

# Cardinal Winning Secondary School

Handbook 2025-2026

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## Contents

School Vision, Values and Aims.....	3
School Information: .....	3
Enrolment and Primary Transition .....	5
Our School Day .....	6
Support for Pupils.....	7
Pupil Attendance .....	7
Appointments During School Hours.....	8
Medical & Healthcare.....	8
Emergency Contact Information.....	9
Emergencies.....	9
School Dress Code .....	9
Clothing & Footwear Grants .....	10
School Meals.....	11
Transport.....	11
Communication.....	11
Support for Pupils / Wellbeing .....	12
Child Protection .....	13
Positive Relationships for Learning .....	13
Bullying and Discrimination.....	14
Parental Engagement & Family Learning.....	15
Comments & Concerns .....	15
Privacy Statement and Data Protection / GDPR .....	15
Religious Observance .....	16
Curriculum .....	16
Learning and Teaching .....	18
Digital Learning .....	18
Assessment and Reporting.....	19
Parent Council.....	19
Pupil Council.....	19
Celebrating Success and Achievement.....	20
Attainment .....	20

# School Vision, Values and Aims

## Cardinal Winning Secondary Vision Statement:

**Learning together, we thrive in a safe and happy community,  
flourishing in faith and love.**

## Values:



## School Information:

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Email: [schooloffice@cardinalwinning-sec.glasgow.sch.uk](mailto:schooloffice@cardinalwinning-sec.glasgow.sch.uk)

Twitter: @cardinalwinnin1

Headteacher: Ms ML Macdonald

# Head Teacher's Welcome

I am delighted to welcome you to Cardinal Winning Secondary School and offer you the chance to glimpse into the events, successes and opportunities that are available in our school for young people with a range of additional needs.

At the heart of all we do is our shared belief in the God given talents and dignity of every individual; our school values of Faith, Dignity, Integrity, Respect and Ambition underpin all our relationships and all that we do; as we celebrate our Catholic faith, so too do we celebrate all that is unique in our young people, their gifts, their talents and their potential.

I value and am very grateful for the support and partnership we have with our families, the parents and carers who have entrusted us with the care of their children. We are committed to working alongside families to agree, plan and provide the most appropriate support, which in turn permits the appropriate challenge needed to ensure the fulfilment of our young people's full potential. Working in partnership with other agencies when required, we aim to support all aspects of a young person's developmental needs.

Cardinal Winning Secondary is a warm, welcoming, successful and happy school. It is my privilege to be Headteacher here and I look forward to working alongside you, supporting and celebrating the many successes and achievements of our pupils.

ML Macdonald

## Staff List (please see website)

### **SENIOR LEADERSHIP TEAM:**

HT Ms ML Macdonald

DHT Mrs A Wilson

DHT Mrs S Ellis

*Caritas Christi Urget Nos*



## Enrolment and Primary Transition

We recognise that starting in a new school can be a daunting process for any young person but is likely to be all the more so for those with additional needs and their families too. As such great emphasis is placed on ensuring that transition arrangements are timely and appropriate for each young person joining our community.

All our pupils are offered a place following city wide allocation processes that begins in primary 6. Colleagues from across the city work collaboratively to ensure, as far as possible, all of Glasgow's pupils can access the most appropriate and the least restrictive school experience. The views of parents and pupils are part of this decision making process, alongside other relevant agencies, as required (Social work, Educational Psychology, Speech and Language etc).

Places in Cardinal Winning Secondary are therefore offered by the local authority following consultation and consideration of faith, needs, resources and best possible outcomes for all.

Strong links with primary schools help ensure successful transitions with regular and frequent visits by staff, parents and pupils providing the basis of agreed transition plans and supports. All P7 pupils allocated a place attend our school for 2 full days and 3 half days, in addition to more personalised visits to help allay anxiety and worry ahead of the summer break. Post summer and before the return in August additional visits can be arranged as required.

Post placement reviews clarify areas of success and any areas of concern, allowing for proactive adaptations and support strategies to be offered and implemented. On-going review, alongside our planned tracking, reporting and Parents' Events support the development of successful home/school working relationships, centered around the needs of our young people.

# Our School Day

Pupils attend 6 lessons per day, plus daily time with a tutor teacher to further develop wellbeing and resilience. Regular contact with families will highlight concerns regarding any aspect of punctuality or attendance with support offered as required.

