



Langholm Academy



School Handbook 2011-2012



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Welcome to Langholm Academy

**Ms. Neil
Head Teacher**

At Langholm Academy we aim to ensure every pupil receives a high quality education in a safe environment which promotes the highest possible achievement. This achievement is measured not only against success in examinations but also by how our students develop their potential. We want to work with students to help our young people develop into successful learners, confident individuals, responsible citizens and effective contributors to their local and global community.

Parents, students, teachers and staff all need to work together. We all have different parts to play.

- Teachers to make work stimulating and challenging
- Students to come to school prepared to do their best
- Parents to ensure that their expectation of their children are high in terms of work ethic, behaviour and achievement

We have a common agenda – to do the best for every student at Langholm Academy.

The door of the school is open to any parent or guardian. Please do not hesitate to contact me should you have any queries or concerns.

I look forward to seeing you at Langholm Academy.

Please note:

Throughout this booklet the term ‘parents’ is used to signify any parent, guardian or carer.

A History of Langholm Academy

Langholm Public School, later to be known as Langholm Academy, was the amalgamation of three local schools, the Parish School, Free Church School (also known as Broomholm School) and the Infant School. It was opened on 6th March 1876. The first head was a Mr John Howie and his staff consisted of 6 certificated teachers, 11 pupil teachers and a sewing mistress. School role at that time was 570.

In February 1881 Langholm Public School was recognised as a Secondary School in connection with bursaries allocated by the Hannahfield Trustees. At that time there was only 1 other recognised secondary school in the 3 counties (i.e. Dumfriesshire, Wigtownshire and Kirkcudbright) – Dumfries Academy.

Plans for the current secondary school building were drawn up in the late 1950's with the official opening being held in October 1962. The new building contained a much larger gymnasium than the old one and was supplied with a lot more specialised equipment. The Head Teacher at that time being a Mr James Pattie.

In 1984 Langholm Academy and Langholm Primary School were separated to become two schools, the Secondary Head at that time being a Mr David MacDonald and the Head of the Primary, Mrs Carole Ferguson.

In 1998, the Head Teacher being Mr Alan M Gray, discussions began for the building of a new gymnasium. The current sport facility was opened in 2001.

Langholm Academy today is a six-year comprehensive school with around 300 pupils. The pupils are drawn from the town and from the countryside within a radius of 15 miles. The associated Primary Schools are Langholm and Canonbie. The school also accommodates a number of parental placement requests.

Pupils at the Academy have access to a very broad curriculum within which Physical Education is a very important feature. Many pupils have excelled in their chosen sport over the years achieving regional and national recognition while others less talented have simply enjoyed the pleasure that participation in sporting activities brings.



*S3 organised and held a Coffee Morning to raise money for MacMillan Cancer Care.
It was part of their Duke of Edinburgh Activities.*

SCHOOL VISION

Langholm Academy aspires to the consistent achievement of the aims and values of the school so that our young people may develop as confident, independent, responsible, effective and successful individuals within a safe and caring environment.

SCHOOL VALUES

- RESPONSIBILITY
- TRUST
- FAIRNESS
- RESPECT
- DETERMINATION

AIMS OF THE SCHOOL

- ❖ To ensure a broad and balanced curriculum that provides young people and others with the best possible learning opportunities and experiences to maximise their potential.
- ❖ To develop a culture of high expectations in which everyone, teachers and pupils, demand the best of themselves and others.
- ❖ To provide a safe, bully-free environment in which everyone feels motivated, allowing staff and pupils to develop their full potential, feeling valued, safe and secure.
- ❖ To create a positive school ethos in which achievement is recognised and success celebrated.
- ❖ To ensure that the school's promoted staff provide high quality leadership, management and support.
- ❖ To improve the quality of educational experiences for pupils through a programme of continuing professional development for all staff.
- ❖ To establish strong and effective links with parents to maximise learning.
- ❖ To develop our students as well-rounded, independent, responsible individuals, able to succeed in life beyond school and to play their part as active citizens.

Primary Transfer

Pupils in P7 in each of our associated primary schools will be visited by staff and automatically enrolled in Langholm Academy unless instructions to the contrary are received.

Parents who wish to enrol their child from outwith these primary schools should in the first instance contact Ms Neil at the Academy. A number of such requests are made each session.

Associated Primary Schools

Langholm Primary School	Langholm, DG13 OBL	Tel: 013873 80900
Canonbie Primary School	Canonbie, DG14 OXA	Tel: 013873 71336

Transfer Request

In the event of a parent wishing to transfer their child to another school, a PP6 form, which is available from the school office, needs to be completed. On submission of the form to the child's present school a meeting will be arranged by the Headteacher as soon as is practicable in order to discuss current curriculum implications and any other potential problems regarding the transfer. Attendance at such a meeting is strongly recommended. Following the submission of the form and the subsequent meeting the information will be forwarded to Education and Community Services at Woodbank, Dumfries where a decision will be made regarding the transfer. Parents should note that in the event of a transfer request being made and accepted, they will be responsible for the cost of transport.

Induction Programme

The transfer period from Primary school to Secondary school is part of a child's continuing education process. Change can sometimes be difficult for young people. Every effort is made to ensure that the transfer process is as comfortable as possible for parents as well as pupils.

During February/March of a given academic year prior to the start of the new school session in August, teachers who will be responsible for the pastoral care of the new pupils visit associated primary schools. This is an opportunity to meet with P7 teacher and/or Headteacher, meet the children. The focus is gathering professional information prior to transfer.

In June, all P7 pupils attending the Academy from August participate in the Induction Programme. The aims of the programme are to introduce the pupils to their new school, teachers and fellow pupils with a view to making the transfer in August as smooth as possible.

The Induction programme allows pupils to be introduced to the routines of the Academy and the rigours of a school day in their secondary school. Much more information about this is issued to parents of Primary 7 pupils in advance of the Induction Programme. Pupils are visited again in May where all necessary information is provided to them in relation to transport (if necessary) and the detail of the Induction Programme.

Parents are invited to a meeting in the Academy at this time. They are given a tour of the school and opportunity to question staff about any aspect of life at the Academy.



Over the course of the three days the new S1 pupils take part in various Induction day activities. Here is the programme in a brief form:

Tuesday (am): Welcome by HT/DHT, Problem Solving Activities – groups, tour of the school. Distribution of timetables.

Tuesday (pm), Wednesday and Thursday (am) – Pupils follow their timetable.

Thursday (pm): Active Sports Afternoon – competitive straightforward games which appeal to all. Distribution of stickers, certificates and prizes.

Pupils involved in the Induction Programme are asked to complete an evaluation at the end of the induction week. This helps staff reflect on the programme and address any questions or concerns.

Primary colleagues are invited to discuss the first school report of each First Year pupil and their general progress since transfer to the Academy.



*Pupils took part in the WOSSTA project.
(West of Scotland Seafish Training Association)*

- There were five sections to complete;*
- 1. Basic Health & Safety Course*
 - 2. Basic Sea Survival*
 - 3. Fire Fighting*
 - 4. First Aid*
 - 5. Fish Care & Fish Filleting*



All pupils who took part will receive a certificate.

School Information

(i) **Address:-** Langholm Academy
Langholm, Dumfriesshire, DG13 OBL
Tel: (013873) 80418
Fax: (013873) 80746
E-mail: loffice034@ea.dumgal.sch.uk
Web-site: www.langholmacademy.org.uk

(ii) **Current Roll:-**

First year	47
Second year	53
Third year	43
Fourth year	52
Fifth year	44
Sixth year	36

Total School Roll = 275 (as of 7/12/10)

Langholm Academy is a non-denominational, co-educational six year comprehensive secondary school.

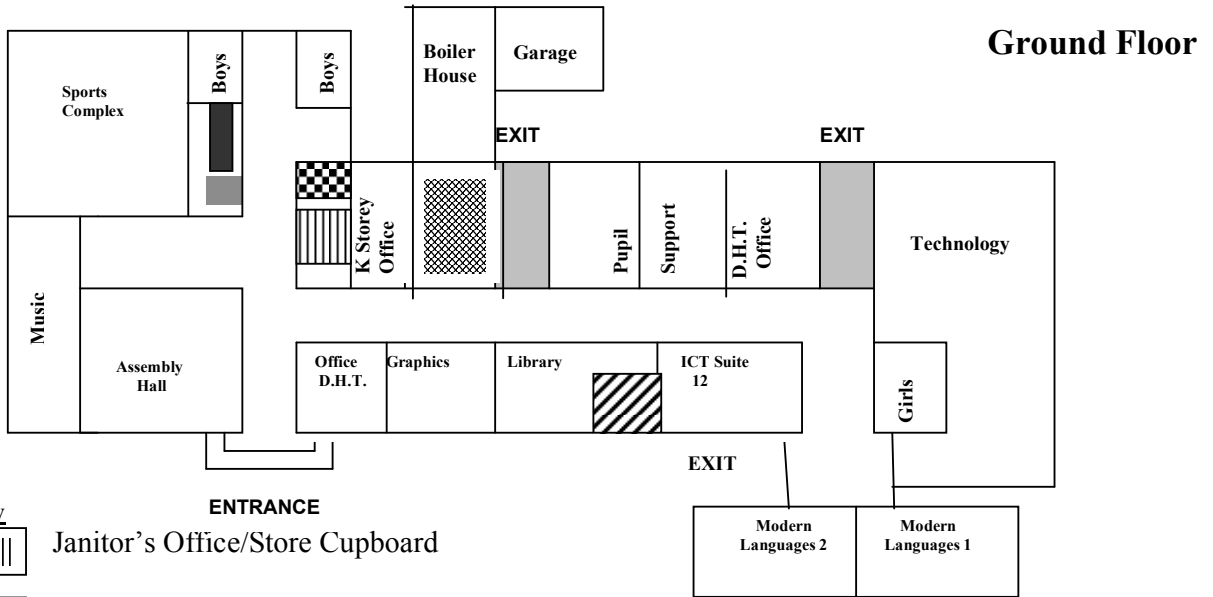
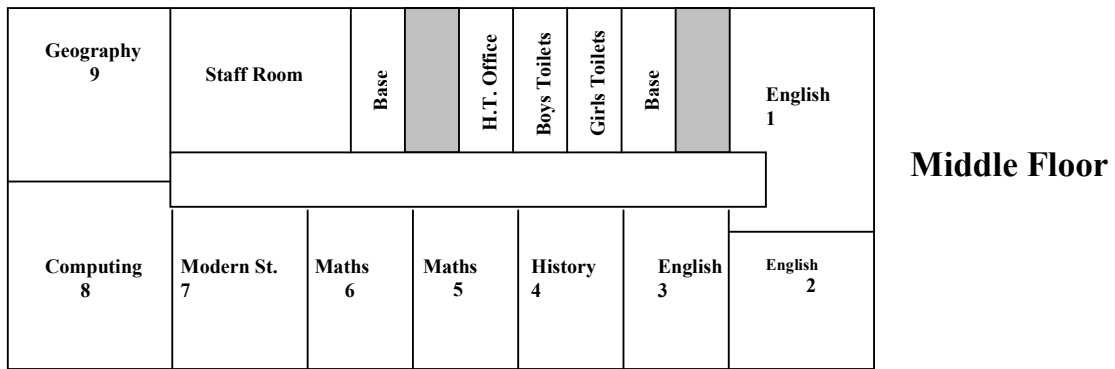
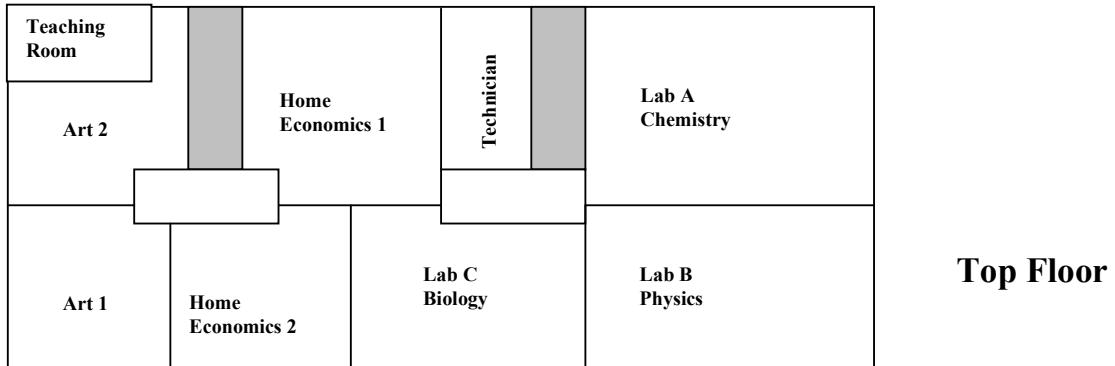
(iii) **Accommodation:-**

