



# **Gracemount High School**

## **School Handbook**

**2020 - 2021**

## A Foreword from the Executive Director of Communities and Families Session 2020 - 2021

Dear Parents/Carers,

This brochure contains a range of information about your child's school which will be of interest to you and your child. It offers an insight into the life and ethos of the school and also offers advice and assistance which you may find helpful in supporting and getting involved in your child's education.

We are committed to working closely with parents as equal partners in your child's education, in the life of your child's school and in city-wide developments in education.

Parental involvement in the decision making process and in performance monitoring are an integral part of school life. We look forward to developing that partnership with your support.

Throughout this handbook the term 'parent' has the meaning attributed in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carer or anyone else who has parental responsibility for the child.

I am pleased to introduce this brochure for session 2020 - 2021 and hope that it will provide you with the information you need concerning your child's school. If you have any queries regarding the contents of the brochure please contact the Head Teacher of your child's school in the first instance who will be happy to offer any clarification you may need.

Andy Gray  
Head of Schools and Lifelong Learning and Chief Education Officer

---

### Children and Families Vision

Our vision is for all children and young people in Edinburgh to enjoy their childhood and fulfil their potential.

We believe that children and young people do best when:

- they are able to live safely and happily within their own families with the right kind of support as needed
- they attend first class, inclusive schools and early years settings which meet their needs

We will do all we can to strengthen support for families, schools and communities to meet their children's needs.

Our mission is to place children, young people and families at the heart of our service and provide support when it is needed throughout childhood and the transition to adulthood.

**In Edinburgh children and young people are at the heart of our vision for the future.**

As an inclusive community we work with parents, carers and, where appropriate, partner agencies to support all children and young people.

By working together, we help children and young people to develop understanding about relationships, respect, teamwork, honesty, fairness, patience, and compassion. We do this by offering interesting and relevant learning experiences, by providing our staff with the training and resources they need, and by working with the whole community to accept and care for one another. This isn't always easy, but we believe it is essential so that our children and young people understand the people they meet and learn how to work together to handle setbacks and difficult situations throughout their lives.

When children and young people experience adverse events or as a response to their additional support need, they let us know by reacting in different ways. This presents difficulties for those around them. By working together, by understanding the cause and working out solutions, we can find a way to solve or deal with a problem. If it takes time to get over a problem we will work with a child, young person, and their family to work out the best way forward. This may involve making adaptations and providing additional support or in exceptional circumstances identifying a change of environment.

We recognise that we all experience difficult times, and that everyone deserves the best possible care and support. In Edinburgh we support children and young people to learn in different ways according to their needs. As children and young people learn to read, write, and count some require more support than others do. This need for support arises for a variety of reasons learning difficulties, challenges with emotional regulation and social communication issues. We must meet the needs of all our students in a fair, compassionate, and proportionate way.

In considering how to support all children and young people reach their full potential it may not always be possible to arrive at a resolution all parties agree. However, we will listen to any parent, young person, child or member of staff and work together to resolve difficulties.

We are committed to do all we can to make Edinburgh an inclusive place to live and learn.



**Andy Gray**

**Head of Schools and Lifelong Learning and Chief Education Officer**

## Welcome from the Head Teacher

Dear Parents and Carers,

Welcome to the Gracemount High School Handbook for session 2020/21 - we are delighted to share information about our school with you.

A very warm welcome to Gracemount High School. This booklet is designed to give you an overview of the School.

I am delighted and very privileged to be working for Edinburgh City Council as Head Teacher of Gracemount High School. Our pupils deserve the very best quality of education and we work every day to ensure that is exactly what they receive.

Gracemount High School is a small non-denominational secondary school with a roll of just over 600 (although expected to rise significantly) pupils which serves the community of South East Edinburgh. The school was founded in 1959 as a junior secondary school and since the late 1960s has been a fully comprehensive six-year high school.

The “new” Gracemount High School was built under PPP (Public-Private-Partnership) and opened in 2003. The school’s leadership team comprise the Head Teacher, two Depute Head Teachers and a Business Manager. We have a complement of 49 teaching staff and 20 support staff.

The rapid change in the social demographics of our community presents the school with the widest of challenges in supporting the diverse needs and aspirations of a complex and socially diverse community.

In line with Curriculum for Excellence we have provided a new, exciting and relevant curriculum which would best support learner’s needs. We value all of our students equally and provide them with a range of individualised education programmes which are designed to meet their needs and prepare them for the next stage of their journey when they leave school. Our positive destination figures reflect a genuine commitment to ensuring positive outcomes for all young people.

Our “Gracemount Guarantee” is designed to offer opportunities for personal achievement throughout the Broad General Education and we have developed a senior phase approach based on personalisation and choice which is designed to ensure all our students can realise their full potential. Parents and students have been highly complementary of the new approach which has improved the life chances of many of our youngsters.

One of the many positives is our commitment to learning through ICT. As part of this commitment all our students in S4-6 have an iPad to support both their learning in school and at home. This exciting initiative enables our students to access the very latest resources and innovative learning methodologies.

Recently the school embarked on a review of its Vision and core values for 2025. As a result, we now have a clearly defined vision statement and set of values that are promoted in the school and across the community.

The school's philosophy is reflected in these and in our motto which is "Committed to Care and Excellence". We believe in challenging all our students to achieve their full potential both academically and through realising their wider gifts and talents. We are also committed to developing the qualities and values in our young people which will ensure they become responsible citizens of whom this community can be proud.

We were the first secondary school in Edinburgh to achieve the UNICEF Rights Respecting School Gold Award and we are very proud of this.

The school has a website which can be viewed at [www.gracemounthighschool.co.uk](http://www.gracemounthighschool.co.uk)

Mr Ross Hunter  
Headteacher

This handbook offers an introduction to our school and a general overview of the education your child will be getting at school.

To make our handbook easy to use we have divided the information into five different sections: -

- |                        |   |
|------------------------|---|
| ➤ <b>Section One</b>   | <b>Practical Information about the School</b> |
| ➤ <b>Section Two</b>   | <b>Parental Involvement in the School</b>     |
| ➤ <b>Section Three</b> | <b>School Curriculum</b>                      |
| ➤ <b>Section Four</b>  | <b>Support for Pupils</b>                     |
| ➤ <b>Section Five</b>  | <b>School Improvement</b>                     |

If you have any questions, or would like any further information on any aspect of this handbook or the education of your child, please do not hesitate to contact the school.

## Section One – Practical Information about the School

This section deals with the practical aspects of your child's attendance at our school. It provides details on such things as:

### Communicating with the School

This section provides you with some background information on our school. It tells you how our school day and school year are made up and how to contact the school if, for example, your child is ill.

<b><u>Contact Details</u></b>	
Head Teacher	Ross Hunter
Depute Head Teacher/s	Dee Scott Lewis Whale Sarah Ellis (Senior Development Officer - post at Depute level)
Business Manager	Scott Mackenzie
Curriculum Leaders	Creative & Aesthetic (Art, Music and Drama): Louise Shannon English: Bruce Foley Health & Wellbeing (PE, Dance & HE): Mark Gregor Mathematics: Ebru Ustun Modern Languages: Susan Towers & Angela Davies Science: Gillian Davis Social Subjects (Geography, History, Modern Studies & RME): Chris Wyllie Technologies (Computing, Business & CDT): Steven Whyte
Pupil Support Leaders	Lewis House: Julie Wilson-Martin Skye House: Allan Doak (acting) Tiree House: Emma O'Connell
Support for Learning Leader	Moira Wilson
Administrative Officer	Karen Reid
Address	136 Lasswade Road EDINBURGH EH16 6TZ
Telephone Number	0131 664 7440
Website	<a href="http://www.gracemounthighschool.co.uk">www.gracemounthighschool.co.uk</a>
E-mail Address	admin@gracemount.edin.sch.uk

<b><u>About the School</u></b>		
Stages of Education provided for	S1-S6	
Present Roll	624	
Denominational status of the school	Non-denominational	
Gaelic Medium Education (if relevant)	N/A	
<b>Organisation of the School Day</b>		
	Mondays – Thursdays	Fridays
Start Time	8.30	8.30
Morning Break	10.20 (to 10.35)	10.20
Lunch Time	13.05 (to 13.50)	12.15
Finish Time	15.30	12.15
<p><b>COVID Note:</b>            During the current COVID pandemic, the break/lunch times for S4-S6 pupils are as follows:</p> <p>S4-S6: break at 9.45-10.00            S4-S6 lunch from 12.10-13.00</p> <p>Assembly days for pupils are scheduled in the school calendar which is available via the school website</p>		

### Term dates

Term dates for the coming years can be found at:  
<https://www.edinburgh.gov.uk/schools/term-dates>

### School Session Dates 2020/21 – Updated June 2020

Staff resume		Monday	10 August *	2020
Staff only		Tuesday	11 August *	2020
Pupils resume		Wednesday	12 August	2020
Autumn Holiday	Schools closed	Monday	21 September	2020
All resume		Tuesday	22 September *	2020
Mid-term	All break	Friday	16 October	2020
Staff resume		Monday	26 October *	2020
Pupils resume		Tuesday	27 October	2020
Term ends		Tuesday	22 December	2020
Staff resume		Tuesday	5 January *	2021
Pupils resume		Wednesday	6 January	2021
Mid-term	All break	Friday	5 February	2021
All resume		Tuesday	16 February	2021
Term ends		Thursday	1 April	2021

<i>The Easter break incorporates the following two holidays</i>				
Good Friday	Schools closed	Friday	2 April	2021
Easter Monday	Schools closed	Monday	5 April	2021

All Resume		Tuesday	20 April	2021
May Day	Schools closed	Monday	3 May	2021
Staff only		Tuesday	4 May*	2021
Pupils resume		Wednesday	5 May	2021
Victoria Day	Schools closed	Monday	24 May	2021
All resume		Tuesday	25 May	2021
Term ends		Friday	25 June	2021

\* Five In-Service days for all schools.



