

## Contents

Contents.....	1
Welcome from the head teacher .....	5
School aims.....	4
Mission Statement.....	5
School Prayer.....	7
Religious Observance .....	8
Service Pledges .....	10
Standards and expectations .....	10
We will:.....	10
Pupils will have opportunities for: .....	10
You can also expect: .....	10
How can you help? .....	10
About our school .....	11
School staff .....	13
School information.....	154
School contact details .....	15
Parent Council contact details .....	15
School roll .....	15
Parental involvement.....	15
School day .....	16
School holidays in 2020-2021 school session.....	17
School dress .....	18
Registration and enrolment .....	20
Induction procedures for pupils starting at the school and their parents .....	20
Associated primary schools.....	21
Assessment and reporting.....	22
Tracking learners' progress.....	22
Reporting.....	22
Profiles .....	22
Summary of the School Improvement Plan .....	22
Strategic actions.....	22

School aims.....	23
Improvement objectives .....	23
Quality indicators.....	23
Special unit.....	24
Referrals.....	24
Car parking.....	24
Care and welfare .....	25
School security .....	25
Attendance and absence.....	25
Contact procedures .....	25
Attendance and absence data.....	26
Bullying.....	26
Child protection .....	26
Mobile phones .....	26
Legal Aspects.....	27
School meals.....	28
School transport .....	28
Pickup Points .....	28
Placing Requests .....	28
Additional support needs.....	29
Pupils leaving school premises at breaks.....	29
Education maintenance allowance (EMA).....	29
Part time employment .....	29
Equalities.....	30
Medical and health care .....	30
Behaviour and discipline .....	31
Pupil support .....	31
Curriculum Matters .....	33
Curriculum for Excellence .....	33
School curriculum.....	33
Broad General Education .....	33
The Learner's Journey .....	33
Social Subjects, Expressive Arts and Technologies.....	34
Senior Phase: S4 – S6.....	34

Assessment is for Learning .....	38
Additional support for learning.....	38
Educational Psychology Service .....	40
Health and Wellbeing Education .....	40
Specialist support service – teachers teaching in more than one school .....	41
Homework .....	42
Work experience, enterprise in education .....	42
Extra curricular activities .....	43
Home school community links .....	43
Parent council .....	43
Parent teacher association .....	44
Home school links .....	45
Pupil council .....	45
Community links .....	45
School lets.....	46
Other useful information .....	46
Keeping informed .....	46
Listening to learn - Complaints, Comments and suggestions.....	46
Data Protection .....	47
Information in Emergencies.....	47
Examinations.....	48
How to understand exam results .....	48
Websites .....	52
Glossary .....	53
Parent feedback .....	54



August 2020

Dear Parents

Each year our schools issue a copy of the handbook which outlines the current policies and practices of the council and of the school. Renfrewshire Council is committed to providing high quality services. This commitment is reflected in our council plan vision which is:

Renfrewshire Council is an organisation which is focused on achieving the following outcomes:

- Increased, sustainable investment in our economy;
- Improved health, well-being and life chances for children and families;
- Improved support to vulnerable adults;
- Reduction in the causes and impact of poverty; and
- a safer and stronger Renfrewshire,

It gives me great pleasure, as the director of children's services, to commend the school handbook to you as a source of helpful information not only on day to day matters of school procedure, but as an interesting insight into the school itself.

Yours sincerely

Steven Quinn  
Director of Children's Services

## Welcome from the head teacher

Dear Parent

Welcome to our new and exciting prospectus for St Benedict's High School. I hope that this will provide you with a clear insight into our community and our hopes and aspirations for all who belong to it, as well as providing you with useful information on the academic, extra-curricular life and day to day running of our school.

As a Catholic comprehensive school, we are a school of faith and learning with Gospel values at the core of everything we do. We are committed to delivering excellence.

We set no limits to the ambitions of our young people, and the expectations of our parents, fostering a 'can do' growth mindset attitude. We promote and support the highest standards from our pupils in all aspects of school life, in their attitude to learning, in their personal conduct and in their appearance. We do this in an atmosphere which is safe, happy, disciplined, purposeful and productive. Prominence is given to the quality of relationships between staff and pupils, as well as academic attainment and wider achievement.

We are well aware that our success depends on the partnership between school and home, and I encourage you to take an active interest in the work and life of the school. We are aware that in choosing to send your child to our school you are making an act of trust. Our aim is to ensure that every child entrusted to our care is made welcome and that their time in St Benedict's is happy and successful.

If you are a parent of a child already at the school, thank you for entrusting us with that job. If you are considering sending your child to St Benedict's High, you are very welcome to visit the school.

For more up to date information please visit our website [www.oraetlabora.co.uk](http://www.oraetlabora.co.uk) or twitter account @stbenedictsren



Best Wishes

*Alan Taylor*

Head Teacher



## Our Vision

St Benedict's is a community where:

- all young people feel valued and included.
- the achievements of our young people are recognised and celebrated.
- everyone is treated with respect and the values of the Gospel are evident every day.
- we share high aspirations for all of our young people.

## Our Values

The values that support our vision and aims are:

- **Respect** – treat others the way you would like to be treated.
- **Tolerance** – understand that everyone is different and accept these differences.
- **Love** – care for others and show kindness towards them.
- **Trust** – have faith and confidence in one another.
- **Integrity** – be honest and stand up for what you believe in.

## Our Aims

We aim to:

- put faith into action to support everyone in our wider community and beyond.
- fully develop the talents of all members of our community spiritually, morally, intellectually, socially and physically.
- provide a safe, caring, inclusive and nurturing environment where everyone feels valued.
- provide our young people with the highest possible standards of learning and teaching.
- maximise the attainment and achievement of our young people.

## School Prayer

God, Our Father,

We thank you for your gifts which you freely give to us.

We ask your son Jesus to help us follow the advice of Benedict,  
that we may pray and work to the best of our abilities.

We ask the Holy Spirit to assist us in making good decisions  
so that we can learn to appreciate the true goals of life  
and live in peace with one another.

St Benedict, pray for us.



## SCOTTISH CATHOLIC EDUCATION SERVICE

### RELIGIOUS OBSERVANCE IN THE CATHOLIC SCHOOL

The Education (Scotland) Act 1980 imposes a statutory duty on local authorities to provide "Religious Observance" in Scottish schools. This is defined in a national R.O. Review Group report published in 2004 as comprising: *"community acts which aim to promote the spiritual development of all members of the school's community and express and celebrate the shared values of the school community"*.

In a letter of guidance issued by the Scottish Government in February 2011, it is acknowledged that Catholic schools take a distinctive approach to the provision of Religious Observance:

Scottish Government Ministers welcome the tradition that, in Roman Catholic denominational schools, Catholic Liturgy will largely shape the nature and frequency of religious observance activities in the classroom and in the wider school community. So, at times, children and young people will be invited to participate in, and sometimes to lead, prayer and reflection in classrooms and at assemblies. At other times, to honour particular occasions or feasts, chaplains will lead school communities in the celebration of Mass and other forms of liturgical celebration.<sup>1</sup>

Catholic schools follow the customs and practices of the Church in order to nourish the spirituality and faith of pupils and staff. Our Catholic tradition is enriched by ancient rites, prayers and devotions which help young people to become aware of, and show reverence to, the sacred presence of the living God, Father, Son and Holy Spirit. Guided by this tradition, we celebrate various seasons and special feast days to honour God, Mary his Mother and the Saints.

Pupils are invited to pray with their teachers at times in classrooms and assemblies, as well as in liturgical services. Usually a classroom will display a Crucifix on the wall; in some classrooms and other areas of the school, a sacred space will feature a copy of the Bible and will be decorated with signs and symbols that reflect the changing seasons of the Church Calendar Year i.e., Advent, Christmas, Lent, Easter and Pentecost.

This regular practice of Prayer is complemented by religious services conducted, sometimes as part of an Assembly, to mark special occasions - e.g., the distribution of Ashes on Ash Wednesday, the seasons of Advent or Lent. To mark special Feast Days and Holy Days of Obligation, Holy Mass will be celebrated by the school chaplain, with the school community, in school buildings or in local parishes. Some pupils, at certain stages, may be able to participate in retreats and pilgrimages to places of special significance within the Catholic tradition.

---

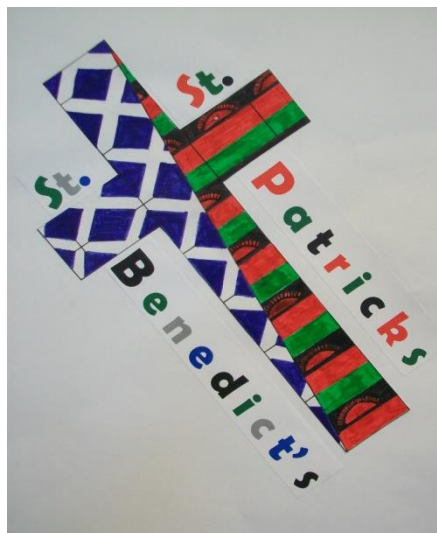
<sup>1</sup> Curriculum For Excellence - Provision of Religious Observance in Schools, Scottish Government, 17 February 2011



While Religious Education is governed by separate Church guidance, it is complemented by Religious Observance practices and, together, these experiences help pupils to develop their understanding of the Catholic faith, to experience opportunities for spiritual growth and to commit to beliefs, values and actions in a positive response to God's invitation to faith.

