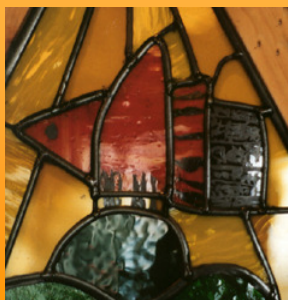


# SAINT AIDAN'S SCHOOL



# SCHOOL HANDBOOK

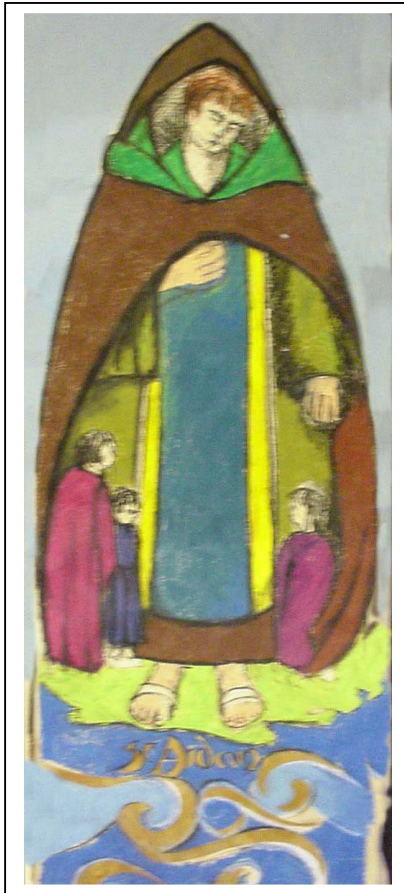
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Telephone: 0141 556 6276  
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## PATRON SAINT



**Saint Aidan** was a monk on the island of Iona in the community founded by Saint Columba. He lived there in the seventh century at a time when Christianity was spreading across Europe and into the separate kingdoms which in time became Scotland and England.

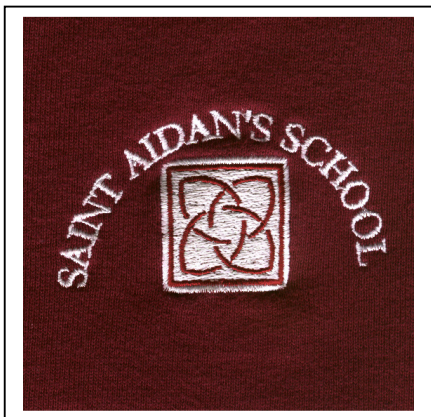
King Oswald of Northumbria, in the north of England, invited Aidan to preach the Gospel to his people who were at times wild and violent.

Aidan responded to the call and despite the dangers, and knowing nothing of the people in this kingdom, he set up a church and monastery on the island of Lindisfarne - now known as Holy Isle. Despite many changes he became popular and respected by the people and was consecrated Bishop in the year 635.

Over a period of sixteen years he founded many schools and priories throughout Northumbria. Aidan died in 651 and was buried in Lindisfarne.

Our pupils and teachers make regular visits to Lindisfarne to experience this enchanting island where our Patron Saint lived and worked.

# INTRODUCTION



Welcome to Saint Aidan's School Handbook. The purpose of this handbook is to give you as much information about the life of our school.

Saint Aidan's is a Roman Catholic co-educational school for pupils with special educational needs. The school offers a full six year secondary course with opportunities for senior pupils to attend part time courses in Further Education Colleges and also to gain practical work experience through Vocational Training.

The school building is a purpose built semi-open plan design offering an attractive and modern educational environment. It is built on one level and is accessible for children and adults with physical impairments, although there are no special disabled toilet facilities.

The present school building was opened in 1975 replacing the old building which was situated in Greenhead Street beside Glasgow Green. Saint Aidan's School first opened its doors on this site in 1920 in the building which housed the Buchanan Institute, renowned in Scotland for its educational work with poor children from the 1860's to 1918.

Our catchment area covers the post code areas G31, G32, G33, G34, G40, G21 and G5.

Our agreed maximum school role is 99. Currently our pupils are  
S1: 13 Pupils S2: 6 pupils S3: 8 pupils S4: 22 pupils S6: 17 students.

We have an ASD unit with 5 Second Year pupils and 2 older pupils from other year groups. We also have a nurture class which currently has four pupils. All of the above pupils go to practical subjects outside the base.

We are a member of St Mungo's Learning Community and our associated primary school is St Kevin's Primary, Sighthill. For further information on these see Appendix.

## **St Aidan's School & the Community**

We are pleased to maintain a variety of community links, including Vocational Training partners and Further Education colleges for our Post Sixteen pupils (see pg 15).

We have close links with our local Catholic Church. The Parish Priest Fr Joseph Cairns is a regular visitor to the school. Some of his parishioners give an hour of their time each day to assist pupils with an individualised reading programme. We are indebted to them for their time and efforts.

We have a dedicated local police community officer, Constable David Lennox, who is based locally at Shettleston Police Station.

Another local link has been forged with our local fire station at Shettleston with some of their crew fundraising for us, as well as training our Third Year pupils on their Fire Reach programme.

## AIMS AND VALUES



### OUR AIM

is to help each individual pupil to achieve their educational, physical, personal, social and spiritual potential.

### OUR COMMITMENT is to

- ☆ Provide high quality education for all our pupils
- ☆ Promote Gospel values as a way of life
- ☆ Create a caring, well resourced, organised environment where effective learning and teaching can take place
- ☆ Broaden our pupils' horizons by preparing them for the world of work and leisure
- ☆ Advance equality of opportunity and social justice and instilling in them a concern for others
- ☆ Foster a spirit of partnership among pupils and staff, between home and school, and between community and school

**We believe that caring, competent, committed parents and teachers foster caring, competent, confident young citizens.**

## Community Charter

Within the community of our school we have certain **rights** and **responsibilities**:

We have the right to be accepted for who we are and the responsibility to be the best we can, accepting others for who they are.

*We will not judge or be judged solely on the colour of our skin, our religious beliefs, our learning differences or our backgrounds.*

We have the right to feel safe and a responsibility to ensure the safety of others.

*No-one has permission to cause harm or distress to themselves or others.*

We have the right to learn and the responsibility to support the learning of others.

*We have the responsibility to behave in ways which support our ability to learn.*

We have the right to voice our opinions and to hear the opinions of others, with the responsibility to ensure that our opinions are well informed and are not offensive to others.

We have the right to feel happy and a responsibility to share this with others.

# STAFF

## Mr G McDonald: Head of School

**Mr T Kelly, Depute Head:** Pastoral Head of S2 and S3; Modal Head of the Technology Subjects: IT, Food Technology & Craft & Design

**Mrs A Sloan, Depute Head:** Pastoral Head of S4, S5 and S6 students; Modal Head of Mathematics

**Mrs F Murphy, Principal Teacher:** Mentoring; Modal Head of Science, PSE, RE and the Creative & Aesthetic subjects: Art, Music & PE; Eco Schools

**Mr J Watt, Principal Teacher:** Modal Head of Determined to Succeed (see Glossary), Social Studies, SVS; Health Promoting Schools

**Mr J Docherty, Acting Principal Teacher:** Pastoral Head of S1, Modal Head of Languages

**Mr S Grainger, Acting Principal teacher:** Pastoral Head of ASD & CLD units

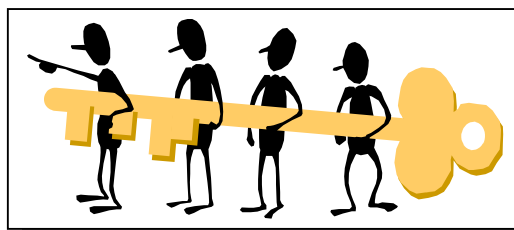
Name	Post	Curricular Area
Mrs F Murphy	Principal Teacher	Science
Mr J Watt	Principal Teacher	Social Studies & SVS
Mr J Docherty	Acting Principal Teacher	English
Mr S Grainger	Acting Principal Teacher	ASD
Mr J Leonard	Teacher	PSE & SVS
Mr K Orr	Teacher	Art & Design
Mrs A Strain	Teacher	Mathematics
Miss Harte	Teacher	Mathematics
Mrs P Foley	Teacher	Food Technology
Mrs S Scullion	Teacher	Food Technology
Mr D Marks	Teacher	Computing
Miss A McMahon	Teacher	Physical Education
Mr H Pomphrett	Teacher	Technical Studies
Mr C McGraw	Teacher	Social Studies
Mrs A McCart	Teacher	Nurture Group (Core)
Mrs A M Ferla	Teacher	Core Subjects
Mr P Grant	Teacher	Music
Mrs M Gibb	Teacher	ASD & RE
Miss S McGuinness	Teacher	English
Mr G Logan	Teacher	ASDAN & Enterprise