## Registration and enrolment

The date for registration of new school entrants is advertised in all local nurseries, in the local press and on the council's website [www.edinburgh.gov.uk](http://www.edinburgh.gov.uk).

Registration for Primary One and First Year Secondary takes place in November each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school, when they register their child.

Parents who want to send their child to a school other than the catchment school must make a placing request. Please refer to section four of this handbook for more information on placing requests.

Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information.

## Attendance and absence

It is the responsibility of parents of a child of school age to make sure that their child is educated.

Absence from school is recorded as

- authorised, that is approved by the Communities and Families department, or as
- unauthorised, that is unexplained by the parent (truancy).

Please let the school know by letter if it is a planned absence (e.g. hospital appointment) or phone by 9.30 a.m. on the day of your child's unplanned absence (e.g. sickness bug).

**You should update the school on each day of your child's absence.** If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

**Please make every effort to avoid family holidays during term time as this will disrupt your child's education and reduces learning time.**

Headteachers can approve absences **up to** two school weeks (10 days) from school in certain situations. Any requests for extended absence over two school weeks (10 days) will be referred to the Senior Education Officer, who will decide if it will be recorded as authorised or unauthorised leave.

Please discuss your plans with your child's Headteacher before booking the holiday. If they cannot give permission before the holiday, it will be recorded as unauthorised absence. They can authorise a holiday if you can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by the Headteacher on this basis is regarded as authorised absence.

Parents from minority ethnic religious communities may request that their children be permitted to be absent from school to celebrate recognised religious events. Absence approved on this basis is regarded as authorised absence. Extended leave can also be granted on request for families returning to their country of origin for cultural or care reasons.

A supportive approach is taken to unexplained absence. However the Communities and Families department has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

## **School Uniform**

Parents are asked to co-operate with the school in encouraging the wearing of the school uniform.

The school uniform was agreed in consultation with parents, pupils, staff and the Parent Council. It incorporates a range of popular items of dress, e.g. sweatshirts. Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing.

The school can provide you with details of uniform suppliers. In addition, the school also maintains a stock of uniform items which can be purchased at a reduced price. Please contact the school if you require further details.

Whilst we do not have a formal uniform we do have a dress code that we ask our pupil to adhere to. This promotes a positive ethos in our school and helps with safety and security.

The school uniform consists of a school tie (there are different ties for S1-3 and S4-6), a blue collared shirt, black trousers/skirt, optional black jumper, shoes or trainers.

Ties are given free of charge to pupils at the start of S1 and again at the start of S4.

A school's reputation can also be enhanced in the local community by the wearing of school uniform and school security will be improved as it will be easier to identify intruders.

The appropriate clothing and footwear for PE is a T-shirt, shorts and gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons.

Please ensure that **all items of clothing are clearly labelled**, particularly ties, sweatshirts and PE equipment which are often lost.

Please help us by ensuring that pupils do not bring valuable or expensive items of clothing to school.

In certain circumstances, appropriate clothing will be necessary for school activities for safety reasons, e.g. in games areas, science laboratories, technical workshops;

this extends to the wearing of suitable footwear and even, on occasion, to the length of pupils' hair and the wearing of jewellery and earrings. Offensive clothing such as T-shirts or other items painted with obscene language or illustrations are not permitted. Football colours are also inappropriate as they can lead to incidents of rivalry.

If you have any queries regarding the school's dress code, please contact the school office.

## **School Meals**

Menus offer healthy and tasty meal options while reflecting the Scottish Government food and drink legal requirements for school lunches.

Special diets and allergies are accommodated in consultation with parent/guardian and catering services.

Meal prices are reviewed annually. Please contact the School to be advised of the current price.

## **Free School Meals & Clothing Grants**

A parent will qualify for Free School Meals and Clothing Grant if they meet any of the following conditions:

- Universal Credit (where your monthly earned income is not more than £610)
- Income Support
- Income-based Job Seeker's Allowance
- Income-based Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Child Tax Credit, but not Working Tax Credit, and your income is less than £16,105
- Both Child Tax Credit and Working Tax Credit and an income of up to £6,900

Your child might still get a free school meal if you're experiencing financial hardship. This could be because:

- your immigration status means you cannot get help from the government
- you're still waiting on your first Universal Credit notice

Clothing Grants are paid direct into a nominated bank account. The payment will show in the bank statement as 'CEC-EXPEN1'.

Children in P1-P3 get the universal Free School Meal but an application should be made so they qualify for both free school meal and a clothing grant.

Each award is valid for one school year. The award provides

- each child with one school meal and milk each day they attend school
- a clothing grant payment of £100 for each child.

We pay one clothing grant per year, per child, into your bank account. Most clothing grants are paid throughout July and August before the new school year begins.

**Information on free school meals and clothing grants and how to apply is available on the website: <https://www.edinburgh.gov.uk/schoolgrants>**

## **Travel to and from School**

We encourage our pupils to walk to school as the majority of our pupils live in the school catchment. Parents are requested, when dropping off/collecting children from school that they do not park in any location which causes an obstruction and they take care not to restrict the view of the school crossing patrol.

Please leave Disabled Parking free for our families who have a blue badge who require them to get their child to school on time.

## **General Supervision**

**Before school begins supervision is parental responsibility**, therefore pupils should not arrive at school until as near to the school start time as possible.

Some schools offer Breakfast Clubs which have their own supervision arrangements prior to the start of the school day.

A breakfast club is available. Please contact the school office should you require further details.

During break and lunch times, staff supervise the children. There is always access to the building and toilets, and the children are made aware of this.

## **School Security**

The safety and security of pupils and staff when attending or working in a school is very important to us. Schools use a number of security measures including visitors' books, badges and escorts, while visitors are within the school building.

Normally, anyone calling at a school for any reason will be asked to report to the school office. The school staff then can make the necessary arrangements for the visit. We would respectfully ask that parents do not attempt to enter schools through another entrance, unless supervised by a member of staff.

If you wish to speak to a member of staff then please come to the school office where we shall be happy to arrange this for you.

## **Wet Weather Arrangements**

In wet weather pupils are allowed into school during breaks and at lunchtime. However, as supervision during these periods is limited, it is especially important that they exercise good behaviour. Children having school lunches may remain in school during wet weather but again, supervision is limited. Children who go home for lunch should, where possible, return as late in the lunchtime as possible

## **Unexpected Closures**

In the event of an emergency, such as a power cut or severe weather, that prevents schools from opening in the morning or results in an early closure a range of communications channels are used to let parents know.

In addition to City of Edinburgh Council communication channels, the school operates a text system and would text parents to advise of any issues.

In addition, announcements will be made on local radio stations and via the Council's corporate Twitter account [www.twitter.com/Edinburgh\\_CC](http://www.twitter.com/Edinburgh_CC) and Facebook page [www.facebook.com/edinburghcouncil](http://www.facebook.com/edinburghcouncil).

If many schools are affected, or the situation is likely to be prolonged, then the Council's website <https://www.edinburgh.gov.uk/schoolclosures> will also be used.

## **Complaints, Comments and Suggestions Procedure**

We all hope that you will be completely satisfied about your child's education and we encourage feedback on our services from parents and pupils. We are, therefore, interested in feedback of all kinds, whether it be compliments, suggestions or complaints.

If you want to register a comment of any type about our school you can do this by writing, e-mailing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible.

There are some things which you should take note of in relation to making a complaint:

- Please make any complaints initially to the Headteacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- We will try to respond as quickly as possible, but often issues are complex and we need time to investigate.