Our school day is as follows:

8.50-9.10am:	Nuture time ( <i>settling-in, wellbeing check, getting ready for the day</i> )
9.10-10am:	Period 1 (as per pupil timetable)
10-10.50am:	Period 2 (as per pupil timetable)
10.50 – 11.05am:	Break time
11.05-11.55am:	Period 3 (as per pupil timetable)
11.55 - 12.45pm:	Period 4 (as per pupil timetable)
12.345 - 1.30pm	Lunch time
1.30-2.20pm:	Period 5
2.20pm-3.10pm:	Period 6
3.10-3.20pm	Tutor time (wellbeing activities)
3.20pm:	Pupils move to transport classrooms ( <i>buses, taxis, parental collection, independent travellers</i> ) for managed dismissal

Pupil entrance: pupils enter through the entrances located in the front playground (ie not via the car park entrance)

Staff and visitors enter via the front entrance (car park entrance) and should report directly to the reception desk in the entrance foyer.

## School Term Dates

Details of school term dates are available on the Glasgow City Council website:

<https://www.glasgow.gov.uk/index.aspx?articleid=17024>

## Support for Pupils

The safety, welfare and wellbeing of our pupils is at the heart of all our actions and decisions. Pupil Support structures and systems ensure that all young people are known to all staff, with Principal Teachers assuming particular responsibility for specific cohorts of pupils. This responsibility encompasses our commitment to ensuring that:

- each pupil is known personally and well by at least one member of staff
- an overview of pupil progress is in place and intervention offered appropriately to support pupils in achieving their potential
- curricular advice and support in particular at course choice time
- the needs of individual pupils are known, shared and met
- good relations between teachers and pupils exist in all circumstances
- families are included and involved in all aspects of a pupil's development
- each pupil be aware of their own personal development and to accept responsibility for it
- We work with the support and welfare services where necessary
- We keep a record of information relevant to the welfare of individual pupils

If you wish to enquire about how your child is getting on at school, Principal Teachers will be pleased to discuss your child's welfare and progress. We do ask that you contact the School in advance to make a suitable appointment as all Principal Teachers have a subject-teaching commitment in addition to their pupil support role.

## Pupil Attendance

We aim to support excellent attendance and this is encouraged at all times. Parents must inform the school if their son or daughter is going to be absent. Please do not ask escorts to pass this information on your behalf. This should be done as early as possible on the first day of absence. If your child is going to be absent for some time, it would be helpful to know at the earliest opportunity. All unexplained absence is investigated by our school and appropriate support offered.

To report a pupil absence please call the school directly after 8am on 0141 778 3714 on the first day of absence. If a pupil has not reported absence before this time, parents/carers will automatically receive a text to inform them that their child is not in school.

### **Education Maintenance Allowance (EMA)**

EMAs are available to eligible people aged 16 to 19 who have reached school leaving age. To be eligible, learners have to meet the following criteria:

#### **Residency**

You need to have what's known as 'ordinary residence' to be eligible for EMA. Ordinary residence means you live in one place. There is a set of rules that decide whether you're ordinarily resident in Scotland, with different arrangements in place for different immigration statuses.

#### **Household income**

Household income will also determine eligibility for EMA. Household income is the income of parent(s) or carer(s). To qualify, households with one dependent child must be earning £24,421 per year or less, and households with more than one dependent child must be earning £26,884 or less, before tax.

Our Attendance Policy can be found on the school website.

## **Appointments During School Hours**

If your child has an unavoidable appointment, please give them a letter for their Principal teacher to ensure that they have permission to be absent from class.

## **Medical & Healthcare**

If a young person becomes ill during the course of the school day, he/she may require to be sent home. Please ensure that you keep our school informed of all contact details.

Parents and carers should inform our school of any medical requirements relating to their child. If a young person requires medication during the school day, parents must complete the appropriate medical form. This is available on request from the school office.

Our school nurse visits the school at various times during the year. Parents and carers are kept informed by letter.

## Emergency Contact Information

At the start of each school session, parents and carers will be issued with the Annual Data Check form. Please ensure that this is completed and returned to the school. It is also important that you let us know if there are changes to your telephone number(s) and email addresses or to those of your emergency contacts throughout the year.

## 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, temporary interruption of transport, power failures or difficulties of fuel supply.

In such cases, we shall do all we can to let you know about the details of our closure or re-opening by using letters, emails, texts and social media.

