



CRAIGROYSTON
Community High School, Edinburgh

Craigroyston Community High School Handbook

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.

Alistair Gaw
Executive Director of Communities and Families

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.



Alistair Gaw

Executive Director for Communities and Families

Welcome from the Head Teacher

Dear Parents and Carers,

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

At Craigroyston Community High School we are very proud of all our young people. Our school is made up of many different cultures, beliefs and traditions and as well as celebrating this diversity, it also brings us all together as the Craigroyston family where we support and care for one another through courage, compassion, high expectations and solidarity.

Our school is a lively, exciting place to learn where our main aim is to ensure that every young person is included in every aspect of their education and that they are supported at every point throughout their journey at Craigroyston and beyond.

Our vision is that every young person, without exception, receives excellent quality learning and teaching in a safe, welcoming, nurturing, happy and inclusive environment so they are able and encouraged to achieve their full potential.

We will ensure that every young person leaves Craigroyston at the end of S6 with a portfolio of qualifications, skills, experiences and a knowledge of the job market so that they can enter a sustained, positive destination of further or higher education, apprenticeship or employment.

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

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

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

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.

Kind regards,



Shelley McLaren
Headteacher



Mrs S McLaren
Head Teacher



Ms C Stewart
Depute Head
Teacher
(Inclusion)
Year Head S1



Ms K Smart
Depute Head
Teacher
(Pupil Support)
Year Head S2 and
S3



Mr C Murphy
Acting Depute
Head Teacher
(Curriculum)
Year Head S4



Mr A McFarlane
Acting Depute
Head Teacher
(Curriculum)
Year Head S5
and S6



Ms K Softley
Business Manager

Practical Information about Craigroyston Community High 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 our 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.

<u>Contact Details</u>		
Head Teacher	Shelley McLaren	
Depute Head Teachers	Karen Smart Claire Stewart Adam McFarlane (Acting) Callum Murphy (Acting)	
Curriculum Leaders	English and Literacy Expressive Arts Health and Wellbeing Maths and Numeracy Modern Languages Science Social Subjects Support for Learning Technologies	Catriona Grant (Acting CL) Michael Cunningham Susanne Meadows Lynn Brown Lorna Henderson Kirsty Cameron (Acting CL) Hannah Wilson James Wilson David Turner (Acting CL)
Pupil Support Leaders (Head of Houses)	Arran House Bute House Mull House	Yvonne Linning Craig Yardley Helen Hunter
Business Manager	Kathy Softley	
Address	67 Pennywell Road EDINBURGH EH4 4NL	
Telephone Number	0131 477 7801	
Website	Craigroyston.wordpress.com	
E-mail Address	admin@craigroyston.edin.sch.uk	
Facebook	Craigroyston Community High School	
Twitter	@CCHSEdinburgh @HTCraigroyston	

<u>About the School</u>		
Stages of Education provided for	S1 – S6	
Present Roll	637	
Denominational status of the school	Non-denominational	
Organisation of the School Day		
	Mondays – Thursdays	Fridays
Start Time	8.30am	8.30am
Morning Break	10.20am	10.16am
Lunch Time	13.04pm	
Finish Time	15.20pm	13.00pm

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.

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. Please give your child a note on their return to school, confirming the reason for absence. This should be handed to either the school office or the child's Pupil Support Leader (Head of House). If there is no explanation from a child's parents, the absence will be regarded as unauthorised. Parents will be contacted by Groupcall if a child is absent from school and their absence has not been reported.

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

At Craigroyston, our ethos is centred on high expectations and we are very proud of the achievements, attainment and success of our pupils across the school and beyond. Furthermore, we think it is important that our image complements our ethos, raising the profile of our school in the community and highlighting the excellence of our young people. 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.

Pupils at Craigroyston Community High School are expected to wear:

- a blazer that has been specially measured to fit your child
- a white shirt
- blue striped school tie
- black skirt or trousers
- all black shoes or trainers

Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing.

Uniform can be purchased from our school reception or online at:

<http://www.logoxpres-schoolwear.co.uk/>.

The cost of uniform is detailed below:

Item	Cost
Blazer	£34
Tie	£4.50

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. Feedback from pupils, parents, staff and the local community has been very positive.

Please see Appendix 1 which outlines our school uniform policy.

The appropriate clothing and footwear for PE is a T-shirt, shorts/leggings/joggers and trainers. 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 help us by ensuring that pupils do not bring valuable or expensive items of clothing to school.

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 and 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 receive 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.

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.

During intervals support 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.

Anyone calling at a school for any reason will be asked to report to the school office. The school staff can then 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.

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. Parents will be contacted via text message if there was an unexpected closure.

In addition, announcements will be made on local radio stations and via the Council's corporate Twitter account [www.twitter.com/Edinburgh_CC](https://twitter.com/Edinburgh_CC) and Facebook page 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 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 and 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 Managing Pupil Data

Craigroyston Community 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 and 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 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 for Leavers

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 joins Craigroyston Community 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 moves schools or settings, we have a legal obligation to pass on information to their new school/education authority about their education at Craigroyston Community 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, Craigroyston Community 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.

