school other than the local school. In December each year, the authority will advertise its arrangements for placing requests.

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

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

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

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

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

Pupils from our five cluster primary schools will normally enrol at St Ambrose High School when they reach the statutory age for leaving primary. Parents are informed well in advance of the leaving date and, after the parents' wishes are taken into account, lists of names are sent to the school so that the children can be enrolled and placed in a class.

## School Leaving Dates

If a pupil's 16<sup>th</sup> birthday is before 30<sup>th</sup> September, he or she may leave at the end of June

If a pupil's 16<sup>th</sup> birthday is before 28<sup>th</sup>/29<sup>th</sup> February, he or she may leave at Christmas

"The pastoral needs of young people, including those requiring additional support in their learning, are well met when they move from their primary school to St Ambrose High School"

(Education Scotland Report , 2015)



## Education Maintenance Allowance (EMA)

Students who have reached the statutory school leaving age of 16 may be eligible for an Education Maintenance Allowance (EMA) to allow them to remain at school. In session 2023-2024 students who are born before 1 March 2008 will be eligible to apply for an EMA. The EMA guidelines explain the criteria which must be met in order to be eligible for an EMA and the rules which must be adhered to for the EMA to be paid throughout the year.

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

### Eligibility

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

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

The income thresholds used in assessing applications in session 2023/2024 are as shown below. These levels may be subject to change in session 2024/2025.

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

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

### Attendance

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

### Application forms

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

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

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

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

## **Transport**

Over 500 of our pupils are transported to school by bus. The Council has a policy of providing free transport to secondary pupils who live more than two miles from their catchment school by the shortest suitable walking route. This policy is more generous than the law requires. This provision may be reviewed at any time.

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

There is discretion in certain circumstances to grant privilege transport for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred. Applications can be made online at the Council website [www.northlan.gov.uk](http://www.northlan.gov.uk)

### **Pick-up points**

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's limits (see above paragraph).

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

### **Placing Requests**

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

### **Bus Passes**

Bus passes are not sent directly to pupils but are sent to the school for issuing. Parents of new applications should receive notification by letter which should be carried on the first school day and produced when required in lieu of a bus pass until this is received. Transport is provided for pupils travelling to or from St Ambrose because of consortium planning. If a family relocate during the session and the parents feel that they may be entitled to free bus travel, they should communicate this to Learning and Leisure Services by letter, but at the same time should inform the school of this change of address so that the Office Staff are able to confirm the change for subsequent Learning and Leisure enquiries.

Pupils who lose their bus pass should contact the school office but should note that bus companies may charge a fee for a replacement. Parents are asked to support the school in ensuring pupils behave in a safe and sensible manner while travelling to and from school.

## Health and Medical Care

School staff work with NHS Lanarkshire in ensuring that children and young people have access to health care such as immunisations or medical checks.

There is no nurse or medical staff in school and any pupil who feels ill during the day will be initially dealt with by a member of the Office staff who is trained in basic first aid. Parents will be contacted when a pupil takes ill and, if required, arrangements made for the pupil to be taken home.

It is nevertheless essential that the school has on its records a note of where to contact a parent or guardian in an emergency. Parents are required to inform Pupil Support staff of any individual medical problems or requirements which might affect a pupil's learning in school. A detailed Health Care Plan may be required where a young person has a significant health need. Parents can be assured that such information will be treated with the utmost confidentiality and is only sought in a child's best interests.

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

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

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

## Information in Emergencies

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

In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you informed by using letters, email, text, notices in local shops and community centres, announcements in local churches and announcements in the press on local radio, on the school and NLC websites and on Twitter.



