



St. Ambrose High School



Handbook 2014-15





Mission Statement and Aims

Learning & Leisure Services takes as its motto:

'Service and People First'

and pledges to do this by:

- * improving learning and teaching
- * raising achievement and realising potential
- * encouraging lifelong learning
- * working with communities for a better future
- * listening and learning together
- * celebrating success
- * respecting the dignity and value of all
- * giving pupils and staff a safe, happy and attractive place to work



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Headteacher's Introduction

Dear Parent/Carer

Welcome to St Ambrose High School, Coatbridge. St Ambrose High School has served the community of the north west of Coatbridge and areas in the eastern fringes of Glasgow for over fifty years. The original school on Blair Road opened its doors in August 1961 and the current build opened to pupils on 5th November 2012. This new campus provides a range of excellent teaching, sporting and social facilities which are critical to the provision.



Across Scotland and further afield there are generations of Ambrosians who make wonderful contributions in the communities to which they belong. The school's moral compass is firmly embedded in its Catholicity and this provides the rationale for the school's curriculum. This is embedded in the shared values which are articulated in our mission statement. Our inclusive approach is reflected in the quality of support provided for young people and their families in our endeavours to get it right for every child.

The school continues to embrace the culture change that is Curriculum for Excellence and works in close partnership with pupils and parents to ensure that every young person has the opportunity to access the entitlements enshrined within. Building on the philosophies of NLC's Raising Achievement policy, teachers have introduced new approaches to learning, teaching and assessment. The school continues to enjoy a climate of high expectations and aspirations. As a result of this, attainment and achievement have shown sustained year on year improvements.

Pupil participation and learning is evident both in classrooms and in the wider curriculum. The social capital of the school is greatly enhanced through volunteering, peer tutoring, buddying, sports leadership and daily leadership shown in classes and around the building. The school community is founded on Servant Leadership and benefits greatly from the willingness of young people to contribute to the collective good.

It is my anticipation that St Ambrose High School will continue to grow from strength to strength and that it will provide learning experiences of the highest quality for the pupils and families it serves.

I hope that this handbook gives you some insight into the school in the knowledge that we will have the opportunity to meet in good time. Very importantly I look forward in anticipation and optimism to your child becoming an active and happy member of our school community.

Ellen Douglas
Headteacher



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:

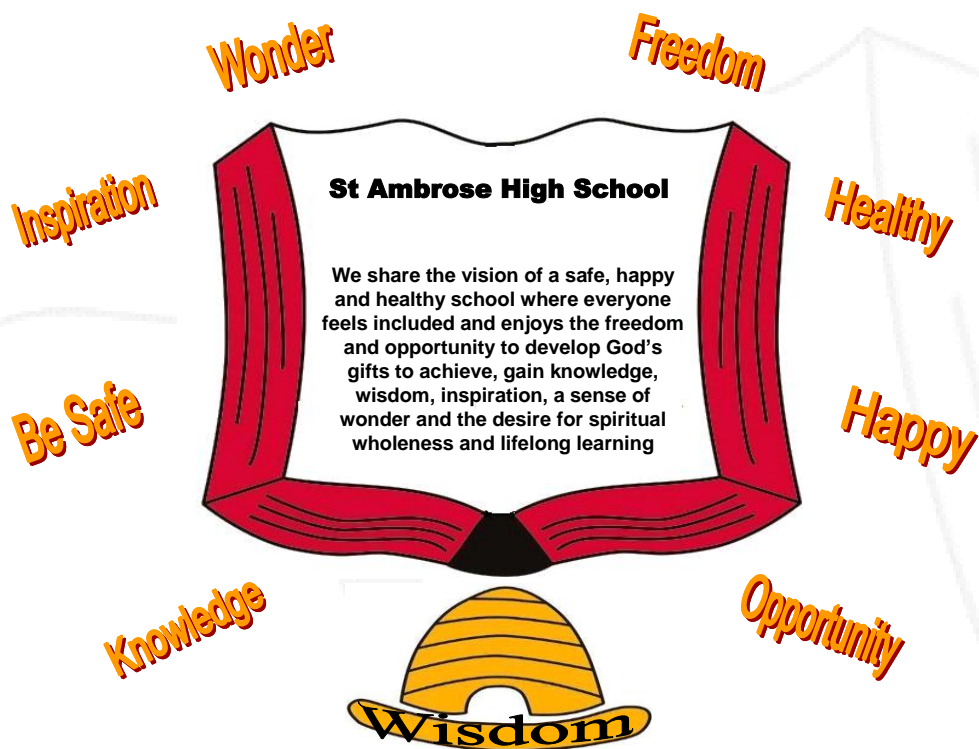
- a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;
- an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;
- a commitment to the search for wisdom 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 Mission Statement and Aims



St Ambrose High School shares responsibility, with home, parish and community to guide and support young people on their journey of faith and learning.