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).

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 out with 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 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 master's 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)

Universal Services Provided 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:

Ten 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.nhslothian.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.

Medicine Administration

If your child needs to take medicine during the school day, you will be required to complete a form in conjunction with a medically trained staff member. If the condition is more serious, a meeting may be held to create a health care plan. This information is shared with appropriate staff through our Tracking and Monitoring and Reporting (TAMAR) program and is reviewed regularly.

Use of Social Media

Craigroyston Community High School understands the benefits of using social media; however, if misused, our school community can be negatively affected, such as 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.

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 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.

Vision

Every young person, without exception, receives excellent quality learning and teaching in a safe, welcoming, nurturing, happy and inclusive environment – so they are able and encouraged to achieve their potential.

The school will ensure every young person leaves Craigroyston at the end of S6 with a portfolio of qualifications, skills, experiences and a knowledge of the job market so that they can enter a sustained, positive destination of further/higher education, apprenticeship or employment.

Values

We are committed to supporting the development of the whole pupil and as a result, wish to encourage their development in spiritual, moral, social and cultural terms.

Courage
Compassion
High Expectations
Solidarity

Our Core Priorities

1. We ensure all young people are on a pathway to a sustained positive destination
2. Our young people know how to progress in their learning
3. Our curriculum meets the needs of all learners
4. We provide a welcoming, inclusive and nurturing learning community
5. We demonstrate a strong commitment to self-evaluation

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. Ready
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.

At Craigroyston Community High School, we focus on restorative practice which means that we work with our young people to help them to recognise when their behaviour has been inappropriate. We know that the best and safest place for our young people to be is in school. We have a no-exclusions approach so that if our pupils have displayed inappropriate behaviour, they will have time working in a safe, isolated area with a member of staff rather than at home.

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

City of Edinburgh Council have recently updated their anti-bullying guidance. 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.

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 actively welcome and encourage Parent and Carer involvement and engagement at Craigroyston Community High School. We are keen to work in partnership together as we recognise the vital role Parents and Carers have in ensuring our young people fulfil their potential, both in and out with school.

All Parents and Carers are welcomed and encouraged to:

- be involved with their child's education and learning
- be active participants in the life of the school
- express their views on school education generally and work in partnership with their children's schools to improve outcomes for our young people.

Throughout every school year, we welcome Parents and Carers to support their child's learning experience at Craigroyston. This may include:

- Attendance at Parents' Evenings, school assemblies or parental Meetings
- Attendance at 'Open' Evenings and targeted parental events e.g. curriculum evenings prior to subject choice
- Use of email, website, text messages, phone calls and letters
- Use of the school social media accounts
 - Facebook – Craigroyston Community High School
 - Facebook – closed, private group for current Parent and Carers
(To join, search for "Craigroyston High School – Parents & Carers")
 - Twitter - @CCHSEdinburgh, @HTCraigroyston, @CraigroystonPSL
- Becoming involved in the school, supporting learning at home and improving home-school partnership
- Gathering parents and carers opinions and encouraging views to be shared

Parental Consultation/Reporting to Parents Throughout the Year

Parents and Carers will receive a report on their child's learning progress 6 times in each school year. This report (known as TAMAR) is sent home directly to each Parent or Carer and is a succinct, visual aid which shows clearly areas of strength for each young person as well as commenting on their next steps for improvement. Each child's attendance is tracked and documented on these reports and the contact details of your child's Pupil Support Leader and Year Head are provided should you want to contact them to discuss the report further.

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

To contact Craigroyston's Parent Council, please send a PM to the school Facebook page or send an email to admin@craigroyston.edin.sch.uk and mark for the attention of the Parent Council Chair – Julie Russell.

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.

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

The National Parent Forum of Scotland has also 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

Our young people at Craigroyston Community High School are fully involved in all aspects of school life.

The Pupil Leadership Team is made up of S4-S6 pupils who are actively involved in making decisions that impact on the running of the school. There are several roles on this group including Head Boy and Head Girl; Depute Head Boy and Depute Girl and Prefects. This group meet weekly with the headteacher.

Each house has at least two House Captains from both Senior Phase and BGE. There is also one Senior Phase pupil who leads this group. These House Captains work together with two members of staff who lead the house initiative and are House Champions. These pupils are also part of the Pupil Leadership Team.

Furthermore, there are two Equality and Diversity Captains who work together with our two members of staff who are our Leads of Equalities and Diversity. These pupils are also part of the Pupil Leadership Team.

We believe that it is imperative that our young people's voices are listened to – we want to work together with our pupils to ensure that they are given the best possible service.

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.

Our Curriculum is designed to provide our pupils with the skills and knowledge they need to find success in the modern world. We have an inclusive approach to our curriculum with a balance of traditional and vocational subjects to allow our pupils to achieve to the best of their ability. Our vision and values state that “every young person leaves Craigroyston at the end of S6 with a portfolio of qualifications, skills, experiences and a knowledge of the job market so that they can enter a sustained, positive destination of further/higher education, apprenticeship or employment.”