- If you are dissatisfied with the service or/and with our response then you will have the right to take the matter further and contact Advice and Complaints Service (Schools and Lifelong Learning) email: [cf.complaints@edinburgh.gov.uk](mailto:cf.complaints@edinburgh.gov.uk) or by telephone: 0131 469 3233.

If you remain dissatisfied after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.

## **Health and Safety**

Within the general policy laid down by The City of Edinburgh Council, the Communities & Families Department has prepared and has continuing development of, safety policy statements for all areas of its responsibility and accordingly manages health and safety and welfare in a way that complies with health and safety statutory and regulatory requirements, and all relevant approved codes of practice and guidance.

School staff are fully instructed in their responsibilities in this respect, and safety regulations apply to all aspects of school life, both on and off the premises.

It is expected that pupils will behave responsibly and comply with all safety requirements.

The support of parents/carers in promoting good practice in health and safety matters is of great importance to the school.

## **Information about how we manage pupil data in schools**

Gracemount High School has a legal responsibility to deliver an effective educational programme to its pupils. In order to do this, we need to collect personal data about our pupils/children and their families so that we can help them learn and keep them safe. The type of personal data we will collect include:

### **Data about our pupils/children and their families**

This will include the name, address and contact details of the pupil/child and relevant family members. It will also include information about relevant medical conditions, any additional supports which are needed, and their family situation. We need this information to ensure we know our pupils/children and their families, and to ensure we are able to educate them appropriately and keep them safe.

We will also collect personal data relating to personal characteristics, such as ethnic group to enable statistics to be reported. We need this information so the Council can ensure it is delivering education appropriately to all its citizens.

### **Data about pupils/children at school**

This will include data about progress, assessments, and exam results. It will also include records of attendance, absence, and any exclusions. We need this information to understand how our pupils/children are progressing, and to assess how we can help them to achieve their best.

### **Data about when and where they go after they leave us**

This will include information about their next setting/school, career paths or intended destinations. We need this information to ensure we support our pupils/children in all their transitions and do all that we can to help their future be a success.

There will be times where we also receive information about them from other organisations, such as a pupils' previous school, the previous local authority where that school or ELC setting was based, NHS Lothian, Police Scotland, Social work, Additional Support Services, and sometimes other organisations or groups connected to a pupil's education. We use this data similarly to the above: to support our pupils' learning, monitor and report on their progress, provide appropriate pastoral care; and assess the quality of our services.

When we collect and use personal data within school/ELC setting, and for the reasons detailed above, we will normally be acting in accordance with our public task. Occasionally we are also required to process personal data because the law requires us to do so, or because it is necessary to protect someone's life.

We will also take photographs in school and display them on our walls, and in newsletters and other communications. We do this in order to celebrate and share what we have done, including individual achievements and successes. We consider this use of images to be part of our public task as it helps us build an effective community which supports learning. We will not, however, publish these photographs on social media or in newspapers without permission. Consent for this use will be sought when a pupil/child joins Gracemount High School and will be kept on record while they are with us. Consent can be withdrawn at any time, please just let us know.

Sometimes we need to share pupil information with other organisations. We are required, by law, to pass certain information about our pupils to the Scottish Government and the Council. This data is for statistical purposes and will normally be anonymised. It is normally required to enable the Council, and the Government, to understand how education is being delivered and to help them plan for future provision. Further information about what the Scottish Government does with statistical data it receives is provided below.

If a pupil/child moves schools, we have a legal obligation to pass on information to their new school/education authority about their education at Gracemount High School.

When we record and use personal data, we will only collect and use what we need. We will keep it securely, and it will only be accessed by those that need to. We will not keep personal data for longer than is necessary and follow the Council's Record Retention Schedule and archival procedures when records are identified to be of historical value and require to be retained in the Edinburgh City Archives.

For more information on how the Council uses personal data, and to know more about your information rights including who to contact if you have a concern, see the City Of Edinburgh's Privacy Notice.

### **Sharing personal data to support Wellbeing**

In addition to the above, Gracemount High School has a legal duty to promote, support and safeguard the wellbeing of children in our care.

Wellbeing concerns can cover a range of issues depending on the needs of the child. Staff are trained to identify when children and families can be supported and records are kept when it is thought that a child could benefit from help available in the school/ELC setting, community or another professional. You can expect that we will tell you if we are concerned about your child's wellbeing and talk to you about what supports might help in the circumstances. Supports are optional and you will not be required to take them up.

If it would be helpful to share information with someone else, we will discuss this with you and seek your consent before we share it so that you know what is happening and why. The only time we will not seek consent to share information with another organisation is if we believe that a child may be at risk of harm. In these situations, we have a duty to protect children, which means we do not need consent. On these



occasions, we will normally tell you that information is being shared, with whom, and why – unless we believe that doing so may put the child at risk of harm.

We will not give information about our pupils to anyone without your consent unless the law and our policies allow us to do so.

## **Sharing educational data with the Scottish Government**

The following information has been provided by the Scottish Government – Education and Training Division to let you know why they collect statistical information from school and what they do with it:

Education authorities and the Scottish Government collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus the Scottish Government has two functions: acting as a ‘hub’ for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Government itself.

### **What pupil data is collected and transferred?**

Data on each pupil is collected by schools, local authorities and the Scottish Government.

The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school.

The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to the Scottish Government. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify ‘localities’ rather than specific addresses. Data is held securely and no information on individual pupils can or would be published by the Scottish Government.

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 the ScotXed 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, the Scottish Government, education authorities and other partners such as the Scottish Qualifications Authority and Skills Development Scotland 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 examination results. Accurate and up-to-date data allows us 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 which influence pupil attainment and achievement
- share good practice
- 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 (2018). 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 use of pupil data can be found on the ScotXed website ([www.scotxed.net](http://www.scotxed.net)).

The Scottish Government works with a range of partners including Education Scotland and the SQA. 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 of the Scottish Government, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith the Scottish Government.

## Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, [scotxed@scotland.gsi.gov.uk](mailto:scotxed@scotland.gsi.gov.uk) or write to The ScotXed Support Office, 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.

## School Nursing Team

The School Nursing team is made up of the

- **School Nurse** (Specialist Qualified 3rd part Nursing and Midwifery Council (NMC) registrant – now masters level 11 post graduate degree)
- **Community Staff Nurses** (Registered Nurse on Part 1 of NMC – undergraduate degree)
- **Community Health Assistants** (not a nurse, may have SVQ qualifications in care related field)

## **Services provided**

### **:Universal Services for All School Age Children:**

#### Child Health Surveillance Programme

- P1 eye tests by Health Assistant - (only for those who did not receive this preschool in nursery)
- Growth Measurements by Health Assistant– currently at Primary 1 and Parent health Questionnaire (this may change in the future dependant on Scottish Government obesity strategy and the Health Visitor assessment at 4-5 years preschool)
- Primary 7 health questionnaire - growth measurement may be added in the future linked to Scottish Government obesity prevention work
- Drop in Services - a drop in health zone for High School Pupils (either in school or community facility) who are seeking advice or support on sexual health and health related issues

#### Education of Staff and Pupils

- Staff training – CPD in-service days on health actions plans, anaphylaxis etc – will be usually be delivered by the staff nurse
- Healthcare Plans for pupils - education staff will be supported by staff nurses on the planning and education

### **Healthcare Needs of Children with Moderate to Complex Physical Nursing Needs:**

- For children in Complex Needs Schools, nursing care needs will be delivered by the nursing team who are based in these designated schools

### **School Nurse Services for Children/Young People with Increased Needs:**

10 key areas specialist school nurses will focus on:

- Emotional Health and Wellbeing
- Substance Misuse
- Child Protection
- Domestic Abuse
- Looked After Children
- Homelessness
- Youth Justice
- Young Carers
- Sexual Health
- Transitions

### **How to Refer**

Children can be referred to the School Nurse by their school or their GP or other health care professional. Children and young people can also self-refer. They can do this by discussing this at drop ins or asking their teacher/ guidance teacher to refer them. Parents can refer by discussing with their GP or child's teacher/ guidance teacher.

### **Further information**

Our NHS Lothian School Nursing Service web pages:

<https://services.nhsllothian.scot/SchoolNursing>

## Who Does What

- **GP** – all regular family health care
- **CAMHS** – Child and Adolescent Mental Health – Specialist service
- **Hospital Paediatric** – medical/surgical and other specialist services
- **Community Paediatrician** – doctors in community child health
- **CCN Team** – Community Children’s Nurses - specialist paediatric trained nurses
- **AHPs** – Allied Health Professionals - speech and language therapy, physiotherapy, occupational therapy, dietetics, orthoptics – referral based service
- **CVT** – Community Vaccination Team - nurses who deliver vaccination services to all age groups
- **Learning Disability Services** – where there is LD diagnosis
- **Oral Health – Dental** – prevention and treatment service
- **LAC – Looked After Children** - nurses who work only with looked after children. When notified by Social Work that a child has become looked after, the LAC nurses will undertake a health assessment. They may refer to school nursing for ongoing reviews and wider support.