## SUPPORT STAFF

Name	Post
Mr R Young	Janitor
Miss A M MacEwan	School Secretary
Mrs L Sinclair	Clerkess
Mrs P Hunter	Additional Support Assistant
Mr J Heneaghan	Additional Support Assistant
Miss J Ness	Additional Support Assistant
Mrs C Papas	Additional Support Assistant
Mrs H Hughes	Additional Support Assistant
Mr P Ferrie	Additional Support Assistant
Mrs B Lamarra	Additional Support Assistant

Saint Aidan's School is also supported by the work of the Kitchen Staff and the Cleaning Staff. Each and every member of staff has an important role to play in creating a safe and welcoming environment for the whole school community.





## ADMISSION TO SAINT AIDAN'S SCHOOL

Pupils are offered a place at Saint Aidan's School in consultation with Glasgow City Council Education Department.

All applications for admission to the school are through Glasgow City Council Psychological Services.

Enquiries about admission procedures are welcome.

Where possible, the Headteacher will arrange visits for parents, pupils and psychologists.

The school's Primary/Secondary Liaison Programme prepares pupils coming to the school from our associated primary schools. These pupils will enrol in August each year. Other pupils offered a place in the school may enrol at other times by arrangement with the Headteacher.



## THE SCHOOL DAY

Tutor Time	Period 1	Period 2	Interval	Period 3	Period 4	Lunch	Tutor Time	Period 5	Period 6
9.00 – 9.10	9.10 – 10.00	10.00 – 10.45	10.45 – 11.01	11.01 – 11.50	11.50 – 12.35	12.35 – 1.20	1.20 – 1.30	1.30 – 2.15	2.15 – 3.00

## ADDITIONAL SUPPORT NEEDS AND SERVICES

Saint Aidan's is a school for secondary aged pupils who have additional support needs, mainly moderate learning difficulties. All follow learning experiences which are planned, purposeful and matched to his/her needs and abilities, guided by a personal learning plan. Many of our pupils require specialised teaching and support in order to access the curriculum, because their difficulties are more complex. For example, we have a unit for children with Autistic Spectrum Disorders. In response to our pupils' needs, many teaching staff have additional qualifications to teach children with learning difficulties.

Yorkhill Hospital Trust provides medical support and Speech & Language Therapists. Further support is provided by Educational Psychologists from the Education Department Psychological Services.

Our Educational Psychologists are Margaret Nash and Sheena McKay.

The school doctor is Doctor Colaco.

The Speech & Language therapist is Mrs Fiona Whyte.

Our Skills Development Scotland (formerly known as Careers Scotland) Advisor is Fiona Atheron. She is currently assisted by Miranda Smith.

Our Future Work (formerly known as Bridges to Work) coordinator is Margaret Murray (assisted by two job coaches) and our school's Advisor is Greg McKinnon.

Our Enterprise in Education Advisor is Kate Kenny at Determined to Succeed.

All visit the school on scheduled dates and may be contacted through the school should parents wish an appointment.

## ACCESSIBILITY STRATEGY

The authority has an accessibility strategy which is to be fully implemented by June 2007. All school handbooks are required to contain a reference to the strategy, which deals with the following inclusion issues: communication, physical access, curriculum and staff development. Some details are in other parts of this book.

The building is on one level and there is easy access for wheelchair users at the entrance. To date, no other specific modifications to the building have been required. The school is happy to consider specific requirements of pupils, e.g. providing lap top computers for individual use, magnification tools for visually impaired pupils.

The school has a duty to ensure that all our pupils have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of lessons and teaching strategies, but also minor adaptations to the physical environment of our buildings to address the needs of pupils with physical or sensory impairments including the relocation of classes to the ground floor where feasible. We also need to ensure that parents and carers who have a disability have equal access to information about their children. This will involve, for example, relocating the venue for meetings to facilitate physical access; provision for an interpreter for the deaf; agreeing a telephone contact system to provide direct feedback to parents and carers.

For our school community to be fully effective, our parents and guardians are encouraged to work in partnership. Therefore, we would invite any parent/guardian who requires assistance e.g. with access to information or access to the building, to inform us, so that we can do what is necessary to help them participate as fully as possible. One example would be contact by telephone rather than sending children home with letters or written information.

All staff are regularly briefed on issues such as inclusion and disability and are expected to follow the council's guidelines on these matters.

## **CHILD SAFETY & CHILD PROTECTION POLICY**

All educational establishments and services must take positive steps to help children protect themselves by ensuring that programmes of health and safety are central to the curriculum and should have in place a curriculum that ensures that children have a clear understanding of the difference between appropriate and inappropriate behaviour on the part of another person, no matter who.

As with other areas of the curriculum, you will be kept informed of the health and safety programme for your child's establishment

All schools, establishments and services must create and maintain a positive ethos and climate which actively promotes child welfare and a safe environment. We do this by

- ensuring that children are respected and listened to
- ensuring that programmes of health and safety are central to the curriculum
- ensuring that staff are aware of child protection issues and procedures
- establishing and maintaining close working relationships and arrangements with all other agencies to make sure that professionals collaborate effectively in protecting children

Should any member of staff have concerns regarding the welfare or safety of any child they must report these concerns to the head of establishment. The head, or the person deputising for the head, after judging that there may be grounds for concern regarding the welfare or safety of any pupil must then immediately advise the duty senior social worker at the local social work services area office of the circumstances.

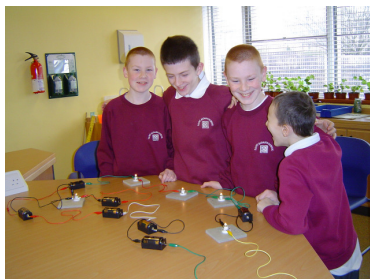
*Please see the appendix section at the end of this handbook for further information regarding Child Protection Procedures.*

# THE CURRICULUM

Courses taught in Saint Aidan's

## FIRST AND SECOND YEAR

Throughout the school curriculum pupils work in small mixed ability classes with a maximum of ten pupils in each class. This allows for a high degree of individualisation allowing teachers to give a high level of personal instruction. This provides the pupils with the opportunity to work at their own pace and within their own ability level.



The following subjects are taught in First and Second Year:

<b>English</b>	<b>Mathematics</b>	<b>Social Subjects</b>
<b>Science</b>	<b>Religious Education</b>	<b>Food Technology</b>
<b>Computing</b>	<b>Art and Design</b>	<b>Music</b>
<b>Physical Education</b>	<b>Technical Education</b>	<b>Personal, Social, Health and Vocational Education</b>

Pupils in First and Second Year follow a common course based on the National 5-14 Curricular Guidelines.

To minimise the number of teachers First and Second Year pupils have in one day, English, Mathematics, and Religious Education are generally taught by one teacher.

The emphasis in the first two years in Saint Aidan's is on each pupil as an individual learner moving at his/her own pace to continue to develop mastery of the basic skills acquired in primary school.

We are proud in St Aidan's School of our efforts to introduce and develop the use of ICT in the school. We have two computer suites and all classrooms have computers with Internet access, and teachers also have access to two computer trolleys, each with 8 internet linked laptops.

Our pupils with Autistic Spectrum Disorder will work in the ASD base and also move out to other subjects, with additional support as necessary.

A similar approach is used for our pupils who have more severe learning difficulties, working mostly within their base.

We also have established ASDAN groups, to enable some of our pupils to follow a differentiated, but certificated curriculum.