Lessons have strong focus on developing Literacy, Numeracy and Health and Well-being across the curriculum and pupils are supported through or Developing the Young Workforce approaches to develop life and work skills and are embedded across the totality of our Curriculum.

Our Curriculum is designed as follows:

Craigroyston Community High School Curriculum Map																																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
S1	MATHS x5				ENGLISH x5				TECHNOLOGIES Design Tech x1 ICT x2			HWB PE x2 RE x1 PSE x1			LANGUAGES x4			SOCIAL SUBJECTS x3 Integrated course (His, Geo, MS)			SCIENCE x3 Integrated course (Sc, Ph, Chem, Bio)			EXPRESSIVE ARTS Art x2 Music x2 Drama x1				STEM x1					
S2	MATHS x4				ENGLISH x4				TECHNOLOGIES Design Tech x2 Digital Bus x1			HWB PE x2 HE x2 RE x1 PSE x1			LANGUAGES x4			SOCIAL SUBJECTS x3 (Discrete His, Geo, MS)			SCIENCE x3 Integrated course (Sc, Ph, Chem, Bio)			EXPRESSIVE ARTS Art x1 Music x2 Drama x1				EMPLOYMENT ELECTIVES x2					
S3	MATHS x4				ENGLISH x4				TECHNOLOGIES x3			HWB x3		CORE PE X2		PSE x1	RE x1	LANGUAGES x3			SOCIAL SUBJECTS x3		SCIENCE x3		EXPRESSIVE ARTS x3		FREE CHOICE X3						
SENIOR PHASE AS ONE COHORT S4/S5 AND S6 TOGETHER																																	
S4 = 6 subjects of 5 periods N3/N4/N5	Maths for S4				English for S4				Subject 3			Subject 4			Subject 5			Subject 6				PE		PE		PSE/RE							
S5/S6 = 6 subjects of 5 periods AH/H/N5/N4/N 3/Alt	Subject 1				Subject 2				Subject 3			Subject 4			Subject 5			Subject 6				S5 PE x1, PSE x1 S6 Rota SFL		RE (S6 vol)									
All Seniors	Wider Achievement Opportunities for Volunteering Award, Religious Belief Award, Achievement Award or Scottish Studies Award....																																

Throughout the school year, pupils have the opportunity to experience trips to enrich and extend their curricular experience. Some examples of trips include: S2 STEM Career Hive; Modern Languages Spanish and French Trips; Geography Water of Leith Trip to name a few.

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

You can find more about our curriculum on our school website:

<https://craigroyston.wordpress.com/>

Information related to the curriculum at National level, explanations of Experiences and Outcomes for BGE and National Qualifications at Senior Phase level can be found in a parent-friendly format at the following website:

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

Further information can also be found here: <https://education.gov.scot/parentzone>
Information on your young person's progression through curriculum levels and what this means for your learner in our school can be found on the back of your young person's TAMAR report.

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.

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.

Pupils are fully involved in their learning throughout their time at school. At all stages of the curriculum pupils will have a say in what they will be learning:

- End of S1 – pupils will choose an “elective” subject that they will take part in for 2 periods a week. This subject is designed to let pupils choose something that they have interest in and develop skills in this area.
- End of S2 – pupils will select their favourite subject from each curricular area. As part of this they will also be able to select more than one subject from a faculty if they would like to focus on this. For example, choosing more than one Science subject. In S3 they will begin to work towards gaining qualifications.
- End of S3 – pupils will select 6 subjects that they would like to continue into the senior phase with that they will aim to gain a qualification in.
- End of S4/5 – pupils should be starting to think about their positive destination when they leave school. They may be aiming to gain Higher qualifications in subjects they did in S4 or choosing different subjects to get a wider variety of qualifications. However, all of this will be decided in a way to give them the best possible chance to achieve a positive destination. Pupils will also get the opportunity to choose a senior phase elective. Similar to what they did in S2, this will be a subject that allows them to pick a subject that they are interested in and develop skills that they may not in a traditional qualification.

Parental engagement in planning their child’s learning is sought at all stages. Pupils will complete their coursing in discussion with a teacher. Each pupil must discuss their coursing with their parents and are required to get this signed off by them before it is finalised. Parents are encouraged to contact pupil’s guidance teachers or year heads to discuss any issues with their pupils coursing plans.

Central to our school’s vision is that all pupils are encouraged to continue their education in school until the end of S6. Gaining more qualifications or qualifications at a higher level is key to giving pupils the best opportunity to reach a positive destination. Pupils are given a wide variety of supports by staff and opportunities within school to achieve the best they can. All S6 pupils are given a volunteering opportunity to develop skills and add to their C.V. Pupils intent on attending university are given regular support from our University lead with their application. If pupils feel that college or employment is their appropriate route, we have a number of supports in the school, from our career’s advisor, to our Pre-Apprenticeship opportunities, to various employability workshops.