## School Dress Code

Our school uniform promotes a strong sense of school identity, shared values, self-confidence and a shared sense of community. Our uniform is actively supported by our pupils, parents and the Parent Council and is of great benefit to all. We are very proud of how smart our pupils look and this is often commented on by members of our local community.

Our school uniform is as inclusive as possible and aims to reflect the broad range of sensory needs in our pupils. It is presented as an *either / or* menu below with the expectation that all pupils will be able to therefore dress appropriately every day:

- School blazer / school hoodie
- School tie, white shirt / school polo shirt
- Black trousers, skirt / jogging trousers (not jeans or leggings)
- School jumper (optional)
- Black shoes / trainers (shoes must be all black, with no other colours visible)

There are forms of dress that are unacceptable in school, such as items of clothing which:

- Potentially encourage factions (such as football colours)
- Could cause offence (such as anti-religious symbolism or political slogans)
- Could cause health and safety difficulties (such as loose fitting clothing, jewellery, false nails)
- Could cause damage to flooring
- Carry advertising particularly for alcohol or tobacco
- Could be used to inflict damage on other pupils

## PE Kit

It is important that pupils come prepared to learn and for PE this requires appropriate clothing. All jewellery should be removed. Pupils who are not participating in PE must have a note or a medical certificate. Pupils who are unable to participate in practical PE should still bring their kit to allow them to assist in the lesson by refereeing, keeping scores or assisting with the distribution of equipment. This ensures that they are still able to take part in some way in the work of the class and do not miss out on the knowledge and understanding of the course.

Our PE kit is as follows:

- Black shorts / jogging trousers
- School PE t-shirt (purple)
- Training shoes
- Outdoor jacket (as required dependent on weather / activity)

## Clothing & Footwear Grants

Parents/Carers receiving Income Support, Job Seekers Allowance (Income Based), Working Tax Credit (with a total annual income of less than £15,050\*), Housing Benefit, or Council Tax Benefit will normally be entitled to monetary grants for footwear and clothing for their children. Information and application forms may be obtained from the school office and at Glasgow City Council's website [Clothing grants and free school meals](#)

## School Meals

Our school provides a lunch service which offers a variety of meals and snacks within the school canteen. Toast and yoghurt are provided at the start of each school day. Special diets for young people with medical requirements can be provided. Please inform the school office. Young people who prefer to bring packed lunches are accommodated in our canteen and assembly areas.

Children and young people of parents/carers receiving Income Support, income-based Job Seekers Allowance, Working Tax Credit, Child Tax Credit and income-related Employment and Support Allowance are entitled to a free midday meal. Information and application forms for free school meals may be obtained from the school office and at Glasgow City Council's website [Clothing grants and free school meals](#)

## Transport

The education authority will normally provide free transport to all pupils who attend an Additional Support for Learning (ASL) school. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time.

Where free transport is provided, it may be necessary for children to walk to the vehicle pick-up point. It is the parent/carer's responsibility to ensure that their child arrives at the pick-up point on time. It is also the parent /carer's responsibility to ensure that the child behaves in a safe and acceptable manner whilst using school transport. It is expected that no child/young person with additional support needs will be on transport for more than one hour.

## Communication

At Cardinal Winning Secondary we strongly encourage all parents to become involved in the education of their children. We are always ready to listen to suggestions for new ways of improving parental engagement. We contact and involve parents in many ways. For example:

- [School Website](#) – one of the best ways to find out about our school is by using our website. This contains all the information that you need to find out about all aspects of school life and is updated regularly.
- [Twitter](#)– contains regular updates of information about our school and reflects the life of the school throughout the year. It is a good idea to check these posts regularly.

- **Showbie** – we aim to introduce this digital tool to facilitate parental awareness of and involvement in their child’s learning experiences and successes.
- **Letters** – further information which requires a response may be sent out in letter form. Please note electronic communication via email will be used to send letters to parents/carers. Please ensure that an up to date email address is supplied on returning the Annual Data Check Form.
- **Text Messaging** – You may also receive text reminders about events, school closures etc from our Group
- **Tracking Reports** – these are issued regularly throughout the school term to inform parents/carers of progress in classes across the curriculum. These will provide information on working levels, attendance, effort, homework (when appropriate)
- **Parent ‘Newsletters**–will be sent out on a regular basis to keep parents and carers informed about the work of our school.
- **Parent / Teacher Meetings** – Parents and carers are welcome in our school to discuss aspects of their child’s development and progress. There are additional opportunities throughout the year when parents can discuss their child’s progress and support needs with Principal Teachers.
- **Family Learning Events** - are held on a regular basis

## Support for Pupils / Wellbeing

Our school has a duty to ensure that all pupils have equal access to the curriculum, with appropriate support for their needs as required. This applies to the content of lessons, teaching strategies and minor adaptations to the school environment. There are a wide range of factors which are defined as barriers to learning and we strive to ensure these do not prevent successful inclusion in any aspect of school life.