# THE CURRICULUM

Courses taught in Saint Aidan's

## THIRD AND FOURTH YEAR

At the beginning of Third Year, pupils begin courses which will lead to National Certificate Awards. Two groups of awards are offered to pupils:

Scottish Qualification Authority Standard Grade and Higher Still Awards

Standard Grade courses are available in English and Social and Vocational Skills. All pupils are currently entered for the Social and Vocational Skills course while selected pupils are entered for Standard Grade English depending on prior attainments in Second Year.

In both these courses the Standard Certificate is awarded on a seven point scale at Credit, General, or Foundation levels allowing flexibility for pupils of differing abilities to take part.

Scottish Qualification Authority Higher Still Courses are offered in several subjects at access and intermediate levels. This includes the Core subjects of Language and Mathematics as well as the more practical subjects.

## OPTIONS

From Third Year onwards , pupils have the opportunity to select additional periods for one of the technology subjects (Computing, Food Technology and usually also Craft & Design Technology) as well as one of the creative & aesthetic subjects (Art, P.E., Music and Drama).

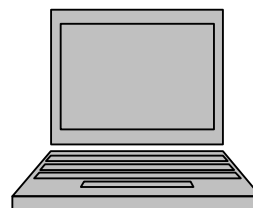
Pupils are issued with option booklets which contains information about the courses offered. Parents are invited to participate in the selection process along with their child. The following is a brief summary of these option choices:

### Third Year Option Choices

#### Technology Subjects:

**Food Technology** – Access 2: Healthy Basic Cooking: This includes theory and practical lessons with a focus on nutrition.

**Computing** – Access 3 and Intermediate 1: Computer Applications (Word, Excel, databases etc); Multimedia (PowerPoint, graphics etc) and the Internet



### **Creative and Aesthetic Subjects:**

**Art and Design**- Expressive units using painting, sculpting and printing; Design units with e.g. poster making, book covers etc. The pupils choose their own themes in both units.

**Music** – The emphasis is on practical music making – solo and group, working at Access 2 level.

**Drama** – Making films: devising the plots, filming and editing; Liaising with other departments on school productions: acting and filming the results.

**P.E.** – Access 2 Performance Unit working on between four and six activities within the following fields: Individual, Team, Games Based, Aesthetic and Creative

### **Fourth Year Option Choices**

#### **Technology Subjects:**

**Food Technology** – Access 3: Producing a variety of nutritious dishes; knowledge of food preparation terms, techniques and equipment:

**Computing** – Access 3 and Intermediate: Computer applications, Multimedia and the Internet

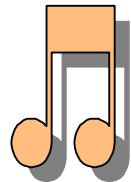
**Technical** (Woodwork) – Constructing own design of models, exploring new techniques and tools

#### **Expressive Arts:**

**Art & Design** – Access 3: Further opportunities to develop interests and skills in painting, drawing and sculpture in the Expressive Unit; Design Unit based on themes of personal interest to pupils, e.g. sport, pop music etc.

**Music** – Access 2 or 3: Participation in the Senior School Band; Improvisation with Blues / Rock 'n Roll; Input to whole school music/drama projects

**Drama** – Stage work with input to whole school music/drama projects; filming



## **VOCATIONAL OPTIONS**

We also have **vocational options** for our Third and Fourth Year pupils, offering Construction, Car Valeting, Painting and Decorating, Food Preparation and Horticulture.

This session lecturers from local colleges came to the school to deliver these option classes. We are grateful for the added value they provide in this area of the curriculum.

The pupils select two of these and spend four periods per week working on their chosen activities. These taster sessions are designed to prepare the pupils for the Skills for Work vocational training experiences in Fifth and Sixth Years and ultimately, the world of work. They provide them as early as possible with a variety of opportunities to explore different kinds of work situations and begin to instil in them an adult work ethic. They will help to develop the pupils' skills in these areas and will involve work out of doors and visits too.

# THE CURRICULUM

Courses taught in Saint Aidan's

## FIFTH AND SIXTH YEAR (POST-16)

### Course Objectives

- ☐ to develop independent living skills
- ☐ to develop an awareness of the world of work and develop skills that will enhance and increase the work potential of our pupils
- ☐ to develop 'Job Readiness' in pupils mature enough to take on employment when they leave school

The Post 16 course spans a two year period (S5 - S6).

Learning and teaching takes place in school for a maximum of three days per week throughout the school session, while the other two days per week are spent in work related activities out of school. These are:

- Work experience in the community
- School link college based vocational courses:  
e.g. Horticulture at Daldowie, Construction at Queenslie, Healthcare and fitness at Nautical College and Sport and Leisure at Scotstoun

Both of these initiatives are, as far as possible, related to the pupils' proposed career pathways and not only compliment each other but also the job seeking skills, work experience modules and mock interview programme in place in the curriculum.

### IN-SCHOOL PROVISION

On the days the pupils attend school a comprehensive timetable is in place.  
Core subjects for all students include

LANGUAGE   MATHEMATICS   HOME ECONOMICS   RELIGIOUS EDUCATION  
LEISURE   PERSONAL & SOCIAL EDUCATION   EDUCATION for WORK

Option subjects are available in

TECHNICAL   ART & DESIGN   ENTERPRISE ACTIVITIES  
CULTURAL & INDUSTRIAL VISITS

Enrichment courses for all include

RESIDENTIAL STAY   EXPERIENCING EUROPE   CAREER EDUCATION



Most courses are designed on the Higher Still Development Programme life element running through them in line with the course objectives. These modules are now SQA certificated within the Higher Still initiative.

## SCHOOL AND COLLEGES OF FURTHER EDUCATION

School link college courses are vocational and practical in content and develop skills in, e.g.

CONSTRUCTION   CATERING   HAIRDRESSING   GARDENING   HOSPITALITY

This currently includes in-school options with college lecturers for most of one school day.

## COLLEGE PLACEMENTS

Pupils access school link college courses for two reasons

- 1      to experience college life with a view to attending F.E. colleges on completion of their Post 16 course
- 2      to increase their vocational awareness within an F.E. setting and subsequent skills acquisition in order to make clear decisions on career pathways and so further enhance their opportunities for work

College link courses for our School are set within the following establishments and include:

LANGSIDE COLLEGE

Catering / Auto Engineering / Horticulture

GLASGOW METROPOLITAN COLLEGE

Hairdressing / Personal Presentation / Fitness Preparation, budgeting and cooking for a 2 course balanced healthy meal for a family/Hospitality and Banqueting Course

CARDONALD COLLEGE

Gardening / Landscaping / Erecting a Greenhouse & Propagating Plants / Laying Slabs / Video Production / Drama / First Aid / Art

JOHN WHEATLEY COLLEGE

Construction Course / Hairdressing / Music

COLLEGE OF NAUTICAL STUDIES

Vocational training in Healthcare & Fitness / Computing / Video Production

Lecturers from the above colleges also deliver option courses in the school to our older students.



## WORK EXPERIENCE PLACEMENTS

Pupils' access work experience placements on a one day a week basis throughout the whole session. These are changed once or twice per year depending on the suitability for both pupil and employer. Over the years, this extended programme has precipitated the employment of students to part-time and full-time work as a consequence of the placements.

### EMPLOYERS – CURRENT & RECENT

ASDA Stores  
Halfords

Marriot Hotel  
Hilton Hotel  
Bay Trading Company  
City Chambers Concierge Department  
Greenfield Park Nursing Home  
Eastbank Nursing Home  
Fulton Lodge Nursing home  
Hogganfield Loch Nursing Home  
Toni & Guy hairdressing  
Trust Motors  
Calton Child Care Project  
Nursery Schools  
Primary Schools - Janitorial  
Glasgow City Council Catering Outlets  
Fuel Zones  
Museum of Religion Café  
Kelvingrove Art Gallery Café  
Gallery of Modern Art Café  
Glasgow City Council Administration Departments  
Museum of Transport - Office  
Social Work Department - Easterhouse Office  
City Building  
Arnold Clark  
Scottish Youth Theatre  
Tesco Extra  
Easterhouse Sports Centre



Staff in the Post 16 Department visit and monitor the placements 2/3 times in the school year. The Principle Teacher encourages discussion and sharing of experiences within her Work Experience 1 and Job Seeking Skills classes.