The building was officially opened in 1962. It consists of three floors with the Modern Languages department housed in a newer extension and a Portacabin, for music instruction, located at the front of the school. The school was re-roofed in 2003. A new Sports Complex and Fitness Suite are adjacent to the main school building.

The layout of the school building appears on the next page.



(iv) Plan of the school



Key



Janitor's Office/Store Cupboard



Home Link Worker's Room – Mrs S Hollywood



Rephotographics Room – Mrs Johnstone



Disabled Toilet



S6 Common Room



Network Administrator – Mr G Drummond

(v) School Day

The School day is presently organised as follows:

Period 1	9.00am	-	9.55am
Period 2	9.55am	-	10.50am
INTERVAL	10.50am	-	11.05am
Period 3	11.05am	-	12.00pm
Period 4	12.00pm	-	12.55pm
LUNCH	12.55pm	-	1.40pm
Period 5	1.40pm	-	2.35pm
Period 6	2.35pm	-	3.30pm

Pupils must remain within the school grounds at interval but may leave if they wish during lunch.

Attendance is entered electronically on a period-by-period basis by all staff.

(vi) Class Organisation

In First and Second Years pupils are taught in mixed ability classes for most subjects. Class sizes are a maximum of 20 for practical classroom subjects and rarely rise above this number for non-practical subjects.

Practical groups are arranged according to membership of a pupil's House, i.e. Esk, Tarras or Wauchope. However, where a whole year group exceeds 60, pupils are allocated to four practical groups. Class groups are composed of pupils from a variety of Houses. Each pupil is assigned a designation such as 1A (E), 1A for class groups and 1E (Esk) for practical groups.

At the start of second year, pupils continue within their English and Maths classes. However, they must select **one** science from Physics, Chemistry and Biology to study for 4 periods. They must also select **one** technology subject from Craft & Design, Graphics, Art and ICT to study for 3 periods. This continues into S3 where it is likely that they will be presented for examination in their chosen subject at the appropriate level. In S2, they will continue to study other subjects such as Music, Modern Languages, PE, History, Geography and Modern Studies.

(vii) Community Links

A wide range of links exist between the Academy and the local community.

Educational visits and excursions are encouraged both within the locality and further afield.

Curricular links exist through subject areas where local expertise is utilised in enhancing the learning experiences of pupils.

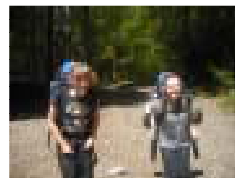
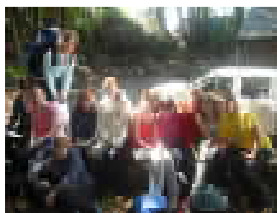
Members of the business community assist in schemes like Work Experience and the Mock Interview programme for S4 pupils.

Community organisations are also encouraged to make use of school facilities in the evening.

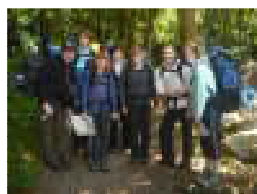
The website also aids links with the community by providing information about school events, news etc.



Last year 's S3 Residential was to Ullswater involving lots of outdoor activities. It was kindly paid for by the David Stevenson Trust Fund



As part of their Duke of Edinburgh Award, pupils had to take part in an Expedition weekend!



(viii) **Assemblies**

Assemblies are held fortnightly for individual year groups throughout the session. Whole school assemblies are held at the end of each term and for special occasions.

Assemblies may, on certain occasions, contain an element of religious observance and representatives from various local churches regularly participate. The religious and moral education of young people is a very important curricular area within the Academy and these themes will permeate the curriculum of youngsters where appropriate.

Should parents wish to withdraw their son or daughter from Religious Education then they should contact the Head Teacher, in writing, at the start of each school session.

(ix) **School Wear**

**Black Blazer with badge
and / or Black V Neck Jumper
White Blouse or Shirt
School Tie
Black Skirt or Trousers
Black Shoes**

The wearing of denims, headwear, tracksuit or trainer bottoms or T-shirts is not allowed.

Pupils are expected to attend school dressed according to the dress code of the Academy; continued blatant disregard of the dress code may be interpreted as an undermining of school discipline and ethos and acted on accordingly.

Pupils are able to purchase a tie and order blazers from the school office. School ties must be worn on a daily basis. In the event of a pupil not having a tie, one can be borrowed from their registration teacher. Borrowed ties must be returned or payment for a replacement will be demanded.



A joint project between Langholm Academy and Bonnie Langholm saw pupils cleaning up the Riverbank during a SVS lesson.

(x) **Physical Education**

Our Physical Education department has the use of a super facility, the Annandale and Eskdale Sports and Leisure Complex, adjacent to the school. This includes a large sports hall and a well-equipped fitness room. Pupils should bring appropriate kit depending on the activity, shorts and a plain top are recommended. Pupils are not allowed to wear outdoor shoes in the games hall. It is important that pupils have a complete change of kit for PE. When activities take place outside, pupils may require additional warm clothing depending on the activity and the time of year. Excellent showers are available in the complex. All pupils from S1-S6 must have PE included in their curriculum.

Within their Physical Education programme pupils at Langholm Academy will cover a range of activities including Athletics, Basketball, Fitness, Rugby, Football, Hockey, Dancing, Gymnastics and Swimming.

Courses in S1 - S2 lead into certificated courses in the senior school. At present, S3 - S4 pupils are offered Standard Grade Physical Education and in S5 - S6 Higher and Intermediate 2 courses.

Pupils have been offered a range of extra-curricular activities after school and at lunchtimes. These have included Rugby, Football, Badminton, Hockey, Dance, Cricket and Basketball. House and Regional competitions will also be available, e.g. Athletics and Cross Country.



Pupils have represented the school at many sporting events.

(xi) **School Meals**

The canteen is located at the rear of the Langholm Primary school that is directly across the road from the Academy. Pupils may order hot meals, burgers/hotdogs, salads, rolls, snacks and drinks. Prices will vary with time and pupils are provided with a current list for their Familiarisation Programme. We also have the use of a mobile canteen located at the rear of the assembly hall where pupils can buy soup, pasta, salads, rolls (both hot and cold), wraps, fruit and drinks etc. Pupils may bring packed lunches, snacks and drinks to school. Packed lunches can be eaten at tables in the assembly hall. Pupils can use cash or must load up their “Young Scot Card” with sufficient funds before they buy their meal. Young Scot forms are issued during the Induction visit. Pupils can pay in cash or cheques.

(xii) **Homework**

Homework supplements the work undertaken in class and encourages pupils to acquire the habit of self-study and of working on their own. In addition to homework set by the teacher it is important that pupils should engage in regular revision of their notes and in supplementary or background reading.

Homework will be set regularly in all year groups. We expect it to be tackled responsibly. Each subject area within the Academy should reflect the whole school policy regarding the positive value of homework.

A Student Planner is provided for each pupil at the beginning of a new session. These should be used to record all homework issued. This acts as a reminder for students and allows parents and staff to see the volume of homework that students have at any given time. **Parents are asked to regularly check their child’s diary to ensure that homework is being completed and is on time.** Parents are encouraged to contact the Academy if they have any concerns about homework. As part of our Quality Assurance process parents and pupils will be asked to evaluate the homework which pupils are being asked to submit.

At the time of writing, a survey on homework has been completed and the policy will be revised accordingly.

(xiii) **Pupil Behaviour**

Langholm Academy is part of a “Caring Community”. As such, we try to have as few rules as possible, and those that we make are of a positive rather than a negative nature.

As a caring community, all our rules are based on the idea of responsible behaviour and safety towards self and others, and try to foster the individual’s respect for other people, their belongings and the working and playing environment common to everyone.

(xiv) **School Rules**

School rules exist to enable each pupil to get the most from his or her time at the Academy. They provide a framework so that everyone knows what is expected of them and ensure that the school functions smoothly.