-  Living Gospel values of truth and love
-  Treating ourselves and other people with tolerance and respect
-  Being humble, honest, and kind
-  Sharing in learning and teaching to achieve our potential
-  Striving for justice and peace and giving service
-  Acting in sustainable ways to promote health and preserve our environment



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.





School Information



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



Telephone: 01236 794896

Fax: 01236 427839

E-mail: ht@st-ambrose.n-lanark.sch.uk



Website: www.st-ambrose.n-lanark.sch.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 1250. The current roll for 2014-15 is as follows:

S1: 212 **S2:** 201 **S3:** 210 **S4:** 199 **S5:** 180 **S6:** 146 **Total:** 1148

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

2015: 1140

2016: 1141

2017: 1160

The School Day

Monday 8.55 – 3.45
Tuesday 8.55 – 3.20
Wednesday 8.55 – 3.45
Thursday 8.55 – 3.20
Friday 8.55 – 2.55

Interval 10.35 – 10.50
Lunch 12.30 – 1.15





School holiday arrangements 2015/2016

August 2015

In-service day (all areas): Friday 14 August 2015
In-service day (all areas): Monday 17 August 2015
Pupils return to school: Tuesday 18 August 2015

September 2015

September weekend holidays: Friday 25 September 2015 and Monday 28 September 2015

October 2015

October break: Monday 12 October 2015 to Friday 16 October 2015

November 2015

In-service day (all areas): Monday 16 November 2015

December 2015 - January 2016

Christmas and New Year holidays: Wednesday 23 December 2015 to Tuesday 5 January 2016 (inclusive)

February 2016

Mid-term break: Monday 8 February and Tuesday 9 February 2016
In-service day (all areas): Wednesday 10 February 2016

March 2016

Easter weekend: Friday 25 March and Monday 28 March 2016

April 2016

Spring break: Monday 4 April to Friday 15 April 2016 (inclusive)

May 2016

May Day holiday: Monday 2 May 2016
In-service day (all areas): Thursday 5 May 2016
Mid-term holiday: Friday 27 May and Monday 30 May 2016

June 2016

School closes Wednesday 29 June 2016



Associated Primary Schools

The school's associated primary schools are:

St Bartholomew's	Deveron Street, Coatbridge	Tel. 01236 794820
St Augustine's	Henderson Street, Coatbridge	Tel. 01236 424461
St Kevin's	Langmuir Road, Bargeddie	Tel. 01236 757624
St Bridget's	Camp Road, Baillieston	Tel. 0141 771 1294
St Francis of Assisi	Crown Street, Baillieston	Tel. 0141 771 3586

Primary Liaison

A designated member of the Senior Management 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 three 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 two planned visits to St Ambrose to experience life in a secondary school. Parents are also invited to the school on two separate 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.





Our 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 facilities include two sound-proofed recording studios 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 bee hives. 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 separate 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. There is also a dedicated covered cycle shelter which can house 152 cycles.

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. Please contact the school for further information.



STAFF LIST (December 2014)

SMT

Mrs E Douglas – Headteacher
Mrs J MacPhail – DHT S1
Mrs G McCadam – DHT S2/S3
Mrs GA Teece – DHT S3/S4
Mrs E Denton – DHT S5/6

Design and Technology

Mrs L Sullivan – PT
Mrs Y Henderson
Mrs B Bryce
Mrs G Gordon
Mrs I Kilpatrick
Miss Y Little
Mr D Scullion
Mr A McKune
Mrs P Delaney – PT PS (0.4)
Mrs C McLaren
Mr D Kenneddy

Science

Mr S Broadley – PT
Mrs E Denton – DHT
Mrs C Boyle
Mrs L Hamill
Mrs M Hamilton
Mr B Tierney
Dr C Smith
Mrs L Whiteford
Mrs K Grimes
Mr D Colgan
Mr I Howson
Mrs GA Teece – DHT
Mr C McLaughlin
Mr F Denton
Mrs AM McCusker – PT PS
Mrs E Slavin

ASN Support for Learning

Mrs J Macdonald - PT
Mrs K McLaughlin
Mrs M Dingwall

Librarian

Mrs C Wright

Attendance Officer

Mr N McPherson

Administration Staff

Mrs R Lambie (AFA)
Ms I Wilson
Mrs M Gilchrist
Mrs M Millar
Ms S Harvey
Mrs E Milligan
Mrs A Reid
Mrs S Watt
Mrs A Curtis
Mrs CA Shields