## EDUCATION MAINTENANCE ALLOWANCE

An EMA is a weekly payment worth up to £30 for students who are planning to stay on at school in post-compulsory education and who are willing to participate in an approved learning agreement at school for a minimum of 21 guided learning hours per week. There are also two bonuses of £150 awarded in January and June each year for good progress with learning. Further information on full eligibility criteria and application forms can be obtained from the school.

## ASD UNIT

St Aidan's has a dedicated unit for pupils with Autistic Spectrum Disorder (ASD). Currently we have two class groups within the base for much of their time and move out with support to practical subjects as appropriate. The younger pupils mainly work on basic life skills which aim to help them integrate as far as possible and to be as independent as possible.

The pupils also follow individual programmes in language and mathematics, using a variety of resources, including information technology.

Staffing currently consists of two teachers and three learning support assistants. All pupils move out to other subjects with support.

## EQUAL OPPORTUNITIES AND SOCIAL INCLUSION

The Race | Relations Act of 1976 makes it unlawful to discriminate against someone because of his/her colour, race, nationality, ethnic or national background. The Act makes it the duty of Glasgow City Council to eliminate unlawful racial discrimination.

In 1999 the Guidelines '**Dealing with racial Harassment**' were issued to assist all teaching staff in dealing with such incidents.

The adoption of an anti-racist approach should be seen as one part of the continuing attempt to improve the quality of education.

Glasgow City Council recognises that support from the home is essential if these aims are to be achieved. Every child in Glasgow has the right to be happy and secure at school.

During the six years that most pupils spend with us in Saint Aidan's, staff strive to ensure that, based on our commitment to Gospel values, all members of the school community are afforded equal opportunity and social inclusion, irrespective of social background, gender, creed, disability, or race.

The Education Authority requires every school to produce its own Race Equality Policy to comply with the Race Relations (Amendment) Act 2000. A copy of the policy is held in the school office.

## PUPIL RECORDS and DATA PROTECTION

A confidential file accompanies each pupil on transfer from primary school to Saint Aidan's. All pupil educational reports are kept in this file including the pupil's Additional Support Plan and annual reports to parents.

### 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 duties. The information is protected by the Data Protection Act 1998 and may only be disclosed in accordance with the Codes of Practice. For further information please contact the school.

### **The Freedom of Information Act (Scotland) Act 2002**

This act enables any person to obtain information from all Scottish public authorities, including Scottish Executive and its agencies; Scottish Parliament; Local Authorities; NHS Scotland; Universities and Further Education Colleges; and the Police.

Public authorities have to allow access to the following information:

- The provision, cost and standard of its service
- Factual information or decision making
- The reasons for decisions made by it

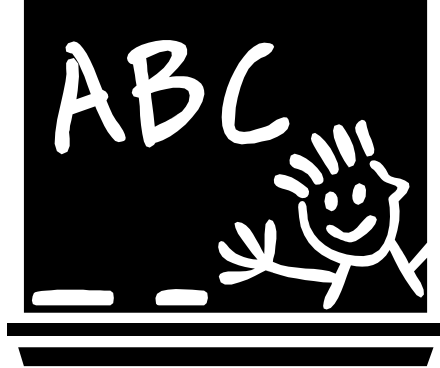
The legal right of access includes all types of 'recorded' information of any data held by the Scottish public authorities. From January 2005, any person who makes a request for information must be provided with it, subject to certain conditions.

Further information is provided on the Glasgow City Council web-site:

[www.glasgow.gov.uk/en/yourcouncil/freedomofinformation](http://www.glasgow.gov.uk/en/yourcouncil/freedomofinformation)

Internet facilities are provided at all Glasgow City Council Public Libraries and Real Learning Centres.

## PRIMARY - SECONDARY LIAISON



In order to give our new pupils the very best possible start to their career in Saint Aidan's, it is important that we work closely with the pupil's primary school and provide an induction programme for new pupils.

Early in the year prior to a new pupil coming to Saint Aidan's, teachers from Saint Aidan's School meet with staff from the feeder primary schools to discuss individual pupil needs. In addition, they also meet the new pupils, tell them something about Saint Aidan's and answer their questions. A representative from Saint Aidan's may also be invited to attend a pupil's

final review meeting to assist in the decision making process.

From January to June preparation work continues with new parents and pupils visiting the school in the spring, spending a whole day in the school. This is followed by two days in May or June. Throughout the process parents are kept informed by letter and meetings.

This process ensures that pupils are familiar with the school and ready to start in August.

Our feeder primary school is  
St Kevin's Primary  
25 Fountainwell Road  
Sighthill  
GLASGOW  
G21 1RG

0141 557 3722

## HOME / SCHOOL LINKS

Good communication is essential between home and school if we are to work effectively as partners in your child's education.

The school will make every effort to keep you as well informed, and as closely associated with the work of the school as possible. This will be done through:

- ❑ An annual review meeting to discuss with parents/carers their son/daughter's Individual Education Programme
- ❑ A parents' progress reporting night in December and June
- ❑ Specific year group meetings, e.g. S3/4 & S5/ Options meetings
- ❑ Newsletters
- ❑ Fundraising events including an Open Day in June
- ❑ Specific information letters
- ❑ Telephone calls to the home in the event of an unexpected/unexplained absence
- ❑ The Parents' Council, who will also keep you informed of their work

### ATTENDANCE AT SCHOOL

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

Regulation 7 of the Education (School and Placing Information)(Scotland) Amendment etc Regulations 1993, requires each child's absence from school to be recorded in the school register as authorised that is approved by the authority, or unauthorised that is unexplained by the parent (truancy) or temporarily excluded from school.

Parents should inform the school by letter or telephone if their child is likely to be absent for some time, and give the child a note on his/her return to school, confirming the reason for absence.

Parents do not have an automatic right to take their child out of school without permission during term-time. The Head Teacher can only authorise time off in **exceptional circumstances**. Exceptional circumstances include:

Short-term family placement abroad

The period immediately after an illness or accident

A period of serious or critical illness of a close relative

A domestic crisis causing serious disruption to the family home & temporary relocation

**Time off during term-time is not acceptable and will be recorded as unauthorised:**

Availability of cheap holidays or desired accommodation

Holidays which overlap the beginning or end of term

Clearly with no explanation from the parent, the absence is unauthorised.

The Education Liaison Officer investigates unexplained absence, and the authority has the power to write to, interview or prosecute parents/guardians, or refer pupils to the Reporter of the children's hearings, if necessary. It is our policy at St Aidan's School to refer cases when necessary. We also phone a pupil's home when he/she does not appear without prior notice. We would encourage parents/guardians to inform the school as soon as possible that their child will be absent that day.

# SCHOOL DRESS CODE

The wearing of school uniform is required in Saint Aidan's School.

The uniform consists of

☆ burgundy sweatshirt, white polo shirt, black trousers / black skirt, black shoes

☆ white shirt, school tie, black trousers / black skirt, black shoes

The uniform is available for sale in the school at very competitive prices.

Given that there is substantial parental and public approval of a dress code, schools in this authority are encouraged to develop a school dress code. In encouraging a dress code policy, account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals will be the subject of widespread consultation with parents and pupils. Against this background it should be noted that it is the policy of the education committee to encourage schools to develop an appropriate dress code policy.

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

Potentially, encourage faction, (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, dangling earrings, clothing made from flammable material, e.g. shell suits in practical classes;

Could cause damage to flooring;

Carry advertising, particularly for alcohol or tobacco; and

Could be used to inflict damage on other pupils or be used by others to do so.

Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing clothing conforming to the school's dress code policy and, in particular, pupils will not be denied access to examinations as a result of not conforming to the policy.

The City Council is concerned at the level of claims being received in respect of pupil's clothing and personal belongings. Parents are asked to assist in this area by ensuring that valuable items of clothing and personal belongings, such as electronic games, are not brought to school.

Parents should note that the Authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the Authority can be shown to have been negligent.