In terms of pupil participation in R.O. Scottish Government guidance makes it clear that it makes an important contribution to pupils' development and that it promotes the ethos of a school by bringing pupils together and creating a sense of community. However, it also makes clear that parents have the right to withdraw children from participation in religious observance and that this right should always be made known to parents and their wishes respected. The Scottish Government also recognises that:

Where a parent chooses a denominational school for their child's education, they choose to opt in to the school's ethos and practice which is imbued with religious faith and religious observance. In denominational schools, it is therefore more difficult to extricate a pupil from all experiences which are influenced by the school's faith character.



## **Service Pledges**

### **Standards and expectations**

#### **We will:**

- offer all children and young people a free school place;
- provide school premises which meet health and safety standards;
- provide information on your child's progress;
- provide religious and moral education for your child;
- give support to parent involvement in schools;
- provide information on school activities;
- provide 27.5 hours of class contact time for pupils in each normal school week; and
- help pupils prepare for vocational, further and higher education.

#### **Pupils will have opportunities for:**

- personal and social development;
- music, cultural activities and creativity;
- access to healthier lifestyles and sports activities; and
- community involvement.

#### **You can also expect:**

- a formal written report on your child's progress;
- an annual report on progress within the school improvement plan;
- an opportunity to have a formal meeting with your child's class teacher or teachers;
- us to meet your child's needs; and
- regular reports on the quality of the school.

#### **How can you help?**

By law, you must make sure your child receives education.

As a parent, you can help your child by:

- making sure your child goes to school regularly;
- encouraging and supporting your child with any homework given;
- showing that you are interested in how your child is getting on at school;
- encouraging your child to respect the school and the whole school community; and being involved in the school.

# About our school

## School staff

### SLT REMITS 2020-21

A Taylor	K Dewar	B McFadden	A Phelps
<b>Quality Assurance</b> - QA calendar - Parental Questionnaire  <b>Working Time Agreement</b> - School calendar - Collegiate calendar  <b>Vision, Values, Aims</b>  <b>Line Manager to Support Staff</b>  <b>Overview of curriculum and raising attainment</b>  <b>HGIOS4</b> - Evidence for QI1.3 Leadership of Change  <b>SQA Results Analysis</b>  <b>Health &amp; Safety</b>  <b>Security and School Property</b>  <b>Staff Handbook</b>  <b>Assembly Schedule</b>  <b>PT/SMT Focus Groups</b>  <b>Child Protection</b>  <b>Departmental Links</b> Mathematics, Expressive Arts  <b>Primary links</b> - Cluster improvement plan - Co-ordinate staff visits to primaries  <b>National Improvement Framework</b> - Gather evidence for NIF  <b>Pupil Equity Fund</b> - Line manager to PT Data Literacy, PL Employability and Partnerships, PL Pupil Engagement and Partnerships	<b>S1 &amp; S4 (P7 Transition)</b> - Tracking pupil progress - Reporting - Parents' meetings - Quality of learning and teaching - Analysis of levels of attainment - Attendance, timekeeping, discipline - Homework - Home-school links - Assessment - Options exercise linked to year group responsibly.  <b>HGIOS4</b> - Evidence for QI3.1 Ensuring Wellbeing, Equality and Inclusion  <b>Pupil Support</b> - Pastoral care - Support for Learning - GIRFEC - Columba base - ASN Strategic Plan - Attendance/timekeeping statistics - Bullying statistics - School Counsellor - Educational Psychologist - Home link  <b>House system</b>  <b>Parent Empowerment Programme</b>  <b>Line manage HWB PL</b>   <b>Pupil Voice</b> - Pupil Council/ Grand Council - Pupil Focus Groups  <b>Departmental Link</b> Pupil Support, Columba base, PE&HFT Faculty  <b>Line Manager DoE PL</b>  <b>Uniform Fitting Evenings</b>   <b>Publicity</b> - Twitter - Press articles - In school posters/screens etc	<b>S2 &amp; S5</b> - Tracking pupil progress - Reporting - Parents' meetings - Quality of learning and teaching - Analysis of levels of attainment - Attendance, timekeeping, discipline - Homework - Home-school links - Assessment - Options exercise linked to year group responsibly.  <b>HGIOS4</b> - Evidence for QI3.2 Raising Attainment and Achievement  <b>Co-ordinate all Aspects of the Spiritual Life of the School</b> - Liaise with parish priests - Link with RE Dept - This is our faith - Developing in Faith - Chaplaincy/Liturgy plan - Joint chair of Pastoral Team with PT RE - Fundraising and charities - Caritas Award with PT RE - Global Citizenship - S6 Retreat - Staff Retreat - Malawi Retreat   <b>Curriculum Rationale</b> Development of the curriculum and linked timetable (with A Taylor) - Staffing - Chair Curriculum rationale SLWG  <b>Monitoring &amp; Tracking</b> - Progress through the BGE - Oversight of whole school  <b>ICT Co-Ordinator</b> - Digital learning - Resourcing - Budget	<b>S3 &amp; S6 (P6 Transition)</b> - Tracking pupil progress - Reporting - Parents' meetings - Quality of learning and teaching - Analysis of levels of attainment - Attendance, timekeeping, discipline - Homework - Home-school links - Assessment - Options exercise linked to year group responsibly.  <b>HGIOS4</b> - Evidence for QI2.3 Learning, Teaching and Assessment  <b>Learning and Teaching Team</b> - Sharing of good practice - Learning visits  <b>Staff/Pupil Leadership</b> - Links with Columba 1400/CANI coaching - Development of pupil leadership  <b>SQA Co-ordinator</b> - Liaising with departments. - Liaising with ESM re SEEMIS inputs - SQA examinations - Prelim examinations - S3 exams  <b>Student and Probationer Teachers</b> - Induction - Liaising with Universities and LA link  <b>Teaching Scotland's Future</b> - PRD co-ordinator - CPD co-ordinator - CPD budget in conjunction with ESM  <b>School Improvement Plan</b>

<p><b>Supported Study</b></p> <ul style="list-style-type: none"> <li>- Attendance</li> <li>- Budget in conjunction with ESM</li> <li>- Easter School</li> </ul> <p><b>Staff Leadership Programme</b></p> <p><b>Publicity</b></p> <ul style="list-style-type: none"> <li>- Twitter</li> <li>- Press articles</li> <li>- In school posters/screens etc</li> </ul> <p><b>Development of staff</b></p> <ul style="list-style-type: none"> <li>- Use of QI Machine for Self Evaluation</li> </ul> <p><b>Parent Council</b></p>		<ul style="list-style-type: none"> <li>- Show My Homework</li> <li>- Website</li> </ul> <p><b>umeracy</b></p> <p>Line manage Numeracy PL</p> <p><b>Standards and Quality Report</b></p> <p><b>Departmental Link</b></p> <p>Technologies, Social studies, RE</p> <p><b>Publicity</b></p> <ul style="list-style-type: none"> <li>- Twitter</li> <li>- Press articles</li> <li>- In school posters/screens etc</li> </ul>	<ul style="list-style-type: none"> <li>- Chair working group</li> <li>- Involvement of pupils and parents</li> </ul> <p><b>Whole School Reporting</b></p> <ul style="list-style-type: none"> <li>- Reporting calendar</li> <li>- Working Time Agreement</li> </ul> <p><b>Departmental Link</b></p> <p>Languages, Science</p> <p><b>Line manage STEM PL</b></p> <p><b>Publicity</b></p> <ul style="list-style-type: none"> <li>- Twitter</li> <li>- Press articles</li> <li>- In school posters/screens etc</li> </ul>
---	--	--	---

## Teaching Staff

### Department of English/Languages

Mr C McKee – Faculty Head  
Mrs J Kelly  
Mrs E Colligan  
Miss E Lauder  
Miss S Campbell  
Miss Z McFadyen  
Miss Delaney  
Mrs Shearer – PT Pastoral Care  
Miss M Walker  
Miss L McAllister

### Social Subjects Faculty

Mrs N Kean – Faculty Head  
Mrs G O'Neill - PT Pastoral Care  
Mr J P Tonner  
Mr D Sinclair  
Miss K Scouller  
Mr J Cook  
Mr C Allan  
Mr G Brown

### Expressive Arts Faculty

Mrs S Graham – Faculty Head  
Miss F McAllister  
Miss N Sweeney  
Ms J Gillespie  
Mrs G Kerr

### Pastoral Care

Mr D McGrane  
Mrs G O'Neill  
Miss F McAllister  
Mr G Harvey

### Department of Religious Education

Miss C Howell – Principal Teacher

### Department of PE / HE

Mr S McGeady – Principal Teacher  
Mr G Harvey – PT Pastoral Care  
Mrs L McCartney  
Mr B Millar  
Mrs R Burns  
Miss A Conboy  
Miss L McMillan

### Department of Mathematics

Mr G Campbell – Principal Teacher  
Mrs K Dewar – Depute Head Teacher  
Ms B McFadden – Depute Head Teacher  
Mr G Morris  
Mr L Canning  
Mrs K Doyle  
Mrs K Gallagher  
Mrs G Conway  
Mrs V Adam

### Science Faculty

Mr R McPhee – Faculty Head  
Mr A Andrew  
Ms S Johnstone  
Mr M Greenlees  
Mrs C MacNeil  
Dr A Phelps - Depute Head Teacher  
Mrs F Kidd  
Mrs S Dargie

### Technologies Faculty

Mr C Wilson – Faculty Head  
Ms C McArthur  
Miss M Reid  
Mrs J Tweed  
Ms C Olsen  
Mr J Smithson  
Mr D McGrane - PT Pastoral Care  
Miss N Campbell

### Columba Base

Mr B O'Donnell – Principal Teacher  
Mrs L Blackburn  
Mrs C O'Brien  
Mr C Hardie  
Mrs M Wilson