## Child Protection

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

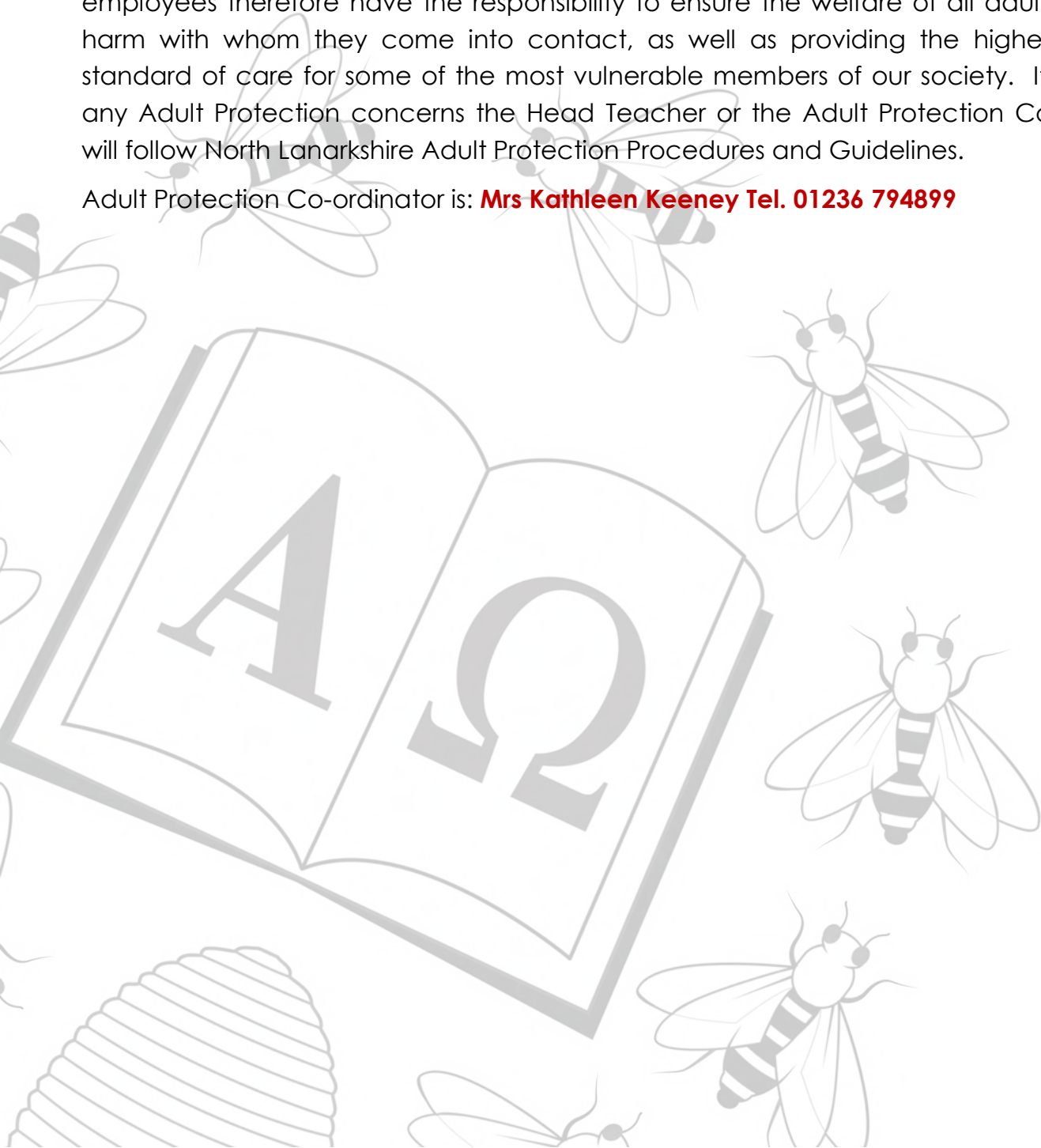
The Head Teacher is responsible for the schools actions in response to Child Protection concerns. If there are any Child Protection concerns the Head Teacher or the Child Protection Co-ordinator will follow North Lanarkshire Child Protection Procedures and Guidelines.

Child Protection Co-ordinator is: **Mrs Kathleen Keeney Tel. 01236 794899**

## Adult Protection

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

Adult Protection Co-ordinator is: **Mrs Kathleen Keeney Tel. 01236 794899**



## Home and School Links

Throughout pupils' school careers, parents are encouraged to keep in close contact with the school. There are regular Parents' Meetings for each stage of school to discuss individual progress. However, parents need not wait until these meetings or for the school to contact them regarding their child's progress. It is hoped that parents will feel at ease to get in touch with the school when they have concerns about their child's progress or welfare.

The school will contact parents/guardians whenever necessary, but especially in cases where early warning of unsatisfactory work or behaviour is evident. In return, we welcome calls from parents/guardians who are in any way concerned. The first point of contact for parents/guardians is the pupil's Named Person or Pupil Support teacher who can be contacted via the school office.

Members of the Senior Leadership Team and Pupil Support staff are available during school hours to interview parents/guardians who are asked to make appointments in advance by telephone or letter. It will be appreciated that such staff have a teaching commitment and must restrict interviews to their non-teaching time or after school hours.

The school is able to make use of the support of the Home School Partnership Officer to visit the homes of pupils where this may prove helpful. The school encourages links with parents through letters, pupil activities, pupil reports, parents' information and reporting meetings, the school website, social media and a variety of other written and personal contacts.