We are committed to working closely with parents and carers to ensure that they are fully involved in any decisions about support for their child’s needs.

In Cardinal Winning Secondary our nurturing approach to support, teaching and learning helps ensure that all pupils feel supported and fulfilled: interactions are caring and understanding, underpinned by a sound knowledge of the communication barriers



and/or complex needs of our pupils. We have range of different support strategies in our school to help all young people reach their fullest potential.

Principal Teachers working alongside a range of a range of external agencies when required, help ensure that the needs of all learners are understood, communicated and met in an inclusive curriculum.

Further information relating to additional support needs is available on the Glasgow City Council's website: [Meeting Additional Support Needs](#)

Information on the Glasgow City Councils 'Parental Involvement Strategy can also be found at the Glasgow City Council's website: [Parental Involvement](#)

## Child Protection

Child Protection is the responsibility of all staff in our learning community. Ms MacDonald is the Child Protection Co-ordinator for the school and any concerns about the safety and wellbeing of learners in the school are addressed to her. If you are worried that a child is at risk or being harmed, it is important to tell someone. Your report will be treated in confidence. Everyone has a right to be safe. During office hours, you can contact Social Care Direct by phone (0141 287 0555), textphone 18001 0141 276 4710 or email Social Care Direct. You can find Glasgow City Council's Child Protection Policy on the council's website at [GCC Child Protection Policy](#).



Our Safeguarding and Child Protection Policy can be found on the school website.

## Positive Relationships for Learning

Alongside our Catholic values, Children's Rights as outlined in the UNCRC (United Nations Convention on the Rights of the Child) are fundamental to our nurturing school ethos. Adults in our school will work with young people to ensure they are aware of their rights and fully respect the rights of others. Therefore, the approach within Cardinal Winning Secondary is to build a positive ethos that demonstrates care and respect for all.

The smooth running of our school requires a high standard of behaviour from all within it. We appreciate the support of parents and carers in helping us to achieve this. All pupils are expected to behave well and respect their own safety and that of others. This is also vital on journeys to and from our school.

In line with our policy on promoting positive relationships, all young people know our 3 expectations. These are clearly displayed in all classrooms. Regular assemblies are held to keep pupils informed of important matters and to reinforce our expectations.

Our expectations are clearly communicated to young people and instances of distress or distressing behaviour will be dealt with appropriately and with due regard for pupil needs.

Teachers and support staff model and support positive behaviour within their classroom in line with our Relationships for Learning policy. If there is cause for concern, teachers may raise this with their Principal Teacher or in some cases the Depute Head. In most cases, support can be provided in school with an immediacy that allows for the safe continuation of the school day. In some instances however, pupil distress may impact on the welfare of the individual, others or the smooth and safe running of the school; in these rare cases parents will be invited to our school to support the emotional regulation of their child and to collaboratively agree a supportive course of action.

Our Relationships for Learning policy can be found on the school website.

## Bullying and Discrimination

Cardinal Winning Secondary school is a Catholic community where gospel values of tolerance, kindness and understanding are key to all relationships in the school. Bullying and discrimination can occur in a variety of circumstances and take many forms; verbal abuse / name calling, exclusion/isolation from groups, spreading lies/rumours, text/social media abuse, physical abuse, racial, homophobic abuse. All forms of discrimination are taken very seriously in line with the The Equality Act legislation. The issues of bullying and discrimination are tackled through the PSHE programme and assemblies.

The effects of bullying and discrimination can be very serious and staff are trained to look for signs of this in school. We encourage parents to look for signs at home which can include your child being more withdrawn, increased rate of illness/absence from school, truancy, emotional upset, change or isolation from usual social group. Please ensure that Principal Teachers are contacted immediately if you have a concern.

Where incidents of bullying are found in school, these are dealt with by Principal Teachers in the first instance; they will listen to any concerns from the young person or their parent carer. Each reported case will be investigated and positive steps are taken to resolve the situation ensuring that children are supported and protected. Principal Teachers will monitor the situation and alert teaching staff to any issues. Parents/carers will be kept informed at all times.