### Some information on Head Lice:

Head lice are spread through head to head contact at home, while playing or in school.

Regular wet combing of your child’s hair using a head lice detection comb is the best way to catch this possible problem at an early stage.

The only way to be sure that your child has head lice is to find a live louse. If you find live lice, get the correct lotion from your doctor, health visitor or pharmacist. Shampoos and other treatments are not effective.

One treatment is two applications of the treatment lotion, seven days apart. If this is not followed then re-infection is likely.

Advise family members and close friends that your child has head lice and that they should check their own hair. Only treat if live lice are found. Don’t be shy about advising others of this possible problem because you would likely tell family and friends about other infections which might affect them.

Regular wet combing of your child’s hair with the head lice detector comb is the best protection as it allows you to detect the condition and treat it speedily.

## Medicine Administration

The school encourages pupil to administer their own medication where possible. It is acknowledged that there are circumstances where this is not possible and in such cases the school will look after the medication and administer it. Consent forms are sent to parents and returned to the school – these forms stipulate how medication will be dealt with.

## Gaelic-Medium Education

Gaelic-medium education (GME), is available at nursery, primary and secondary levels. There are Gaelic parent and toddler groups and playgroups across the city. Edinburgh's first dedicated Gaelic nursery and primary school, [Bun-sgoil Taobh na Pairce](#), opened in Aug. 2013 in the Leith area of the city. The school attracts a wide range of families from across the city and the wider Lothian area. Although pupils attending the school do not need to have prior knowledge of Gaelic, it is strongly recommended that they attend a Gaelic-medium setting for their pre-school years. In addition, parents with no Gaelic themselves are encouraged to engage with learning the language themselves.

Pupils should register for a nursery or school place in the usual way. Taobh na Pàirce runs regular open afternoons for prospective nursery parents, where all families will receive a very warm welcome.

Please contact the school for further information.

Pupils who have studied at [Bun Sgoil Taobh na Pairce](#) transfer to [James Gillespie's High School](#), at the end of P7, to continue with their GME. In response to the increasing demand for GME, the City of Edinburgh plans to further develop it's secondary GME provision by opening a dedicated GME Secondary school from 2024. Details relating to specific location etc. will emerge after further consultation. Additionally, pupils from across the Lothians entering S5 or S6, who wish to study Gaelic at secondary level, can, depending on space and availability of courses, enrol at James Gillespie's High School to study at National 4, National 5, Higher and Advanced Higher courses.

## Use of social media

Gracemount High School understands the benefits of using social media; however if misused, our school community can be negatively affected, such as by damaging the school's reputation. We advise parents, and carers to conduct themselves on social media using the following three commons approach to online behaviour:

- Common courtesy
- Common decency
- Common sense

**Parental Requests for class lists**

Information about your child is held securely and appropriate safeguards are in place. Due to these safeguards we are unable to provide parents and carers with the list of names your child is classmates with.

**Other School Policies**

Parents/Carers can access a range of addition information on the school website at:

[www.gracemounthighschool.co.uk](http://www.gracemounthighschool.co.uk)

## **Section Two – Parental Involvement in the School**

Parental involvement is very important as we know it helps children do better in school.

This section contains information about how parents can be involved in supporting learning at home as part of a home – school partnership.

You can also find out more about the ethos of our school, what our values are and our aspirations for our pupils including how we celebrate pupil success, and links we have with partner organisations and the wider local, national and international community.

Lastly, it includes information on our Parent Teacher Association/Parent Association and Parent Council, how to contact them and how parents can get involved in the life and work of the school.

### **Equality**

City of Edinburgh Council is committed to improving the quality of life for those who face inequality, harassment, discrimination and prejudice and to harness the talent and celebrate the difference of all who live in the city. This commitment is set out in the Equality, Diversity and Rights Framework which can be viewed on the council's website. As a school, we are committed to fulfilling our obligation of equity and excellence for all learners, with particular reference to protected characteristics under the Equality Act 2010 (race, gender, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status or pregnancy/maternity) and other factors such as poverty.

### **Ethos**

Gracemount High School is committed to creating a responsible, respectful and safe community that values learning, success and wellbeing.

The rights of the child are at the heart of our school and we were the first state school in the City of Edinburgh to be accredited with the Gold Rights Respecting School award presented to us by UNICEF.

We are very proud of this achievement and work every day to ensure that we secure the best outcomes for all our young people

### **Values**

Our school values are a key part of what it means to be part of our school.

Responsible – we are responsible for coming to school ready to learn, participate and contribute to the success of our school.

Respectful – We respect ourselves, our environment and the rights of others.

Safe – we all work to ensure that our school community is safe and understand that everyone matters.

## **Promoting Positive Behaviour**

We want to engage directly with parents to foster and develop our positive ethos. To work together to maintain and support shared learning community values and excellent home/school communication. We want to work together to address, prevent and resolve any difficulties should they arise and to build on our strengths together.

We have a small number of easily remembered rules / values which everyone in our learning community knows. These are summarised in three words / short phrases:

1. Responsible
2. Respectful
3. Safe

These form the basis of all our conversations in relation to behavioural expectations. It is helpful if parents can also discuss these rules / values with their children if there has been an incident in school. The purpose of these conversations is to find solutions and develop skills that will prevent problems in the future.

The link to our Relationships for Learning policy can be found on our school website in the documents section. <http://gracemounthighschool.co.uk/resources/School-Documents/Equalities-Documents/GHS-Whole-School-Policy-2020-21.pdf>

## **Preventing and Responding to Bullying and Prejudice Behaviour Among Children and Young People**

City of Edinburgh Council have recently updated their anti-bullying guidance, and this will be followed by an updated Equalities and Anti-Bullying policy for Gracemount High School during the 2020-2021 session. The guidance for schools supports our commitment to equalities and the wellbeing and protection of children and young people from bullying and prejudice by other children and young people and aims to prevent bullying and prejudicial behaviours and attitudes. It aims to develop positive relationships with all members of school communities and partnerships as part of our approach to getting it right for every child, creating communities that allow children to be Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included.

To support and further improve the positive relationship within schools, equalities groups, which have a wide representation of all stakeholders and reflect the diversity of the school community, will work to take forward the key messages that are included in the guidelines and to ensure that all children have access to support,



have their views listened and responded to and are involved in the decisions that will make continue to make their school a place to feel safe, happy and nurturing.

Gracemount High School is a Gold Level Rights Respecting School and we follow the principles of the UNCRC. We understand that all young people have the right to be protected from harm (Article 19 of the UNCRC) and our restorative approach to anti-bully directly helps to defend this right.

We are committed to equalities and the wellbeing and protection children and young people from bullying and prejudice by other children and young people. All schools have a procedure which is informed by the overarching 'Preventing and Responding to Bullying amongst Children and Young People' procedure. We recognise that policy and procedures alone will not address the prevention of bullying; through our core practices (Relationships, Rights Respecting, Resilience, Restorative) we aim to build positive relationships and a culture and ethos which ensure respect, equality and inclusion. We promote anti-bullying and anti-discriminatory attitudes and behaviours through preventative, pro-active and responsive approaches.

Bullying and discriminatory behaviours are not tolerated. The school will put in place appropriate support for all children and young people involved in a bullying incident. Children who display bullying behaviour will be supported to identify the feelings and views that have caused them to act in this way and challenged, through education and learning, to develop alternative ways of behaving. Partnership with parents is instrumental to our approach to preventing and responding to bullying and in cases of bullying it is important that all parents involved work with the school to resolve the problems in the best interests of their child.

## **Parental Involvement**

We welcome parental involvement and engagement, as research has shown that when parents are involved children do better in school.

All parents are welcomed and encouraged to:

- be involved with their child's education and learning;
- be active participants in the life of the school; and
- express their views on school education generally and work in partnership with their children's schools.

At the present time parents are restricted to coming to the school due to Covid infection control procedures. Any parent visiting the school must make an appointment.