Parents wishing to take a more active role in the school's affairs are invited to join the Parent Council. The Parent Council has been active in its support of the school and also encourages the interest of parents.

North Lanarkshire Council policies can be accessed on their website, [www.northlan.gov.uk](http://www.northlan.gov.uk).

School policies can be accessed via the school website or by contacting the school.

The School Improvement report for 2024-25 can be viewed on the school website.

## Attendance at School

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

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

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

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

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

## Family Holidays During Term Time

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

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

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

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

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

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



## Extended Leave With Parental Consent

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

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

## Exceptional Domestic Circumstances

Parents 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.

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.

The school investigates all unexplained absence, and the Authority has the power to write to, interview or prosecute parents, or to refer pupils to the Reporter of Children's Hearings, if necessary.



## Freedom of Information

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

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

What is this statement?

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

Who are we?

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

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

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

Legal basis for using your information

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

Your personal information

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

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

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



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

How will we use this information?

Your personal information will be used:

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

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

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

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

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



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

## How long do we keep your information for?

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

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

## Your rights under GDPR

You can:

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

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

The Information Commissioner	The Council's Data Protection Officer
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).	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.
Information Commissioner's Office,	Data Protection Officer (DPO)
45 Melville Street,	Civic Centre,
Edinburgh, EH3 7HL	Windmillhill Street,
or by e-mail to	Motherwell ML1 1AB
<a href="mailto:casework@ico.org.uk">casework@ico.org.uk</a>	or by email to <a href="mailto:ALTeam@northlan.gov.uk">ALTeam@northlan.gov.uk</a>

### Transferring Educational Data about Pupils

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

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

### Why do we need your data?

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

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

## Your GDPR rights

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

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

Further details are available on

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

## Concerns

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

***The ScotXed Support Office, SEGP, Area 1B, Victoria Quay, Leith, EH6 6QQ.***

***Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.***

## Want more information?

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



## **The Parent Forum**

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

As a member of the Parent Forum you can expect to:

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

## **The Parent Council**

The composition of the Parent Council should be stated. (This is determined by the Parent Forum). Include e-mail address & website (if any) for the Parent Council. There should also be a reference to the Head Teacher being the professional adviser to the Parent Council.

The Parent Council's rights and duties include:

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

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

The Parent Council usually meets on the first Monday of each month. The Headteacher 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.

Vacancies on the Parent Council are determined at the Annual General Meeting and communicated to the Parent Forum. Parent representatives will be elected to the Parent Council according to the Parent Council Constitution arrangements.

## Membership of the Parent Council is as follows:

### Chairperson

Iain Kinnear

### Vice Chairperson

Laura Layden

### Clerk

Ms S Bateman

### Church Representative

Mrs. Patricia Rossi

### Parent Members

P Doran, P Madau, D Goldie, P McGowan, K Smith, K Rowell, J Sangster

### Staff Members

Mr Fraser Weir

### Pupil Members

TBC

TBC

### Adviser

Mr J McParland (Head Teacher)

The Parent Council can be contacted via the Clerk through the school office or by email-  
ing: [enquiries@st-ambrose.n-lanark.sch.uk](mailto:enquiries@st-ambrose.n-lanark.sch.uk)

### Local Elected Representatives

#### GLASGOW BAILLIESTON

Kevin Lalley (Labour)

John Daly (Con)

Alex Kerr (SNP)

All Glasgow members can be contacted via:

Glasgow City Council  
City Chambers  
George Square  
Glasgow  
G2 1DU

#### COATBRIDGE NORTH

Kirsten Larson (SNP)

Alex McVey (Labour)

Bill Shields (Labour)

Allan Stubbs (SNP)

All North Lanarkshire members can be contacted via:

North Lanarkshire Council  
Civic Centre  
Windmillhill Street  
Motherwell  
ML1 1AB

## St Ambrose High School Improvement Plan

2023—2024

Improvement Plan Summary	
Cluster Priority:	To promote social and emotional intelligence skills to develop the meta skills of our children and young people.
School Priority 1:	To continue to focus on the delivery of high-quality learning, teaching, and assessment through QI 1.2—
School Priority 2:	To evaluate the curriculum in accordance with local and national priorities through QI 2.2—Curriculum, key themes, and evaluate opportunities for multiple learner pathways.
School Priority 3:	To evaluate our approaches to wellbeing, equality, and inclusion for all through focusing on QI 3.1 and QI 2.5—Family Learning.





# Performance Data

Insight data of attainment figures for the school from the previous session reflect a strong and consistent performance across all performance indicators. Insight data from September 2024 was extremely positive and demonstrated clearly that the school was performing above its virtual comparator in terms of 'Attainment for All' and 'Attainment v Deprivation' and for Literacy and Numeracy. SIMD data showed that the school continues to 'close the gap' for its students.