Our Anti-Bullying policy can be found on the school website.

## Parental Engagement & Family Learning

Parents and carers are always welcome at events throughout the school year including workshops, information evenings, class performances, award ceremonies, religious and other assemblies. From time to time we hold events to engage families in their child's learning and we would encourage you to engage in these, information will be communicated about such events via text/email/website and social media.

Strong communication links between home and school are known to help young people reach their fullest potential. We want to ensure that parents and carers are confident to address any concerns they may have about their child's education with Principal Teachers and our Senior Leadership Team.

## Comments & Concerns

In Cardinal Winning Secondary we aim to have positive relationships across our school community. However, if you have a comment or complaint about any aspect of school life, please contact the Head Teacher in the first instance. Glasgow City Council complaints procedures are available at Glasgow City Council's website: [Complaints](#)

Customer Liaison Unit  
Education Services Glasgow  
City Council City Chambers  
East 40 John Street  
Glasgow G1 1JL  
Tel: 0141 287 5384  
email: [education@glasgow.gov.uk](mailto:education@glasgow.gov.uk)

## Privacy Statement and Data Protection / GDPR

Important: Use of Information about Children and Parents/Carers

As a local authority our schools and early years establishments process information about children and young people in order to provide education and care. In doing so we must comply with the General Data Protection Regulations (2018). This means, amongst other things, that the data held about children and young people must only be used for specific purposes.

However, you should be aware that we may use this information for other legitimate purposes and may share this information where necessary with other bodies responsible for administering services to children and young people, or where otherwise required by law. We may also use any information for research purposes. However, all personal data

is treated as confidential and used only in accordance with the Data Protection Act/GDPR and the Information Use and Privacy Policy approved by the City Council.

For further information please see the full privacy statement at Glasgow City Council's website: [Privacy](#)

## Religious Observance

Our school is fortunate to have close links with the local parish of St Joseph and we are grateful for the kind support we receive from Father Hannah, parish priest. We are supported by our local priest in the celebration of Mass and prayer services throughout the year and all pupils and staff attend, ensuring we remain an inclusive community of tolerance and understanding. Religious education is taught by a range of teachers qualified to do so in the unique setting of a Catholic secondary school.

Recognising and welcoming young people and families of other faiths means we gladly authorise absence from school to allow our families to celebrate recognised non-Christian religious events. Requests detailing the proposed arrangements should be directed to the Head Teacher.

To find out more, visit the Scottish Catholic Education Service website at the SCES website:

[Religious observance in Catholic schools](#)

## Curriculum

Curriculum for Excellence has been introduced to raise standards of learning and teaching for all 3 to 18 year olds. It aims to help prepare children and young people with the knowledge and skills they need in a fast changing world. As part of Curriculum for Excellence, all children from pre-school to the end of S3 will receive a rounded education known as a Broad General Education (BGE). Curriculum for Excellence is all about bringing real life into the classroom and taking lessons beyond it.

In line with their Curriculum for Excellence entitlement, pupils learn in all 8 curricular areas until the end of S3.

The S1 to S3 area of our curriculum often referred to as the broad general education has eight curricular areas.

Expressive Arts	Health & Wellbeing	Languages	Mathematics
Religious & Moral	Sciences	Social Studies	Technologies

To ensure that young people maintain a breadth of study it is our ambition that every young person until the end of S3 will be supported to remain studying in each of the 8 curricular areas.

However, we recognise that for some young people there may be a need to personalise and adapt learning experiences in respect of their more complex needs; this support is offered through our enhanced support classrooms, where learning is more experiential and sensory based.

As young people progress through S3, they will be included in decisions around their senior phase experience, opting to choose from subjects in which they have a particular interest or skill.

In the senior phase young people will study 6 subjects, including English and Maths; in addition there is the opportunity to attend college on either half day or full day placements.

In collaboration with the Scottish Qualifications Agency (SQA), we will assess National 1-4 qualifications. Individual courses at National 1-4 levels will not be graded but marked overall as pass or fail.

A well embedded programme of vocational study sits alongside a newly introduced LifeSkills curriculum helping to ensure our pupils are as equipped and ready for life beyond school as they can be. Links with college and part time placements in S5-S6 allow pupils to grow in confidence and learn with others in new environments. College staff deliver courses in school as part of this programme too.