Nevertheless, we maintain communication and contact with our parents in a variety of ways:

- Email and groupcall text messaging is regularly used to inform parents. To help us keep you informed please ensure we have UpToDate contact details for you.
- Parents evening are held once per session for all year groups with the exception of S1 where there are two.
- Our school website <http://www.gracemounthighschool.co.uk/index.php> can be sued to access important information about our school.
- The Head Teacher will write to parents twice per term to keep them updated on the school.
- We run parental engagement session throughout the year looking at various aspects of school life.
- We use class charts, an online tool, to keep parents informed about behaviour.
- We consider ourselves to be an open school and all parents are encouraged to contact the school as required. We are normally responsive with 24-48 hours of receiving a query.
- We have a very active Parent Council and all parents are encouraged to participate.
- We will regularly seek the views pf parents' carers, at least twice per session on a formal basis. This will help us to consider areas of strength and areas of improvement.
- At key transition stages parents will have the opportunity to engage in course choice and options evenings events to discuss their child's next steps in learning/education

### **Parental Consultation/Reporting to Parents Throughout the Year**

We have two reporting session per year for each year group. Reports will be sent home via your young person and dates are published in the school calendar via the school website.

### **Parent Forum and Parent Councils**

All parents/carers are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum all parents can expect to –

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;

- be invited to be involved in ways and times that suit you;
- identify issues you want the parent council, to work on with the school;
- be asked your opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible.

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. It is important to us that our Parent Council represents the rich diversity of our school community. We warmly invite all parents to volunteer or put themselves forward as representatives on the Parent Council.

Parent Councils are the formal representative body for parents/carers with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents/carers locally.

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils, providers of nursery education and the community
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff.
- To raise funds for the school for the benefit of pupils (in some schools the PSA/PTA/PA fulfils this role).

*Contact details for our parent council are as follows: Lindsay Aitken, (Acting Chair) email address: [gracemounthspc@gmail.com](mailto:gracemounthspc@gmail.com)*

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk).

Connect is the national organisation for PTAs and PAs in Scotland, Parent Councils can join too, and it runs an independent helpline service for all parents.

The National Parent Forum of Scotland has been set up to give Parent Councils and parents an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level.

## **Pupil Voice Groups**

Pupil voice is extremely important at Gracemount High School and we always seek the opinion of our pupils when making major decisions about the school. Article 12 of the UN Convention on the Rights of a child states that all young people should have

a voice, be listened to and for their opinion to be taken seriously when decisions are being made about them. As a Gold Level rights respecting school we try to do everything that we can to ensure this article is followed.

At Gracemount High School there are a number of examples of pupil groups that promote pupil voice in the school. Examples of those groups are:

- The Pupil Leadership Team
- The Pupil Council
- The Rights Respecting School Award steering group (both senior and junior)
- The LGBTQ+ group
- The Pupil Equalities Group

Through these groups we involve our young people in shaping the ethos and future of the school. We have also had a significant input to our new Equalities and Anti-Bullying policy from our pupils groups which will be launched in the 2020-21 session.

As well as looking at qualitative data from our pupil groups we also look to get a larger range of pupil feedback from our use of MS Forms to gather quantitative pupil voice data.

### **Section Three – School Curriculum**

This section describes how the curriculum is planned and delivered in our school including the range of subjects and subject areas your child will be learning. It also includes information on how pupils develop skills for learning, life and work, including literacy, numeracy and health and wellbeing in and out of the classroom.

As well as giving you information about the statutory curriculum requirements we have included details on sports and outdoor activities available to pupils and the range of facilities available within the school.

Details of how parents will be informed about sensitive aspects of learning e.g. relationships, sexual health, parenthood and drugs awareness are included as well as information about religious instruction and observance and arrangements for parents who wish to exercise their right to withdraw their child.

#### **Curriculum for Excellence: Bringing learning to life and life to learning**

Curriculum for Excellence is the curriculum across Scotland for all 3-18 year olds – wherever they learn. It aims to raise standards; preparing our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring each transition is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for the development of literacy and numeracy from Early Level through to Senior Phase.

It develops skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

There is an entitlement to personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed. There is an emphasis by all staff on looking after our children's health and wellbeing using the Wellbeing Indicators.

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

S1 and S2 follow a common course covering all eight faculties to ensure a breadth and depth of learning and experiences. In S1 and S2 pupils get a chance to personalise their timetable by choosing an elective to build skills which they will study for the whole year.

In S3 pupils choose five subjects alongside Maths and English which they study to National Qualification levels 3-5 in S4. At the end of S3 pupils do have the option to make changes to the curriculum, although most pupils will continue with their subjects from S3 to ensure they attain at the highest possible level.

S5 and S6 allows pupils to study 5 subjects in preparation for further and higher education, or employment or training. We offer pupils the opportunity to study up to Advanced Higher level, and we also have partnerships with Edinburgh College and other City of Edinburgh schools to allow pupils the widest possible range of subjects.

Your child's school will share information regarding how the curriculum is delivered in the school.

Information on the school curriculum can be found on the school website:

<http://www.gracemounthighschool.co.uk/>

## **Blended Learning**

Blended Learning can be defined as a mix of traditional and digital technologies that are blended together in a way that helps learners to learn more productively. We are in an unprecedented time of change with our schools planning how their blended learning model will work. We continue to work hard to provide high quality learning, teaching and assessment for all learners. This is a journey that will take full account of the needs of our communities. As we move into our new school year, you may be wondering what your child's learning may look like.

Blended Learning is a mix of face-to-face learning in school, outdoor and digital learning. This includes learning at home. These are blended together in a way that will ensure progress and enjoyment in learning for your child.

Blended learning in each school will include a balance of face to face learning, outdoor learning and digital learning. This will look different in each school. Schools will need time to develop their blended learning model that suits their context. Schools are required to do this within their own Working Time Agreements which are reviewed by the relevant Trade Unions. As children and young people return to school, staff will proportion their time between face to face in school teaching, outdoor and learning at home.

## **Active Learning**

Curriculum for Excellence emphasises the value of an active learning approach. In the early years, children will have a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges children's thinking using real life and imaginary situations. As children progress through school they continue to be involved in active learning experiences which are engaging and give them ownership of their own learning.

## **Learning Through Play**

Research shows play-based learning has a positive and lasting impact on children's learning, teaches them skills relevant to the 21st century. Integrating learning and outdoor experiences, whether through play in the immediate grounds or adventures further afield, provides relevance and depth to the curriculum. Early Years Practitioners and teaching staff use a play-based approach that involves both child-initiated and teacher-supported learning that encourages children's inquiry through interactions that aim to stretch their thinking to higher levels.

## **Planning Children's and Young People's Learning**

Teachers in nursery, primary and secondary schools share their learning intentions with pupils, parents and carers. This takes place on a day-to-day basis, by agreeing the aims of an individual piece of work.

Longer-term planning also takes place in a variety of forms.

Information on the school curriculum can be found on the school website:  
<http://www.gracemounthighschool.co.uk/>

## Assessment

As pupils progress through our school, teachers use a range of assessment strategies, including Assessment for Learning strategies as well as setting tests. Pupils are also involved in assessing their own progress and developing their next steps.

Pupils in P1, P4, P7 and S3 complete online standardised assessments in literacy and numeracy as part of everyday teaching and learning. The assessments help to identify children's progress, providing diagnostic information that support teachers' professional judgement. The information provided by the assessments helps teachers to assess children's progress and to plan next steps in learning.

The senior phase (S4-S6) builds on the broad general education by continuing to develop learners' knowledge, understanding and skills. National Qualifications are designed to be flexible. Discussions are held with young people and parents on the most appropriate learning pathways.

We recognise that all pupils do not develop and progress at the same rate and, therefore, we use both group and individual methods to ensure that all pupils are given appropriate instruction and the opportunity to succeed. Please contact the school as soon as possible if you have any concerns about your child's progress.

Each year group will receive two reports cards as per the school calendar. These will be sent home via school bag mail /email. Reporting will look at the key areas of:

- Progress
- Behaviour
- Effort
- Homework
- Next steps for improvement
- Working level
- Target grade (Senior reports only)

### The nature of assessment at the GHS

Assessment can take several forms:

- Assessment **for** learning – on-going formative assessments to check for understanding, inform teaching and learning, and support pupil metacognition (knowledge about how and when to use particular strategies for learning).

- Assessment **of** learning – regular, more formal summative assessments, sampling knowledge and skills from across all course components. These key assessments are consistent across the faculty, cross marked and moderated by all staff within each subject area.

- **Formal Assessments S4-6**

- This year, with health and safety of pupils and staff being the utmost priority, we will not be able to gather large numbers of senior pupils in the assembly hall for prolonged periods of time. Pupils will sit formal, timed assessments across all their subjects, but these will be sat within class or in the hall (numbers permitting) at a time that suits the individual course structure of each subject. The timed nature of assessments will not only assess knowledge, understanding and skills but also develop and enhance exam technique.
- We have planned assessments between November and April
- Learners will be informed of these key assessments by individual faculties and our SQA co-ordinator, Mr Mackenzie, will work with faculties to ensure assessments are distributed across these dates.