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.

In the Broad General Education (S1-3) pupils will complete a wide variety of assessment types that are designed to assess the curriculum level that each pupil is working at, and towards. Pupils in S3 will begin to experience assessments that are part of National Qualifications that they will work towards in the Senior Phase. This will help to give an accurate picture of the level in which pupils should be coursed in to in the Senior Phase.

In the Senior Phase, assessments are focused on National Qualifications and preparing pupils for assignments and external examinations. Pupils will complete regular assessment throughout the year to ensure pupils are achieving their target grade and providing strategies to achieve this target grade where needed. Those pupils working towards National 5, Higher and Advanced Higher qualifications will also complete a Preliminary Exam as part of a timetabled exam diet.

Reporting on progress for all pupils is communicated through our unique tracking and monitoring and reporting system (TAMAR). Those pupils in S1-3 will receive 6 reports over the course of a school year. Those in S4-6 will receive 5. These reports highlight to parents the target grade/level that their child is targeted for and whether they are currently "on" or "off" target at this level. In addition, this report highlights their child's application and their next steps for improvement. Parental Evenings also form a key part of the reporting process and provide an opportunity for parents and staff to discuss a pupil's progress in more detail.

In the senior phase, where there are concerns with progress at a level and changes may be required to the qualification a pupil sits, contact will always be made with parents to make them aware of this.

Where pupils require more support with their attainment, contact will be made by Curriculum Leaders, Guidance Teachers, Year Heads, or Attainment Champions to find strategies to help that pupil improve their performance.

Homework

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. Sensitive aspects of learning such as sexual health, parenthood and drugs awareness is shared with parents through a letter that is included in enrolment packs. Further information is shared through our Facebook page and on our website.

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 educational, sporting and cultural activities as possible. Presently, due to Covid-19 restrictions, we are unable to run our extra-curricular activities.

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 our Active Schools Coordinator, Ally Donaldson, at Ally.Donaldson@ea.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 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 *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/>

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 its 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 person's 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 person's 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.

EAL pupils requiring additional support are identified through strong communication with the Primary during the transition process, robust planning with our Support for Learning Department and regular assessment from our EAL partners based within the School.

The Support for Learning Team work closely with partners, parents and staff to ensure that extra support is available when needed. This may be in the form of small group work, 1:1 or time in the Support for Learning Base.

The Year Head or Pupil Support Leader can be contacted for advice, support or queries regarding any young person's learning.

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 Telephone 0845 123 2303
- Scottish Independent Advocacy Alliance, 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 Telephone 0131 667 6633.

Pastoral Support

Our Pupil Support Team would be the first point of contact for a pupil or parent with regard to any concern relating to pastoral support. Each Year Head would be available to chat with if required.

Arrangements could be made for a meeting which may result in organising counselling or groupwork, and alternatives discussed. Please contact the School to make an appointment with one of our team.

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.

Primary to Secondary Transfer

Visits to our school are organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers. This will take place through a three-day transition experience. Parents will also be invited to a P7 Transition Evening where they will have the opportunity to find out more about Craigroyston Community High School and ask any questions.

If you wish your child to attend a secondary school other than the catchment denominational or non-denominational secondary school for your home address, you will be required to make a Placing Request as detailed in the Placing Request section below.

You do not need to submit a Placing Request if you want your child to transfer from a non-denominational secondary school or vice-versa at the primary to secondary transfer stage, as long as the intended secondary school is still the catchment school for your home address. Parents of children who are planning to change from denominational to non-denominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.

Arrangements in Place to Support Pupils Making Transitions

- Early in P7, our Pupil Support Team visit our local Primaries to hold fun question and answer sessions. They take along some of our S1 pupils who can really assist with some of the questions the P7's ask.
- Our Support for Learning Team will attend planning meetings for P7 pupils throughout the session and participate in the meetings. Outcomes from the information received can result in a visit for a Parent and Pupil to CCHS with a tour of the school and introduction to some key staff in Secondary School.
- Enhanced transition work can take the form of group work or one:one visits to school.

Role of Parents, Partners, Pupils and School Staff

Communication is key and we would want to hear from you and the Primary School as early as we can. Parents are invited to a general meeting in May to hear about Uniform and why we take such pride in the appearance and our School identity.

Understanding of how a day at Secondary School looks is also explained with expectations of attendance and timekeeping explained and opportunities for any questions.

Our Tracking and Monitoring reporting system is explained (TAMAR) and how you would receive regular updates on your child's progress.

Our Website, Twitter and Facebook accounts are clearly explained, and you are welcome to join us on those accounts.

Parent Pay is explained, and we like to ensure you know how to sign up for this.

Opportunities are always made for you to contact us individually if you have any worries.

Partner Agencies

We have close partnerships with other agencies and have In School Counsellors, ASN Service Partners, DIME and Scran Academy. We also have School of Football and Muirhouse Youth Development Group operating within the School. Social Work, CAMHS also work closely with our school staff.