- 1 Come to school prepared to learn.

This means that staff and pupils are fully equipped and prepared for learning.

- 2 Pupils will follow the uniform code and staff is expected to dress in a professional manner.

This means that we show respect for our working environment and other people in it by dressing appropriately.

- 3 Respect your environment and the others who share it.

All aspects of the school building and grounds are shared by staff and pupils alike. It is our duty to respect the resources we have and value them.

- 4 When moving around the school – walk on the left in an orderly fashion.

Conduct and good order in and around the school are important for our wellbeing.

- 5 Mobile telephones must be switched off and out of sight.

Whilst mobile telephones have their important uses they should not be switched on in school and should be out of sight.

(xv) **Extra-Curricular Activities**

For recreational activities the school has the use of the Sports Hall and Fitness Suite, a multi-purpose Assembly Hall and a number of playing field areas. Activities available for pupils outwith class times take place either at lunchtime or after school.

After school there have been a variety of activities on offer which have varied according to the time of year. In the past these have included a popular badminton and basketball club as well rugby, football (both boys and girls), cricket and hockey. We also welcome suggestions from the pupils for activities they would like to try. The Academy is also keen to become involved in regionally or nationally arranged competitions, such as quizzes and maths challenges as well as being encouraged to become involved various sporting tournaments within the region.

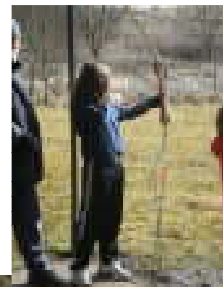
There are many clubs and associations in Langholm and district, and we would encourage pupils to join those that allow Junior Membership.

(xvi) **Residentials**

Pupils at Langholm Academy have the opportunity to participate in residential experiences at various stages of their school career. Third year pupils are all encouraged to take advantage of a one week Outward Bound course where they can experience a range of outdoor activities. This experience is paid for by the Stevenson Foundation.



Instead of a three day residential experience pupils in S1 will have the opportunity to participate in two excursions out of school. The first to Whithaugh Park will provide an “outdoor activities” experience. Pupils will take part in challenging activities involving low-high ropes, climbing frames and problem solving activities. On the second day towards the end of term in June pupils will have the opportunity to visit Blackpool to experience “all the fun of the fair” at the Blackpool Pleasure beach! The cost of these experiences is being made available to pupils at prices which reflect the difficult economic times and to include all pupils.



(xvii) **Health Care**

The School Doctor, Dentist and Nurse visit the school on a systematic basis to examine and inoculate pupils. Parents are informed prior to these visits.

The school nurse holds regular ‘drop-in’ clinics for any pupil requiring her advice.

We currently have no designated ‘First Aider’ on staff, but several members of staff have first aid expertise should there be an emergency. If pupils require to be given paracetamols/medication, then parents should complete the appropriate form and hand it in to the school office.

Pupils are provided with details of arrangements regarding the bringing of medication, inhalers etc. to school, during their Induction Programme.

(xviii) **School Productions**

Extra Curricular Art Events

Music concerts are a regular feature in the life of the Academy and gives pupils the opportunity to perform in front of a live audience, demonstrating the huge range of talent available in the school as well as raising much needed funds for the Music and PE Departments.

Christmas 2009 the school put on a major production, “Disco Inferno” which involved pupils from all years of the school acting, singing and dancing, with music/orchestra provided by the pupils themselves. This type of event is likely to occur every two years and requires an immense effort from staff and pupils. An annual feature is our “Langholm’s Got Talent” evenings, normally held in December.



Langholm's Got Talent, held at the Academy in December 2010

(xix) **The School Library**

The school library resource centre provides pupils and staff with a pleasant environment which supports effective learning and teaching.

A wide range of cross-curricular materials is available for reference and borrowing. Pupils and staff have access to PCs and CD-Roms, periodicals, study aids and current information on a wide range of topics. In First Year all pupils are given an introduction to the Fiction Section and the procedures for borrowing materials, to encourage recreational reading.

During their first year pupils visit the Library again to become familiar with the Reference and Non-Fiction sections as well as the many other resources, which will enable them to independently research information, a useful skill required for most subject areas. The library is well-used by all year groups and is open at intervals and lunchtimes to allow pupils to study quietly, or to have access to the resources. The library is open from 8.30am and is open after school to allow pupils to access resources or complete homework.

The Careers Section of the library is updated regularly by the Librarian in conjunction with the Careers Advisor.



Pupils visited Alpe d'huez, France in December 2010

(xx) **School Transport**

Many pupils travel each day to the Academy by bus. Pupils are expected to be on their best behaviour while travelling to and from school in order that no discredit is brought to the Academy and that others can travel in safety. The right to free travel can be removed since it is conditional on good behaviour.

Free travel is provided to pupils within the Langholm Academy catchment area and is outwith 3 miles of the school. Parents who choose to send their child to Langholm Academy must pay any transport costs involved. Likewise parents who have made a placing request to send their child to Langholm Academy will have to meet their travel expenses in full.

For pupils living in rural areas, parents should expect to ensure their children are able to arrive at the appropriate bus pick up point on time and safely.

The school office can assist with any enquiries.

In the event of transport not appearing.

The school telephone is manned from 8.00am. If transport fails to appear by ten minutes after the normal time, then please contact the school and enquire as to what has happened.

Should the pick-up point be a distance from your home, please contact the school before leaving home if you anticipate that there may be a problem with transport. In bad weather, it is likely that the Headteacher will post a travel news item on the school website by 7.30am.

Throughout all of these statements, the safety and well being of pupils is considered paramount. Please ensure that your child knows what to do and where they should go if the school is closed for an emergency. The Adverse Weather Conditions Procedure would then come into force; please refer to the following page for further information.

Should school buses be unable to leave their base then coach companies / or bus drivers are asked to contact the Headteacher and the school as early as possible so that parents who telephone can be kept informed.

S6 pupils now regularly pass their driving test and bring cars to school. These should not be parked in the staff car park but in the car park outside the sports centre.

(xxi) **School Closures**

If it is necessary to make an emergency closure of the school due to the state of the weather or for any exceptional circumstance then the following procedures will be implemented:

1. It is problematic trying to contact all parents by telephone in such an event. No pupils should ever leave the school if there will be no-one at home. Pupils who normally walk to school will be sent home as long as the school can verify there will be someone there. If parents will not be at home, then they should give advice now to their son/daughter as to what they should do/where they should go in the event of an emergency closure. It is essential that no pupil is sent home to an empty house. They must be told what to do by parents in the event of a closure.
2. If pupils are unsure if anyone will be at home, they will be allowed to telephone. If there is no-one there, then the pupils should know where they have to go as indicated on their form. When such a decision is made everything possible will be done to get youngsters home safely. However, in extreme weather, this may not always be possible. This is why we require the assistance of parents in preparing for such an eventuality. Parents are asked to provide current information regarding transport arrangements, contact details and any local alternative accommodation arrangements. They are also asked to inform the school immediately should any of the details change e.g. a new mobile phone number.
3. Once it has been decided to close the school, transport contractors will be contacted to come to the school in order to take pupils home as soon as they possibly can and a groupcall sent to parents. The school will try to contact parents should transport not be possible and parents should contact the school if their child does not return home by their usual time.
4. If the school is not going to open due to the severe state of the weather, a text message will be sent to parents' mobile phones, advising them of the closure. The school website and the council website will also be updated. If the weather changes dramatically during a school day, then parents should feel free to telephone the school to check what is happening. It is also helpful to the school if parents inform us of any concerns you may have regarding travel or weather in their vicinity.
5. If transport is not running due to these circumstances and a parent brings a pupil to school, then they have the responsibility for their return home.

(xxii) **Instrumental Instruction Service**

Instrumental instruction is available for Strings (violin, cello, etc.), Woodwind, Brass, Guitar and Percussion at the Academy. The Instrumental Instruction Service undertakes to provide a minimum of 32.5 hours of lessons over the school session (from the end of August until the end of June). Termly instructions fees are currently under review. There are limited places for new S1 starts as priority is given to Primary pupils, but when spaces occur in instructors timetables these can then be filled.

Some instruments may be hired at a cost. Application forms for the next school session are available from the School Office on request. New starts are usually processed in February and March but S1 pupils may be offered places until September. Priority is also given to SQA pupils following music courses in S3 to S6.

Application information can be obtained from Ms S Berker, Teacher of Music, by contacting her at Langholm Academy.

The school has also purchased a state of the art video conferencing facility and some instruments are taught partly via this link by an instructor in Dumfries. This controls expenditure and ensures the widest possible range of instrumental tuition can be offered.

(xxiii) **Other Information**

Careers Officer attached to School

Ms J Campbell
Careers Scotland Centre
Loreburn Centre
High Street
Dumfries
DG1 2BD
Tel: 01387 272500
E-mail: Juliet.campbell@careers-scotland.org.uk

Education Service Manager

(Secondary/Adult)
Ms R Doherty / Mr K Miller
Woodbank
30 Edinburgh Road
Dumfries
DG1 1NW
Tel: 01387 260435

Education Officer

(Music Service Manager)
Mr A Cameron
Lochside Education Centre
Lochside
Dumfries
Tel: 01387 720774

Designated Child Protection Person Mrs A Mann, PT Pupil Support

Procedures

If Pupils are late

Pupils who arrive late into school must report directly to the school office and sign the Latecomers book. If appropriate, parents are asked to send a short note with the pupil explaining the reason for late arrival at school. Late coming disrupts the education of all the pupils in the class and will not be accepted. If senior pupils are in receipt of EMA, coming in late may affect their payments. Pupils who sign in late will do a morning interval detention with the Headteacher.

If Pupils have an appointment

It would be appreciated if parents or pupils could try as far as possible to arrange appointments outside school time.

Pupils who have medical or dental appointments must report to the school office with their appointment card or letter from home. They should “sign out” of school. On returning to school they should report to the school office and “sign in”. It is important that pupils follow this as the signing sheet is the record used in the event of a school evacuation or fire.

Pupils should not leave the school during the course of the school day without permission.

If Pupils feel unwell or hurt themselves

A pupil who takes ill or is injured at school must inform a member of staff immediately. The pupil will be referred to staff who will evaluate the situation. If this pupil has to be referred to the Health Centre or has to be taken to hospital or has to be sent home, the parent or a representative will be informed. It is essential that the school should have an emergency contact for every pupil in case parents cannot be contacted.