Art and Design

Mrs A McAvoy – PT
Ms L Brown
Mrs A Crilly
Mr J Findlay
Mrs D Marcuccilli – PT PS

English

Mrs MR Keenan – PT
Mrs G McCadam – DHT
Mr G Brown
Mrs A Dalziel
Mrs G Dunbar
Mr J Gallagher
Mrs H McGregor
Miss C McEachern
Mrs L Morrison
Miss N Morrison – PT PS
Mrs A Ruddy
Mrs R Wilson

Social Subjects

Mrs L McShane – PT
Mrs R Barr
Mr R MacDonald
Ms L McGill
Mrs J MacPhail – DHT
Mr R Wallace
Mrs A Carnochan
Mr J Kennedy
Ms K Esdaile
Ms E Mathewson
Mr J Murray

Religious Education

Ms A Smith – PT
Mr D McHugh – PT PS
Mrs MT Mitchell
Miss S Trower
Mrs C Callaghan

ASN Assistants

Mrs I Boyle
Mrs M Gilchrist
Ms E McEvoy
Ms G McMullen

Home School Partnership

Alex McLaughlin

Dining Supervisor

Mrs L English

Chaplain

Fr K O'Brien

Business and International Language

Mrs A Boyd – PT
Mrs M Shepherd – PT PS
Sr J Cara
Mrs A Millar
Mrs R Gordon
Mrs J Maxwell
Mrs L Quinn

Mathematics

Mr T McQuillan – PT
Mr M Fleming
Mrs AM Harkin – PT PS
Mrs F Kerr
Mrs P Miller
Mrs I Morris
Mrs B Timmons
Mrs M Tougher
Ms L Walsh

PE Health and Wellbeing

Mr A Heffron – PT
Mrs N Barry – PT PS (0.6)
Mr S Bartwicki
Mrs J Irons
Mrs C Kincaid
Mr K Falkingham
Mr J Slavin
Ms C McCoy (Active Schools)
Mr D Grey (Active Schools)

Music and Drama

Mrs N Welsh – PT
Mr R Angus
Ms A Skivington
Mrs B McGregor
Ms E Caleb
Ms H Kerr

Classroom Assistants

Mrs C Hendry
Mrs AM Hoey
Mrs J McInnes
Ms J White

Janitors

Mrs H Taylor (Senior)
Mrs AC Ormond
Mr M Power

Technicians

Mrs M McIllduff (Senior)
Mr G Acreman
Mrs B Connell
Mrs H Haughey
Mr G Davis



Pupil Support

The Pupil Support Team are:

Forth House:	Mrs AM Harkin	Mrs D Marcuccilli
Skye House:	Mrs AM McCusker	Mrs N Barry/Mrs P Delaney
Tay House:	Miss N Morrison	Mr D McHugh

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. The school operates on a vertical structure which is made up of three Houses – Tay, Forth and Skye – with each being led by two Principal Teachers. 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 who act as tutors to a class group for two twenty-five minutes sessions per week. Each year group has a Principal Teacher of Pupil Support who works with the stage Depute Head Teacher to coordinate the work of the school's tutor teachers. Tutor teachers have personal responsibility for getting to know each pupil in their tutor group well and to support them in their learning. Tutor time sessions allow:

- 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 council 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 during the school day 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.

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.

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.

Support is available for pupils with English as a second language from visiting specialists.

Through a process of staged intervention, the school will work to support these pupils and their families, as follows:

- **Level 1** – Internal support, where education staff identify that a child or young person needs support or planning which can be met within the existing classroom or playroom setting.
- **Level 2** – Internal support, where education staff identify that a child or young person needs support or planning from within the school.
- **Level 3** – External support where education staff identify that the child or young person requires support or planning from beyond the school
- **Level 4** – External support provided on a multiagency basis, where the child or young person's needs are identified as requiring support or planning from other agencies outwith education such as health, social work and/or voluntary services and these support needs are likely to last for more than one year

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 (Mrs MacPhail).

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.



Planning

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

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

Dispute Resolution

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

If the matter cannot be resolved with the Education Authority you have the right to request mediation. An independent mediation service is available to parents and young people through Resolve (see contact details 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.





Enrolment of Pupils

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 or to a new area, parents are advised to time any placing requests so that they take effect from the beginning of the new school session. Every effort will be made to try to meet 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 pupils' parents may choose which school to go to. Placing requests to a Primary School does not necessarily ensure that your child will have a direct entry to the associated secondary. Advice on this must be sought from the Primary School Head Teacher. Further information on placing requests and procedures is available from the school or the council's website.