We operate a Support for Learning Faculty who regularly work on a daily basis with Pupils and Parents with additional needs and take advice from ASL Services. Planning Meetings are organised for all Transitions and if require the Educational Psychologist can be consulted.

Within our School Staff, we also have an MCR Pathway Co-ordinator. The Co-ordinator delivers groupwork for S1 and S2 pupils who may be care experienced and matches each pupil with a mentor from S3 until they leave school.

The feeder schools for Craigroyston Community High School are:

Forthview Primary School
Craigroyston Primary School
Pirniehall Primary 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

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

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.

Raising Attainment

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.

Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's major achievements.

Standards and Quality Report

Please find our Standards and Quality Report 2019-20 in the appendices.

School Improvement Plan

At present, due to Covid-19, this year's School Improvement Plan will be replaced by a School Renewal Plan. The School Renewal Plan will be placed in this section and posted on our school website after the completion date at the end of October 2020.

Websites

You may find the following websites useful.

- 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 (August 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.

*Shelley McLaren
Head Teacher
Craigroyston Community High School*

Appendix 1 School Uniform Policy 2020/21

Here you will find a guide to what will and will not be acceptable to wear to school.



WHAT PARENTS CAN DO

- Stay committed to it! Sometimes the road may be rocky but it is worth showing your determination.
- Keep in contact with the school and other parents. A united approach will reinforce the message to children and young people.
- If you are contacted by the school to inform you that your child has not worn any or part of the approved uniform, discuss it with him/her.
- Praise your child for wearing the full school uniform. Tell your child how smart he/she looks.

Craigroyston Community High School



Uniform Policy 2020/21



logoxpres
schoolwear



Acceptable Uniform



School Blazer

Shirts – plain white

Tie – blue striped tie

Jumpers – plain 'V neck' black jumpers or black cardigans with **no logos**



Trousers – plain black

Skirts – plain black and plain black tights



Shoes – any style of shoe is fine but they must be **completely black**

CRAIGROYSTON COMMUNITY HIGH SCHOOL

Standards and Quality Report

How Good is our School?

Context of the School

Our school is situated in the North West of Edinburgh and the catchment covers Muirhouse and Pilton which are areas of high deprivation. We have a current roll of 591 pupils, and this is set to increase to over 600 in 2020/21. 69% of our pupils live in SIMD 1 and 2 and 86% live in SIMD 1 to 3. We currently have 29 LAC/LAAC pupils; 20-25% of our pupils are EAL; 55% of our pupils have an additional support need and just under 40% of our pupils have FME.

Craigroyston Community High School is a Scottish Attainment Challenge School. We receive approximately £125,000 in funding from this which is in addition to £114,00 of Pupil Equity Funding.

Our school was last inspected in 2015.

In terms of Covid-19, the biggest impact on our young people has been the even greater effects of poverty. Many of our parents and carers have been furloughed or faced unemployment over the past four months. This has resulted in huge financial concerns and additional stress for families. In terms of learning, whilst we have supported young people by giving out hundreds of devices to young people for online learning, they face many challenges in terms of their home learning environment.

Name of setting: Craigroyston Community High School

Standards & Quality Report

1.3 Leadership of Change

- Developing a shared vision, values & aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

Our school is situated in an area of high deprivation. For many years, the school has had a negative stereotype. Our vision, values and aims focus on ensuring that, regardless of any external factor, we have high expectations of our pupils. We go to great lengths to ensure that our pupils are supported and challenged to reach their full potential. We recognise the barriers to learning that our young people face and, as a school and community, our ethos is that we will help our pupils and their

families to solve any problem to overcome these barriers. Our key aim is to educate our young people out of poverty.

All members of staff understand the context of our school and recognise the need for change and improvement. All faculties have engaged with self-evaluation and the use of quantitative and qualitative data. Moving forward as a school, we have recognised the need to collaborate to improve the outcomes for all learners.

Staff feel empowered to contribute to whole-school improvement and enjoy leading change. Currently the majority of staff are able to contribute to school improvement through the distribution of leadership – members of staff can lead on an area of interest to them and this feeds into the school improvement plan. Non-promoted members of staff are given the option to apply for opportunities such as the Lead for Mental Health, the Lead for Equalities and Diversity or House Champions. Again, these feed into the whole-school improvement plan. Furthermore, there is the option for any member of staff to become an Attainment or Attendance Champion. This session, CLs have taken part in a middle leadership programme. This was bespoke to them and our school and included a residential. The aims of this were to develop the leadership capacity of CLs and to give them the opportunity to grow as a group. Deputies are encouraged to attend courses that will prepare them for headship. All members of staff are supported to develop their leadership skills. They are then encouraged to use these skills to improve outcomes for pupils. SAC and PEF have opened up many Leadership and CLPL opportunities for our staff.