No pupil, who feels unwell, should ever leave the school without first informing the office.

If a Pupil requires to take medication whilst at school

Any pupil requiring to take medication prescribed by a doctor must seek permission to do so. The appropriate form must be obtained from the school office and returned outlining the necessary details. Pupils should not carry medicines. These should be given to the designated person within school who will issue as and when required. At this point in time the designated person is the Headteacher, Ms Neil.

Attendance

Parents are responsible for ensuring that a child of 'school age' is educated. Each child's absence from school must be recorded. Authorised absences are those approved by the school. Unauthorised absences are registered truanancies or unexplained absences.

Pupils are registered by their class teacher at 9.00am each morning. As registration is computerised, all teachers register each class every period. Discrepancies are picked up by the school office and the matter investigated. If a pupil cannot be located, the school will endeavour to inform the parents or contact person for that child.

If a child has been absent for any reason he/she must provide a letter of explanation to the school office. Unsatisfactory attendance patterns will result in parents being called for interview and if the matter is not resolved, a referral to the Attendance and Welfare Officer will occur.

It is the responsibility of pupils and parents to ensure that any work that is missed is caught up with. Truancy or condoned absences will not be accepted and pupils may be requested to attend school on staff 'In-Service Days' to catch up. Many departments provide revision work on the website (www.langholmacademy.org.uk) to allow pupils who are unable to attend to work/revise at home.

If Pupils need to request time off ...

If a pupil requires time off school for any reason other than illness, a parent should put a request in writing to the Head Teacher well in advance.

Also, if a pupil plans to leave school permanently or intends to transfer to another school, it is courteous to inform the school in advance. We can then transfer work to their new school.

At Langholm Academy, we endeavour to provide a quality education for all our pupils. We are unable to do this if pupils are withdrawn from school for a period of time.

Parents are therefore asked to please keep pupil absences to a minimum. Absence due to illness is unavoidable, but withdrawal for reasons other than illness is not encouraged. We do realise that there are occasions when parents are unable to take holidays when their children are off school. However, the school cannot sanction holidays during term time. Such holidays are now to be recorded as 'unauthorised absence' and a letter will be sent home indicating the Authority stance on this.

Communication with Parents

Education is a partnership involving pupils, their parents and the school. Each must inform the other of matters which have implications for learning. Parents are encouraged to contact the Academy at any time on any matter of concern. There are also a number of ways in which the Academy will keep parents informed.

Parents' Meetings

A calendar of these meetings is issued at the beginning of each session. The format of these meetings varies but details for each are issued prior to the event by letter to every pupil. Parents are urged to attend these important meetings.

Parents' Information Meetings

A series of information sessions have been arranged in the past to describe the activities of departments and other school activities. Such meetings will be organised where there is a need.

Pupil Reports

Reports are posted home and parents are encouraged to respond to reports on their children. A reply slip is provided with each and issues raised by parents will be followed up by staff.

School Website – www.langholmacademy.org.uk

The school website now contains much subject specific information and other news items which should interest parents. A full calendar is also available and parents are urged to view the site regularly.

Letters/Text Messages

Parents will also be contacted from time to time via letter or a text message to mobile phones. This is mainly used to pass on positive comments. However, occasionally parents will be sent a letter expressing concerns regarding performance in class or discipline. Invariably, parents are given the opportunity to contact the school should they require any further information.

Newsletters

Mr Wilson, a member of the teaching staff, has taken on the responsibility of ensuring that newsletters are sent out to parents. This will keep parents up to date with events in the school.

Other Contacts

As stated previously, any direct contact is encouraged. Please do not become alarmed if you are contacted by telephone. This is often the quickest way to inform you of events or seek advice.

Staff at the Academy

(i) Senior Staff

Head Teacher	Ms. Neil
Depute Head Teacher	Mr McKenzie
Depute Head Teacher	Mr McFadyen
Principal Teacher /Curriculum Leader	Mr McLean
Principal Teacher /Curriculum Leader	Mr Wilson
Principal Teacher /Curriculum Leader	Mr Crawford
Principal Teacher /Curriculum Leader	Mr Bloomer
Principal Teacher /Curriculum Leader	Mr Dickson
Principal Teacher /Curriculum Leader (Pupil Support)	Mrs Mann
Principal Teacher Curriculum for Excellence	Mr Drennan
School Support Manager	Ms Storey

(ii) Teaching Staff

<u>Subject Area</u>	<u>Member of Staff</u>
English	Mr Crawford Mrs Ford Miss Wallis
Mathematics	Mr Bloomer Mr Lumb Miss Ross Mr Gibbs
Social Subjects	
Modern Studies	Mr Mackay Mr McKenzie
Geography	Miss Boles
History	Miss Walker
Religious Education	Mr McFadyen
Modern Languages	Mr O'Neill
	French/Spanish German/French
Art & Design	Mrs Herbst-Gray
Home Economics	Mr Proudfoot Mrs Dempster
	Mr Trybis
	Mrs Grieve
Technical	Mr Wilson Mr Drennan

(ii) Teaching Staff (Cont'd)

Business Education		Ms Neil
Science	Chemistry	Mr McLean
	Biology	Mrs Ginns
	Physics	Ms Foster
	Biology	Ms Clark
Computing		Mr Thomson
Music		Miss Berker
Physical Education		Mr Dickson
		Miss Maclaine
Learning Support		Mrs Mann
	Learning Support Teacher	Mrs Pringle
	Learning Support Teacher	Mrs Patterson
	Additional Support Needs Assistant	Mrs Little
	ASNA (Behaviour)	Mrs Smart
	Additional Support Needs Assistant	Mrs Anderson
	Additional Support Needs Assistant	Mrs Mackay
	Additional Support Needs Assistant	Mr Anderson
	Additional Support Needs Assistant	Mrs Farrer
	Home Link Worker	Mrs Hollywood
Careers Advisor	Careers Scotland	Ms J Campbell
	E-mail:- julietcampbell@careers-scotland.org.uk	
Music Instructors	Guitar	Mr Haggarty
	Violin	Mrs Preston
	Cello	Mrs Beeby
	Woodwind	Mr Renwick
	Percussion	Mr James
	Brass	Mr Was
	Singing	Mrs Halliday

(iii) Non Teaching Staff

School Nurse		Mrs Leonard
School Support Manager		Ms Storey
Office Staff	Clerk/Typist	Mrs Hetherington
	Clerk/Typist	Mrs Haining
	Clerk/Typist	Mrs Johnstone
	Clerk/Typist/School Lets	Mrs Hay
	Clerk/Typist	Mrs Grieve
	Library Auxiliary	Miss McLean-Eltham
	Network Administrator	Mr Drummond
	Whole School Technician	Miss Wallace
Janitors		Mr Muir
		Mr Johnston

Academic Session 2011-2012

Staff return Wednesday 24th August 2011
Pupils return Thursday 25th August 2011

- TERM 1** Thursday 25th August – Friday 7th October 2011
Autumn Holiday
Monday 10th October – Friday 21st October 2011
- TERM 2** Monday 24th October – Wednesday 21st December 2011
Inset (Pupil Holiday)
Wednesday 30th November and Thursday 1st December 2011
St. Andrew's Day Holiday
Friday 2nd December 2011
Christmas Holiday
Thursday 22nd December 2011 – Wednesday 4th January 2012
- TERM 3** Thursday 5th January – Friday 30 March 2012
Mid-Term Holiday
Monday 13th February 2012
Inset (Pupil Holiday)
Tuesday 14th and Wednesday 15th February 2012
Spring Holiday
Monday 2nd April – Friday 13th April 2012
- TERM 4** Monday 16th April – Friday 6th July 2012
May Day Holiday
Monday 7th May 2012
Summer Holiday
Monday 9th July 2012
Staff return Thursday 23rd August 2012
Pupils return Monday 27th August 2012

School Leaving Dates

Pupils who reach the age of 16 by 30 September of any year may leave school on 31st May; pupils who reach the age of 16 between 1 October and the last day of February (inclusive) may leave the school at Christmas.

Curriculum

First Year pupils in session 2011-12 will study the following subjects (period allocation in bracket):

English	(4)	Information Technology	(1)
Mathematics	(4)	Technical	(2)
Science	(3)	Physical Education	(2)
French or German	(2)	Modern Studies	(1)
Art	(1)	Religious Education	(1)
Home Economics	(2)	History	(1)
Music	(2)	Geography	(1)
PSE	(1)	Activities	(2)

Second Year students in session 2011-12 will study the following subjects:

English	(4)	Modern Studies	(1)
Mathematics	(4)	Music	(1)
Biology, Chemistry or Physics	(4)	Modern Languages	(2)
Art, ICT, Graphics or Craft&Design	(3/4)	Activities	(2)
History	(1)	PSE	(1)
Geography	(1)	PE	(2)
Religious Ed	(1)	HE	(2)

Third and Fourth year pupils will select courses from a wide range of subjects.

An explanation for these will be given in the subject choice handbook.

Meetings with individual pupils and parents are held between February and March at which parents of Second Year pupils can meet staff to discuss subject choices for Third and Fourth Year courses. Pupils are provided with curricular, personal and careers advice at this important time. Most of the subjects lead to presentation at Intermediate level or Standard Grade in S3 and S4 although some pupils may follow Access courses or individual National Units. We also present a few, very able, pupils for Higher Grade in S3 and S4.

Interviews are also held in March to discuss subject choices for those pupils entering their Fifth Year or returning for a Sixth Year.

Pupils in Fifth Year and Sixth Year select courses from the following subjects:

Art & Design	Chemistry
Biology	Graphic Communication
Computing	English
German	Hospitality
Geography	Human Biology
Modern Studies	Business Management
History	Physical Education
Mathematics	Information Systems
Music	Travel & Tourism
Physics	Practical Craft Skills
Product Design	

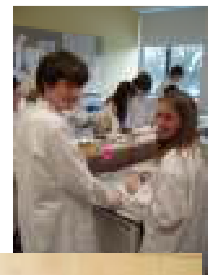
Most of the above courses are offered at a variety of levels – Intermediate, Higher and Advanced Higher.

Charges are made to all pupils in both Home Economics and Technical. This contributes towards the high cost of the materials used in these subjects. The school also pays a much higher contribution per pupil to these subjects for the materials consumed. Any parent experiencing difficulty with this arrangement should contact the Head Teacher.