### Support Staff

Education Support Manager:	Mrs L MacDonald	
Administrative Officer:	Miss J Bain	
Administrative Assistant:	Miss J Bain / Mrs A Devaney	
Clerical Staff:	Mrs D Johnstone Mrs K Gray Mrs G Boyd Mrs A Stevenson (Columba Base)	
School Technicians:	Mr A Shaw (Technician) Mr K Bell (Technical Subjects)	
Janitorial Staff:	Mr T Ross (Senior Janitor) Mrs L McKenna	
Classroom Assistants:	Mrs L Brown Mrs C Melville Mrs M Houston Mrs K Fleming Mrs G Longwill	Mrs C McLaughlin
Columba Base Classroom Assistants:	Mrs F McColl Mrs L McLauchlan Mrs I Ferguson Mrs D Robertson Mrs C Adams Mrs L Lightbody	
Home Link Workers:	Mr G Boyd Mrs M McConnell	

## School information

### School contact details

- phone number: 0300 300 1441
- email address: [stbenedictshighenquiries@renfrewshire.gov.uk](mailto:stbenedictshighenquiries@renfrewshire.gov.uk)
- write to or visit us at: Bridge of Weir Road, Johnstone, PA5 8EX
- website [www.oraetlabora.co.uk](http://www.oraetlabora.co.uk)

### Parent Council contact details

- Chairperson Mr S McGee 0300 300 1441

### School roll

The current capacity of the school is 850 and the roll for each year group is presently as follows:

S1 (First Year)	110
S2	108
S3	131
S4	119
S5	119
S6	75
TOTAL	662

Over the next three years the maximum number of pupils entering S1 (First Year) is likely to be:

2020	144 pupils
2021	146 pupils
2022	145 pupils

### Parental involvement

Parents can be involved in their child's learning by:

- supporting learning at home;
- developing strong partnerships between home and school; and
- engaging with the school, especially with Curriculum for Excellence

### School day

The school day is structured as follows:

#### Monday, Tuesday & Thursday

Period 1      08:50 - 09:40

Period 2      09:40 - 10:30

Interval      10:30 - 10:45

Period 3      10:45 - 11:35

Period 4      11:35 - 12:25

Period 5      12:25 - 13:15

Lunch        13:15 - 13:55

Period 6      13:55 - 14:45

Period 7      14:45 - 15:35

#### Wednesday & Friday

Period 1      08:50 - 09:40

Period 2      09:40 - 10:30

Interval      10:30 - 10:45

Period 3      10:45 - 11:35

Period 4      11:35 - 12:25

Lunch        12:25 - 13:05

Period 5      13:05 - 13:55

Period 6      13:55 - 14:45





Renfrewshire Council School Holiday Arrangements 2020 / 2021				
Term	Break	Date of Attendance		
First	Local Holiday / Closed	In-Service Day – Closed for Pupils Only In-Service Day – Closed for Pupils Only Schools Re-Open	Monday 10 August 2020 (IS) Tuesday 11 August 2020 (IS) Wednesday 12 August 2020	
		Schools Closed Schools Closed Schools Re-Open	Friday 25 September 2020 Monday 28 September 2020 Tuesday 29 September 2020	
		Schools Closed Schools Closed School Closed Schools Closed Schools Closed In-Service Day – Closed for Pupils Only Schools Re-Open	Monday 12 October 2020 Tuesday 13 October 2020 Wednesday 14 October 2020 Thursday 15 October 2020 Friday 16 October 2020 Monday 19 October 2020 (IS) Tuesday 20 October 2020	
	St Andrew's Day	Schools Closed Schools Re-Open	Monday 30 November 2020 Tuesday 1 December 2020	
	Christmas	Schools Closed	Monday 21 December 2020	
Second	Mid-Term	Schools Closed Schools Closed Schools Closed Schools Closed Schools Closed Schools Closed Schools Closed Schools Closed Schools Closed Schools Closed Schools Closed Schools Re-Open	Tuesday 22 December 2020 Wednesday 23 December 2020 Thursday 24 December 2020 Friday 25 December 2020 Monday 28 December 2020 Tuesday 29 December 2020 Wednesday 30 December 2020 Thursday 31 December 2020 Friday 1 January 2021 Monday 4 January 2021 Tuesday 5 January 2021 Wednesday 6 January 2021	
		Schools Closed Schools Closed In-Service Day – Closed for Pupils Only Schools Re-Open	Monday 8 February 2021 Tuesday 9 February 2021 Wednesday 10 February 2021 (IS) Thursday 11 February 2021	
		Schools Closed Schools Closed Schools Closed Schools Closed Schools Closed Schools Closed Schools Closed Schools Closed Schools Closed Schools Closed Schools Re-Open	Friday 2 April 2021 Monday 5 April 2021 Tuesday 6 April 2021 Wednesday 7 April 2021 Thursday 8 April 2021 Friday 9 April 2021 Monday 12 April 2021 Tuesday 13 April 2021 Wednesday 14 April 2021 Thursday 15 April 2021 Friday 16 April 2021 Monday 19 April 2021	
		Spring		
Third		Schools Closed In-Service Day – Closed for Pupils Only Schools Re-Open	Monday 3 May 2021 Tuesday 4 May 2021 (IS) Wednesday 5 May 2021	
		Schools Closed Schools Re-Open	Monday 31 May 2021 Tuesday 1 June 2021	
		Last Day of Session	Friday 25 June 2021	
Teachers Return – Thursday 12 August 2021				

## **School dress**

Renfrewshire Council encourages each school to adopt a dress code after discussion with parents, pupils and the parent council. The council supports an agreed dress code because of the benefits it brings, including improvements in safety, security, discipline, ethos, community spirit and a decrease in bullying and expense for parents.

Some types of clothing will not be allowed in school for reasons of safety, decency or indiscipline. Types of clothing which will not be allowed include:

- clothes which are a health or safety risk;
- clothes which may damage the school building;
- clothes which may provoke other pupils;
- clothes which are offensive or indecent; and
- clothes which encourage the use of alcohol or tobacco.

Pupils will not be deprived of education, any benefit or access to examinations because of not wearing school uniform.

In the interests of health and safety, of both individual and others present, all jewellery, including body jewellery, must be removed before taking part in physical education lessons or physical activities.

Grants for footwear and clothing for children are available to parents receiving:

- income support;
- income based job seeker's allowance;
- pension credit;
- housing benefit;
- council tax benefit; or
- depending on annual income, child tax credit or working tax credit.

Information and application forms for free school meals are available from schools, registration offices and customer service centres or download a form from the council's website: [www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk)

Please help the school and the education authority by making sure that pupils do not bring valuable or expensive items of clothing to school. The council has no insurance to cover the loss of valuable items.

## St Benedict's School Uniform

It is a matter of great pride and pleasure to us in St Benedict's that we continue to have such a strong commitment from our parents to the wearing of our own distinctive and attractive school uniform and for the following good reasons:

- school uniform encourages the feeling of the school as a community and helps pupils identify with the school;
- school uniform makes all pupils look and feel equal; and
- the wearing of school uniform promotes a positive attitude to work and to the school in general.

The full uniform consists of:

- black blazer and school badge;
- black trouser/skirt;
- black sweatshirt;
- white shirt/blouse; and
- school tie.
- black shoes.



In order that their child may participate fully in PE, parents may purchase the following appropriate clothes:

- school blue T shirt/polo shirt (school crest);
- black shorts; and
- black socks.



## **Registration and enrolment**

Pupils are normally transferred from primary between the ages of 11 years 6 months and 12 years 6 months, so that they have the opportunity to complete at least four years of secondary education.

Parents of pupils who have moved to the area or who want their child to transfer to the school should contact the school office for information about appropriate procedures and to arrange a visit.

Parents who want to send their child to a school other than the catchment school should make a placing request. The procedure for making a placing request is explained in the leaflet 'Sending your child to school.' You can pick this leaflet up from any school, call our customer contact centre 0300 300 0170, to have a copy sent to you, or download the form from the council website: [www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk)

## **Induction procedures for pupils starting at the school and their parents**

Parents will be notified of arrangements for meetings with school staff and induction days.

## **Links with primary schools**

Our five associated primary schools with whom we work closely to ensure a smooth transition from primary to secondary school are: Our Lady of Peace in Linwood; St Anthony's, St David's and St Margaret's in Johnstone; and St Fillan's in Houston.

P7 pupils are invited to the school in October for a Fresher's Day allowing them the opportunity to meet with senior pupils and staff. This is followed up by a two day visit in May allowing the pupils the opportunity to sample the full range of subjects which they will be involved in as first year pupils, and to become familiar with the school, as well as meeting teaching and support staff.

There are also visits to our associated primary schools by our Pupil Support Team to help ensure that the transfer from primary to secondary school goes as smoothly as possible for each individual pupil.

Additionally, we have meetings in October and May for the parents of those children who are about to transfer to St Benedict's. At these meetings parents will be given information about the school curriculum, guidance arrangements, transfer arrangements and the aims and priorities of the school.

## Associated primary schools

Our Lady of Peace Primary School  
Erskinefauld Road  
Linwood  
PA3 3PR

Telephone: 0300 300 0173

St Anthony's Primary School  
Hallhill Road  
Spateston  
Johnstone  
PA5 0SD

Telephone: 0141 618 2612

St David's Primary School  
West Johnstone Shared Campus  
Beith Road  
PA5 0BB

Telephone: 0300 300 0198

St Margaret's Primary School  
Buchanan Street  
Johnstone  
PA5 8RY

Telephone: 0300 300 0185

St Fillan's Primary School  
1A Main Street  
Houston  
PA6 7EL

Telephone: 0300 300 0182

## Assessment and reporting

Assessment is an integral part of learning and teaching. It helps provide a picture of the learner's progress and achievements, and identifies the next steps in learning.