The 2023 and 2024 results in S5 and S6 show improvements across many key performance indicators as shown below. Pupils and staff are to be commended for these results and for ensuring that the school maintains a strong and consistence performance trend in attainment over time.

	% S5 achieving Highers 2023		
	1+	3+	5+
SAHS	64.5	45.9	23.1
NL	53.4	33.4	14.4

	% S5 achieving Highers 2024		
	1+	3+	5+
SAHS	64	44.7	20.6
NL	53.2	31.0	13.4

	% S6 achieving Highers 2023		
	3+	5+	1+ (AH)
SAHS	55.7	40.5	16.8
NL	44.0	29.3	15.7

	% S6 achieving Highers /AH 2024		
	3+	5+	1+ (AH)
SAHS	54.3	43.2	21.0
NL	39.4	26.6	13.9

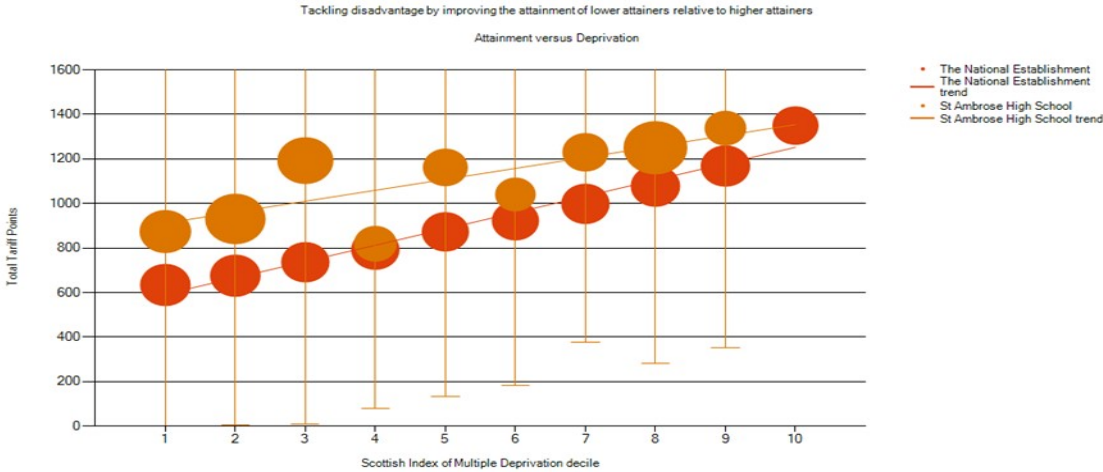
The data above indicates the quality of performance by comparison to NLC averages within NLC.

## Attainment v Deprivation

### National Benchmarking Measure: Attainment versus Deprivation

[View Options](#) [Change Options](#)