Dumfries and Galloway College run an annual School's Competition and, as usual Langholm Academy took part.

*Pupils from S3 took part in various challenges -
Hair and Beauty,
Construction,
Electrical Engineering,
Journalism
and Wall - Papering.*



The winning team

A Curriculum for Excellence

During session 2011-12, our school curriculum will include changes to meet the expectations of the Curriculum for Excellence.

The CfE is the biggest change in Scottish Education for many years and from August 2010, our S1 pupils have undergone courses which are CfE compliant i.e. the courses include the outcomes necessary to ensure that our pupils acquire the skills, knowledge and qualities to meet the needs of the 4 purposes of the CfE. These are:

That every young person in Scotland should be:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

Underpinning all of these is the necessity to reinforce literacy, numeracy and health and wellbeing. It is now the responsibility of all staff to ensure that their courses include opportunities for pupils to gain skills in literacy and numeracy and to understand the need for and practice a healthy lifestyle.

To take up this challenge, we promoted a new Principal Teacher Curriculum for Excellence at the start of session 2009-10. Mr Rob Drennan who also teaches Craft & Design and Graphics, was very busy last session creating and organising improvements to our curriculum in conjunction with all other staff in the school.

The main change has been the inclusion of a two period “activities” block in the timetable where all pupils and all staff in the school will work simultaneously on cross-curricular projects designed to enhance and enrich the educational experience of our learners. This was piloted very successfully last session and will continue.

Information and Communications Technology (I.C.T.) in the Curriculum

The Academy has invested extensively in various aspects of Information and Communications Technology (I.C.T.) in recent years to enhance the delivery of the curriculum.

There is a whole school computer network. All pupils are provided with training in its use and all have access to the Internet and have their own e-mail address. Pupils are required to sign a 'Users Agreement' which commits them to responsible usage at all times.

Pupils in First Year undertake ICT training using Litebytes and Keybytes, which provide instruction related to computer hardware and software. Successmaker is an Integrated Learning System, which is computer based. It assists pupils with the development of skills related to language and numeracy. The Scholar programme provided by Herriot-Watt University assists the delivery of some courses in the senior school. All departments are eager to take advantage of the opportunities provided by ICT within their courses. All pupils are encouraged to become independent and confident learners using ICT and to further develop the skills that they may already possess.

There are three fully networked computer suites in the Academy, in Graphics, Room 12 and Room 8. In addition, there are smaller suites based in the Library and Technical. All classrooms have at least one network computer and often others are available within the department for pupil use.

The Academy has a video conferencing facility that permits communication with other schools and organisations via a television link. It is used also to deliver some music instruction. Other aspects of ICT for use across subjects include video editing facilities, digital cameras, colour laser printers, interactive whiteboards, Powerpoint projectors and a host of other devices.

There has been substantial investment in the provision of 'Smartboards' throughout the school with all classrooms now being equipped. These enable staff to provide stimulating lessons using new technology.

Our aim is to ensure that pupils develop the skills and flexibility required to benefit from the ever-changing technological world in which we live.



For four lessons S3 pupils experienced the "Real Care Babies" during their PSE class.



Parental Letters of Consent

Parents are asked to complete a number of forms at the beginning of each new session. This negates the need to continually request permission throughout the year.

Among the forms is one relating to curricular or sporting activities in the local area. Another relates to the videoing or photographing of pupils and another to music practice outwith the music room.

Permission will be sought on each occasion pupils are participating in a visit involving travel outwith the local area.

PERSONAL ACCIDENT INSURANCE COVER FOR SCHOOL CHILDREN

The Local authority provides insurance cover for pupils relative to its liability for any acts of negligence.

However, there are certain occasions when pupils may be more "at risk" than others. These occasions arise not from "negligence" on the part of the Authority but from non-attributable personal accidents, e.g. during curricular or extra curricular sports or physical activities.

The insurance cover of the local authority does not extend to awards of compensation for damage as a result of such accidents (unless negligence can be proved) and it is essential that parents are aware of this.

Insurance cover for pupils to guarantee compensation for non-attributable personal accidents is a matter for parental decision and arrangement. Parents may wish to seek further advice on the availability of such insurance cover from their personal insurance agent/broker.

Assessment

Assessment is an integral part of learning and teaching. It enables pupils and teachers to identify strengths and weaknesses and plan future strategies. In the first two years there is an emphasis on continuous assessment with many departments utilising end of unit tests. Pupils complete Cognitive Abilities Tests in First Year. This adds to other information available. Further details are provided for parents prior to the tests taking place.

In Third Year and Fourth Year most pupils follow Standard Grade, Intermediate or Access courses or National Units. Assessment is carried out according to stipulated Performance Criteria. However, departmental practice continues in a similar manner to the lower school. In the Upper School assessment follows the requirements of the National Qualifications followed by each pupil.

Formal Examinations

In their first two years pupils will be set tests in class time. However, in the Middle and Upper Schools formal examinations are held in the Examination Hall to provide pupils with the experience of preparing for and participating in the external examinations that they will experience at the end of S3 and S4. Timetables for Third, Fourth and Fifth/Sixth Year examinations are produced at the beginning of each session. Third Year examinations are normally held in May, and S4/5/6 examinations in January/February.

School Dux

The award of School Dux is made following publication of examination results by the Scottish Qualifications Authority and, if applicable, appeals.

The Dux is the Fifth Year pupil who has performed best overall at that session's diet of national examinations using the UCAS Unified Points System. Where pupils have identical numbers of passes and grades, bands (levels within grades) are considered. A joint award will be made when circumstances demand. The Dux is presented with the original Dux Medal which dates back over 100 years. Their name is also added to the Dux Board in the school foyer. The title of 'Proxime Accessit' is awarded to the pupil whose achievements most closely matched that of the Dux.



Aaron Tedham
Dux
2010-11 Session



Hayden Goodfellow
Proxime Accessit
2010-11 Session



Glen Cavers
Head Boy
for 2010-11 Session



Katie Smart
Head Girl
For 2010-11 session

Reports

During the August – Christmas terms, all pupils will receive Interim Reports which are posted home and helps ensure parents are informed of progress or concerns.

From January to May, Full Reports are posted home and each year group report is followed by a Parents’ Evening which affords the opportunity for discussion between parents and class teachers. These reports come in booklet form and are much more detailed than the Interim Report.

In both cases, parents are asked to complete and return a comments slip.

Example of a current S5 report (the format is currently under national review)

Subject Details					
Subject	Teacher			Study Level	
Art and Design	Mr Proudfoot			Higher	

Subject Grades					
Target Grade	Next Target Grade	Working Grade	Effort Grade	Behaviour Grade	Homework Grade
3	3	3	Excellent	Excellent	Excellent

Progress Action Plan
It is recommended that your child should study this subject next year at: Higher

Teacher Action Plan
Ross has made a good start to his Expressive Unit. He has been given deadlines for the completion of each stage of this Unit and it is very important that these deadlines are met.

Subject Details					
Subject	Teacher			Study Level	
English	Mr Crawford			Higher	

Subject Grades					
Target Grade	Next Target Grade	Working Grade	Effort Grade	Behaviour Grade	Homework Grade
3	3	3	Excellent	Excellent	Excellent

Progress Action Plan
It is recommended that your child should study this subject next year at: -

Teacher Action Plan
Ross has made a good start to his studies this session.

Please note: An interim report may not have a teacher comment

Pupil Support

Each individual pupil has his or her own learning needs. The staff of the Academy recognise the importance of supporting each pupil in their learning and work in close cooperation with our Pupil Support team. Assistance is provided in a variety of ways. For example, a teacher from the team may share a class with a subject teacher. Both teachers will be there to help any pupil who needs support. If required, additional support is available on an individual basis or within a small group setting to help pupils with any area of the curriculum that is causing them difficulty. Equally, pupils who find work too easy can be challenged by work in other areas.

To support each pupil, members of the Pupil Support team liaise with their Primary School before they transfer to the Academy and work with subject teachers to ensure that class work will be suitable for them. It is not a 'fresh page' start for youngsters transferring from primary school. Courses are designed to build upon the work already undertaken at primary school.



Mrs. Mann

The needs of less able pupils require particular consideration and Pupil Support staff can assist these pupils.

The policy of the Education Committee for the provision for pupils with learning difficulties is:-

1. Children with mild, moderate learning difficulties should be integrated into mainstream schools with appropriate support.
2. Children with a significant physical handicap should, where possible, be educated in the mainstream school.
3. Learning Centres for children with significant recorded needs should be set up in appropriate mainstream schools if deemed necessary.
4. Children with identified Additional Support Needs should be regarded as children with learning difficulties irrespective of whether their needs are subject to a Coordinated Support Plan or not. Similarly, all teachers working full-time with children with identified needs should be regarded as teachers of children with learning difficulties.

The needs of the individual child are the prime consideration in the implementation of this policy.

Langholm Academy has developed its own policy for Pupil Support within the framework of Education Department Policy.

Should you have any concerns about your child's progress or think that your child has any problems with his/her learning you may contact Mrs Mann, Principal Teacher of Pupil Support. The matter may then be discussed with class teachers and Pupil Support staff. Our staff will do everything to address your concerns but in the event that the solution lies outwith the school, then you will be referred to the appropriate member of the Education Authority's support staff.

The School GIRFEC Group
(Getting It Right For Every Child)

Core Members of this group

A. Mann Principal Teacher Pupil Support (chair)
J McFadyen (Deputy Head Teacher)
E Smart (ASNA - Behaviour)
Rachel Hayton (Educational Psychologist)
John Dunlop (Attendance and Liaison Officer)
PC Alan Gribbon (Community Police Officer)
Mrs Susan Hollywood (Home Link Worker)
Lorraine Gillies (Pupil Support Officer)
Plus other relevant invited outside agencies Social Work, Crannog, CAMHS

The group meets once a month to discuss pupils who are causing concern because of one or more of the following:

Attendance
Unacceptable behaviour
Social problems
Emotional problems
Health issues
Mental health problems
Family issues
Other problems causing concern in school

The group also discusses young people who are looked after and those with special educational needs if required.

Pupils are placed on the agenda for discussion because they have been picked up through Seemis referrals or have been referred by a member of the senior management team, a principal teacher, outside agency, a parent or the young person him/herself.