In Home Economics and Technical classes damage could be done to clothing in some activities. For this reason a stock of aprons is provided for use by the pupils. In Science, lab coats and safety goggles are provided.



In Physical Education classes the wearing of appropriate kit is essential for reasons of safety and hygiene. Pupils must bring their own kit on the days they have P.E. or swimming classes.

The P.E. kit is as follows

- T-shirt (no football shirts)
- Shorts
- soft shoes (not the same pair as worn during the day)
- towel

Swimming kit

- Swimming costume / trunks
- towel

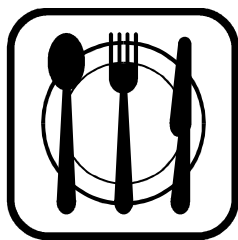
Parents receiving income support, job seekers allowance (income based), working tax credit (with a total annual income of less than £15,050), housing benefit or council tax benefit will normally be entitled to monetary grants for footwear and clothing for their children. Approval of any requests for such grants made by parents/guardians in different circumstances is at the discretion of the Executive Director (Education, Training and Young People).

Information and application forms may be obtained from the school and from

Grants Section,  
Education Services,  
Wheatley House,  
25 Cochrane Street,  
Glasgow,  
G1 1HL

Glasgow City Council is concerned at the level of claims being received regarding the loss of pupils' clothing and/or personal belongings. Parents/guardians are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school. Parents/guardians should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.

## SCHOOL MEALS



A midday meal is available in the school's Fuel Zone. This is provided on a self-service basis. Choices include soups, main courses, fruit, salads and light snacks. Milk is available at 12p a carton. Bottled water is provided free. Pupils may bring their own packed lunch. Arrangements can be made for pupils who require special diets.

Children of parents/guardians receiving Income Support, Job Seekers allowance (income based) and Child tax Credit only (where income is less than £14,155) are entitled to a free midday meal.

Other parents, except in particular cases, will require to purchase their child's meal. The current cost of a weekly dinner ticket is £5.75. This should be obtained from the school office on Monday mornings.

If a pupil requires a special diet for medical reasons the parent should contact the headteacher who will ensure that arrangements are made with the catering manager.

All parents/guardians eligible for free school meals for their children are encouraged to register. This helps to increase overall school funding. Information and application forms for free school meals can be obtained from the school and from Grants Section at Education Services Headquarters.

**NB parents/Guardians who are in receipt of Child tax Credit AND Working Tax Credit and NOT entitled to a free school meal.**

## Complaints

***Whilst we strive to ensure a very high level of service we may not always get everything right. Information about making a complaint either formal or informal can be obtained by contacting the school office.***

***Contributions are also sought for our suggestions box located at the front door of the school.***

# TRANSPORT

The Education Authority has a policy of providing free transport to all secondary pupils who live in more than two miles from their local school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time.

Parents/guardians who consider they are eligible should obtain an application from the school or Education Services. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are being made. The appropriate officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

The authority has an Exceptional Circumstances policy relating to e.g. homelessness, parental, disability, etc. Details are available from the school. There is also a procedure to request transport on medical grounds. The school can advise on procedures.

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total including the distance from home to the pick-up point and from the drop-off point to the school in any one direction will not exceed the authority's limits. (See above paragraph.) It is the parent's/guardian's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in alighting from the vehicle. Misbehaviour could result in your child losing the right to free transport.

## **Placing Requests:**

A request for taxi transport for a new pupil must be made through the child's current Educational Psychologist following their Leaver's Review in Primary School.

The education authority does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances and where appropriate legislation applies.

The pupils who attend St Aidan's School normally belong to this group, but we would expect that the above procedures be carried out to ensure that suitable transport is in place for our pupils for the start of the session.

Our older pupils are normally expected to make their own way to colleges and work experience placements.

When using transport pupils are still representing their parents and their school. They are expected to display a high level of appropriate behaviour at all times. The school runs an Independent Travel Programme for pupils preparing to travel independently to school. This can be organised through the Deputy Head for the Lower School.

## ASSESSMENT & REPORTING PUPIL PROGRESS

Assessment of pupils' progress is continuous and is based on class work and assessment tasks.

All pupils have a Personal Learning Plan (PLP) for each subject they attend. Specific targets are drawn up by the teacher who uses information from previous learning tasks, assessments, the Individual Learning Plan and any relevant information pertaining to the individual pupil. As class tasks, national tests (English & Mathematics) etc are completed, progress and attainment is discussed with the pupil and the target sheet in the PLP is updated. The teacher and the pupil both comment on progress and attainment.

Parents and carers are invited to take their child's PLP when they attend the December and May/June Parents' Evenings and to use these documents as an aid to discussion about their son/daughter's work.

All subject reports aim to give a clear picture of a pupil's strengths and weaknesses, highlighting the next steps on the pupil's progression pathway. Parents' involvement in drawing up an Individual Education Programme (IEP) for their son or daughter is vital. This allows parents the opportunity to play an active part in the education process.

Parents can request information on the progress of their son or daughter at any point through the school year. This can be done by appointment with the Depute Heads responsible for the Lower and Upper Schools.

A written end-of-session report is sent to parents prior to the May/June Parent's Night.

The results of national examinations will be sent from the Scottish Qualification Agency (SQA) directly to pupils' homes in August each year.

An example of end-of-session subject report is included as an appendix

Note:

Different subject areas involve different skills and assessment procedures. The terms used in each report may vary.

Please do not hesitate to ask the teachers about something which needs clarification.

## SQA RESULTS

### School Examinations and Results

The school presents pupils for Scottish Qualifications Awards at Standard Grade Level and Higher Still Access and Intermediate levels from Third Year on.

More details on these courses will be provided to parents during the session.

The Examination Results for last session are supplied centrally by the Scottish Qualifications Authority and are included in the School Handbook (see appendix).

## ENTERPRISE

In recent years pupils in the upper school have been given the opportunity to take part in enterprise activities. This gives pupils the experience of running a small business and developing business ideas varying from making and selling items to marketing ready made goods in the local community.

Over the years senior pupils have developed many business ideas from selling fruit, selling first communion favours to running a fashion show. Their business ventures are very popular.

It is now recognised that all our pupils participate to some degree in Enterprise activities within the various curricular areas. This is actively encouraged.

## HOMEWORK



It is school policy that regular, meaningful, appropriate homework will be set, which pupils can undertake at home.

Some exercises may be set to reinforce what has been taught in class; on other occasions pupils may benefit from reading, or from researching materials in books, newspapers or magazines. Pupils would as far as possible attempt to practise reading skills at home on a regular basis.

Many pupils need guidance and support in this area which may come from parental support at home, as well as their teachers.

Discussion between parents and teachers on the subject of homework will form part of the discussion undertaken during pupil review meetings and meetings to agree on pupil individual education programmes.

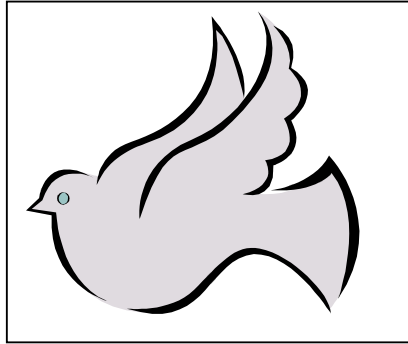
The school has recently developed a Homework Policy, Charter and Help Guides for parents and staff, with a view to improving attainment. A copy of the School Homework Charter is displayed in all classrooms as a reminder to pupils that it is expected that they do the tasks assigned to them. Parents will be issued a guide at the start of each new session and they will be issued with an invite to contact the school with any queries regarding the homework policy or their child's work.

It is the school's intention that the core subjects will provide relatively more of the homework than practical subjects, but we still recognise that all subjects should contribute with some tasks. Teachers are expected to provide some task sheets to record the work done, even if it is a practical task.

For S1 to S4 pupils there should be at least one English or Maths homework task each night through the week. The other subjects will set tasks less often, but a guide would be that a subject taught two periods a week would give a task once every two weeks.