Assessment includes supporting learning, learner engagement and ensuring appropriate support.

### Tracking learners' progress

Information on learners' progress is gathered through planned assessments and this information is recorded. This allows teachers to have a clear picture of how learners are progressing. It will also allow teachers to identify next steps in learning and inform reporting on progress and achievement.

### Reporting

Regular reports to parents provide clear, positive and constructive information about their child's learning and progress, reflecting on what has been achieved against standards and expectations.

### Profiles

Profiles will be used to recognise pupils' progress in learning and achievement, while supporting and informing transitions. As children reach the end of primary school (primary 7) and young people their broad general education at the end of S3, they will record their most recent and relevant learning and achievements in a personal profile which will also incorporate a reflective statement by the learner.

## Summary of the School Improvement Plan

### Strategic actions

- School Priority 1: Raising attainment for all, with a specific focus on Literacy and Numeracy, through ongoing improvement in the learning provision.
- School Priority 2: Closing the attainment gap between the most and least disadvantaged learners to ensure equality to all.
- School Priority 3: Improving the health and wellbeing of learners.
- School Priority 4: Further develop the Catholic ethos across the context for learning.

### **School aims**

- To develop a caring, supportive and challenging ethos with Gospel values within the school community, where every member feels included, valued and known.
- To provide every pupil in the school with an appropriate curriculum, consistent with National and Local Authority guidelines, which meets his/her interests and needs.
- To promote the highest possible academic achievement for all pupils.
- To continue to develop the programme of support for charities within the school.
- To provide the pupils with a varied and rewarding range of extra-curricular activities.
- To promote a partnership between home, school, church parish and community.
- To provide effective leadership and management of the school.

### **Improvement objectives**

- Continue to implement “Getting It Right for Every Child”
- Continue to develop opportunities for young people to participate in decision making
- Continue to develop CfE, (S1-3, senior phase, assessment and moderation)
- Improve young peoples’ attainment, achievement and accreditation
- Continue to develop literacy, numeracy, health and wellbeing, skills for life, learning and work

### **Quality indicators**

The actions and tasks which have been identified are cross-referenced to the relevant quality indicators within the HIGIOS framework. Monitoring the progress of actions and tasks provides sound evidence to contribute to the school’s self-evaluation.

The school improvement plan for 2019-20 uses the following core Quality Indicators to structure and measure improvement:

- 1.3 – Leadership of Change
- 2.3 – Learning, teaching and assessment
- 3.1 – Ensuring wellbeing, equality and inclusion
- 3.2 – Raising attainment and achievement

## **Special unit**

### **Columba Base**

The Columba Base is part of St Benedict's High School. It is a non-denominational provision for secondary aged pupils with Autism Spectrum Disorder. The pupils attending the Base have the potential to benefit from access to the mainstream curriculum and the specialist input from the Base. As a result, pupils from the Base are an integral part of St Benedict's inclusive school community.

### **Outreach Services**

While the commitment to the Columba Base pupils is the priority, the Base can also offer outreach facility to primary and secondary schools in Renfrewshire. This outreach service operates in different ways and reflects current local needs.

**The range of services includes the following:**

- staff development;
- pupils assessment/profiling;
- pupils outreach (in classroom support) or support in the Base;
- parental consultation; and
- links with other agencies.

### **Referrals**

Referrals to the Base will be through the Educational Psychology Service. All referrals are considered by Renfrewshire Council's Prioritisation Group which decides the nature of placements and the level of support.

## **Car parking**

The school has 5 designated parking spaces available for visitors with disabilities



## Care and welfare

Your child's welfare is central to the ethos of the school. Please contact the school to share any concerns you have about your child's welfare or wellbeing. The staff will work with you as parents and carers of our pupils to make sure that your children are safe, happy and able to benefit from the educational opportunities we offer. The handbook gives details of how we deal with bullying, homework, special needs and many other areas of your child's wellbeing.

## School security

Renfrewshire Council has introduced procedures to ensure the safety and security of pupils and staff when attending or working in a school. We use a number of security measures, including a visitors' book, badges and escorts while visitors are within the school building. Normally, anyone calling at a school for any reason will be asked to report to the school office. The school staff then make the necessary arrangements for the visit.

## Attendance and absence

It is the responsibility of parents of a child of school age to make sure that their child is educated. Most do this by sending their child to school regularly. Attendance is recorded twice a day, morning and afternoon.

Absence from school is recorded as authorised, that is approved by the education authority, or as unauthorised, that is unexplained by the parent (truancy).

## Contact procedures

If a child is absent from school, parents are required to phone or email the school office by **9.30 am** on the first day. If no telephone call or email is received, parents will automatically receive a text message asking them to phone the school immediately.

If an absence is planned, please inform the head teacher in writing. If a child requires to depart early for any reason the school office must be notified in advance.

Please make every effort to avoid family holidays during term time as this disrupts the child's education and reduces learning time. The head teacher can approve absence from school for a family holiday in certain extreme situations, for example, in traumatic domestic circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with the head teacher before the holiday. If the head teacher does not give permission before the holiday, it will be recorded as unauthorised absence. The head teacher can also exercise discretion when a parent 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 Head teacher on this basis is regarded as authorised.

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 by the head teacher 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 education authority has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

### **Attendance and absence data**

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

### **Bullying**

"Tackling Bullying in Renfrewshire" is the authority's policy on preventing and dealing with bullying in our school. The policy stresses the importance of involving the whole school community - pupils, parents and all the staff in the school.

You can view the anti-bullying policy by asking the school office for a copy of the document or by accessing the policy online at [www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk).

### **Child protection**

All children have a right to be protected from harm, abuse and neglect. The vision of the Renfrewshire Child Protection Committee is that "It's everyone's job to make sure that children in Renfrewshire are safe."

Renfrewshire Council has a child protection policy and guidelines are in place to make sure that all council staff are alert to the welfare of children they come into contact with. Our staff work closely with other agencies to protect children and keep them safe. All school staff receive training each year and must report any concerns they have about the welfare of children. In every situation, the welfare of the child overrides other considerations.

### **Mobile phones**

The benefits of mobile phones are recognised. Many young people and their parents regard them as an essential means of communication. Mobile phones can be brought into schools however the following limitations will apply in Renfrewshire schools and establishments:

- All phones should be turned off and kept out of sight during the school day within the school campus.
- Photographing or recording of sound or images of staff, other pupils or visitors to the school is not allowed at any time within the school campus or on school

- Mobile phones may be confiscated where these rules are broken.
- Any recordings made on school premises or school transport found on confiscated phones will have to be deleted on their return.
- Any photographs or recordings of staff in any situation, whether taken on school premises or elsewhere, found on confiscated phones will have to be deleted from phones on their return.
- Education and leisure services expects that schools will, through normal collegiate procedures, develop or review existing policies on the use of mobiles phones that take account of the views of all staff, parents and pupils.
- Schools should ensure that pupils, parents and staff are aware that should a pupil breach the policy they will be disciplined in line with the school's positive behaviour/discipline policy.
- Individual school policies should clearly state for the benefit of staff, pupils, parent and visitors any variations from the restrictions on use of mobile phones set out below.
- Pupils and parents should be notified that mobile phones will be confiscated where these limitations are breached.
- An increasing range and variety of mobile phones possess the ability to access the Internet and to use Bluetooth technology to communicate. These technologies provide unparalleled sophistication and complexity which can provide access to a wealth of online resources and possibilities. Pupils and parents should be aware that this also leaves pupils open to dangers such as Cyber bullying, grooming and access to inappropriate material. Reference should be made to Renfrewshire's anti-bullying policy for further guidance in this area.
- Staff should not delete photographs or recordings from confiscated mobile phones.
- When staff confiscate mobile phones or other devices they should ensure that these are retained in a safe place that cannot be accessed by others. This may be a lockable drawer or cupboard, a base area or a delegated area in the school office. Confiscated mobile phones should normally be passed to the school office or senior member of staff as soon as possible after confiscation.

### **Legal Aspects**

- There are a number of aspects of the law that may apply to mobile phone misuse and the responses to that misuse. In the most serious cases there may be a crime involved – an incident that is being filmed might be an assault or breach of the peace. The misuse of a mobile phone might be an offence under the Communications Act 2003, if it involves a call or message that is grossly offensive or is of an indecent, obscene or menacing character; and, the distribution of certain pornography might be an offence under the Civic Government (Scotland) Act 1982.
- In situations which are so serious that a school might call in the police it is for

the police, not the school, to consider what, if any, criminal offence may apply. These restrictions on use apply equally during any school activity that takes place off campus.

Pupils breaking the rules will be disciplined in line with the school's positive behaviour or discipline policy.

### **School meals**

Children of parents receiving income support or income based job seekers allowance and in some cases child tax credit, are entitled to a free midday meal. Information and application forms for free school meals are available from schools, registration offices, customer service centres or by downloading from the council's website: [www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk)

Children who are entitled to free school meals are also entitled to free milk at lunchtime. Milk may also be available for sale in the school during the lunch period.

### **School transport**

Renfrewshire Council's policy is to provide home to school transport to all secondary school pupils who live more than 3.218 kilometres (2 miles) from their catchment school by the recognised shortest safe walking route. Parents who think their children are eligible for home to school transport can get an application form from the school or education and leisure services in Renfrewshire House or online at [www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk). These forms should be completed and returned before the end of February for those pupils beginning school in August to allow the appropriate arrangements to be made. However, parents may make an application at any time.