### **Assessing in S1-3**

Teachers use national benchmarks in each curricular area to assess pupils progress. These benchmarks have been developed to provide clarity on the national standards expected within each curriculum area at each level. They set out clear lines of progression in literacy and English and numeracy and mathematics, and across all other curriculum areas from Early to Fourth Levels (First to Fourth Levels in Modern Languages). Their purpose is to make clear what learners need to know and be able to do to progress through the levels, and to support consistency in teachers' and other practitioners' professional judgements.

Working levels range from level 1-4 within the BGE as follows:

- W = Working in the level: a few of the experiences and outcomes achieved
- P = Progressing in the Level: around half of the appropriate range of experiences and outcomes achieved.

For example, a young person reported at level 4W for English would mean they are working within level 4. Another pupil in the same class may be reported as working at level 4P and have therefore made more progress within 4<sup>th</sup> level.

### **Pupil Profiles**

Each pupil in S1-3 develops an on-line pupil profile in PSE which records their latest successes and achievements. This profile is stored via the Skills Development Scotland Website



## **Homework**

A number of homework tasks are now being issued via our online platform using Microsoft Teams. Pupils can access this via their Office 365 account using their school log-in and password. Parents are also welcome to access this using their child's log in details and any work posted online will be available to you to support your young person.

Pupils are regularly given homework to support their learning and to encourage them to become more organised and self-supporting in their learning. Homework tasks will be given where a teacher feels a particular child or group of children may benefit from it and will be in line with your school's homework strategy.

The homework will be organised according to the stage and ability of the child, it can arise from all curricular areas, and it may include written, oral or practical activities. The tasks set will be interesting, worthwhile and challenging for the child.

Parents are encouraged to help pupils with their homework as a means of keeping them up to date with the work of the class and the child's progress and to promote partnership between the school and parents. Homework provides an opportunity to consolidate what has been learned in class, and makes you aware of what your child is learning and provides you with a useful discussion starter. Homework is also an integral part of school work. Parental interest and co-operation in ensuring homework is undertaken is appreciated.

If you have any concerns about sensitive aspects of learning, please get in touch with your child's Pupil Support Leader to discuss this further.

## **Religious Instruction and Observance**

Parents who wish to exercise their right to withdraw their child from religious instruction and / or observance should contact the head teacher, in writing, and alternative arrangements will be made for your child.

## **Extra Curricular Activities**

We offer a wide a range of sporting and cultural activities as possible.

There is a range of extra curricular activities available for pupils during lunchtime and after school. Parents will be informed about these by the school. In addition to in-school activities, classes also make regular educational visits and field studies. These visits are linked to pupils' class work.

## **Active Schools**

The fundamental aim of Active Schools is to give school-aged children the tools, motivation and the opportunities to be more active throughout their school years and

into adulthood. These opportunities are available before, during and after school, as well as in the wider community. For further information contact the Active Schools Coordinator via the school as [admin@gracemount.edin.sch.uk](mailto:admin@gracemount.edin.sch.uk)

## **Progression Pathways in the Senior Phase (S4-S6)**

We are committed to supporting all children and young people into positive and sustained leaver destinations. By curriculum pathway we mean: “the totality of all that is planned for children and young people throughout their education” (Building the Curriculum 3, 2008) - where all learners are on the right route to the right job, through the right course via the right information.

## **Career Information, Advice and Personal Support**

Through personal support we must build the confidence of our children and young people that they are making the right decisions about their learning pathways in line with their aspirations and abilities.

[www.skillsdevelopmentscotland.co.uk](http://www.skillsdevelopmentscotland.co.uk) is developing as a 'one-stop shop approach' to better signpost all qualifications, pathways and support for learners in Scotland. Each school has a dedicated *Skills Development Scotland* Careers Adviser who can support young people and parents at times of choice and change.

For information and support with career conversations go to: [www.mykidscareer.com](http://www.mykidscareer.com) *My World of Work* provides an online learner account that enables young people to develop their career management skills and record their attributes, skills, achievements and successes to help them plan their learner journey into work. <https://www.myworldofwork.co.uk/secondary-school-pupils>

**The Scottish Credit & Qualifications Framework (SCQF)** helps people of all ages and circumstances to access the education and training that is appropriate to them over their lifetime. It can help you plan your learning and develop progression routes to follow, whatever your situation may be.

The SCQF helps you make sense of qualifications and plan the next stage of your learning journey. You can also compare vocational and more traditional qualifications and see that, although they can be different types of learning, in many cases they sit at the same SCQF Level.

Scottish qualifications are delivered at SCQF level 1-12, schools deliver qualifications up to SCQF 7 which is Advanced Higher. Course awards include National Progress Awards (NPA), Skills for Work Awards (SfW) as well as National Certificates (NC) and Higher National Certificates (HNC).

The following is a helpful guide to the SCQF for secondary school pupils: <https://scqf.org.uk/media/1408/connecting-your-learning-journey-final-web-may-2018.pdf>

Parents and Carers can access further support on the SCQF here:

<https://scqf.org.uk/support/support-for-learners-parents/support-for-parentscarers/>

Your child may still be at school and about to make a transition to the next stage of their education or may already be at college or university. Wherever they are in their learning journey the SCQF is here to help you make sense of the range of Scottish qualifications, so you can support them to plan their next move.

Sometimes we know where we're going next and what we want to do. For example, your child might study Nationals, then Highers at school and be sure they're going to university next. However, they might prefer to undertake a Foundation Apprenticeship (SCQF Level 6) in S5-6 instead of a Higher or go to college and do some vocational training or learn whilst working through a Modern Apprenticeship (SCQF Levels 5-7). The SCQF can help young people work out their next move and the various pathways to employment.

The **Scottish Qualifications Authority (SQA)** website provides detailed information on all courses from National 3 – Advanced Higher:

<https://www.sqa.org.uk/sqa/45625.3728.html>

The **National Parent Forum of Scotland** has produced a range of leaflets providing useful summaries of qualifications and progression in the Senior phase:

<https://www.npfs.org.uk/downloads/senior-phase-in-a-nutshell/>

The Nutshell Series gives the key facts about National Qualifications (National 1-5 and Higher) including details of course assessment:

<https://www.npfs.org.uk/downloads/category/in-a-nutshell-series/nationals-in-a-nutshell-series/national-5/>

<https://www.npfs.org.uk/downloads/category/revision-guides/higher/>

### **Senior Phase School-College Partnership (SCP): The City of Edinburgh Council and Edinburgh College**

The Senior Phase SCP can bridge the gap between young people's education and their employment opportunities through improved vocational and technical learning opportunities. Vocational pathways complement academic studies. They are also vital to helping young people develop skills that are crucial to Scotland's economy while exposing them to the more independent and self-reliant environment of college education.

Pooling resources and expertise between schools and colleges maximises what can be offered to young people.

### **How are the courses delivered?**

Most courses run for an academic year, with some Foundation Apprenticeships running for two academic years. The majority of courses will be delivered over two school afternoons, usually Tuesday and Thursday, however some courses have a different attendance pattern so please check course duration and attendance patterns carefully.

Colleges use the same Scottish Candidate Numbers (SCN) as schools so young people should expect to see their college results alongside other school-based qualifications. Edinburgh College, like school, can provide additional support if required.

<http://www.edinburghcollege.ac.uk/Schools/Are-You-Still-At-School/SCP-Programme>

### **What is a Foundation Apprenticeship (SCQF Level 6)?**

A Foundation Apprenticeship (FA) is a nationally recognised SCQF Level 6 qualification (same level as Higher) offering a combined classroom and work-based learning opportunity for senior phase pupils. It is delivered in partnership with employers, Edinburgh College and specialist learning providers, such as Edinburgh Early Learning Childcare Academy (EELCA).

The FA has been developed with Skills Development Scotland to provide learners with the knowledge, skills and work-based experience, relevant to occupations in growth industry sectors. The City of Edinburgh Council and Edinburgh College offer Foundation Apprenticeships in the following areas:

- Children and Young People
- Engineering, Civil Engineering
- Social Services and Health care
- Creative Design and Media
- Financial Services, Accountancy and Business Skills
- Scientific Technologies
- ICT Software Development
- Food and Drink technologies

### **What qualification does the FA provide?**

Most FA programmes last two years, with learners beginning their FA in S5. There are some one-year FA programmes available for S6 learners. The FA is offered through the School-College Partnership, so learners will spend part of the school week at Edinburgh College or with a local employer and complete the FA alongside other senior phase courses.

Attainment is measured by ongoing assessment in college and in the workplace – there is no final exam. On successful completion of the course, learners will achieve a Joint Qualification Certificate for the Foundation Apprenticeship comprising a National Progression Award (NPA) and a Scottish Vocational Qualification (SVQ) at Level 6.