S5 and S6 pupils do spend less time in school than the lower school, but they are expected generally to be able to meet the demands of a similar amount of homework tasks.

## RELIGIOUS EDUCATION



The Catholic Church has always recognised that parents are the first and most important educators of their children. Our role as teachers is to work in partnership with parents to help young people grow in their Christian faith. With God's help we will enable childhood faith to grow into a mature adult response to Christ and a realisation of the value of Christian living. We try to meet our responsibility to the religious and spiritual aim of the school in a number of ways.

- ☆ **Religious instruction** is given in the programme planned for each year group.
- ☆ **The sacramental and liturgical life** regularly involves our Chaplain, Father Gerry Barnes. The Community of the school take part in regular masses, daily prayer, and opportunities are available for pupils to go to the Sacrament of Penance. Throughout the year pupils will also have opportunities to take part in carol concerts and spiritual retreats and fund raising activities for charitable causes.
- ☆ **Fostering Christian attitudes to others** - in their day to day activities in and around the school pupils are expected to show respect, care, tolerance, understanding and concern for others.

### **Glasgow City Council Policy:**

The school follows the Council's 2005 policies on religious education and religious observance. The Council have regard to national advice set out in SOEID Circular 6/9, the Education (Scotland) Act 1980 and SEED Circular 1/2005.

Parents and carers from religions other than Christianity may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions (days) in any one school session and the pupil noted in the register using code REL on these days.

## GUIDANCE

The role of Guidance is central to so much of what happens in Saint Aidan's School. So essential is its contribution to the development of pupils that it is the school's policy that all teachers are involved in aspects of guidance.

The pupil's Form Teacher is their first-line Guidance teacher who advises and supports them in day-to-day matters, monitors attendance and timekeeping and gives support to pupils experiencing difficulty. Form Teachers are supported by the Depute Heads and other promoted staff who will deal with more serious matters which may require parental involvement.

The Personal and Social Education programme, for which all pupils are timetabled, provides an opportunity for pupils to discuss issues, gaining help and advice on a wide range of subjects important to the maturing adolescent.

As pupils progress through the school, Careers Guidance will be given by our Careers Officer and other appropriate school staff.

Any parent or guardian who wishes to discuss a matter with a Form Teacher or senior member of staff should simply contact the school to arrange an appointment. In the case of serious matters parents should contact the school and the matter will be handled appropriately.

The teachers take a close interest in the welfare of the young people they teach as this has an impact on the educational progress of each individual. All staff are encouraged to contribute to the supportive ethos and extra-curricular life of the school.

## BULLYING

There is no place for bullying at Saint Aidan's School.  
All staff are committed to ensuring that all necessary measures are taken to ensure that no pupil is subjected to bullying,

The school's Buddy system links new pupils with a senior pupil who will support them and ensure to the best of their ability that no other pupil is giving them a reason to be unhappy.

Any parent or guardian who feels that their son or daughter is being bullied should contact us immediately, feeling confident that the matter will be dealt with sensitively but firmly.

An atmosphere of calm and a sense of order help teachers to teach and the pupils to learn. Pupils must feel valued, safe and secure.

In order to achieve this it is important that pupils behave well and show respect for others. Saint Aidan's is very proud of its pupils and in most cases our pupils contribute to the positive ethos of their school.



Our school has agreed rules which are clearly displayed throughout the building. Teachers use the same five basic rules in all classes to help pupils understand our expectations of them, regarding behaviour and effort. There are also rules for the corridors/open areas and for the playground. We are confident that parents will support us in our policy of using these rules to ensure a safe and happy environment for learning.

To maintain high standards of behaviour we feel it is important that the following principles are recognised:

- ❑ pupil-teacher relationships are based on mutual respect
- good teaching and effective classroom management
- ❑ quality of Guidance throughout the school
- ❑ support of parents
- ❑ clear communication of standards and expectations to pupils
- ❑ a code of conduct is clearly understood and visible to pupils
- ❑ a clear statement to pupils of the kinds of conduct regarded as unacceptable

Pupils in 1<sup>st</sup> to 3<sup>rd</sup> Year are required to remain within the school grounds during the school day.

Teachers may deal with challenging behaviour in a variety of ways:

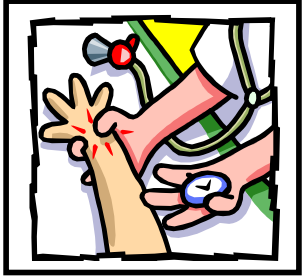
- ❑ In some cases a quiet word of reprimand is adequate
- ❑ Other cases may require a more serious or formal response
- ❑ Pupils may be asked to leave the classroom and report to the Time Out area, where a teacher will supervise them until the end of the period
- ❑ Pupils may have privileges withdrawn
- ❑ A punishment exercise may be issued where appropriate
- ❑ Pupils may be required to do supervised detention during lunch or Friday afternoon activities
- ❑ Pupils may be given a behaviour card on which each teacher requires to record the standard of conduct displayed by the pupil during each class

It is not our policy to detain pupils at the end of the school day.

The Headteacher and senior staff keep the behaviour of pupils, classes and year groups under regular review. We work closely with parents and, where appropriate, with support agencies such as Psychological Services and Social Services.

Faced with a pattern of repeated misconduct, or a single blatant, serious breach of discipline, the Headteacher is empowered to exclude a pupil from school. An exclusion of this nature is subject to certain Local Authority conditions. In such rare cases, contact is immediately made with the parents or guardians in order to resolve the problem and have the pupil returned to school. All cases of suspension are monitored by the Education Department and serious cases referred to the Director of Education.

## HEALTH AND MEDICAL CARE



Throughout their school career all pupils are examined by medical staff from Yorkhill Hospital Trust, who visits the school on a regular basis. Parents will be informed of the times of the examination and invited to attend.

**Vaccinations** are administered only when parents have given their written consent. The Bacillus Calmette-Guerin (BCG) vaccination against tuberculosis is given at age 12/13. Girls are offered the Rubella vaccination at 13 and also HPV vaccinations. Polio /

tetanus immunisation is given at ages 14/15. All pupils are now offered immunisation against Group C meningococcal infection.

**Parents must inform the Headteacher if their child has a serious short or long-term medical condition. Arrangements can be made to administer medication to pupils during the school day. Parents must complete a medical information form giving details of the name of the drug, the dosage, the time it should be taken, and how it should be taken. These forms are available from the school office. Parents must note that there is no qualified nurse in the school. However, a qualified first aider is able to attend to pupils in emergencies.**

When pupils take ill at school, they are taken to the medical room. If the problem is minor the pupil may be kept under supervision and returned to class later, if fit.

If a pupil requires to be sent home during the school day, the school will contact the parents. Pupils will be sent home only when we know an adult will be there to receive them. In these circumstances pupils will always be taken home accompanied by an adult.

In the event of serious illness or accident, the school will contact the parents and arrangements made for the pupils to be taken to hospital.

### **Parents' Responsibility:**

**The school must have an emergency telephone contact number for each pupil. It is the parents' responsibility to ensure that this information is updated should there be any change to the number.**

## EXTRA-CURRICULAR ACTIVITIES

The school places great value on extra - curricular activities which enrich pupils' education and develop personal and social skills. Throughout the six year course pupils will be offered a range of activities including the following:

### **Residential stays at various locations**

Over the past few years pupils have stayed in a variety of settings from Aviemore in Scotland, England, France and Belgium. We aim to offer a place on a residential stay to every young person each year.

These excursions have proved to be very popular and stimulating.

### **School Clubs**

The school runs a popular breakfast club, which is open from 8.30am until 8.50am. Breakfast cereals, toast, rolls & sausage and hot drinks are served at very reasonable prices. This helps to provide a good start to the day for pupils in a pleasant social atmosphere.

Our P.E. teacher runs a badminton/football club mornings, to coincide with the breakfast club. This is in line with our aim to become a 'Healthy School'. Pupils are also invited to participate in various sports activities at lunch time.

Some clubs, e.g. golf, drama and football, take place after school, from 3pm until 4pm. These offer pupils a range of activities and the opportunity to become involved in organising and making decisions which may prove valuable in adult life.