In special circumstances the director of education and leisure services has discretion to grant permission for pupils to travel in transport provided by the education authority, where spare places are available, at no additional cost to the authority.

### **Pickup Points**

Where we provide home to school transport pupils may need to walk a reasonable distance from home to the transport pick up point but this should not exceed 3.218 kilometres (2 miles).

It is the parent's responsibility to make sure that their child arrives at the pickup point on time and behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Children who misbehave can lose their right to home to school transport.

### **Placing Requests**

You should be aware that if we grant your placing request, we do not have to provide a school bus pass or any other help with transport.

### **Additional support needs**

Renfrewshire Council may provide home to school transport for children assessed to attend any school because of their additional support needs. If transport is required an appropriate vehicle to meet the child's need will be provided.

### **Pupils leaving school premises at breaks**

Schools have a duty to look after the welfare of their pupils. This means that the staff should take the same care of pupils as a sensible parent would take, and includes taking reasonable care of pupils' safety during intervals and lunchtimes.

Renfrewshire Council recommends that pupils should not leave school grounds at intervals. Parents should encourage their children to follow these rules in the interest of safety.

### **Education Maintenance Allowance Programme**

The Education Maintenance Allowance is subject to changes which will come into effect from 1 January 2016. The changes being implemented involve raising the eligibility threshold and extending the programme to part time college students.

Currently the income thresholds are £20,351 for households with one dependent child and £22,403 for households with more than one dependent child. As of 1 January 2016, the income thresholds will increase to £24,421 for households with one dependent child and £26,884 for households with more than one dependent child.

Currently students in receipt of an EMA must be studying a full-time non advanced course. The changes will mean that college students up to the age of 19 who meet all the current eligibility criteria but are studying a non-advanced course of learning will qualify for EMA support.

For more information please contact either the school office, Renfrewshire Council's Customer Service Centre on 0300 300 0300 or email [ema.els@renfrewshire.gov.uk](mailto:ema.els@renfrewshire.gov.uk)

Information is also available on Renfrewshire Council's website:  
[www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk)

### **Part time employment**

Pupils under school leaving age who want to work, before or after school or at the weekend, need to hold a work permit. Pupils can get application forms from the council's area offices. Their contacts details are in the important contacts section at the end of this handbook. Forms must be completed by employers, parents and the head teacher and returned to the area office. Permitted working hours during term time are 2 hours per school day, 2 hours on a Sunday and 8 hours (over 15 years of age) or 5 Hours (under 15 years of age) for any other day (i.e. Saturday). Out with term time the maximum total working hours in a week are 25 hours for those under

15 years of age and 35 hours for those over 15 years.

Parents are asked to cooperate with the school to make sure that the amount of time spent working doesn't interfere with homework and studying for SQA examinations.

### Equalities

Renfrewshire Council is committed to ensuring that all employees, customers and partners are treated fairly and with respect at all times. We are committed to promoting equality and tackling discrimination through the way services are planned, delivered and purchased. The council promotes and encourages a culture whereby equality of opportunity exists across all the protected characteristics of age, disability, race, gender reassignment, pregnancy and maternity; religion and belief; marriage and civil partnership, sex and sexual orientation.

School education is open to all pupils and all reasonable measures will be taken to make sure that the curriculum is available to every child. The Equality Act 2010 introduced a new public sector general equality duty which requires Scottish public authorities to pay 'due regard' to the need to:

- Eliminate discrimination, victimisation, harassment or other unlawful conduct that is prohibited under the Equality Act 2010;
- Advance equality of opportunity between people who share a characteristic and those who do not; and
- Foster good relations between people who share a relevant protected characteristic and those who do not.

The council supports the right of each citizen to a quality of life which is free from violence, discrimination and harassment. The council will take steps to ensure that all citizens, regardless of race, ethnic or national origin, religion, social background, marital status, gender, disability, age or sexuality have full access to its services, taking all possible measures to prevent discrimination in the way its services are delivered.

Parents can help to monitor our success in promoting equality of opportunity for all by providing equalities related information when asked.

### Medical and health care

Parents should notify the school of any medical requirements or allergies that their child may have. If medication is required it is better if this can be provided outside the school hours but, in cases where it is necessary during the child's time in school, parents should contact the school to make appropriate arrangements. Staff are not obliged to give medicine to pupils.

Minor accidents are dealt with by the school's qualified first aider. If a pupil takes ill or has an accident at school which requires that they be sent home or for treatment, the school will provide first aid and contact parents or carers. So it is very important that the school has contact details for all parents or carers and an

additional contact person in case parents or carers can't be reached. This information should be kept up to date. The school will not send younger pupils home from school unaccompanied.

In the event of a serious illness or accident, a member of staff will accompany the child to a doctor or hospital and parents or carers will be notified immediately.

## **Behaviour and discipline**

One of the main strengths of St Benedict's is that it is a caring community in which there is mutual respect, tolerance and concern among staff, pupils and parents. It is often remarked upon by parents and visiting staff that the standard of discipline and the behaviour of our pupils is very high. The school strives to further enhance this well deserved reputation by attempting to instil in all of our pupils a sense of personal responsibility, not only for their learning but also for the wider community. We are indeed fortunate in having extremely good relationships between pupils and staff which ensures a strong school ethos and a positive learning environment. Promoting positive behaviour and acknowledging good attitudes to learning and behaviour are fundamental to the school ethos.

Nevertheless, not all pupils are always well behaved and cases of indiscipline can arise. Such instances do occur from time to time and we have procedures in place to deal with them swiftly and effectively. The policy in the school which is based on a non-confrontational, staged intervention approach allows pupils space and time to reflect on the inappropriateness of their behaviour, and provides them with opportunities to change their behaviour. The policy is being reviewed currently to include restorative approaches to strengthen promoting positive relationships in the school.

Another reason for the high standard of good behaviour of our pupils is the regular support and co-operation of the home and for this reason we are confident in notifying parents and seeking their help in dealing with any cases of serious indiscipline. Cases of extreme misbehaviour may also result in parents being asked to give a written assurance of their child's improved conduct and if that fails pupils may be referred to Renfrewshire Council Education and Leisure Services for an alternative placement.

## **Pupil support**

### **Pastoral care structure**

Under the direction of Mrs Dewar (Depute Head Teacher), the Pastoral Care team consists of the Depute Head Teacher, and four Principal Teachers of Pastoral Care. The aim of the school pastoral care team is to provide, when required, advice to pupils in three areas:

- personal ;
- vocational/careers ; and
- curricular ie choice of and progress in subjects.

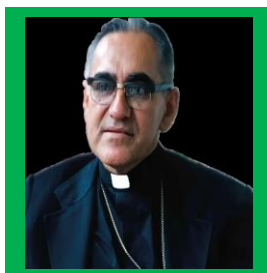
The pastoral care teacher looks after the interests of pupils throughout the various year groups. In addition to the areas referred to above, the pastoral care teacher has a key role to play in monitoring behaviour/progress, in support for those pupils 'at risk' in any way, in liaising with outside agencies such as educational psychology service and careers service and generally being the principal link between school and home. In session 2019-20 pastoral care staff are assigned as follows:



St Maximilian Kolbe  
Mr McGrane  
1.2, 2.1, 3.3, 3.4, 4.2,  
5.2, 6.2



St Teresa of Calcutta  
Mrs O'Neill  
1.3, 2.3, 3.5, 4.4, 4.5,  
5.3, 6.4



St Oscar Romero  
Mr Harvey  
1.1, 2.2, 3.1, 4.1, 5.1,  
5.5, 6.1



St Josephine Bakhita (Mrs Shearer)  
1.4, 2.4, 3.2, 4.3, 5.4, 6.3

Every effort is made to maintain continuity of support to pupils and families. Families are normally assigned to the same PT Pastoral Care so that parents can liaise with just one Pastoral Care Teacher.

Day to day guidance/disciplinary/curricular matters are under the control of the Depute Head Teacher. In session 2019-20 the arrangements are as follows:

S3/6 – Dr A Phelps

S1/4 – Mrs K Dewar

S2/5 – Miss B McFadden

All matters relating to discipline will be dealt with it in the first instance by the appropriate guidance teacher and/or the Depute Head Teacher. In cases where a serious breach of discipline has occurred, the Head Teacher may be involved in dealing with the matter.

Pupil Support Teachers welcome informal contact with parents but they do have a teaching commitment, so if you wish to speak with your child's pastoral care teacher, please phone to arrange a mutually convenient time to talk.



## Curriculum Matters

### School curriculum

Curriculum for Excellence (CfE) - Scotland's approach to learning and teaching - has been a very positive development in our schools. Scotland's children and young people are now much more confident, resilient and motivated to learn.

The National Improvement Framework, updated in 2018, sets out activity the Scottish Government and partners will take to drive improvement for children and young people.

Crucially, it sets out a clear **vision** for Scottish Education:

- **Excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and
- **Achieving equity:** ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

Moving forward schools will provide a more coherent, flexible and child-focused curriculum which ensures high-quality, interesting and engaging learning, to raise attainment, close the gap, and give all our young people the best chance of success in life.

### Curriculum for Excellence

[Curriculum for Excellence](#) (CfE) is the curriculum followed in all Scottish establishments and is built on the values of wisdom, justice, compassion and integrity. All children and young people should develop skills for life, skills for learning and skills for work which will prepare them for a world that is changing very fast. The curriculum in our schools will continue to develop over coming years to ensure that all our children become successful learners, confident individuals, responsible citizens and effective contributors.