The parents/carers and pupil will be informed that they are to be placed on the agenda and are given the opportunity to attend a full discussion. They are also kept informed of any following discussions at later SRG meetings.

From these discussions a plan of action is drawn up. This may include:

- Behaviour monitor sheets - the pupil collects this daily from a designated member of staff. SMART* targets are set specifically for him/her. The sheets are checked and discussed with the pupil at 3.30pm and taken home to be checked and signed.
- Providing an alternative curriculum/part curriculum which may include work in the community, work experience, Class work, working in the Pupil Support Base on social skills, life skills etc.
- Meeting with subject teachers to inform them about the young person's difficulties and how to deal with them in class.
- Refer the pupil on to other outside agencies.
- Refer the pupil to GIRFEC Group.

ASL Act (Additional Support for Learning)

A new law, the Education (Additional Support for Learning) (Scotland) Act 2004, replaced the law relating to Special Educational Needs in November 2005. This new law introduced a single structure for meeting the needs of children who require additional support to ensure they can make the most of their education.

Any child who needs more or different support to what is normally provided in schools or pre-schools is said to have “additional support needs”. This includes a larger group of children who need extra help with their education for a wider variety of reasons. These reasons include issues arising from e.g. social and emotional difficulties, bullying, a physical disability, having English as an additional language, a sensory impairment or communication difficulty.

Support therefore may need to come from health professionals and/or social work as well as from within education. Your child’s needs may last for a short time or they may be complex and need additional support for a number of years. For some children it may be appropriate to have a Co-ordinated Support Plan which sets out annual targets that require input from other agencies, e.g. speech and language therapist.

The level of support needed will vary from child to child and allocation of support is organised equitably across all schools in the Authority in consultation and agreement with the school themselves.

Additional Support Needs

The Education (Additional Support for Learning) (Scotland) Act 2004 introduced a new framework for providing support for children and young people who need some additional help with their learning. This Act has now been amended further by the Education (Additional Support for Learning) (Scotland) Act 2009.

The Act aims to ensure that all children and young people are provided with the necessary support to help them work towards achieving their full potential. It also encourages all those supporting children and young people to work together.

A Guide for Parents and Carers

The Authority is currently developing a range of information booklets outlining both policy and practice, which should be available online at www.dumgal.gov.uk or from your local school in the coming months. In the meantime, if you would like any further information or advice, please contact the school in the first instance or contact the central support team at:

Schools Services
Dumfries and Galloway Council
Woodbank
Edinburgh Road
Dumfries

Tel: (01387) 260444

Further information and advice can also be obtained from **Enquire - the Scottish advice service for additional support for learning**.

Operated by Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning through:

- a telephone helpline - 0845 123 2303
- an email enquiry service - info@enquire.org.uk
- an online enquiry service
- two websites - www.enquire.org.uk (for parents/carers and practitioners) and www.enquire.org.uk/yp (for children and young people)

Enquire also provide a range of clear and easy-to-read guides and factsheets explaining everything from ‘additional support in the early years’ to ‘what planning should take place for moving on from school’.

The Psychological Service

The local authority Educational Psychological Service is an advisory service within Schools Services offering support to children, their families and carers, and schools in Dumfries and Galloway.

The Service offers advice to, and works together with, parents and teachers, and the local authority. At times the Educational Psychologist will work directly with children/young people.

One way in which the Service offers support to schools is by advising and consulting with school staff. This can be about general issues (such as learning and teaching approaches, behavioural matters, etc.) This may also include discussion about named pupils, such as at a School Review Group, when discussing special exam arrangements, offering advice about Additional Support Needs, or deferred to entry to primary school. In many such cases no direct work with a child/young person may be necessary.

In cases where the school is seeking direct work by the Educational Psychologist with a child or young person, parental discussion and consent will always be sought first.

A Psychological Service leaflet for parents giving fuller information is available from the school.

Pastoral Care of Pupils

The pastoral care of pupils is very important throughout their school life and probably of greatest importance in the transitional year from primary school. The pastoral care of all pupils remains a top priority within Langholm Academy and our structures will aim to support pupils in their first and subsequent years.

A Pupil Support Team operates within the school. Led by the Principal Teacher, Mrs. Mann, this team of teachers, classroom assistants, behaviour support personnel, Home Link Worker and Senior Managers will provide support for pupils during the session. They will support pupils in and out of class and hold regular reviews to assess progress and help with difficulties.

Your son or daughter's teachers provide vital pastoral care by motivating your child; helping them do their best; acting as excellent role models in their work ethic; showing their enjoyment of school; timekeeping standards; being prepared for each lesson; helping with difficulties; marking homework; providing reports on progress; giving curricular advice in their subject specialisms – to name a few areas!

Pupils are supported in a variety of ways. The Personal, Social and Health Education programme provides pupils with the opportunity to debate important issues. The school's Careers Adviser will provide careers advice and the Active School's Co-ordinator organises inter-House and extra-curricular activities. The School Nurse, Mrs. Leonard, holds regular, weekly 'drop-in' clinics to provide medical advice to pupils, if requested.

The Senior Management Team and the Extended Management Team have an important role for the delivery of pastoral care. They communicate directly with parents and interview pupils regularly. Links with other external agencies such as Primary Schools, School Review Groups, Childrens Hearings and Police can be extremely valuable in gaining knowledge and acting on it to ensure the delivery of effective pastoral support – and where appropriate make positive difference to pupils lives.

It is intended that an effective partnership between school and home will ensure that all pupils receive the pastoral support they require during their school life and provide a sound foundation and preparation for their life after school.

Each pupil has a PSE teacher who meets with the PSE class once per week.

In addition, every member of staff is involved with monitoring and tracking subjects for a small group of pupils (approximately 10). These teachers interview the pupils and are another point of contact for them should the need arise.

Tracking and Monitoring

All pupils from S1 - S6 are allocated to a tutor. On the last Thursday for every month, all class teachers enter grades for Effort, Behaviour, Homework, Working Grade and Target Grade for every pupil they teach. Each teacher also has a tutor group of 10 or so pupils. The tutor then checks the performance of each member of their tutor group and interviews individual pupils if required.

Parents may also be sent notification of tutor / pupil interviews if the tutor feels that the parent needs to be informed.

Tracking and monitoring is a form of early intervention which is in place to try and prevent pupils from underachieving. Targets are set to give pupils something to aim for and one based realistically on information the school already holds on individual pupils e.g. previous exam results, CAT scores, primary school information.

If parents wish to discuss the tracking and monitoring system at any time, they should contact Ms Neil in the first instance.

Home Link Worker Service

Susan Hollywood is the Home Link Worker for the Langholm cluster which consists of Langholm Academy, Langholm Primary and Canonbie Primary.



Mrs S Hollywood

Home visiting is one of the main aspects of her role. This provides a good opportunity to discuss any problems or concerns parents may have about their child in school, link parents to other agencies and provide advice and feedback on behalf of the school.

Through the home link worker, support can also be offered as:

- Individual support for your child e.g. bullying issues, provide work through long absences etc.
- Group work e.g. circle time
- Support holiday activities e.g. provide transport and crèche
- Support at times of change e.g. transition, new pupil etc.

Please do not hesitate to contact Susan if you have any concerns or issues regarding your child which may impact on their school life.

She can be contacted through the school office on 013873 81402 or on her mobile 0772 506 5500 until 6pm.

At the time of writing, the future of the Home Link Worker Service is under review.

Preparing Pupils for Work

Mock Interview Programme

Organised in conjunction with the local Rotary Club, this scheme provides pupils with the experience of preparing for a job interview and reflecting on interview techniques in a supportive environment. Pupils prepare a Curriculum Vitae and are interviewed on this and their application form for the position sought. Interviews are followed by a de-briefing session and an individual report of performance is provided for each pupil.

Work Experience

Fourth Year pupils are expected to organise a week long certificated Work Experience placement for themselves. A suitable employer is identified, a letter of application submitted, a Logbook completed and an employer's report made on pupil performance. It is not essential that all pupils complete Work Experience in S4 but it is strongly recommended for pupils who intend leaving at the end of that academic year.

Pupils who continue at school may participate in a further Work Experience or Work Shadowing Placement in Fifth Year or Sixth Year.

Once a child has completed their work experience week an evaluation form is sent to the Company to complete. The following are their comments on one pupil;

*"(name) has been a fantastic placement student and a credit to your school. He has completed every task given and has a phenomenal work rate. I have received comments from other departments that re-iterate this.
(name) has excelled himself this week and I would have no hesitation in taking him back for a more in depth look at what we do - I would also consider him for employment once he's left school."*

Parent Council

Our Parent Council, which meets on the Tuesday evening of each month, consists of the following members;

Chairman	-	Mr A Lane
Secretary	-	Mr A Hyslop
Assistant Secretary	-	Mrs C Calvert
Treasurer	-	Mrs J Graham
Head Teacher	-	Ms E Neil
Parent Members	-	Mrs J Bell, Mrs J Fletcher, Mrs S Turner, Mrs M Henry, Ms M Smyth, Mrs B Steele, Mrs S Ritchie

Role of Parent Council

- actively support parental involvement in the life of the school
- provide opportunities for parents to express their views on children's education and learning
- receive information and advice on matters affecting children's education
- influence decisions, be listened to and taken seriously
- participate in recruitment of head and depute head teachers
- make representations to the education authority on issues outwith the control of the headteacher such as school closures or changes to catchment areas.

It is not appropriate for parent councils to discuss individual pupils or teachers.

Information the parent council must provide to the headteacher, education authority, parent forum, pupils and other appropriate parties

- who members are
- how they can be contacted
- copy of constitution

Parent council members have to be members of the parent forum. Only a parent forum member can chair the parent council. The parent council can co-opt, for example, school staff, local councillors, pupils, members of the school's community. A parent council for a denominational school must invite the church or denominational body to nominate a representative for co-option.