Evidence:

- pupils given breakfast bars in tutor every morning
- lunch tokens paid from the Welfare Fund for those whose parents do not qualify for FME but still live in poverty
- working with families through our Attendance Champion initiative to highlight the importance of education
- uniform – every single pupil in full uniform and the option to borrow uniform or have uniform washed each day
- equal weighting - and appreciation - is given to the achievements of those for whom university is not the final destination
- inclusion for all – no-exclusion approach, huge focus on EAL and additional support needs, mental health initiatives and an alternative curriculum
- working tirelessly with the community to change our stereotype and label
- aftercare for our pupils attending university
- our pupils are always part of the Craigroyston family – we are always here in the future if they need us
- 104 Senior Phase pupils involved in the Attainment and Attendance Champion initiative
- other targeted interventions through SAC and PEF are having a positive impact, as highlighted in the Mid-Year and End of Year reports
- pupil leadership and pupil voice are embedded in our school ethos
- Teaching and Learning Community – this session a focus on feedback, EAL approaches and collaborative learning
- All staff involved in the improvement planning process

- Formal meetings with SLT and CLs to discuss improvement
- Insight data analysed to identify strengths and weaknesses and gaps to be addressed
- A record kept of all pupil involvement in any school activity – for example, pupils assisting with interviews or visitors. This gives us an overview of pupil engagement and involvement and those who are playing a role whole-school.
- All CLs share updated improvements at each Joint Leadership Team meeting
- 75% of staff are involved with SQA marking
- Almost all staff lead an initiative in the school that is out with their role as a classroom teacher – for example, Pupil Voice, Career Ready or Beauty Basics
- Twenty staff have delivered ‘in-house’ CPD throughout the session
- All faculties discuss how they feed into school improvement – this is evidenced in their faculty minutes

2.3 Learning, Teaching and Assessment

- Learning and Engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

Pupils are supported and challenged to reach their full potential through a whole-school motivational approach to reach their full potential. Pupils are given the opportunity to exercise great choice over their curriculum pathway at CCHS. We have an exciting 1+2 approach throughout BGE as well as an elective in S2/3 and an IDL class in S3. There is a range of different opportunities including Nationals, NPAs and Awards which are offered at every level in Senior Phase. Every session the curriculum is evaluated to ensure that it matches the needs of the cohort. Use of digital technologies is encouraged and each faculty has access to a full class set of iPads to enhance learning. Pupils who are studying Advanced Highers are given a device which can also be used at home. Our young people are actively involved in their learning and the wider school community, particularly in Senior Phase. Pupil leadership is embedded in classroom practice and the wider school.

Our teachers are creative in their approach to learning and teaching, using a range of techniques to stimulate learning. Learning and teaching is differentiated in classes to provide appropriate support and challenge. In English, Maths, Languages and Social Subjects, classes are set in BGE to allow for targeted support and challenge. Pupils are extensively supported by PSAs throughout BGE and Senior Phase. Teachers are encouraged to be creative and make use of partners to deliver interesting lessons to our young people. Building skills for life after school whether it be for work, further or higher education or training is at the heart of every lesson. Partners are also used to prepare pupils for a positive destination. Almost all teachers plan lessons well and create tasks that meet the needs of all learners. We are also making use of a range of different learning environments to enhance our pupils’ experience and progress. Furthermore, interventions are used when appropriate.

We’ve strengthened the S3 curriculum to better prepare pupils for the challenges of senior phase. This was done through staff, parent and pupil consultation. The focus is on improved attainment and

skills development to increase uptake at attainment at National Qualification level in S4. In-service day training was delivered to staff to ensure they understood the importance of the curriculum rationale for S3 which ensured all staff took ownership of their curricular areas. This has led to many learners having experiences of curriculum levels above those initially predicted which has raised aspirations of pupils and expectations of staff.

Teachers are aspirational in their approach to assessment which gives pupils confidence and means there is not a 'cap' on achievement.

Tracking and monitoring is recorded on our Tracking and Monitoring and Reporting system (TAMAR). For BGE, this is recorded and sent home six times throughout the year and for Senior Phase this is completed five times. This gives an overview of how a child is progressing in each subject and gives a recommendation of steps to improvement. Our tracking system tracks attendance thoroughly and also details information about each individual such as if they are LAC, EAL or have additional support needs. It also includes their scores from primary school.

Evidence:

- Additional subjects added each year for Senior Phase to meet the needs of all learners
- All electives and IDL linked to DYW
- Event to educate parents on use of digital devices
- Pupils leading whole school in every aspect
- Highly Able Tutor each morning for pupils in S4-S6 who are completing a number of N5s, Highers and AHs – attendance at these tutor groups is excellent
- Weekly Pupil Leadership Team meetings with Head Teacher
- Senior House Captains and BGE House Captains
- After school study sessions
- Gifted and Talented groups in specific subjects – English, Art and Maths
- Use of Scholar
- STEM in S1
- Six pupils in S1 and S2 attended Cook School four times a week
- S1 – S6 pupils involved with School of Football on a daily basis
- Ten staff involved in Teaching and Learning Community
- DYW and My World of Work – with a focus on S3
- Links with Leonardo to offer pre-apprenticeships for S6 pupils
- Spartans Academy for S4 pupils
- SCRAN Academy for S3 to S6 pupils
- MYDG – boys' and girls' groups
- Targeted groups for BGE and Senior Phase with a focus on woodwork and life skills
- Literacy and Numeracy Interventions from S1 to S5
- Craigroyston Columbans as part of the curriculum – work in partnership with Columba 1400
- Course outlines for all subjects are robust and clear
- Classes such as General Social Subjects in S3 to ensure targeted support
- Least able classes in English and Maths in BGE taught by a primary specialist