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

Pupils from our five associated primary schools will normally enroll 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. If a pupil comes from another area to reside within the school's catchment area then they can be enrolled into St Ambrose High School. Parents should contact the school to arrange a meeting with the relevant stage Depute Head Teacher to visit the school and to make the necessary arrangements

School Leaving Dates

1. If a pupil's 16th birthday is before 30th September, he or she may leave at the end of June
2. If a pupil's 16th birthday is before 28th/29th February, he or she may leave at Christmas





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 learning & leisure 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
- black shoes
- black v-neck jumper (if required)
- school blazer with badge

For Physical Education:

- Plain white 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 include items which:

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





Parents in receipt of a clothing grant from the Council will be encouraged to purchase items which are in accordance with the school dress code. Approval of any requests for such grants in other circumstances are at the discretion of the Executive Director of Learning & Leisure Services. Information and application forms may be obtained from any school or First Stop Shop. Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based). Employment & Support Allowance (income related), housing benefit, council tax rebate.

Whilst in general terms it would not normally be the policy of the authority to exclude a pupil from school solely on the basis of his/her dress, persistent refusal to respond to a reasonable dress code 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/guardians are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing, jewellery, etc, are not brought to school. Parents should note that any claims submitted to cover the loss of such things are likely to be met only where the authority can be shown to have been negligent.

Homework and Student Planner

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 available a Homework Planner. The planner allows pupils to record the learning themes of each lesson during the school day and by means of a traffic light system to indicate their level of understanding of each lesson. At specific times in the year pupils use their planner, along with their Tracking Reports and information from their subject teachers, to review their learning and progress with their tutor teacher and set targets for improvement. The planner also allow pupils to record and organise their homework and study.





A Music Comprehensive



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.

Religious Education and Observance

St Ambrose High School is a Catholic school. One of our primary aims is 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.

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 tries to find ways 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 new 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.





Equal Opportunities, Social Inclusion and Social Justice

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 Learning and Leisure Services 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/news/2013/june/commission-publishes-equality-guidance-for-school>.

Celebrating Success in the Junior Phase

The school is fully committed to ensuring that pupils' achievements are recognised and celebrated. This occurs throughout the year mainly 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 the achievements of pupils both in class and throughout the school. This includes S1, S2 and S3 through the Celebrating Success initiative. The aims of Celebrating Success 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
- Gold, silver and bronze certificates are awarded to pupils based on the number of nominations received from their class teachers.



Celebrating Success in the Senior Phase



Learning awards for S4, S5 and S6 pupils and the Senior School Awards Ceremony provides 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 Learning Awards build upon the success of our Celebrating Success initiative in the junior phase. Students are nominated for an award by their subject teachers.

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.

School Discipline and Ethos

The school promotes positive behaviour and has high expectations of all pupils. The school Code of Conduct 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.

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990. All S1 pupils are asked to remain on the school campus during interval and lunchtimes.





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.



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 Belgium, Switzerland, Rome, Italy, Spain and the USA. 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 swimming are also established and we are now able to add cricket to the list. 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 soul, traditional and jazz band. There is also a school choir.

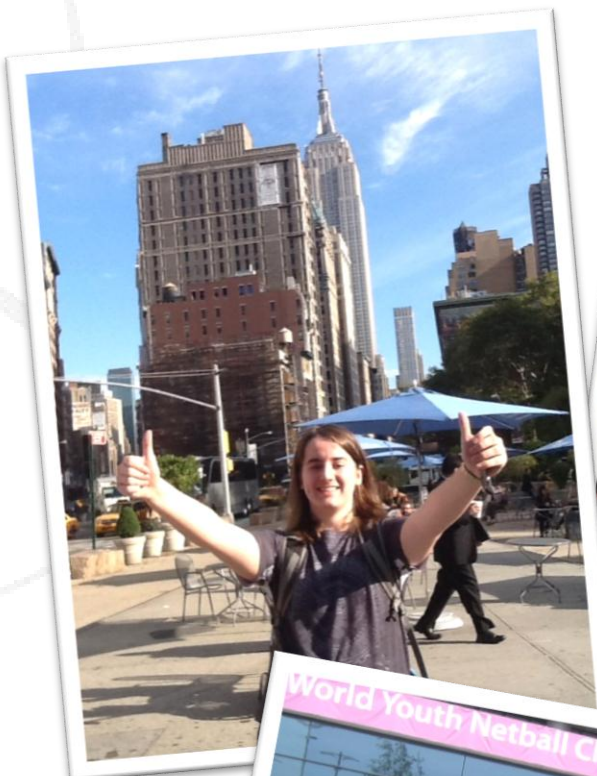


The school is also very committed to assisting the local and wider community needs. There are regular collections for charity and every year major efforts are made to raise money which benefits SCIAF and a number of other worthy causes such as St Andrew's Hospice, Macmillan Cancer and CHAS. Each House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



It is most encouraging to see the amount of staff-pupil cooperation that is generated by these extra-curricular activities and the school looks forward to their continuation and expansion. The school promotes a range of activities which encourage out of hours learning. Some departments are involved in 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 an APD school in Bangalore and has links with Malawi. This provides an opportunity to develop curricular and charitable links which help young people to gain greater understanding about disability and culture.