Functions of the Parent Council

- support the school in its work with pupils to raise standards, improve quality of education and social, cultural, recreative and physical activity and training
- play an active role in promoting parental involvement
- represent the views of parents
- promote contact between the school, parents, pupils, providers of nursery education and the community
- report to the parent forum
- review and amend as necessary the constitution and arrangements for the council, with approval of the parent forum

The Parent Council can support the school by

- consulting with parents formally on school policy decisions
- discussing how parents can support the implementation of the School Improvement Plan
- using formal and informal channels to communicate about school events and how parents can be involved
- fundraising to provide additional equipment and resources for the school
- assisting at school events and working with the headteacher and staff

Financial powers of the Parent Council

- may raise funds by any means other than borrowing and decide how to spend them after it has considered the views of the parent forum and the advice from the headteacher
- keep accounts of financial transactions
- **may not** acquire heritable property
- education authority will allocate funding to cover administrative and training costs and clerk fees

Role of the Headteacher in the Parent Council

Headteacher responsibilities

- promote welcoming ethos for parents
- encourage good two-way communication with parents in a variety of ways
- provide information on school life and events, the curriculum, their child
- advise Parent Council and Parent Forum on any matter falling under their remit e.g. curriculum, policies, uniform, discipline, parental involvement
- report to the Parent Council and Parent Forum annually on the school's performance and the ambitions for the school
- take account of authority strategy
- set objectives for the school including parental involvement in the education of their child and pupils generally
- lead on partnership with parents
- pursue involvement of parent(s) who are not usually involved
- make arrangements for teachers to discuss issues with parents
- build relationships with parents through social and cultural events
- attend parent council meeting
- receive representations from the parent council, reply and take the views of the parent council into account when carrying out duties, where reasonable and practical
- report once a year on school performance and objectives and ambitions for the school as set out in the school improvement plan
- the report should have regard to the 12 month report on the improvement plan, the authority's measures and standards of performance and to equal opportunity requirements and how these are met by the school
- agree the format of the report with the parent council
- prepare a summary of the report to be sent to every member of the parent forum

Employment of Pupils

Legislation governing the employment of children is detailed and any young person intending to become employed whilst at school must ensure that they obtain a permit from the Head Teacher and abide by the recently revised By-Laws, a copy of which is available from the school office.

A child aged 10 or over may be employed on an occasional basis by and under the direct supervision of his/her parent or guardian in light agricultural work or horticultural work. For work of this nature no permit will be required.

Children may be employed for no more than one hour before the commencement of school hours on any day on which they are required to attend school. No child under the age of 14 may engage in street trading and a child 14 or over only under certain conditions. No child may be employed in any work out of doors unless wearing suitable clothes and shoes. Before issuing an employment permit an education authority may require a child to have a medical examination.

In all other cases a permit will be necessary.

***Pupils whose attendance or timekeeping is poor will not be issued a work permit.
Any pupil with a work permit whose progress is unsatisfactory will have their permit withdrawn.***

Details concerning the following can be found in the Byelaws:

- The permitted employment of children aged 13
- The permitted employment of children aged 14 and over
- Prohibited employment - including the delivery of milk
- Additional conditions

Transferring Educational Data About Pupils

Education authorities and the Scottish Executive Education Department (SEED) have collected data about pupils on paper forms for many years. We are now working together to transfer data electronically through the ScotXed programme.

What pupil data will be collected and transferred?

Data on each pupil is collected by local authorities and SEED. The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability, attendance, absence and exclusions from school. Pupil names and addresses are collected by their school and education authority but they are not passed to SEED. Your postcode is the only part of your address that is transferred. Data is held securely and no information on individual pupils can or would be published by SEED. It is used for statistical and research purposes only.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on their website will help you understand the importance of providing the data.

Why do they need your data?

In order to make the best decisions about how to improve our education service, SEED and education authorities need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better exam results. Accurate and up-to-date data allows SEED, education authorities and schools to:

- plan and deliver better policies for the benefit of all pupils,
- plan and deliver better policies for the benefit of specific groups of pupils,
- better understand some of the factors that influence pupil attainment and achievement,
- target resources better.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website.

SEED will not publish or release any information that allows an individual pupil to be identified. Data will not be used by SEED to take any actions in respect of any individual pupils. Data will only be shared with bona fide partners, such as HMIE and the SQA. Any sharing will be done under conditions of strict control and with the prior agreement of the Data Controller.

Concerns

If you have any concerns about the ScotXed data collections you can email the Data Controller, Pete Whitehouse, at EDData.Controller@scotland.gsi.gov.uk or write to The ScotXed Support Office, SEED, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print. Please allow up to 10 days for requests to be processed.

Want more information?

Further details about ScotXed data exchanges are available on the ScotXed website, www.scotxed.net. The website also contains answers to commonly asked questions about ScotXed.

Adults In Day School

Adults are encouraged to attend day classes offered at the Academy wherever possible. Many have in recent years and with great success. Full details of what is on offer and when classes are held are published and publicised from June each session. Those unable to attend regularly are encouraged to enquire concerning alternative arrangements for the use of school resources.

Why go back to School?

Adults have many reasons for returning to education:

Employment - for many it is only after leaving school that they recognise that learning has value for personal development and job prospects.

Missed opportunities - "If only I had worked harder at school".

A sense of achievement - the belief that for whatever reason our school achievements did not reflect our abilities.

To keep up with the family - "Mummy, what's the Internet?"

Retirement - for the increasing number of retired people, returning to school offers the opportunity of pursuing a study they did not have time for before.

What Can I Study?

Adults may follow a wide range of courses including Standard Grades, Higher Grades, Intermediate 1 & 2, Advanced Higher courses and a variety of National Units, as well as interest and leisure courses

Some adults return to study only one subject, while others pursue a fairly full timetable. Most adults have an idea of the subjects they wish to study, but are uncertain as to the appropriate level of study. The school will be more than happy to offer advice and guidance on this and all other related matters.

How do I get Involved?

When you make contact with the school you will be able to find out:

- What opportunities are available
- The starting dates (many courses start in June)
- How to enrol

Further counselling and guidance will be available as necessary.

The contact person at Langholm Academy is:

Mr McKenzie - Telephone 80418

Staff at Langholm Academy



*Ms E Neil
Head Teacher*



*Mr J Mc Fadyen
Depute Head Teacher
Teacher of R & E*



*Mr W McKenzie
Depute Head Teacher
Teacher of Modern Studies*



*Mrs A Mann
Principal Teacher and
Curriculum*



*Mr D Dickson
Principal Teacher and
Curriculum*

Learning Support

*Learning Support Teachers;
Mrs Pringle, Mrs Patterson*

*Additional Support for
Needs (ASNA);
Mrs Anderson, Mrs Mackay
Mrs Little, Mr Anderson,
Mrs Farrer*

*ASNA (Behaviour);
Mrs Smart*

*Home Link Worker;
Mrs Hollywood*



*Mr B Wilson
Principal Teacher and
Curriculum
Teacher of Technical Subjects*

*Teacher of Art and
Year Tutor of S5;
Mr Proudfoot*

*Teacher of Computing and
Teacher Representative of
Student Council;
Mr Thomson*



*Mr A McLean
Principal Teacher and
Curriculum
Teacher of Chemistry*

*Teacher of Biology and
Year Tutor of S2;
Mrs Ginns*

*Teacher of Science;
Ms Clark*

*Teacher of Physics and
Year Tutor of S4;
Mrs Foster*

*Teachers of H & E;
Mrs Dempster, Mr Trybicki,
Mrs Grieve (part-time)*



*Mr J Crawford
Principal Teacher and
Curriculum
Teacher of English*

*Teachers of English;
Ms Wallis,
Ms Ford – Year Tutor of S6*

*Teachers of French;
Mr O'Neill*

*Teacher of German;
Mr K Herbst-Gray*

*Teacher of Literacy;
Mrs Kay*

*Librarian;
Ms MacLaine-Ellham*



*Mr D Bloomer
Principal Teacher and
Curriculum
Teacher of Maths*

*Teachers of Maths;
Mr Lumé, Mr Gibbs, Ms Ross*

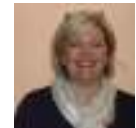
*Teacher of Geography;
Miss Boles*

*Teacher of History;
Ms Walker*

*Teacher of Modern Studies;
Mr Mackay*



*Mr R Drennan
Principal Teacher
Curriculum for Excellence
Teacher of Technical*



*Ms K Storey
School Support Manager*

*Network Administrator;
Mr Drummond*

*Whole School Technician;
Ms Wallace*

*Clerk / Typist;
Mrs Haining, Mrs Hay
Mrs Hetherington,
Mrs Grieve (part-time)*

*School Lets;
Mrs Hay*

*Reprographics;
Mrs Johnstone*

*Janitors;
Mr Muir, Mr Johnstone*

Langholm Academy

Information for Parents 2010

Minimising Overall Absence

		Absence recorded (2008/2009) Average number of half days absence per pupil	Absence recorded (2009/2010) Average number of half days absence per pupil
Absence	School	20.5	19.7
	Education Authority	30.2	29.6
	National	34.2	33.9

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

Key to symbols: The symbol (##) indicates that the data are not available or comparable with other years.

For information:

Scottish Credit and Qualifications Framework (SCQF) levels:	
Level 7	CSYS at A-C; Advanced Higher at A-C
Level 6	Higher at A-C
Level 5	Intermediate 2 at A-C; Standard Grade at 1-2
Level 4	Intermediate 1 at A-C
Level 3	Access 3 Cluster; Standard Grade at 5-6

School: Langholm Academy

Estimated S5 January Roll As a Percentage of the S4 Roll
In September of the Previous Session

2007/2008	2008/2009	2009/2010
64	83	71

Examination Results (within Scottish Credit and Qualifications Framework)

(2009/2010 results are pre-appeal)

Percentage of the relevant September S4 roll achieving:									
By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
	2007/08	2008/09	2009/10	2007/08	2008/09	2009/10	2007/08	2008/09	2009/10
	98	98	95	94	92	89	62	58	56

Percentage of the relevant September S4 roll achieving:									
By end of S5	1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better		
	2007/08	2008/09	2009/10	2007/08	2008/09	2009/10	2007/08	2008/09	2009/10
	48	62	53	22	43	29	12	21	11

Percentage of the relevant September S4 roll achieving:									
By end of S6	3+ @ level 6 or better			5+ @ level 6 or better			1+ @ level 7		
	2007/08	2008/09	2009/10	2007/08	2008/09	2009/10	2007/08	2008/09	2009/10
	41	32	49	27	18	36	22	10	25

Key to symbols:

Counts and percentages for year groups which contain more than 0 but less than 5 pupils are replaced by asterisks (**) because they could be misleading or lead to identification of individuals.