The selected year is 2022/23

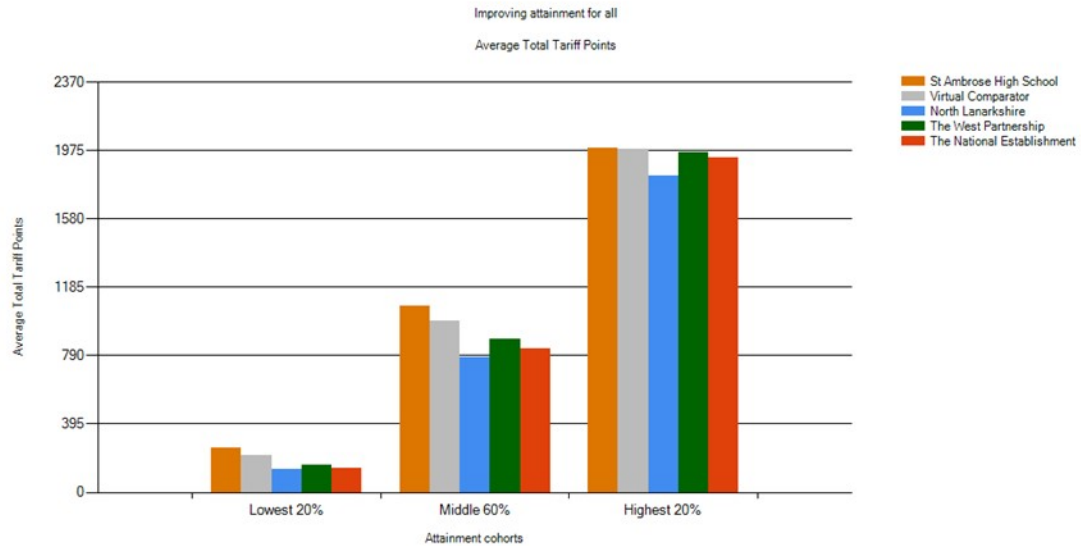


## Improving Attainment for All

### National Benchmarking Measure: Improving Attainment for All

View Options Change Options Explore different breakdowns ▾

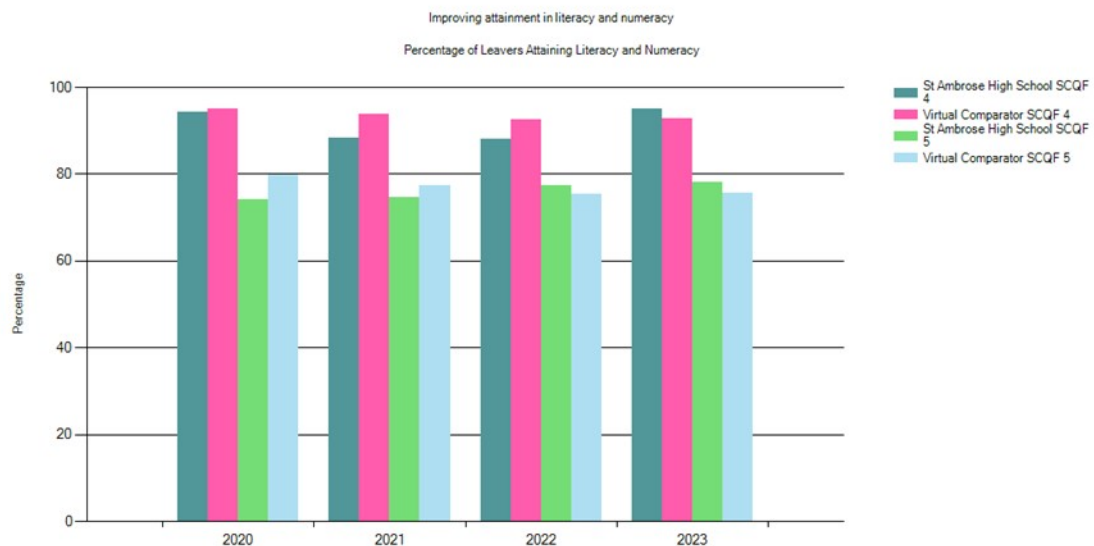
The selected year is 2023



## Improving Attainment in Literacy and Numeracy

### National Benchmarking Measure: Literacy and Numeracy

View Options Change Options Explore different breakdowns ▾



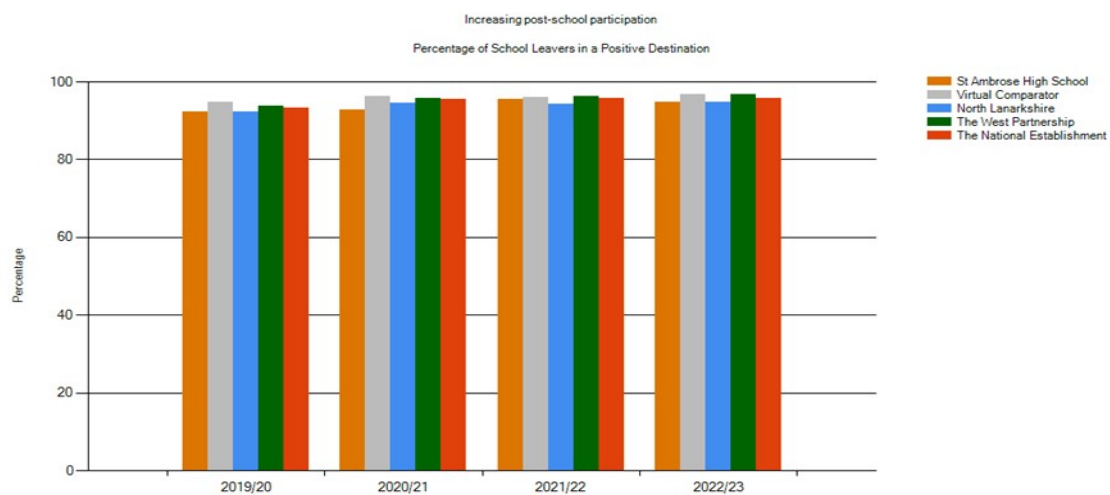
## Positive Destinations

### National Benchmarking Measure: Leaver Initial Destinations

View Options

Change Options

Explore different breakdowns ▾





## Public Examinations

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

## Analysis of Public Examination Results

Information relating to school attainment in SQA national examinations is available from the school on request and via the school website