- Least able classes have no more than ten pupils in BGE in English, Maths, Social Subjects and Languages
- School for Chefs – use college on a Wednesday afternoon
- Field trips – for example, the Health Sector class visited the doctor surgery to link subjects with careers
- Assessment is detailed in course timelines
- Pupils are coursed appropriately due to feedback and recommendations from staff which comes from robust assessment
- Use of transition information ensures that pupils are set accordingly in S1 and year on year
- Appropriate presentation in Senior Phase
- Improved uptake of Higher and Advanced Higher
- Weekly attainment meetings documented by Attainment Champions
- Thorough conversations about changing a pupil level
- Aspirational in presentation of pupils in Senior Phase
- DHT meets regularly with all LAC pupils
- MCR Pathways track LAC pupils' progress and S1 and S2 pupils do weekly group work and mentors meet with S3-S6 pupils on a weekly basis
- 93% of pupils achieve five qualifications at Level 3
- 97% of pupils achieve Numeracy at Level 3
- 98% of pupils achieve Literacy at Level 3
- Our EAL pupils outperform our VC
- Outperform our VC for Literacy at Levels 3 and 4
- 104 Senior Phase pupils have an Attainment and Attendance Champion who meets with them weekly to track attendance and attainment. There is a key focus on improving the outcomes for the middle 60%.
- 60 Senior Phase pupils have a Highly Able Tutor mentor whom they meet with each morning.
- 10 Senior Phase pupils have a Soft Start mentor whom they meet with each morning.

3.1 Ensuring Wellbeing, Equity and Inclusion

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

The wellbeing of our pupils is fundamental to everything that we do and underpins the ethos of our school. All staff are aware of the importance of ensuring that our pupils feel safe, valued and supported each day in school. We provide a nurturing environment where positive relationships are built between staff, pupils, parents, parents and the wider community to ensure the best possible outcomes for our young people. We go to great lengths to ensure that all pupils feel included regardless of any factors.

We fulfil all statutory duties according to national and local guidelines. All staff are given regular updates of individual circumstances as well as having the opportunity to engage with guidelines to ensure that classroom practice is appropriate to meet the needs of all learners.

Evidence:

- Nurture classes embedded for the most vulnerable
- Curricular Support Base as an alternative to exclusion
- Support for Learning Base for those pupils who are finding mainstream classes challenging
- Lead for Mental Health
- 1:1 counselling with U-Evolve
- 1:1 sessions with Ferrywell and Dime Youth Workers
- Data uses to inform next steps, interventions and pathways for pupils
- CLPL for staff on the impacts of poverty
- Inclusive curriculum for pupils who are EAL or have additional support needs
- All staff are given an annual Child Protection update
- Wellbeing Concern forms completed by staff regularly
- Police Concern Reports shared with SLT and PSLs – CLs updated with important information
- All staff informed of important information relevant to their teaching practice, for example, EAL input and the impacts of child poverty
- Additional Assessment Arrangements in place for pupils during exam diet
- Individualised pupil plans available for all members of staff to access
- EWO involvement shows an improvement in pupils' attendance
- Referrals are made promptly to the CRMG and ASAP when appropriate
- Alternative provision for pupils is made after thorough discussion with families and agencies
- Curricular Support Base and Qualifications Hub for pupils facing challenges such as disengagement with school or anxiety
- Curricular Support Base used to teach pupils qualifications who are historic non-attenders
- SCRAN Academy for those who are disengaged with education
- PSO to improve attendance and support pupils with anxiety
- Regular EAL Evenings for Parents and Pupils
- MCR Pathways
- Lead for Equalities and Diversity
- All LAC pupils given an Attainment/Attendance Champion
- University aftercare
- ESOL delivered as part of the curriculum
- Pupils complete SQA qualifications in their own language
- MYDG – working with the most vulnerable pupils in BGE and preparing Senior Phase pupils for life after school
- SHE Scotland – working with the most vulnerable females in S1 and S2 to improve body image and confidence
- Restorative Practice – all teachers trained in the use of this with updates each term
- RUTS
- Grey and Gold for disengaged young people
- BGE and Senior Phase Woodworking Groups for pupils who are finding full-time mainstream difficult
- Celebration of all pupils' achievements through social media such as Twitter and Facebook
- SRA programme
- Literacy and Numeracy Interventions
- Gifted and Talented/Highly Able initiatives
- Attainment and Attendance Champions