### **Special Olympics**

Over the last few years a good number of our pupils have been selected to take part in the Special Olympics teams. With the help and support of teachers and parents the pupils involved have represented Scotland in various sporting activities and countries including America & China.

### **Competitions**

Throughout the school year pupils are given the opportunity to take part in inter-school sports competitions in various sports including athletics, football, basketball, volleyball and badminton.

For some activities pupils are allowed to participate only if written permission has been obtained from their parents and the school follows Glasgow City Council's Management Circular No. 48 on this matter. Certain activities require requirements from pupils who wish to participate such as the need to be a competent swimmer if taking part in sailing and some other water sports.

## PARENT'S COUNCIL

St Aidan's school has an established Parents' Council.

The current Chair of the Parents' Council is Mrs D Guy.

The other members are Ms B Brown Mrs Lee Miss T O'Connor (Church Rep.)

The group meets every four weeks, on Friday afternoons, to discuss home/school issues.

They are also very involved in fundraising for the school.

## PUPIL COMMITTEES

The school has a **Pupil Council** that meets once a term. Every class elects their own representative. The head teacher, Mr G McDonald is present at the meetings. Mrs Murphy is Secretary and collates agenda items as well as takes minutes of the meetings, which are distributed to class representatives so that they can inform their classmates of what has been discussed/decided.

The school is involved in **Eco Schools Scotland** and pupils elect their **Eco School Committee**, usually one or two representatives for each year group, depending on their size. The minutes are recorded by a parent, while a teacher facilitates and coordinates their work. This session saw the introduction of an Eco Club on Fridays as we work towards a Green Flag Award.

## 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, for example, by severe weather, temporary interruption of transport, power failure or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or reopening. We shall keep you in touch by using letters, notices in local shops and community centres, announcements in local churches, and announcements in the press and or local radio.

## **APPENDICES**

34	CHILD PROTECTION PROCEDURES
35	SAMPLE END OF YEAR REPORT
36	SQA RESULTS SESSION 2008/09
37	LEAVERS' DESTINATIONS JUNE 2009
38	IMPORTANT DATES SESSION 2009/10
39	ASSOCIATED SCHOOLS
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41	GLOSSARY

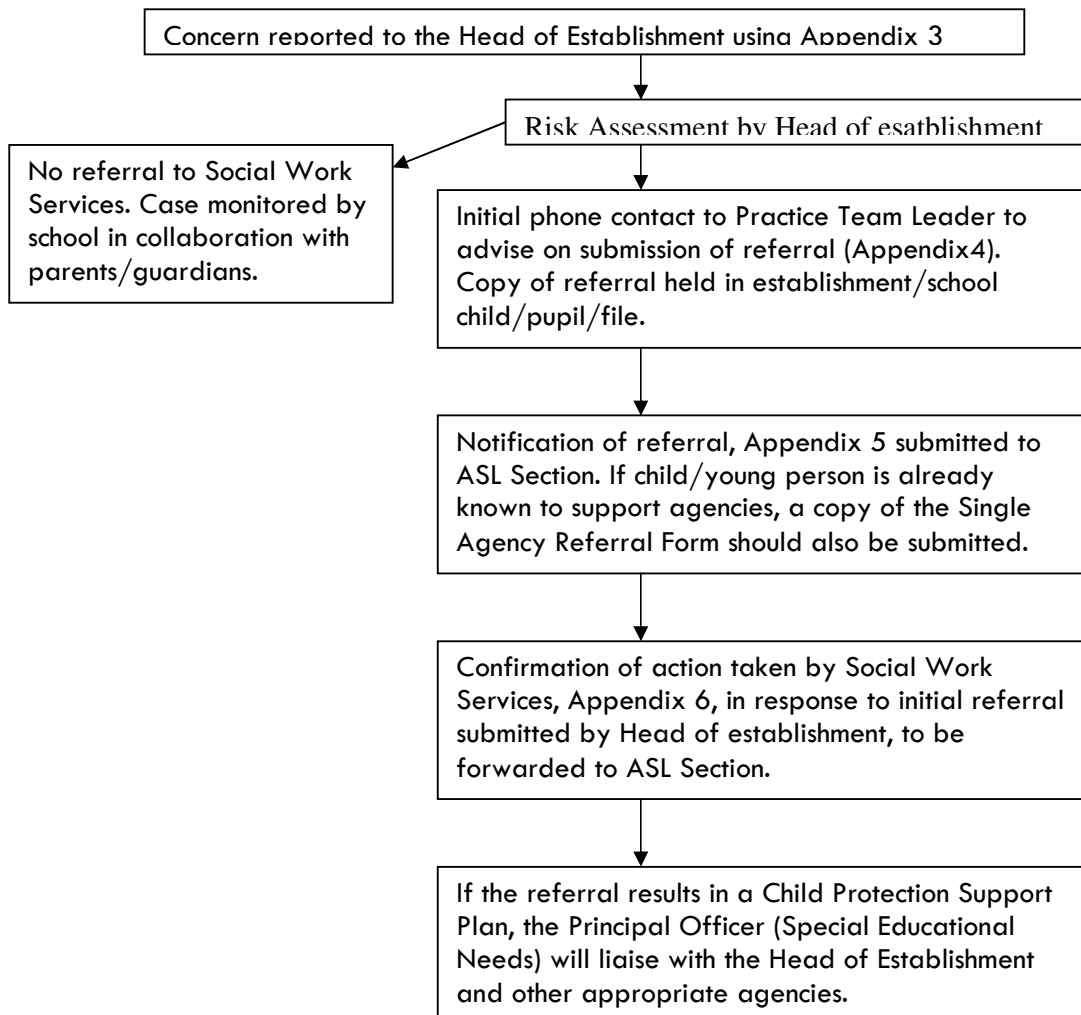
# CHILD PROTECTION

St Aidan's follows standard Glasgow City Council procedures in reporting, recording and monitoring Child Protection. Each year all staff attend a meeting to review Management Circular No 57 to ensure that everyone is fully aware of the procedures outlined in it.

The information below summarises Appendix 2 of this circular.

"A concern prompted by any of the following should be reported in accordance with stated procedures outlined below:

- A specific incident
- A disclosure made by a child or parent/carer
- Information by a third party
- Adult behaviours/circumstances that may place the child at risk of harm
- Child behaviours/circumstances that may place a child at risk of harm
- A culmination of minor concerns over a period of time



The ASN Section will monitor all referrals and provide reports each term to the Department Child Protection Group. The reports will also inform returns to the Child Protection Committee.

"All educational establishments and services must take positive steps to help children and young people protect themselves by ensuring that programmes of health and personal safety are central to the curriculum. Establishments should have in place a curriculum that ensures that children and young people have a clear understanding of the difference between appropriate and inappropriate behaviour on the part of another person, no matter whom. As with other areas of the curriculum, you will be kept informed of the health and safety programme for your child's establishment."

*(extract from all Glasgow educational establishment handbooks)*



# SAMPLE END OF YEAR REPORT

DEPARTMENT	<b>ART &amp; DESIGN</b>	DATE	
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Name		Class	
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<b>BEHAVIOUR</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Excellent</td><td></td></tr> <tr><td>Generally good</td><td></td></tr> <tr><td>Erratic</td><td></td></tr> <tr><td>Disruptive</td><td></td></tr> <tr><td> </td><td></td></tr> </table> <b>ATTITUDE</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Enthusiastic</td><td></td></tr> <tr><td>Needs encouragement</td><td></td></tr> <tr><td>Shows little interest</td><td></td></tr> <tr><td> </td><td></td></tr> </table>	Excellent		Generally good		Erratic		Disruptive				Enthusiastic		Needs encouragement		Shows little interest				<b>PUNCTUALITY</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Always on time</td><td></td></tr> <tr><td>Late sometimes</td><td></td></tr> <tr><td>Frequently late</td><td></td></tr> <tr><td> </td><td></td></tr> <tr><td> </td><td></td></tr> </table> <b>EFFORT</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Works to the best of ability</td><td></td></tr> <tr><td>Adequate</td><td></td></tr> <tr><td>Makes little effort</td><td></td></tr> <tr><td> </td><td></td></tr> </table>	Always on time		Late sometimes		Frequently late						Works to the best of ability		Adequate		Makes little effort			
Excellent																																					
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<b>COURSE OUTLINE</b> <b>HIGHER STILL ART &amp; DESIGN INTERMEDIATE LEVEL 1</b> <b>LEARNING OUTCOMES</b> <ul style="list-style-type: none"> <li>Investigate and record a theme of personal interest</li> <li>Develop personal ideas related to the selected theme in a personal manner</li> <li>Produce finished work which conveys a personal response</li> </ul> <p>S3 have studied self-portraits in this Higher Still Unit. They have combined different media and techniques to create visual images.</p>
--