## Qualifying Statement

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

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

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



## Contacts in relation to Support for Learning

Help and advice on any matters relating to Support for Learning can be obtained from:  
Carol McShane — [McShaneC@northlan.gov.uk](mailto:McShaneC@northlan.gov.uk)

You can also get more help and advice from:

**Enquire** - The Scottish advice service for additional support for learning.

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

[Email: info@enquire.org.uk](mailto:info@enquire.org.uk) T. 0345 123 2303

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

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

### **Children in Scotland – Resolve Mediation - 0131 313 8844**

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

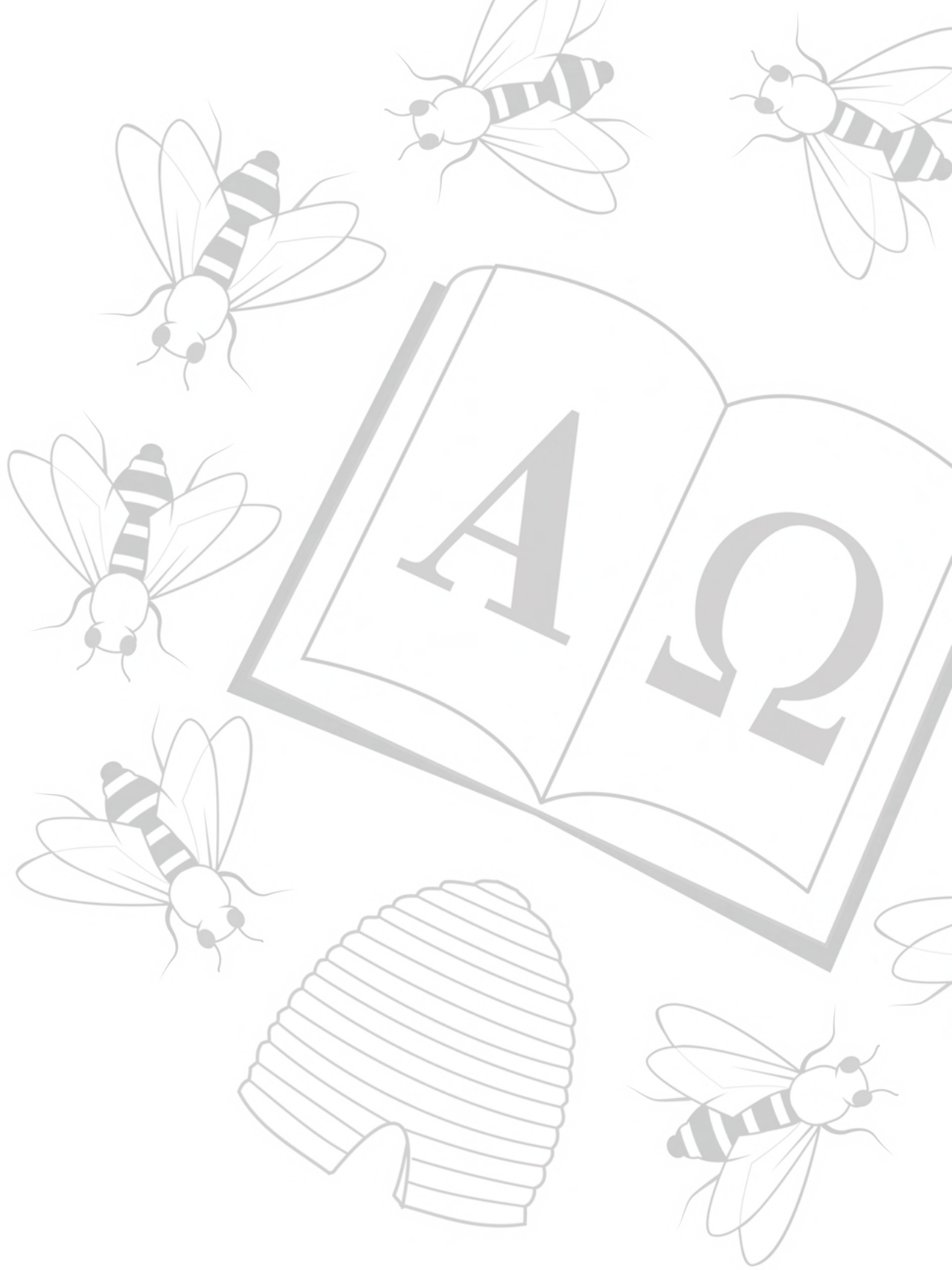
**Independent Adjudication** - Scottish Government, Directorate for Learning, Support and Wellbeing Unit, Area 2C North, Victoria Quay, Edinburgh, EH6 6QQ