Curriculum for Excellence

What is Curriculum for Excellence?

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

Curriculum for Excellence is underpinned by the values inscribed on the mace of the Scottish Parliament – wisdom, justice, compassion and integrity. The purpose of Curriculum for Excellence is encapsulated in the four capacities – to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

What are the curriculum areas in Curriculum for Excellence?

There are eight curriculum areas:-

Expressive Arts	Religious and Moral Education
Health and Well Being	Sciences
Languages (literacy)	Social Studies
Mathematics (numeracy)	Technologies

Importantly, literacy and numeracy are given added importance because these skills are so vital in everyday life. All teachers will have responsibility to teach literacy and numeracy. Learning is divided into two phases. The Broad Education (BGE) is from nursery to the end of Secondary School Year 3. Learning is divided into levels

The levels are as follows:-

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



How will my child's learning be assessed?

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

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

In playrooms and classrooms staff will be using improved ways of assessing children's learning taking account of national and local advice and guidance. Your child's progress will be reported to you so that you know how well your child is doing. Each year your nursery/school will let you know what is being done to continue to implement Curriculum for Excellence so that you can be confident that your child is receiving a high quality education.

Junior Phase Curriculum

At St Ambrose High School, all S1 pupils follow a common course which covers the eight curriculum areas. Pupils undertake Personal Learning Planning as part of Tutor Time and PSHE. Aspects of Literacy, Numeracy and Health and Wellbeing are the responsibility of all subject departments. Pupils also undertake Interdisciplinary Learning as part of their curriculum.

Personal Learning Planning and Interdisciplinary work continue in S2 and pupils are also given the opportunity to make some deeper learning choices in their curriculum.

Further opportunities for greater personalisation and choice are provided in S3. Pupils continue their Broad General Education through specialising in subjects of their choice from within the eight curriculum areas. These subjects are continued into S4 when pupils will be presented for examinations at an appropriate level.

The school operates a Work Experience scheme for S3 pupils. We are very grateful to members of the local business community who provide places for our pupils who, consequently, are able to gain first-hand experience in a work situation. The local community also give extremely generously of their time and expertise to assist pupils from S3 onwards in the development of the skills and attitudes which will ensure they can make the most of their talents and opportunities.

Senior Phase Curriculum

Work has been ongoing in the Senior Phase to provide appropriate courses which take account of the needs of pupils of varying ability and background, the demands of employment and the requirements of, and developments in, Higher and Further Education. To this end, there has been a distinct broadening of curricular choice and courses on offer have been extended considerably.

The school offers courses drawn from a menu of courses which includes National Qualifications as well as wider certification. The system aims to provide opportunity for all students to continue their studies at a level appropriate to them and which will hopefully lead them into positive and sustained destinations. Most courses are offered at National 4, National 5 and National 6 levels.

In the Senior Phase students may also choose to undertake additional activities designed to increase knowledge and understanding of the world of work, leadership and enterprise.



Some of these activities take place beyond the school and allow pupils to work in a team setting on a variety of different projects. Students are encouraged to recognise the value of these activities as a way of broadening their skills and experience before they embark on employment or further/higher education. Such involvements are designed to foster a sense of responsibility and commitment on the part of the students and to increase their self-esteem and confidence. This is therefore regarded as an important part of Senior Phase involvement. The school seeks to promote vocational education where appropriate.

The school is working in partnership with New College Lanarkshire and other organisations to widen access and promote opportunities for vocational education. Pupils may elect to study these courses in consultation with parents and Pupil Support staff during the Senior Phase.

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.

In recent years S6 pupils have been active in the operation of a Young Enterprise Scotland company. This forum allows students to develop skills of organisation, leadership, initiative and responsibility. It also provides a chance for students to become involved with other Young Enterprise companies in the area. This involvement makes an excellent contribution to the development of the core skills which are increasingly considered essential to lifelong personal development.

Advice for Pupils, Parents and Guardians

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.

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



Freedom of Information

Freedom of Information (Scotland) Act 2002 came into force in January.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 and Records Management Officer can be contacted by telephone on 01698 524712.

Data Protection

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

Transferring Educational Data about Pupils

Education authorities and the Scottish Government Education Portfolio Data about Pupils (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 learning & leisure services need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better exam results. Accurate and up-to-date data allows SGEP, learning & leisure services and schools to:

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



Your data protection rights

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

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

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

Want more information?

Further details about ScotXed data exchanges are available on the ScotXed website, www.scotxed.net.

Child Protection

Every adult in Scotland has a role in ensuring all our children and young people are safe and protected from harm at all times and in all situations. The Head Teacher is responsible for the school's actions in response to Child Protection concerns.