- School is poverty-proofed – there are no additions to the cost of the school day
- Uniform funding available to those who cannot afford it
- Trips and excursions paid for those who cannot afford it including the annual pantomime
- Young Interpreters – pupils trained to support EAL pupils
- Inclusion/Diversity Week
- Food, dancing and activities to celebrate the diversity of our schools – led by senior pupils
- Dyslexia ambassadors – lunchtime meetings
- Dyslexia awareness sessions for staff
- Mental Health Awareness Week
- Black History Month
- Lead for Equalities and Diversities
- LGBTQ+ group
- Pupils able to contact staff out of hours for support
- Pupils assisted in attending prelim exams on time – pupils picked up
- Pupils assisted in attending school – pupils picked up
- The use of the greenhouse for pupils struggling with anxiety
- Pupils leading regularly on assemblies

3.2 Securing Children's Progress

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

Improving literacy and numeracy continues to be a key priority in BGE. Approximately 10-15% of pupils arrive at Craigroyston Community High School in S1 working within First Level and have a standardised score of 69. Many interventions are put in place for these pupils such as being taught by a primary specialist; one-to-one literacy and numeracy programmes and targeted support from PSAs. The majority of pupils are working within Second Level in S1, with some working at Third Level and a few working at Fourth Level. This improves significantly in S3. Both English and Maths continue to ensure that almost every young person in school achieves Literacy and Numeracy at Level 3 in S4. Furthermore, both faculties support and challenge pupils to achieve the best possible qualification and grade in these areas. We have a primary specialist in school to assist the least able learners with literacy and numeracy. Furthermore, classes are small and there are other opportunities such as 1:1 sessions and paired reading for these pupils. All S1 pupils have a period of English and Maths each day as well as targeted groups having an additional three periods of SRA, a reading recovery programme, which is proven to improve reading ages and abilities. For us, improving literacy and numeracy is fundamental to pupils' success across the curriculum therefore we ensure that every learner is given the chance to improve in these areas at each age and stage.

Across almost all subject areas, there has been an improvement in attainment over time, particularly at Level 5 and Level 6. This is most relevant in English and History.

Pupils are given every opportunity to achieve and, particularly in Senior Phase, bespoke packages are created to ensure that there is a curriculum for all ensuring that pupils can stay on until the end of S6 and follow an appropriate timetable.

Craigroyston Community High School

Percentage of the S4 roll attaining awards at SCQF levels

By the end of S4						
	2014	2015	2016	2017	2018	2019
5@3+	74 (85)	41 (51)	67 (71)	95 (94)	91 (94)	93 (95)
5@4+	38 (56)	20 (26)	24 (26)	62 (70)	48 (52)	46
5@5+	7	4	4	8	3	10
By the end of S5						
1@6+	21	22	16	29	33	24
3@6+	11	7	6	8	18	3
5@6+	0	4	2	3	3	0
By the end of S6						
1@6+	26	28	38	27	35	39
3@6+	14	17	16	12	17	27
5@6+	7	8	8	6	11	16
1@7+	4	0	6	4	7	10

Our performance this session in almost areas in S4 and S6 was the best we've ever achieved.

As a school we are very inclusive and work to ensure that every single pupil has an appropriate pathway with a sustained positive destination at the end of their time in school. Pupils who have barriers to learning are identified through transition from primary school and appropriate measures are put in place. This includes having additional support needs, learning English as a second language and having family circumstances, such as being a LAC pupil, that may lead to poor attendance and attainment. Our 'no exclusions' approach also ensures that almost every young person in our school has full access to education to enable them to reach their full potential. We ensure that we put early interventions in place if a young person is at risk of not attaining and also have high expectations for all our young people.

Evidence:

- Reasonable progress is being made through the Broad General Education. This session, there has been a key focus as part of the Improvement Plan to ensure that pupils are being challenged throughout the BGE and that there is clear preparation and progression from BGE to Senior Phase.
- There is a significant improvement in numeracy in BGE
- Last session, coursing was also revamped so that pupils were given adequate time to discuss their coursing and choose the most appropriate courses and progression for them. This has made a significant difference to pupils in terms of reducing the number of changes made to individuals' coursing from the change of timetable and will hopefully impact positively on attainment.
- Given the high numbers of pupils living in SIMD 1-3 and the ever-rising percentage of young people with Additional Support Needs, we have ensured that we are as inclusive as possible in terms of our approaches. Pupils who find it difficult to be successful in a classroom setting are given the opportunity to complete their qualifications in the Curriculum Support Base or Support for Learning.
- Furthermore, we have worked hard to ensure that our positive destinations will be improved this session. Last session only 89% of our leavers were in sustained positive destinations which was disappointing. This year we have put in place particular interventions to improve this percentage and ensure that our young people are given every opportunity to succeed in life.
- LAC attainment is varied – there is not a specific trend that suggests positive or poor performance
- EAL pupils outperform non-EAL pupils in almost every aspect