**Reference to Additional Support Needs Tribunal (Scotland)** - ASNTS, Health and Educational Chambers, First Tier Tribunal for Scotland, Glasgow Tribunals Centre, 20 York Street, Glasgow, G2 8GT, 0141 302 5860 [www.asntscotland.gov.uk](http://www.asntscotland.gov.uk)

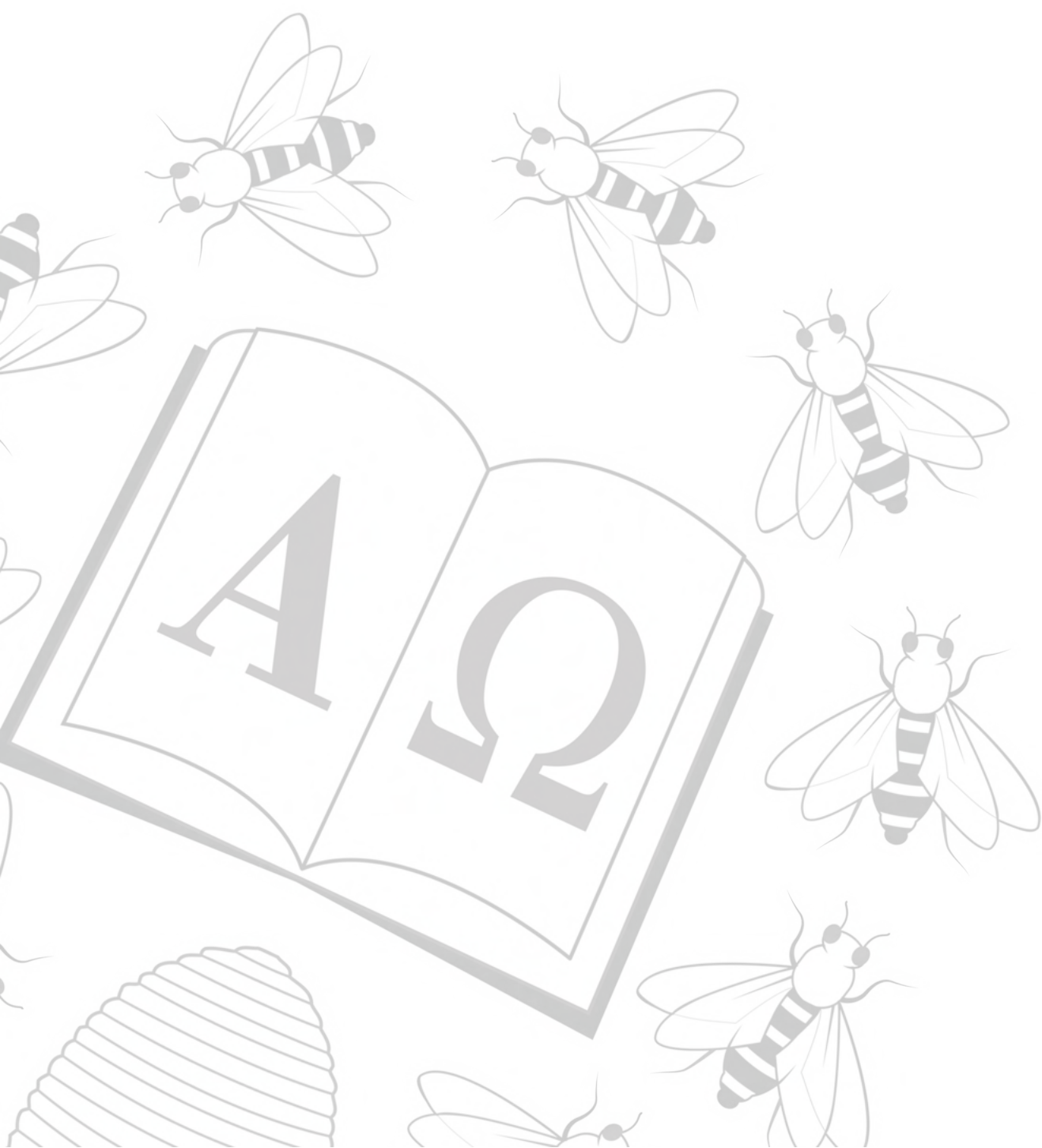
**NHS Lanarkshire - Coatbridge Health Centre** - 01236 432200