If there are any Child Protection concerns the Head Teacher or the Child Protection Co-ordinator will follow North Lanarkshire Child Protection Procedures and Guidelines

Child Protection Co-ordinator is: Mrs Jackie MacPhail Telephone Number: 01236 794896





School Meals

At lunchtime, the school cafeteria offers a service which gives pupils a choice of healthy lunch options. The school uses a cashless cafeteria system. Pupils who bring packed lunches can use the main social area.

Special Diets

Diets required as a result of a medical condition (a medically prescribed diet e.g. coeliac disease, diabetes, food allergy or intolerance) can be provided in school. Pupils who require special diets should intimate details of this to their Pupil Support teacher on enrolment. A medically prescribed diet form must be completed by the child's Registered Dietician or General Practitioner. Procedures and forms can be accessed from the child's school or dietician, or from North Lanarkshire's catering service. Occasionally, parents/carers may be asked to supply prescription foods or attend a meeting to discuss the child's dietary requirements.

Some children with additional support needs may require food to be adapted to an appropriate texture and consistency. In this instance the child's Registered Dietician or Speech and Language Therapist will liaise with Head Teacher and school catering service to ensure appropriate food provision.

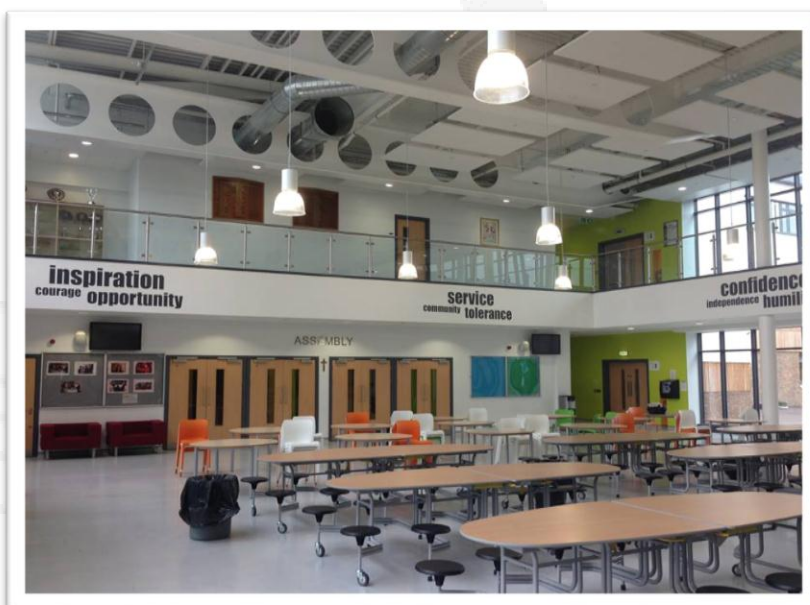
Special diets required for ethical, religious or cultural reasons should be requested in writing to the head teacher, who will liaise with the school catering service.

Free School Meals

Children of parents receiving Income Support, Job Seekers Allowance (income based), and Employment & Support Allowance (income related) are entitled to a meal without charge. Information and application forms for free school meals may be obtained from schools, first stop shops and Municipal Buildings, Coatbridge.

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

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





Education Maintenance Allowance

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 2015-2016 students who are born before 1 March 2000 will be eligible to apply for an EMA. The EMA guidelines explain the criteria which must be met in order to be eligible for an EMA and the rules which must be adhered to for the EMA to be paid throughout the year.

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

- (i) Eligibility - All applications are individually assessed. Students must attend a school managed by 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 2014-2015 are as shown below. These levels may be subject to change in session 2015-2016.

For applicants in single student households - £30 per week was paid where the income was up to £20,351; where the income was above that level no award was made. For applicants in multiple student households - £30 per week was paid where the income was up to £22,403; where the income was above that level no award was made.

- (ii) Attendance - Students in receipt of an EMA must attain 100% attendance in any week to receive payment for that week. Where the student is absent through illness a medical certificate must be submitted. In addition, self-certification forms are accepted for a maximum of 5 days sickness absence in the academic session. Any illness which would take the pupil over the 5 days self-certification would continue to require submission of a medical certificate.
- (iii) Application forms - A letter will be sent to the parent or guardian of all students who are in the eligible age-band to apply for EMA in May each year, providing details of the main eligibility criteria.

Application forms and guidance documents are sent to all secondary schools and some special schools in North Lanarkshire in June each year. Students who may be eligible should obtain an application form and guidance document from the school. Applications forms and guidance notes are available from Schools, Municipal Buildings and First Stop Shops or they may be downloaded from the North Lanarkshire Council website.

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

Any student who is unsure whether they meet the EMA criteria should contact the EMA Section for advice.



Transport

Over half of our pupils are transported to school by bus.