Several progression pathways will be open to learners including accelerated entry onto a Modern Apprenticeship or continued study at college or university, dependent on meeting entry requirements. The FA will support entry requirements to courses at University and College, and Modern and Graduate Apprenticeships.

By giving earlier exposure to the world of work and undertaking work-based projects, the Foundation Apprenticeship will help young people develop the necessary skills, experience and knowledge employers seek, all while still at school.

More details can be found at:

<https://www.apprenticeships.scot/become-an-apprentice/foundation-apprenticeships/>

## **Section Four – Support for Pupils**

This section gives information about how pupils' additional support needs will be identified and addressed and the types of specialist services provided within our school.

### **Getting It Right for Every Child**

Taking care of our children's well-being and making sure they are alright - even before they are born - helps us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society. Our school adopts the Getting it right for every child in Edinburgh approach to give the right help to children, young people and families, when they need it from a joined up multi agency team.

Getting it right for every child aims to improve outcomes for all children and young people. It promotes a shared approach that:

- builds solutions with and around children and families
- enables children to get the help they need when they need it
- supports a positive shift in culture, systems and practice
- involves working together to make things better

Getting it right for every child is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services, and is embedded in the developing early years and youth frameworks. Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those particular areas to improve outcomes for children.

### **Protecting Children and Young People**

We place a high priority on the well-being and safety of our pupils. To this end we have in place a personal safety programme to give pupils knowledge and life skills to keep them safe from all form of abuse. Where we have concerns that a child about the possible abuse of pupils we are required to follow the Edinburgh and the Lothian's Inter-Agency Child Protection Procedures which set out the specific duties and responsibilities towards the child and their parents/carers.

### **Additional Support Needs**

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and it's accompanying Code of Practice: <https://education.gov.scot/parentzone/additional-support/the-additional-support-for-learning-act/>

It provides the following information:

- (a) the authority's policy in relation to provision for additional support needs,*
- (b) the arrangements made by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and*

*young person and the particular additional support needs of the children and young persons so identified.*

*c) the other opportunities available under this Act for the identification of children and young persons who -*

*a) have additional support needs,*

*b) require, or would require, a co-ordinated support plan,*

*c) the role of parents, children and young persons in the arrangements referred to in paragraph (b),*

*d) the mediation services provided*

*e) the officer or officers of the authority from whom parents of children having additional support needs, and young persons having such needs, can obtain advice and further information about provision for such needs.*

Further details of the policies and procedures can be found on Edinburgh Council website.

The Act requires each Education Authority to publish information about the Act. In on the Act, was produced by the City of Edinburgh Council:

<https://www.edinburgh.gov.uk/downloads/file/22136/in-on-the-act>

## **Literacy Difficulties/ Dyslexia**

*Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the 'word level' and implies that the problem is severe and persistent despite appropriate learning opportunities.*

*The Authority also recognises that there may be **associated difficulties***

- Reading comprehension
- Phonological awareness
- Processing: auditory and/or visual processing of language-based information
- Short-term and working memory
- Organisational skills and motor skills
- Maths
- Emotional and behavioural difficulties

*Support and assessment begin in the classroom. Class teachers and Support for Learning teachers have resources and training to identify this learning difference and to put appropriate support strategies in place.*

*If you have concerns please speak to your child's class teacher in the first instance.*

## English as an Additional Language

The Communities and Families Department provides English as an Additional Language (EAL) support for schools. Specialist EAL Teachers work with schools to support developing bilingual learners' English language skills and access to all areas of the curriculum, to enable them to achieve their potential.

### School Context:

- EAL teacher can assess new arrivals' level of English and provide information and support strategies to teaching staff.
- EAL teacher can provide advice and consultancy to subject teachers on supporting developing bilingual learners through, observation, joint planning, team teaching, individual consultation and remote support through email/Teams.
- EAL staff can work with SFL staff to help identify other Additional Support Needs in developing bilingual learners.
- EAL Teacher can support school to refer pupils to additional ESOL classes (Beginners class / SCP ESOL) and other agencies.
- BSA (Bilingual Support Assistant) works under the direction of the EAL teacher to support stage 1&2 bilingual learners and their families using home/first language and English. At this time GHS has an Arabic speaking BSA working with the school.
- BSA can advise on cultural issues and support home/school communication and links with other agencies.
- We have a dedicated Literacy lead teacher in the school who is working with our EAL staff member to work on strategies to ensure that all teachers are *teachers of language* this approach will benefit all of our learners, but especially our EAL learners.

We work with other agencies and professionals – for example, Social Work Services, Educational Psychology Service, National Health Service and you the parent to make decisions with regards to the best possible education to meet the needs of your child within the resources available.

Parents, carers and children with additional support needs can also seek independent advice and support through:

- Enquire: [www.enquire.org.uk](http://www.enquire.org.uk) Telephone 0845 123 2303
- Scottish Independent Advocacy Alliance, [www.siaa.org.uk](http://www.siaa.org.uk) Telephone 0131 260 5380 Take
- Note: (National Advocacy Service for Additional Support Needs) (Barnados in association with the Scottish Child Law Centre) [www.sclc.org.uk](http://www.sclc.org.uk) Telephone 0131 667 6633.



## Pastoral Support

Gracemount High School operates with a house system where pupils are allocated to one of three houses, Lewis, Tiree or Skye. Each house has a dedicated Pupil Support Leader who can offer pastoral support for pupils. As well as delivering lessons in Personal and Social Education our Pupil Support Leaders are available to help pupils when needed throughout the school year.

Working within the principles of the Getting it Right for Every Child (GIRFEC) model we ensure that our pupils get the right support at the right time while engaging with appropriate partner agencies to ensure the best possible plans are in place for our pupils. We ensure that all our pupils are known to the Pupil Support team and that we meet the needs of all our learners.

## Transitions – Moving to a New School or Leaving School

This section also gives information about transition.

There are also details about making a placing request to another school.

## Placing Requests

As a parent, if you don't want your child(ren) to be educated in your local catchment school, you have the right to make a Placing Request for your child(ren) to attend another school.

If you would like your child to start P1 or S1 at a school outside your catchment area, you must make a Placing Request. You can get a Placing Request application form at any nursery or primary school in Edinburgh from mid-November and must return it by **24 December** to:

e-mail: [school.placements@edinburgh.gov.uk](mailto:school.placements@edinburgh.gov.uk)

post: School Transactions  
P1/S1 Placements,  
PO Box 12331,  
EDINBURGH  
EH7 9DN

If we receive your application form after 24 December, your request will be considered but if we receive your application form after **15 March** places in your chosen school may no longer be available.

The Council must grant Placing Requests where possible. If there are more places available in a school than there are placing requests, all placing requests are usually granted.

If the school you choose has more placing requests than available places, each case is looked at individually. Please include all relevant details on your Placing Request application form so this can be taken into account.

As school rolls have increased there has been a decrease in the number of places available for children living outside the catchment area. This has resulted in high numbers of placing requests being refused.

If a Placing Request is successful for one child, this does not guarantee a successful Placing Request for another child. This could mean parent(s) / guardian(s) have children attending different schools.

## **Transport for Placing Requests**

If a Placing Request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.

## **Further information**

Further information on school placing requests can be found on our website at:  
[http://www.edinburgh.gov.uk/info/20256/school\\_places/1375/school\\_placing\\_requests](http://www.edinburgh.gov.uk/info/20256/school_places/1375/school_placing_requests)

## Section Five – School Improvement

The section gives you an overview of the main achievements of the school within the last 12 months and performance information relating to literacy, numeracy and health and wellbeing.

Monitoring performance and using the resulting information to secure improvement is an important part of the work of head teachers, school staff and officers within Children and Families.

Every year each school publishes a Standards and Quality report which highlights the school's major achievements. This can be found on the school website in the school documents section.