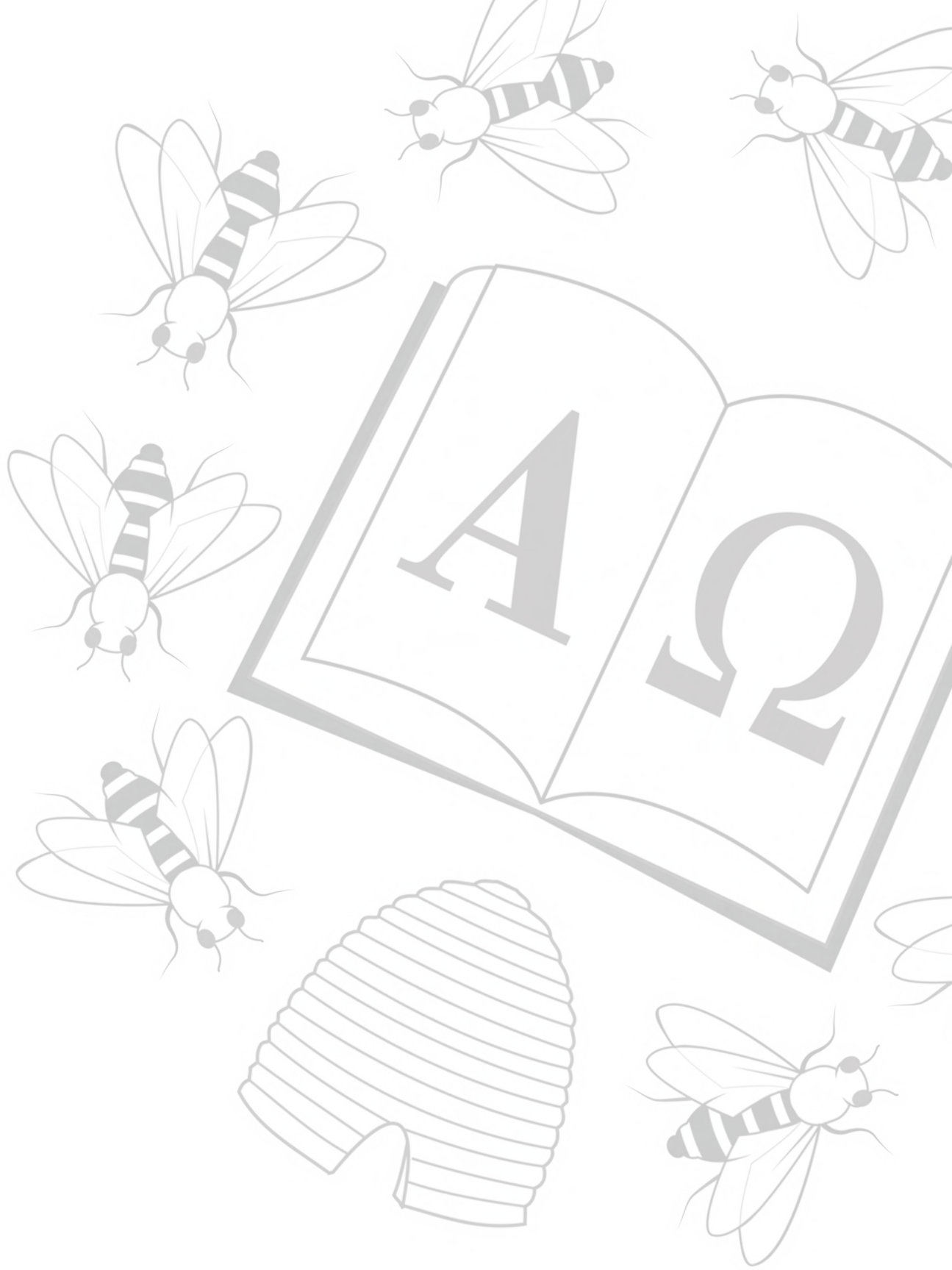
**Social Work – Coatbridge** - 01236 622100

**COMMUNITY LEARNING & DEVELOPMENT LOCALITY - Coatbridge CLD Locality Office,**  
Coatbridge Community Centre, 9 Old Monkland Road, Coatbridge, ML5 5EA, Tel: 01236 638470 E: [CLD-Coatbridge@northlan.gov.uk](mailto:CLD-Coatbridge@northlan.gov.uk)













*"The school has a strong culture of improvement and is committed to providing high-quality learning outcomes and experiences for all young people"*

*(Education Scotland Report, 2015)*

St.Ambrose High School  
65 Townhead Road  
Coatbridge  
ML5 2HT  
Tel. 01236 794899