Robust transition planning, supported by SDS, Enable Scotland and Social Work colleagues ensures that all pupils needs are considered in discussion and liaison with parents and pupils. This in turn helps ensure that pupils can successfully leave school, ready for college, work placement or self-directed community opportunities as appropriate to their individual needs.

More information can be found in our Curriculum Rationale document, available on the school website.

## Learning and Teaching

We continue to deliver high quality learning and teaching experiences that not only meet the needs of all learners but that also provide opportunity for challenge, success and enjoyment.

A common planning framework articulates the planned learning intentions, making clear links to wellbeing and the world of work. Skills development underpins all aspects of the curriculum and supports our pupils to grow in confidence and independence.

Assessment for learning principles are used to inform planning and the direction or focus of groups of lessons, in order to meet the needs of pupils. Pupils are supported to reflect on their own learning and encouraged to assess their success against clearly articulated success criteria, shared in every lesson.

Understanding the importance of learning in other contexts and in active and meaningful ways, there are many opportunities for our pupils to learn out with the school environment. Excellent use is made of facilities in the local area to ensure learning is community based and focused on real life-skills and inclusion, for example, with learning also encouraged and supported with trips and excursions to museums, galleries and residential.

More information will soon be available in our updated Learning and Teaching Policy.

## Digital Learning

As part of Glasgow's "Connected Learning" programme, all teaching staff and pupils in our school have been issued with ipads to support learning, teaching and communication in school and at home. The range of apps available enhances the learning experiences of all pupils and supports home/school communication.

More information will soon be available in our Digital Strategy document.





## Assessment and Reporting

Our pupils are assessed formally and informally throughout the school year, with progress and achievement measured against appropriate targets, taking account of each individual child's stage of development. At times, these assessments may involve partner agencies playing a role and ensuring each pupil is known and understood by all members of staff.

Tracking reports are issued three times a year and parents are invited to attend Parents' Evenings and review meetings throughout the year. These help involve and inform parents about their child's strengths, successes and the support offered in any identified and agreed area for development. Again, at times, these meetings may be multi-agency in nature, reflecting the complex needs of many of our pupils.

Dates for meetings and reports are issued at the start of each term, via letter direct to parents.

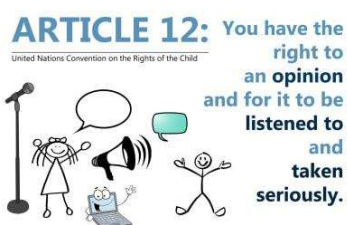
## Parent Council

We have an active and supportive Parent Council who meet with the Headteacher once a month; meetings are informal in nature and new members are always welcome. Our Parent Council plays a key role in supporting fundraising for pupils as well as representing the views of all our families, contributing to school policy making and improvement planning. Further information can be found on the school website.

## Pupil Council

Our pupil council consists of representatives from each class in the school; this group meets regularly and are a key point of contact to ensure that the views and feeling of pupils are listened to and acted upon.

Meetings take place with our Principal Teacher, Mrs Wilson, with feedback provided to each class after every meeting. We value and appreciate the important role our Pupil Council plays in school improvement and are grateful for their diligent and challenging questioning.



# Celebrating Success and Achievement

Our pupils achieve incredible things every day; we are rightly proud of them and enjoy celebrating with them in a range of ways. The “Above and Beyond” awards recognise and acknowledge achievement in line with our school values. Assemblies and announcements in school and via social media highlight yet more successes. At the end of each academic year, “year group graduations” mark the transition to the start of the next term and highlight for all the many successes of each pupil.

These approaches ensure that success is recognised as being considerably more than academic achievement and emphasise the importance we place on the development of character and resilience as core to our school success.

Our Leavers’ success is celebrated each year with a formal Award Ceremony and Prom; this continues to be a highlight of the school calendar along with the school shows, Christmas Market and a host of other occasions during which success and achievement can be acknowledged and celebrated by all.

## Attainment

Our Senior Phase pupils all achieve National Qualifications, with success recognised by the SQA at National 1-National 3 level on most occasions. In addition, our pupils benefit from opportunity to attain a range of additional qualifications such as Princes’ Trust Awards, Forest School Awards, John Muir Awards and First Aid awards. These may be externally or internally issued dependent on the course of learning undertaken and on each occasion there is a parity of praise and recognition offered.

Please do contact us directly at school should you require any further information. We look forward to working in partnership with you.