Within St Benedict's, the focus will continue to reflect the established traditions of a Catholic school, by promoting wisdom, justice, compassion and integrity, which reflect the shared values of the Scottish Government.

The curriculum follows two phases – the broad general education (BGE) and the senior phase.

### Courses available and policy on class organisation

#### Broad General Education

One of the key entitlements of CfE is that all children should receive a rounded

education, known as the broad general education (BGE), from early years to the end of S3, before moving to a senior phase in S4 to S6 which will include studying for qualifications. This BGE should provide young people with a wide range of knowledge, skills and experiences that they can draw on as their lives, careers and job opportunities continue to change.

The BGE phase of CfE is closely connected to the senior phase with the learning undertaken until the end of S3 providing a strong foundation for choosing and specialising in a range of subjects. In the senior phase, young people will have the opportunity to take qualifications and courses that suit their ability, interests and future career plans.

### **S1 – S3: A Broad General Education (BGE)**

The broad general education is organised into 8 curricular areas with the time allocation to particular subjects as follows:

Subjects	Periods per week	
	<u>S1</u>	<u>S2</u>
English	4	4
Mathematics	4	4
Spanish	3	3
Science	3	3
Physical Education	3	3
Social Subjects (History, Geography, Modern Studies)	3	3
Art & Design	2	2
Technical Education	2	2
Home Economics	2	2
Music	2	2
Religious Education	2	2
Business Studies	1	1
Computing	1	1
Social Education	1	<u>1</u>
	33	33

At the end of S2 our learners have the opportunity for personalisation and choice in the curriculum they follow. Together with Mathematics, English, Spanish, RE, PE and Social Education pupils will study a further five subjects from: Science, Social Subjects, Expressive Arts and Technologies.

### **Senior Phase: S4 – S6**

Young people in S4 will be working towards National Qualifications, (visit [www.sqa.org.uk/scqf](http://www.sqa.org.uk/scqf) for more information). Progressing from the BGE, pupils will study seven subjects, including Mathematics and English, aiming for certification in these subjects at the end of S4 at National 5, National 4 or National 3 level.

Pupils in S5 and S6 will study courses leading to Higher, National 4, National 5 or Advanced Higher in a range of subjects, progressing from their achievements in S4.

### **Guidance on Course Choice**

Students are interviewed individually by a their Pastoral Care Teacher before determining their curriculum in S4, S5 and S6 and they will be strongly encouraged to choose their strongest subjects in order to maximise their full potential in achieving the best grades possible in SQA qualifications. Parents are also invited to actively involve themselves in this exercise.

### **Literacy**

Competence and confidence in literacy, including competence in grammar, spelling and the spoken word, are essential for progress in all areas of the curriculum. Because of this, all teachers have responsibility for promoting language and literacy development. Every teacher in each area of the curriculum strives to find opportunities to encourage young people to explain their thinking, debate their ideas and read and write at a level which will help them to develop their language skills further.

### **Numeracy**

Being numerate helps us to function responsibly in everyday life and contribute effectively to society. It increases our opportunities within the world of work and establishes foundations which can be built upon through lifelong learning. Numeracy is not only a subset of mathematics; it is also a life skill which permeates and supports all areas of learning, allowing young people access to the wider curriculum. Because of this, all teachers have responsibility for promoting numeracy development within their own subject area. Strategies are built upon a shared understanding amongst staff of how young people progress in numeracy and of good learning and teaching in numeracy.

### **Sex and Relationships Education**

Catholic schools throughout Scotland use the 'Called to Love' programme to deliver this aspect of the curriculum. This programme sets Relationships and Moral Education very firmly within a context of love, respect, responsibility and moral reasoning, placing great importance on the sacramental aspect of Marriage in a manner that is fully supportive of Church teaching.

(‘Called to Love’ is a partnership project between *Healthy Respect* and *Scottish Catholic Education Service*)

### **Assessment and reporting**

Pupil progress is reported to parents in tracking reports twice a year and comment reports once a year.

The main reasons for this approach stem from the need to track and monitor the individual progress of each child so as to:

- provide realistic targets for each pupil;
- check that these targets are being achieved;
- provide motivation to the pupil;
- provide help when and where it is needed;
- ensure for those pupils with special talents that these are fully developed; and
- feedback to pupils and parents on next steps and course choices.

S1 pupils receive tracking reports in October and December with the comments report issued in May. In S2 pupils receive tracking reports in September and May with the comments issued in January to support subject choice.

Formal examinations are held towards the end of S3, and reports issued to parents shortly afterwards. In S4-6 Prelim examinations take place in January followed by reports to parents in March.

In order to promote effective communications and guidance to pupils and parents, copies of all reports, results in school and public examinations, together with basic information on each pupil are retained in each pupil's individual record for the duration of his/her school career.

Parents are welcome to visit the school at any time to discuss pupils' progress or conduct generally. Experience shows that such visits are most productive, however, if an appointment can be arranged beforehand to ensure that the appropriate member of staff is available and to allow relevant information on the pupil to be on hand. To provide more detailed information on performance, parents' evenings are held once a year after reports have been issued.

The school report then forms the basis for discussion between parent and teacher. There is a parent's evening for each year group once a year to discuss pupil progress. The S5/6 Parent's Evening is in October, S4 in November, S1 in January, S2 in February and S3 in March. It is crucial that good communications between home and school are established and maintained. Where necessary, parents will be notified by letter or telephone of significant changes in pupils' performance and/or behaviour.

## Summary of the School Improvement Plan

The school Improvement Plan 2017-2020 is a 3 year plan which is designed to drive the school forward in key areas. A copy of the full plan is available on request.

### Strategic actions

- Improvement in attainment in all curricular areas, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged

children.

- Improvement in children and young people's health and wellbeing.
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

### **Quality indicators**

There are 4 quality indicators, from How Good Is Our School 4, which form the basis of the school's quality assurance programme. Departments regularly reflect and report on progress made in these areas identifying key strengths and development needs.

1.3 Leadership of change

2.3 Learning, teaching and assessment

3.1 Wellbeing, equality and inclusion

3.2 Raising attainment and achievement

## **The Scottish Attainment Challenge**

### **Attainment Challenge and Pupil Equity Funding (PEF)**

The Scottish Attainment Challenge, launched in 2015, is about achieving equity in education. This can be achieved by ensuring every child has the same opportunity to succeed. Renfrewshire is one of nine 'challenge authorities' who have received funding to improve literacy and numeracy and health and wellbeing, with a particular focus on closing the poverty-related attainment gap.

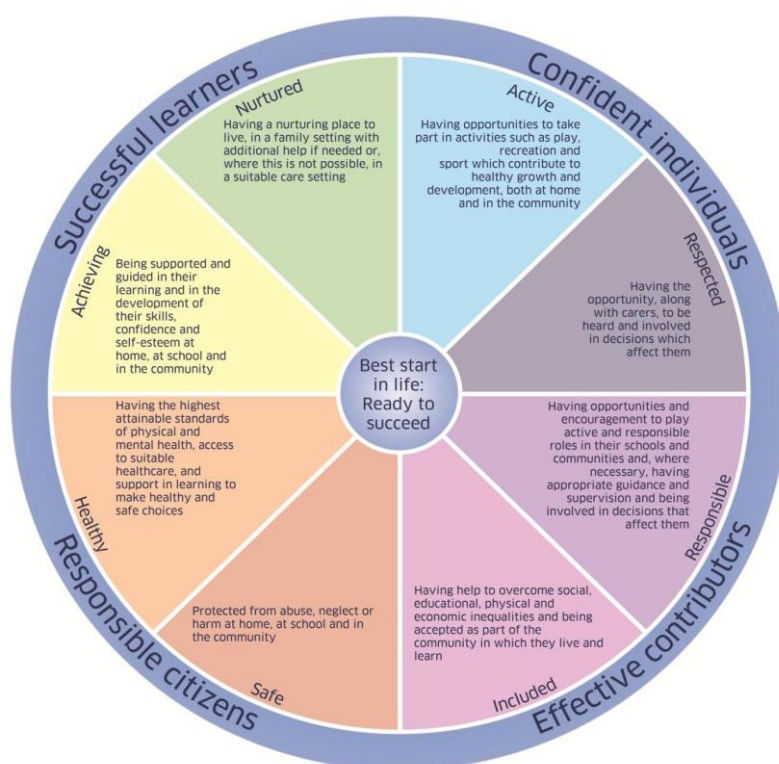
The Pupil Equity Fund (PEF) is being provided as part of the £750 million Attainment Scotland Fund which will be invested over 2016-2021. The PEF is allocated directly to schools and targeted at closing the poverty related attainment gap. Every council area is benefitting from the fund and is based on the number of pupils in P1-S3 known to be eligible for free school meals. The funding is to be spent at the discretion of the headteacher working in partnership with parents, pupils and staff to devise plans which focus on closing the poverty-related attainment gap.

## Additional support for learning

### Getting it Right for Children and Young People in Renfrewshire

We want all our children and young people to be fully supported as they grow and develop. There are 8 areas of wellbeing which they need to progress to do well now and in the future.

Children's well-being is important at every stage of childhood. Every child needs to be **healthy, achieving, nurtured, active, respected and responsible, and, above all, safe**. These are the eight indicators of well-being (SHANARRI) which are set within the 'four capacities' which are at the heart of the Curriculum for excellence.



Renfrewshire's GIRFEC policy ensures that children, young people and their families receive the help they need when they need it. As children and young people progress on their journey through life, some may have temporary difficulties, some may live with challenges and some may experience more complex issues. Sometimes they – and their families – are going to need help and support.