ATTAINMENT OUTCOMES	COMMENTS
Using materials, techniques, skills and media	
Expressing thoughts, feelings, ideas and solutions	
Evaluating and appreciating	

Signature		Date	
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A&D PARENTS REPORT

## SQA RESULTS SESSION 2008/09 COURSES AND UNITS

SUBJECT	ENTRY	RESULT	PERCENTAGE
ENGLISH	38	34	89%
MATHS	59	47	80%
SCIENCE	33	24	72%
SOCIAL STUDIES	45	32	71%
PE	50	45	90%
ART	13	12	92%
MUSIC	6	6	100%
DRAMA	10	6	60%
COMPUTING STUDIES	73	65	89%
FOOD TECHNOLOGY	49	49	100%
TECHNICAL	37	37	100%
PSVE	27	19	70%
RE	19	18	94%
TOTAL	459	394	86%

- SQA – Scottish Qualifications Authority
- Standard Grade Social and Vocational Skills:  
4 entries with 100% pass rate.
- Above Results are for Higher Still Access 1 – Intermediate 1 Level.  
For further information/ breakdown of these results for each subject, please contact the school.

## LEAVERS' DESTINATIONS JUNE 2009

Last summer ten young people left St Aidan's School:

Five to some of Glasgow's Further Education colleges

Four to training courses with employment

One obtained a community support package.

## IMPORTANT DATES SESSION 2009/10

**September weekend** – Thursday 24<sup>th</sup> – Monday 28<sup>th</sup> Sept School closed.  
(Thursday is In-service day for staff.)

**October Week** - Monday 12<sup>th</sup> – Friday 16<sup>th</sup> Oct School closed.  
School starts on Monday 20<sup>th</sup> October.

**Christmas/New year** – Last day Tuesday 22<sup>nd</sup> December School closed  
School starts on Tuesday 5<sup>th</sup> January '10.

**February Break** – Monday 15<sup>th</sup> & Tuesday 16<sup>th</sup> Feb '10 School closed.  
In-service on Friday 12<sup>th</sup> Feb and Wednesday 18<sup>th</sup> Feb closed for pupils.

**Spring Holiday** – Friday 2<sup>nd</sup> – Friday 16<sup>th</sup> April '10 (inclusive).  
School starts on Monday 20<sup>th</sup> April.

**May Day Holiday** - Monday 3<sup>rd</sup> May '10 School closed.

**May weekend** – In-service on Thursday 27<sup>th</sup> May,  
Friday 28<sup>th</sup> – Monday 31<sup>st</sup> May '10 School closed

**Close for summer '09** – Friday 25<sup>th</sup> June '10

## ASSOCIATED SCHOOLS

**St Aidan's School is the associate ASN school for St Mungo's New Learning Community:**

The Head of the Learning Community is Mr John Reilly, who is based at St Mungo's Academy. He can be contacted at St Mungo's.

### **Learning Community Establishments:**

St Mungo's Academy  
235 Crownpoint Road, G40 2RA      0141 582 0260.

Sacred Heart Primary School  
31 Reid Street, G40 4AR      0141 554 5949

St Anne's Primary School  
35 David Street, G40 2UN      0141 554 2734

St Denis' primary School  
129 Roslea Drive, G31 2RZ      0141 554 2020

St Michael's Primary School  
865 Springfield Road, G31 4HZ      0141 554 3105

St Thomas' Primary School  
8 Smithycroft Road, G33 2QJ      0141 770 4360

Bridgeton family Learning Centre  
106 Orr Street, G40 2QF      0141 554 3719

Mile End Nursery School  
c/o St Anne's Primary  
35 David Street, G40 2UN      0141 554 1675

Queen Mary Street Nursery School  
20 Queen Mary Street, G40 3BB      0141 554 7658

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### **Affiliated Primary School:**

Head Teacher: Miss M Gallagher

St Kevin's SEN Primary  
25 Fountainwell Road  
Glasgow  
G21 1TN

Telephone: 0141 557 3722



## ADDRESSES AND CONTACTS



**Executive Director of Education** Ms Maureen McKenna

**Education Services:** Glasgow City Council  
Wheatley House  
25 Cochrane Street  
Merchant City  
GLASGOW  
G1 1HL  
Telephone: 0141 287 2000

If you have a comment or complaint, please approach the Head of establishment in the first instance. If the Head of Establishment does not resolve the issue to your satisfaction, you should contact our Customer Liaison Unit who will:

- Take a totally neutral stance in fully investigating your complaint.
- Acknowledge receipt of your complaint within five working days.
- Give a full written response within a further ten working days, unless another timescale has been agreed.

The Customer Liaison Unit can be contacted by phone or e-mail:

Phone: 0141 287 3655/4688

E-mail: [education@glasgow.gov.uk](mailto:education@glasgow.gov.uk)

The Customer Liaison Unit's address is also at the above address.

### **School Lets:**

Our community facilities include a games hall, blaze football/athletics pitch and general meeting areas.

Forms can be obtained from:

The Letting Section,  
Cultural and Leisure Services  
20 Trongate  
Glasgow G1 5ES

Please note: At least 10 working days notice is required for application forms to be processed.

### **Local Council Representatives:**

St Aidan's School is in Ward 18: East Centre. Our four local Councillors are:

Frank Docherty      Jennifer Dunn      Elaine McDougall      Patricia Chalmers

**Area Careers Office - Parkhead**

0141 636 0637

# GLOSSARY

**Modal Head** The promoted members of staff all have some responsibility for overseeing different subjects. They support and facilitate the work done by other teaching staff, organise and chair meetings and help set appropriate department development/improvement plans and targets for each academic year.

**Personal Learning Plans (PLP's)** Class teachers prepare a PLP for all of their pupils which contain the main targets to be met by each individual pupil for the periods August to December and from January to June. The teacher and pupil will regularly look at the individualised targets and mark progress. A summary comment is entered at the end of the targeted period. The PLP's written for each pupil is contained in a red folder, which is easily accessed at the office, for updating and monitoring by the Modal Heads.

**Additional Support Plans (ASP's)** St Aidan's pupils all have an Additional Support Plan. This is written by the school. It states the additional support needs that the child has and how the education authority intends to respond to those needs. There are four levels of ASP.

**Coordinated Support Plans (CSP's)** Some of our pupils do not just have an ASP but also a Coordinated Support Plan. These plans show where the child's needs are to be met where they involve significant input from other agencies, e.g. Speech and Language Therapy, the Learning and Disability Team and Social Work Services. The CSP states and formalises the responsibilities of each agency and the school.

**Vocational Training** This is an opportunity for our older students, in S5 and S6 to engage in elementary training in a job of work. Further information on employers and placements can be found in The Curriculum – Fifth and Sixth Year.

**Determined to Succeed** This is a range of activities which all our pupils from S1 to S6 are engaged in. These include  
Personal and Social Education lessons in the classroom  
Vocational Training  
Morning, afternoon or one day placements in Colleges of Further Education throughout the academic year for S5 and S6 students (Some may have more than one college course.)  
Careers events

**Pre Vocational Training** A new initiative for S4 pupils who will work within school for 4 periods in one day on the same work experience. The aims are to introduce a good work ethic, provide some insight about some types of training and employment the pupils may wish to enter after school.

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**Although this information is correct at the time of printing, there could be changes affecting any of the matters dealt with in the document**

- **before the commencement of during the course of the school year in question**
- **in relation to subsequent school years**