General - The Council has a policy of providing free transport to secondary pupils who live more than two miles from their local school by the shortest suitable walking route. This policy is more generous than the law requires. This provision may be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or from Learning and Leisure services. These forms should be completed and returned before the end of February for those pupils beginning the school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. There is discretion in certain circumstances to grant privilege transport for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

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

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



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 as a result of consortium planning. If a family moves house 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

The medical examination of children is undertaken during each child's school life by staff of NHS Lanarkshire and parents may refer their child at other times to the Clinical Medical Officer for examination or advice. Dental inspections are also carried out on a routine basis in Primary Schools and parents are offered any necessary treatment for their children, although they may choose to go instead to their family dentist; secondary school pupils receive examination and treatment at the local community dental clinic on request.

There is no longer a Medical Auxiliary on the staff of the 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.

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

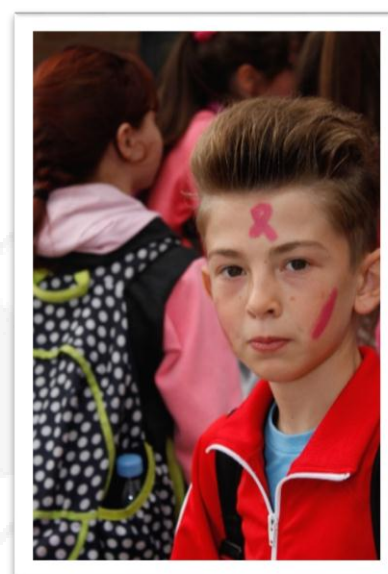
In North Lanarkshire, children and young people are treated in the paediatric in-patient unit within Wishaw General Hospital. It is not common for children and young people to have extended stays in Wishaw General, and therefore North Lanarkshire Council does not require a dedicated hospital education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

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

Information in Emergencies

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

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





Attendance

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

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

At the start of each school session, parents will be asked to provide contact details including at least one emergency contact number. Parents 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/guardians are asked to inform the school by letter or telephone if their child is likely to be absent for some time, and to give the child a note on his or her return to school, confirming the reason for absence.

Family Holidays During Term Time

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

Absences will be classified as authorised only in exceptional circumstances. Such circumstances may include a family holiday judged to be important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.

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

- The availability of cheap holidays
- The availability of desired accommodation
- Poor weather experience during school holidays
- Holidays which overlap the beginning or end of term
- 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 Attendance Officer investigates unexplained absence, and the Authority has the power to write to, interview or prosecute parents, or to refer pupils to the Reporter of the children's Hearings, if necessary.





Home 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 has to be given. 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 Management 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.

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 a regular parental newsletter, pupil activities, pupil reports, parents' information and reporting meetings, the school website 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.

Reporting to Parents and Guardians

Details of approximate dates of formal reporting and Parents' Meetings are listed below:

	Full Report Issued	Parents' Meeting
S1	May 2015	April 2015
S2	January 2015	March 2015
S3	December 2014	June 2015
S4	November 2014	February 2015
S5/6	February 2015	December 2014

Regular interim tracking reports are issued for all year groups and are based on behaviour, effort, homework and progress. In addition to Parents' Meetings, there are also a variety of Information Evenings held in school to support pupils and parents/guardians at different stages.



The Parent Forum

As a parent/guardian of a child at this school you are automatically a member of the Parent Forum. The Parent Forum is composed of all the parents, guardians 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 and 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/guardians 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 will be determined by the Parent Forum with the Headteacher acting as professional adviser.

The Parent Council's rights and duties include:

- supporting the work of the school
- representing the views of parents/guardians
- consulting with parents/guardians and reporting back to the Parent Forum on matters of interest
- promoting contact between the school, parents/guardians, pupils and the wider community
- fundraising
- taking part in the selection of senior promoted staff
- receiving reports from the Headteacher and Education Authority
- receiving an Annual Budget for administration, training and other expenses
- improving home school partnership and facilitating parental involvement

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

The Parent Council 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

Mrs Martine Watt

Vice Chairperson

Mr John Hughes

Clerk

Mrs Angela Boyd

Parent Members

Mr Tommy Friel
Mrs Moira Cartwright

Mrs Maureen Inglis
Mrs Kate Hamill

Mrs Angela Kerr
Mr Michael Quigley

Staff Members

Mrs Maureen Shepherd
Mr Andy McKune

Pupil Members

Members of the School Leadership Team

Adviser

Mrs Ellen Douglas (Headteacher)

Local Elected Representatives

GLASGOW BAILLIESTON

David Turner (SNP)

Austin Sheridan (SNP)

Marie Garrity (Labour)

James Coleman (Labour)

All Glasgow members can be contacted via:

Glasgow City Council
City Chambers
George Square
Glasgow
G2 1DU

COATBRIDGE NORTH and GLENBOIG

Bill Shields (Labour)

Fulton MacGregor (SNP)

Julie McAnulty (SNP)

Michael McPake (Labour)

All North Lanarkshire members can be contacted via:

North Lanarkshire Council
Civic Centre
Windmillhill Street
Motherwell
ML1 1AB



St Ambrose High School Strategic Plan 2014-2015

Our Vision

We share the vision of a safe, happy and healthy school where everyone is included and enjoys the freedom and opportunity to develop God's gifts to gain knowledge, wisdom, inspiration, a sense of wonder and the desire for spiritual wholeness and lifelong learning.