The Getting it Right for Every Child (GIRFEC) approach ensures that when we provide support, it is based on the level of need for each child.

For schools in Renfrewshire the GIRFEC approach is implemented via the getting it Right for every learner policy which gives more detail of additional support needs.

**For children, young people and their families, the GIRFEC approach will mean:**

- They will feel confident about the help they are getting
- They understand what is happening and why
- They have been listened to carefully and their wishes have been heard and understood
- They are appropriately involved in discussions and decisions that affect them
- They can rely on appropriate help being available as soon as possible
- They will have experienced a more streamlined and co-ordinated response from practitioners

The Children and Young People Act (2014) has introduced new duties in relation to GIRFEC which will be enacted in 2016. More information will be provided about this in due course.

### **Education (Additional Support for Learning)(Scotland) Act 2009**

The above Act commenced on November 14th 2010 and is a revision of and replaces the 2004 Act of the same name.

Under the Act, children or young people have additional support needs where they are unable to benefit from school education without the provision of additional support.

In the Act, 'additional support' means provision which is additional to, or otherwise different from, the educational provision made generally for children or young people of the same age in a local authority's schools, or as is appropriate to the circumstances, in early years establishments or any other education provision.

The Act aims to ensure that all children or young people are provided with the necessary support to reach their potential.

### **Getting it Right for Every Learner (GIRFEL)**

The GIRFEL policy sets out how we discharge our responsibilities under the Education (Additional Support for Learning) (Scotland) Act 2009 and links to the wider GIRFEC agenda to make sure that children and young people get the help they need when they need it.

This policy sets out how we will support all children and young people. It applies to all mainstream schools, specialist provision, and all early years establishments including partner nurseries.

Further information is available by contacting your school directly or by visiting the [www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk) website.

Independent sources of information and advice nationally include -

Enquire – the Scottish advice service for additional support for learning

Telephone – 0845 123 2303

Email – [info@enquire.org.uk](mailto:info@enquire.org.uk)

Scottish Independent Advocacy Alliance Ltd - a national organisation which promotes and supports advocacy

Telephone – 0131 260 5380

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

### **Educational Psychology Service**

Educational psychologists provide a specialist service to schools and pre five establishments. They work in collaboration with teachers, parents and other professionals to help children and young people make the most of their lives, particularly in educational settings.

This school has a system in place for monitoring and reviewing the progress of all children. As part of this system, we have a named educational psychologist who visits the school on a regular basis and who is part of the school's extended support team.

When concerns arise about a particular pupil, the school plans action to address these concerns. Parents are kept informed throughout this process. When those working with your child would like the help of the educational psychologist, they will discuss this with you and arrange a meeting involving the psychologist.

Through this process the educational psychologist can contribute to the ongoing assessment of your child, where appropriate.

### **Health and Wellbeing Education**

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves



- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children
- and, for some perform at high levels in sport or prepare for careers within the health and leisure industries.

Health and Wellbeing in schools covers:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood.

Health and wellbeing cannot exist in a vacuum. It requires exchange of information, mutual support and collaboration with community partners, schools and parents.

### **Specialist support service – teachers teaching in more than one school**

The specialist peripatetic service provides support to children and young people who have a range of additional support needs. The service comprises 6 teams of teachers who work in the pre-5, special, primary and secondary sectors. Staff in the peripatetic service work in partnership with staff in the establishments to plan and deliver an appropriate curriculum. The service also provides staff development and advice on resources.

The teams support the additional needs of:

- children with a significant hearing and or visual impairment;
- bilingual learners who are at early stages of learning spoken English;
- looked after and accommodated children and young people who are experiencing difficulties in school;
- children at early stages of primary school who have a developmental coordination disorder along with attention difficulties;
- young people who attend the extended new directions provision; and

- pre- 5 children who have been identified as having significant support needs.

### **Homework**

Homework is an integral part of learning and teaching. It provides the opportunity for the development of self reliance, self discipline, self confidence and participation in taking responsibility for learning by your child. It also strengthens the link between home and school in providing an opportunity for parents and carers to share in the learning process. Homework can take many forms and will reflect the age, stage and area of learning currently being undertaken by your child. It will be issued on a regular basis and will be varied, meaningful and interesting.

St Benedict's High School has a homework policy based on Renfrewshire Council's policy and guidance. You can request a copy of this policy from the school office.

### **Work experience, enterprise in education**

Enterprise in education is an excellent strategy to develop the enterprise and employability skills of our young people.

It lies at the centre of curriculum for excellence and promotes a wide range of opportunities, including cross curricular work ,for our children and young people from 3-18 to become successful learners, confident individuals, responsible citizens and effective contributors.

The four main areas of enterprise in education are:

- Enterprising learning and teaching ;
- Entrepreneurial learning ;
- Work based vocational learning; and
- Careers education.

Five inter-related themes are built around the main areas:

- Supporting the development of skills for life, skills for work;
- Engaging employers ;
- Embedding enterprise in the curriculum;
- Building capacity; and
- Enhancing our international profile.

Enterprising activities will be organised to reflect the age and interests of our pupils.

The range of activities could include:

- Links and partnerships with businesses, colleges , schools abroad;
- Fundraising events organised and run by pupils;
- Fairtrade activities;
- Joint school and community initiatives; and
- Work experience placements and speakers.

## Extra - curricular activities



## Home school community links

### Parent council

By law schools have a duty to promote parents' involvement in children's education. Parents are encouraged to be:

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

Every parent who has a child at our school is a member of the Parent Forum. The parent council is a group of those parents chosen to represent the parent forum. As a member of the Parent Forum, each parent 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 you can.

The type of things the parent council may get involved in include:

- supporting the work of the school;
- gathering and representing parents' views to the head teacher, education authority and Education Scotland;
- promoting contact between the school, parents, pupils, and the local community;
- fundraising;
- organising events ;
- reporting to the parent forum; and
- being involved in the appointment of senior promoted staff.

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

## Parent Council

St Benedict's Parent Council meets on a monthly basis in the school and is very active in its support of the work of the school. This takes a variety of forms:

- promoting a positive image of the school through attendance at whole school events, events in associated primary schools, community events, and events organised by Renfrewshire Council;
- strengthening communication links between school and home by preparing and distributing regular newsletters and keeping the website updated with information;
- keeping up to date with national and local developments and initiatives in education;
- offering practical support to enhance learning experiences;
- offering practical support for social events in the school;
- raising funds for pupil activities, for example, the purchase of football strips; and
- contributing to the school's ethos of achievement, eg the annual Dux Award.

The Parent Council has a well-established membership but has been delighted recently to welcome new members. This continues to be a priority to ensure wider representation and new ideas to strengthen the work of the Parent Council in partnership with the school.

Current Office-bearers are:

Stephen McGee	-	Chair of the Parent Council
	-	Treasurer of the Parent Council
Father Michael McMahon	-	Diocesan Representative
	-	Clerk to the Parent Council

## Home school links

The Home Link Service is one of the services working to support children and families in Renfrewshire. We are a multi disciplinary team based in different areas across Renfrewshire and appointed in teams linked to the school clusters in each area.

The main aim of the service is to increase the educational attainment of young people by developing links between home and school thus ensuring that pupils identified through the school's Extended Support Framework as facing issues at home, or in school, which are proving to be barriers to learning are offered additional support.

Support offered to pupils can be given individually or in a group setting. Parents are kept fully involved and initially a home visit will be offered to discuss the referral, and thereafter progress will be reviewed and evaluated on a regular basis keeping parents and pupils fully informed.

Support is also offered to pupils having been identified as being anxious at times of change. Moving from pre-5 to primary, primary to secondary school and from secondary to further education or employment. As this can be a stressful time to both pupils and parents we can work with you and your child's school to ensure a smooth transition, and help them learn how to cope with change.

Home Link service is a non statutory service and staff work in partnership with parents or carers and school staff. We also work in partnership with other agencies including Counselling and support services, Health, Social Work and Community Learning and Development and identified local voluntary and government agencies.

## Pupil council

Pupils at every stage in the school elect representatives to the pupil council. The purpose of the council is to ensure that the voice of young people is listened to and contributes to the decision-making process at school and at authority level.

## Community links

Very strong links have been established with our local communities and this has resulted in a very wide range of activities which supports the development of citizenship in our young people. The work of young people involved in Personal and

Social Education and in XL programmes provide opportunities to work in Clippens School, local pre-five centres, and to support the work of our local parishes. This work results in very valuable experiences for our young people and very positive outcomes for the beneficiaries. Fund-raising activities also strengthen links with those less fortunate in our local communities and in the global community.

The local community also provides opportunities for our young people to value their environment in practical ways, for example, by contributing to the Clean Renfrewshire strategy and by developing new initiatives with Sustrans.



## School lets

To apply to use school facilities contact the Community Facilities Section at St. Catherine's Primary School. Contact details are in the important contacts section at the end of this handbook.

## Keeping informed

For regular updates and information on what is happening in education, you can subscribe to the Scottish Government Schools e-bulletin by visiting the website below <http://register.scotland.gov.uk/>

## Listening to learn - Complaints, Comments and suggestions

Renfrewshire Council encourages feedback on its services from parents and pupils as part of our overall commitment to giving the best possible service and to working in partnership. 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 the school you can do this by writing, 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. If we have made a mistake we will apologise quickly and clearly and try to put things right.