### Literacy and Numeracy S3 Achievement of a level

Reading					
	S3 16-17	S3 17-18	S3 18-19	S3 19-20 (Submitted in February 2020)	S3 20-21 (Nov predictions)
% on track/achieved achieve Third level or better	93%	89%	91%	92%	96%
% on track/achieved Fourth level	29%	24%	19%	41%	59%

Writing					
	S3 16-17	S3 17-18	S3 18-19	S3 19-20 (Submitted in February 2020)	S3 20-21 (Nov predictions)
% on track/achieved achieve Third level or better	91%	88%	89%	82%	96%
% on track/achieved Fourth level	28%	24%	21%	41%	59%

<b>Listening and Talking</b>					
	S3 16-17	S3 17-18	S3 18-19	S3 19-20 (Submitted in February 2020)	S3 20-21 (Nov predictions)
% on track/achieved achieve Third level or better	93%	90%	91%	82%	97%
% on track/achieved Fourth level	29%	24%	10%	26%	61%

<b>Numeracy</b>					
	S3 16-17	S3 17-18	S3 18-19	S3 19-20 (Submitted in February 2020)	S3 20-21 (Nov predictions)
% on track/achieved achieve Third level or better	79%	81%	71%	85%	93%
% on track/achieved Fourth level	31%	24%	27%	35%	68%

### **Literacy and Numeracy Levels by the end of S4 (S4 roll)**

Establishment	Year	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy	Number in Cohort
Gracemount High School	2015	87.27	93.64	39.09	32.73	110
Gracemount High School	2016	85.98	95.33	43.93	26.17	107
Gracemount High School	2017	94.92	77.97	64.41	25.42	118
Gracemount High School	2018	92.45	76.42	53.77	17.92	106
Gracemount High School	2019	87.18	72.65	48.72	16.24	117

### **Literacy and Numeracy Levels by the end of S5 (S5 roll)**

Establishment	Year	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy	Number in Cohort
Gracemount High School	2015	92.71	88.54	55.21	53.13	96

Gracemount High School	2016	92.08	92.08	62.38	41.58	101
Gracemount High School	2017	96.7	100	74.73	46.15	91
Gracemount High School	2018	96.94	87.76	83.67	41.84	98
Gracemount High School	2019	96.74	85.87	68.48	32.61	92

### Literacy and Numeracy Levels by the end of S6 (S6 roll)

Establishment	Year	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy	Number in Cohort
Gracemount High School	2015	95.16	91.94	83.87	67.74	62
Gracemount High School	2016	100	94.92	81.36	72.88	59
Gracemount High School	2017	95.65	94.2	84.06	53.62	69
Gracemount High School	2018	100	100	96	76	50
Gracemount High School	2019	100	96.43	94.64	73.21	56

### Percentage of Schools Leavers in a Positive Destination

Establishment	Year	% of Schools Leavers in a Positive Destination	Number in Cohort
Gracemount High School	2016/17	91.13	124
Edinburgh, City of	2016/17	92.52	3236
National	2016/17	93.72	51258
Gracemount High School	2017/18	91.26	103
Edinburgh, City of	2017/18	94.28	3200
National	2017/18	94.4	49707
Gracemount High School	2018/19	96.12	129
Edinburgh, City of	2018/19	95.11	3270
National	2018/19	95.05	49717

### Percentage of school leavers – awards at level 1 to 7 – Session 2019

Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Number in Cohort
1 or more	97.67%	97.67%	97.67%	95.35%	78.29%	47.29%	6.98%	129
2 or more	95.35%	95.35%	95.35%	89.15%	63.57%	34.11%	3.88%	129
3 or more	86.05%	86.05%	86.05%	79.84%	54.26%	29.46%	0.78%	129

4 or more	80.62 %	80.62%	80.62%	73.64%	48.06%	19.38%	0.00%	129
5 or more	70.54 %	70.54%	70.54%	63.57%	40.31%	16.28%	0.00%	129
6 or more	56.59 %	56.59%	56.59%	53.49%	30.23%	7.75%	0.00%	129
7 or more	44.96 %	44.96%	44.96%	39.53%	18.60%	1.55%	0.00%	129
8 or more	27.13 %	27.13%	27.13%	20.93%	12.40%	0.00%	0.00%	129
9 or more	15.50 %	15.50%	15.50%	13.18%	9.30%	0.00%	0.00%	129
10 or more	7.75%	7.75%	7.75%	6.20%	3.10%	0.00%	0.00%	129

## School Improvement Plan

### School Improvement Plan

Details of the school improvement plan can be found here on the school website in the document section or by following this link:

[http://www.gracemounthighschool.co.uk/School\\_Documents\\_Page/School\\_Documents/index.html](http://www.gracemounthighschool.co.uk/School_Documents_Page/School_Documents/index.html)

### Strategic priorities and key outcomes – 3-year cycle 2018 – 2021

#### Improvement in attainment, particularly in literacy and numeracy

##### Year 3 (2020/21)

- Embed 5<sup>th</sup> period in English and Maths for S1 pupils
- Further develop role of Numeracy DO to improve numeracy outcomes for P5-S3
- Monitor, track and plan interventions for young people at risk of not achieving level 3 by the end of S3 in literacy and numeracy.
- Further develop our literacy strategy within the BGE
- To achieve the following levels of literacy and numeracy (National Benchmarking – school leavers)
  - Level 3 Literacy 100%    Level 3 Numeracy 100%
  - Level 4 Literacy 96%    Level 4 Numeracy 96%
  - Level 5 Literacy 80%    Level 5 Numeracy 55%
- To achieve the following:
  - 95% of pupils by end of S3 to achieved L3 in R, W L&T.

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

##### Year 3 (2020/21)

- Focus on closing poverty related attainment gap by utilising PEF resources (Senior DO / PSO/Numeracy DO)
- Continue to develop and embed vocational course options (NPA and Skills for Work).

- Ensure coursing strategy links with school priority to improved attainment.
- Embed L&T policy with focus on digital learning
- Improve attainment of disadvantaged children (specific focus on LAAC (MCR and Edinburgh matters), care experienced, bottom 20%).
- Sustain our drop-in exclusion figures
- Implement clear QA calendar in line with key SQA dates across all faculties and whole school. Respond to national position taken by SQA on examinations at level 5,6 and 7
- Develop whole school focus on ASN learners to ensure appropriate levels of support are in place.
- Use of monitoring and tracking systems to focus on closing poverty related attainment gap to ensure improving attainment for all bottom 20% achieve a minimum of 5 qualification on leaving school with a minimum complimentary tariff points score of 100 (National Benchmarking).
- 

#### **Improvement in children and young people's health and wellbeing**

Year 3 (2020/21)

- Implement school's vision of excellence for 2023 with focus on Responsible, Respectful, Safe.
- Sustain Gold Award for RRS
- In partnership with PIVOTAL fully implemented Relationships for Learning policy.
- Develop approaches to support and improve mental health and wellbeing
- Evaluate children's progress in H&WB as evidence by wellbeing indicators
- Implement the CEC equalities policy

#### **Improvement in employability skills and sustained, positive school-leaver destinations for all young people**

Year 3 (2020/21)

- Sustain target of 96% (National Benchmarking) of pupils in post-school positive destination < 4 % unemployed (seeking or not seeking)
- Embedded S3 pathways programme and development of S4/ Senior Phase programme (Affected by Covid – revisit)
- Consolidate level 5 vocational qualifications and improve uptake of level 5 vocational qualifications in the senior phase
- Further develop profiling in S1/2 related to My WoW

## Websites

You may find the following websites useful.

- [www.edinburgh.gov.uk](http://www.edinburgh.gov.uk) - contains information for parents and information on Edinburgh schools.
- <https://education.gov.scot/parentzone> - parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.
- <https://education.gov.scot/inspection-reports> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <http://www.ltscotland.org.uk/scottishschoolsonline-index-asp/> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.
- <https://www.childline.org.uk/info-advice/bullying-abuse-safety/> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <https://respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <https://education.gov.scot/> - provides information and advice for parents as well as support and resources for education in Scotland
- <https://www.equalityhumanrights.com/en> - contains information for everyone on equality laws within the government and local authorities.





## Glossary

CFE	Curriculum for Excellence
ASN	Additional Support Needs
EMA	Education Maintenance Allowance
ASL	Additional Support for Learning
SQA	Scottish Qualifications Authority
FOI	Freedom of Information
HT	Head Teacher
DHT	Depute Head Teacher
PT	Principal Teacher
BM	Business Manager
CLD	Community Learning and Development
GIRFEC	Getting it Right for Every Child
CPM	Child Planning Meeting (Early Years and Primary)
YPPM	Young Person's Planning Meeting (Secondary)

The information in this school handbook is considered to be correct at the time of publication (November **2020**), however, it is possible that there may be some inaccuracy as the school year progresses

## Parent Feedback

Please take a few minutes to fill in and return the questionnaire on this page. Your feedback will help us improve the hand book next year.

*Tell us what you think*

Your feedback will help us to improve our handbook.

Name of school: \_\_\_\_\_

Did you find	Please tick	
1. the handbook useful?	Yes	No
2. the information you expected?	Yes	No
3. the handbook easy to use?	Yes	No

Please tell us how we can improve the handbook next year.

Thank you for filling in the questionnaire. Your views are appreciated. Please return this questionnaire to the school office.

Throughout this handbook the term 'parent' has the meaning attributed in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carer or anyone else who has parental responsibility for the child.

I hope you find all of the above information helpful and self-explanatory. If you have any queries about any of the information contained in this handbook, or indeed about any aspect of our school, please do not hesitate to contact me.

*Ross Hunter  
Head Teacher  
Gracemount High School*