Key Strategic Areas

- Curriculum for Excellence
- Health Promotion
- Promotion of Equality
- Parental Involvement
- Pupil Involvement
- Staff Involvement

Our Values

St Ambrose High School shares the responsibility with home, parish and community to guide and support young people on their journey of faith and learning.

We are committed to achieving this by:

- *Living Gospel values of truth and love*
- *Treating ourselves and other people with tolerance and respect*
- *Being humble, honest and kind*
- *Sharing in learning and teaching to achieve our potential*
- *Striving for justice and peace and giving service*
- *Acting in sustainable ways to promote health and preserve our environment.*

A. Delivery of the six Entitlements of Curriculum for Excellence

1. Improve learner journeys in the senior phase through in house provision and partnership (college and consortia)
2. Implementation of **NATIONAL 6** qualifications (Senior Phase).
3. Development of **NATIONAL 7** course provision
4. Review curriculum frameworks and junior phase learner journeys as evidence and intelligence emerges
5. Review NAT 3, 4 and 5 in line with national adjustments to course and assessment arrangements
6. Advance mechanisms to support development of and tracking of **literacy and numeracy** at cohort and subject level
7. Review and improve **junior phase reporting** structures
8. Launch and monitor revised **Learning & Teaching** Policy
9. Develop approaches to the **application of ICT** which encourage pupils to take a lead in learning.
10. Extend **Parents / carers (forum)** role in wider school
11. Reshape **UNIVERSAL personal support** (houses, tutor time and PSE programmes) in line with 33 period week configuration and commitment to health and wellbeing agenda
12. Implement requirements of Children and Young Peoples' Act in spirit of GIRFEC (**TARGETED SUPPORT**)
13. Trial and introduce new SEEMIS packages – (i) monitoring and tracking (ii) referral system (iii) Attendance module
14. Advancement of sustainability and citizenship in line with our Gospel values.

B. Developing People and shaping the Organisation

1. Implement revised management structure
2. Develop structures to support and challenge managers in their new remits
3. Set up and action 'Tackling Bureaucracy' Working Group
4. Facilitate sharing of standards and good practice in self-evaluation at individual, team and school level.
5. Define and formalise mechanisms for **sharing good practice / professional learning** at faculty / department level



Public Examinations

Policy with regard to entering pupils for public examination:

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.

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.





Important Addresses

Learning and Leisure Services

Municipal Buildings
Kildonan Street
Coatbridge
ML5 3BT

Chief Executive Area Office

North Lanarkshire Council
Civic Centre
Motherwell
ML1 1AB

Coatbridge Locality
Coatbridge Community Centre
(St Andrew's High School Complex)
9 Old Monkland Road
Coatbridge
ML5 5EA

Link Quality Improvement Officer

Mr Joe McAvoy
North Lanarkshire Council
Kildonan Street
Coatbridge
ML5 3BT

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

Additional Support Manager

Roma French (Coatbridge Area)
St Gerard's Primary School
Kelvin Road
Bellshill ML4 1LN
01698 841743

Roma French may be contacted directly or through the school.



You can also get more help and advice from:

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

0845 123 2303
info@enquire.org.uk
www.enquire.org.uk for parents and practitioners
www.enquire.org.uk/yp for children and young people

Resolve

0131 222 2456
(Independent Adjudicator)

Scottish Independent Advocacy Alliance

Melrose House
69a George Street
Edinburgh
EH2 2JG
0131 260 5380
enquiry@siaa.org.uk
www.siaa.org.uk

Reference to Additional Support Needs Tribunal (Scotland)

ASNTS
Europa Building
450 Argyle Street
Glasgow
G2 8LH
Helpline: 0845 120 2906
Fax: 0141 242 0141
E.Mail: ASNTSInquiries@scotland.gsi.gov.uk

NHS Lanarkshire

Coatbridge
Coatbridge Health Centre 01236 432200

Social Work

Coatbridge
122 Bank Street 01236 622100
Coatbridge
ML5 1ET

St Ambrose High School
65 Townhead Road
Coatbridge
ML5 2HT
Tel. 01236 794896



This carving incorporates various symbols which are associated with the school and local community