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

- It is helpful if complaints are made initially to the head teacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- It is helpful if you can give some details of the issue and ask for an early appointment to discuss it.
- We will try to respond as quickly as possible, but often issues are complex and we need time to investigate.
- If you are still unhappy with the service or with our response then you will have the right to take up the matter further. You can put your complaint in writing or fill in a complaint form, available in the school or any council office. We can help if you have difficulty with this. Completed forms should be sent to: Renfrewshire Council, Education and Leisure Services, Renfrewshire House, Cotton Street, Paisley, PA1 1TZ. Telephone 0300 300 0300.
- If you are still unhappy 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.
- You should also note that you have the right to raise unresolved concerns with your local councillor, MSP or MP.

## **Data Protection**

Information on pupils, parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative purposes. The information is protected by the Data Protection Act 1998 and may only be disclosed in accordance with the law. For more information please contact the school.

## **Information in Emergencies**

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, interruption of transport, power failures or difficulties of fuel supply. In such cases, we do all we can to let you know about the details of closure or reopening. We will keep in touch using letters, e-mail and text messaging, and on the school and council's websites, announcements in the press and on local radio.

To help us keep you informed it is important that you make sure we have the most up to date emergency contact information for your family.

## **Examinations**

Schools in consultation with pupils and parents usually decide which exams pupils sit. If no agreement is reached, the school will respect the parent's wishes and respond accordingly.

### **How to understand new national qualifications**

The Scottish Qualification Authority (SQA) is the national body which make awards and are in process of phasing in new national qualifications for young people in S4, S5 and S6 as part of their Senior Phase in Curriculum for Excellence. National qualifications are offered in a wide range of subjects and at different levels designed to progress learning. Most learners start their journey towards formal qualifications in S4 with National 4 and/or National 5 courses progressing from the Level 3 and 4 Experiences and Outcomes in the Broad General Education.

Assessment is how learners, parents and schools and the SQA know that pupils have demonstrated the required knowledge and skills to gain their National Qualifications. The methods of assessment used include:

### **Unit Assessment**

Unit Assessments are required for all National Qualifications. The number of units will vary depending on subject/level. They assess the learning within each subject during the course of the year. Units are assessed as pass or fail by the school, following SQA quality assurance to meet national standards. They ensure that required skills, knowledge and understanding have been achieved. One of seven methods of assessment can be used; assignment; case study; practical activity; performance; portfolio; project; and question paper/test.

### **Added Value Unit Assessment**

Added Value Unit Assessments are required for National 4 qualifications (together with Unit Assessments), and assess the application of learning across the course. Units are assessed as pass or fail by the school, also following SQA quality assurance to meet national standards.

### **Course Assessment**

Course Assessments form part of National 5 qualifications and above (together with Unit Assessments), and assess the application of learning across the course. They usually consist of two components from the seven methods of assessment (detailed above). Many courses have an assignment and a question paper (exam) which are marked by the SQA. For practical reasons, other courses have components which are assessed by the school. A few subjects are entirely assessed by schools in accordance with SQA guidelines and requirements.

The National Parent Forum Scotland (NPFS) has produced two new publications for parents on assessment that you may find helpful. One provides a summary of assessment in the broad general education phase (early years to S3), and the other provides information about assessment in the Senior Phase (S4 to S6). Both leaflets



provide a concise overview of what parents can expect, gives examples of how progress is assessed and shared, suggest some questions for parents and pupils to ask, and contain links to further information:

*Assessing and Sharing Progress in the Broad General Education  
Assessment in a Nutshell: National Qualifications*

## **Results**

National certificates and results are sent out by post by the SQA in early August. Learners can also sign up to receive their results by text and/or email through MySQA ([www.mysqa.org.uk](http://www.mysqa.org.uk)). Certificates show both courses and units that have been passed. Units passed by the learner will appear on certificates, even if the overall course is not passed. National 1, 2, 3, 4 courses will be recorded as Pass on the certificate; National 5 courses will be graded A to D. Grades A to C are a Pass; D recognises achievement. Details of courses taken but not passed are given in the covering letter that accompanies the certificate.

## **New and Existing Highers**

As some schools are delaying the introduction of the new Higher for certain subjects until August 2015, we would encourage parents and learners to contact the school directly about the specific situation with regards to which Higher pupils will be sitting.

## Important Contacts

---

### Director of Children's Services

Steven Quinn	Renfrewshire House Cotton Street Paisley PA1 1LE	Email <a href="mailto:schools.els@renfrewshire.gov.uk">schools.els@renfrewshire.gov.uk</a> Phone: 0141 618 6829 Fax: 0141 842 5655
--------------	---	---

---

### Homelink Service Staff

Paisley/ Renfrew & Erskine Team	St Fergus Primary School Blackstoun Road Paisley PA3 1NB	Email <a href="mailto:morag.mcguire@renfrewshire.gov.uk">morag.mcguire@renfrewshire.gov.uk</a> Phone: 0141 848 1344 Fax: 0141 848 6650
---------------------------------	---	---

---

### Community Learning & Development

Community Facilities Section	Johnstone Town Hall Ludovic Square Johnstone PA5 8EE	Email <a href="mailto:comfac.els@renfrewshire.gov.uk">comfac.els@renfrewshire.gov.uk</a> 0300 300 1210
------------------------------	---	--

Adult Learning Services	Johnstone West Campus Beith Road Johnstone PA5 0BB	Email <a href="mailto:als.els@renfrewshire.gov.uk">als.els@renfrewshire.gov.uk</a> Phone: 01505 382863
-------------------------	---	--

Youth Services	West Primary School Newton Street Paisley PA1 2RL	Email <a href="mailto:youthservices.els@renfrewshire.gov.uk">youthservices.els@renfrewshire.gov.uk</a> Phone: 0141 889 1110 Fax: 0141 840 5353
----------------	--	---

---

### Registration Area Offices

Paisley Area	Paisley Registry Office 1 Cotton Street Paisley PA1 1BU	Email <a href="mailto:registrar.cs@renfrewshire.gov.uk">registrar.cs@renfrewshire.gov.uk</a> Phone: 0141 840 3388 Fax: 0141 840 3377
--------------	--	---

Johnstone Area	Johnstone Registry Office 16/18 McDowall Street Johnstone PA5 8OL	Email <a href="mailto:registrar.cs@renfrewshire.gov.uk">registrar.cs@renfrewshire.gov.uk</a> Phone: 01505 320012 Fax: 01505 331771
----------------	--	---

---

### Customer Service Centre

Customer Service Centre	Renfrewshire House Cotton Street Paisley PA1 1AN	Email <a href="mailto:registrar.cs@renfrewshire.gov.uk">registrar.cs@renfrewshire.gov.uk</a> Phone: 0300 300 0300 Fax: 0141 840 3377
-------------------------	---	---

---

---

**Registration Area Offices**

Paisley Area	Paisley Registry Office 1 Cotton Street Paisley PA1 1AN	Email <a href="mailto:registrar.cs@renfrewshire.gov.uk">registrar.cs@renfrewshire.gov.uk</a> Phone: 0300 3000 310 Fax: 0141 618 7060
Renfrew Area	Renfrew Registry Office Town Hall Renfrew PA4 8PF	Email <a href="mailto:registrar.cs@renfrewshire.gov.uk">registrar.cs@renfrewshire.gov.uk</a> Phone: 0141 618 4904 Fax: 0141 618 4901
Johnstone Area	Johnstone Registry Office 16/18 McDowall Street Johnstone PA5 8QL	Email <a href="mailto:registrar.cs@renfrewshire.gov.uk">registrar.cs@renfrewshire.gov.uk</a> Phone: 01505 320 012 Fax: 01505 382 130

---

**Customer Service Centre**

Customer Service Centre	Renfrewshire House Cotton Street Paisley PA1 1AN	Email <a href="mailto:customerservices.contact@renfrewshire.gov.uk">customerservices.contact@renfrewshire.gov.uk</a> Phone: 0300 300 0300
-------------------------------	--	---

---

### Websites

You may find the following websites useful.

- [www.parentszonescotland.gov.uk](http://www.parentszonescotland.gov.uk) - 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.
- [www.hmie.gov.uk](http://www.hmie.gov.uk) - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- [www.scottishschoolsonline.gov.uk](http://www.scottishschoolsonline.gov.uk) - 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.
- [www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk) - contains information for parents and information on Renfrewshire schools.
- <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <http://www.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
- <http://www.ltscotland.org.uk/> - provides information and advice for parents as well as support and resources for education in Scotland
- <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities.

## **Glossary**

CFE - Curriculum for Excellence

ASN – Additional Support Needs

BGE – Broad General Education

EMA – Education Maintenance Allowance

DDA – Disability Discrimination Act

EHRC – Equality Human Rights Commission

IA – Impact Assessment

SIP – Service Improvement Plan

ASL – Additional Support for Learning

LTS – Learning and Teaching Scotland

SQA – Scottish Qualifications Authority

FOI – Freedom of Information

HGIOS/AifL – How Good is our School/Assessment is for Learning

S1 – 1<sup>st</sup> year of secondary school

HT/PT/GT – Head Teacher/Principal Teacher/Guidance Teacher

CLAD – Community Learning and Development

RLL – Renfrewshire Leisure Ltd

GIRFEC – Getting it Right for Every Child

Although this information is correct at time of printing in December 2015, there could be changes affecting any of the contents before or during the course, of the school year or in future school years.

## **Parent feedback**

Please take a few minutes to fill in and return the questionnaire on the next 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.

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.

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

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

**Gayle Fitzpatrick**

Management Information Officer

Renfrewshire Council

Education and Leisure Services

Renfrewshire House

Cotton Street

Paisley

PA1 1LE