The symbol (##) indicates that the data are not available or comparable with other years. Possible reasons for this include: the school has recently opened or merged with another school; S5 and S6 results for S1-S4 schools; S4, S5 and S6 results for S1-S2/S3 schools; cases where the relevant year group roll figure is zero.

Education Authority: Dumfries and Galloway

Estimated S5 January Roll As a Percentage of the S4 Roll
In September of the Previous Session

2007/2008	2008/2009	2009/2010
66	67	71

Examination Results (within Scottish Credit and Qualifications Framework)

(2009/2010 results are pre-appeal)

Percentage of the relevant September S4 roll achieving:									
By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
	2007/08	2008/09	2009/10	2007/08	2008/09	2009/10	2007/08	2008/09	2009/10
	91	92	92	78	78	79	35	38	38

Percentage of the relevant September S4 roll achieving:									
By end of S5	1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better		
	2007/08	2008/09	2009/10	2007/08	2008/09	2009/10	2007/08	2008/09	2009/10
	42	41	44	25	23	24	12	11	11

Percentage of the relevant September S4 roll achieving:									
By end of S6	3+ @ level 6 or better			5+ @ level 6 or better			1+ @ level 7		
	2007/08	2008/09	2009/10	2007/08	2008/09	2009/10	2007/08	2007/09	2009/10
	33	33	34	21	23	22	15	15	13

Key to symbols:

Counts and percentages for year groups which contain more than 0 but less than 5 pupils are replaced by asterisks (**) because they could be misleading or lead to identification of individuals.

The symbol (##) indicates that the data are not available or comparable with other years. Possible reasons for this include: the school has recently opened or merged with another school; S5 and S6 results for S1-S4 schools; S4, S5 and S6 results for S1-S2/S3 schools; cases where the relevant year group roll figure is zero.

Education Authority: National Data

Estimated S5 January Roll As a Percentage of the S4 Roll In September of the Previous Session

2007/2008	2008/2009	2009/2010
65	67	72

Examination Results (within Scottish Credit and Qualifications Framework)

(2009/2010 results are pre-appeal)

Percentage of the relevant September S4 roll achieving:									
By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
	2007/08	2008/09	2009/10	2007/08	2008/09	2009/10	2007/08	2008/09	2009/10
	91	91	92	76	78	78	34	35	35

Percentage of the relevant September S4 roll achieving:									
By end of S5	1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better		
	2007/08	2008/09	2009/10	2007/08	2008/09	2009/10	2007/08	2008/09	2009/10
	39	41	43	22	23	24	10	11	11

Percentage of the relevant September S4 roll achieving:									
By end of S6	3+ @ level 6 or better			5+ @ level 6 or better			1+ @ level 7		
	2007/08	2008/09	2009/10	2007/08	2008/09	2009/10	2007/08	2008/09	2009/10
	30	31	33	20	21	22	13	14	14

Key to symbols:

Counts and percentages for year groups which contain more than 0 but less than 5 pupils are replaced by asterisks (**) because they could be misleading or lead to identification of individuals.

The symbol (##) indicates that the data are not available or comparable with other years. Possible reasons for this include: the school has recently opened or merged with another school; S5 and S6 results for S1-S4 schools; S4, S5 and S6 results for S1-S2/S3 schools; cases where the relevant year group roll figure is zero.

School: : Langholm Academy

Leaver Destinations
Number of Pupils Leaving In School Year 2009/10 and Percentage
With Destination As:

Total Number of Leavers (=100%)	65
Higher Education	35
Further Education	26
Training	2
Employment	23
Other Known	14
Not Known	0

Key to symbols:

Percentages for schools where the number of leavers is greater than 0 but less than 5 have been replaced by asterisks (**) because they could be misleading or lead to identification of individuals. The symbol (##) indicates that the data are not available or comparable with other years because the school has recently opened or merged with another school, or is temporarily closed.

Budgeted Running Costs For Financial Year 2010-2011

School Roll at September 2009	302
Total School Running Costs at April 2010 (£)	1,869,845
Cost per Pupil (£)	6,192

Attendance And Absence For School Year 2009/2010

	Stage					
	S1	S2	S3	S4	S5	S1-5
Total Number of Possible Attendances (Pupil Half Days)	18,573	15,450	23,016	22,242	16,392	95,673
Percentage Authorised Absences	3.0	5.1	3.6	5.9	4.8	4.5
Percentage Unauthorised Absences	0.5	0.4	0.2	1.4	0.9	0.7

Key to symbols:

Asterisks (**) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

Education Authority: Dumfries and Galloway

Leaver Destinations

**Number of Pupils Leaving In School Year 2009/10 And Percentage
With Destination As:**

Total Number of Leavers (=100%)	1,629
Higher Education	35
Further Education	27
Training	3
Employment	23
Other Known	11
Not Known	1

Key to symbols:

Percentages for schools where the number of leavers is greater than 0 but less than 5 have been replaced by asterisks (**) because they could be misleading or lead to identification of individuals. The symbol (##) indicates that the data are not available or comparable with other years because the school has recently opened or merged with another school, or is temporarily closed.

Budgeted Running Costs For Financial Year 2010-2011

School Roll at September 2009	9,378
Total School Running Costs at April 2010 (£)	58,738,534
Cost per Pupil (£)	6,263

Key to symbols: The symbol ## indicates that the data are not available.

Attendance And Absence For School Year 2009/2010

	Stage					
	S1	S2	S3	S4	S5	S1-5
Total Number of Possible Attendances(Pupil Half Days)	605,188	629,459	672,948	663,479	498,670	3,069,744
Percentage Authorised Absences	4.5	5.5	5.8	6.1	5.7	5.5
Percentage Unauthorised Absences	1.1	1.4	2.1	3.5	2.5	2.1

Key to symbols:

Asterisks (**) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

National Data

Leaver Destinations Number of Pupils Leaving In School Year 2009/10 And Percentage With Destination As:

Total Number of Leavers (=100%)	54,097
Higher Education	36
Further Education	27
Training	5
Employment	19
Other Known	13
Not Known	1

Key to symbols:

Percentages for schools where the number of leavers is greater than 0 but less than 5 have been replaced by asterisks (**) because they could be misleading or lead to identification of individuals. The symbol (##) indicates that the data are not available or comparable with other years because the school has recently opened or merged with another school, or is temporarily closed.

Budgeted Running Costs For Financial Year 2010-2011

School Roll at September 2009	302,921
Total School Running Costs at April 2010 (£)	1,695,802,434
Cost per Pupil (£)	5,598

Key to symbols: The symbol ## indicates that the data are not available.

Attendance And Absence For School Year 2009/2010

	Stage					
	S1	S2	S3	S4	S5	S1-5
Total Number of Possible Attendances (Pupil Half Days)	20,375,279	20,601,741	21,076,798	20,825,660	15,739,991	98,619,469
Percentage Authorised Absences	5.3	6.2	7.0	6.4	5.8	6.2
Percentage Unauthorised Absences	1.5	2.2	3.0	3.5	2.8	2.6

Key to symbols:

Asterisks (**) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

SQA EXAMINATION RESULTS 2010

<u>Higher Grade</u>	<u>Candidates</u>	<u>Awards</u>				
		A	B	C	7	N.A.
Art and Design	11		2	7	2	
Biology	24	3	3	7	3	8
Business Management	6			3	1	2
Chemistry	11	2	4	3	1	1
English	28	3	8	10	3	4
French	5	4	1			
Geography	14	4	3	2	2	3
German	8	3	4	1		
Graphic Communication	10	1	1	5	1	2
History	11	6	5			
Information Systems	6	1	1	3		1
Mathematics	20	5	4	3		8
Modern Studies	8	1	3	4		
Music	5	4	1			
Physics	5	1	1	2		1
Physical Education	22	1	8	8	2	3
Product Design	7	2	1	1	3	
Psychology	3	1	1	1		
Travel and Tourism	5		1	2		2

In Higher courses a candidate attaining a grade 7 is deemed as a 'near miss' and is awarded the level below that entered e.g. a grade 7 at Higher Grade is awarded an A pass at Intermediate 2 level.

Some candidates may not complete a course but attain a number of units within a course. These units are not included here.

N.A. indicates that 'No Award' was achieved by the candidate in the final examination.

SQA EXAMINATION RESULTS 2010 Cont'd

<u>Intermediate 2</u>	<u>Candidates</u>	<u>Awards</u>				
		A	B	C	7	N.A.
Art and Design	34	29	2	3		
Biology	27	7	9	8	1	2
Chemistry	14	10	3	1		
English	52	16	20	11	3	2
French	9	4	2	2	1	
Geography	26	13	4	3	2	4
Geology	1	1				
German	7	6			1	
Graphic Communication	20	14	2	3		1
History	11	10	1			
Hospitality: Practical Cookery	28	6	13	7	2	
Information Systems	15	8	5	2		
Mathematics	40	20	6	4	2	8
Modern Studies	19	10	7	2		
Music	6	5	1			
Physics	22	6	4	4	1	7

<u>Advanced Higher</u>	<u>Candidates</u>	<u>Awards</u>				
		A	B	C	7	N.A.
Art and Design: Expressive	1	1				
Biology	7	2	3		2	
Chemistry	4	1	2	1		
English	2			2		
Graphic Communication	2		2			
Mathematics	2		2			
Music	3			3		
Physics	1		1			
Product Design	2		2			

<u>Access 3</u>	<u>Candidates</u>	<u>Awards</u>
Art and Design	2	P
Biology	3	P
Chemistry	1	P
English	2	P
History	3	P
Mathematics	14	P
Modern Studies	1	P
Physics	1	P
Social Studies	7	P

SQA EXAMINATION RESULTS 2010 Cont'd

Standard Grade

<u>Subject</u>	<u>Candidates</u>	<u>Awards</u>							
		1	2	3	4	5	6	7	NA
Music	8		2	6					
Craft and Design	32	17	9	5					1
Physical Education	29	13	12	4					
Social & Vocational Skills	8			3	4	1			

Intermediate 1

	<u>Candidates</u>	<u>Awards</u>					7	N.A.
		A	B	C				
Art and Design	5	3	2					
Biology	17	7	4	3		1	2	
Chemistry	10	7	2	1				
English	31	10	13	8				
Geography	1		1					
German	5	5						
Graphic Communication	8		3	2		1	2	
History	6	3	3					
Mathematics	22	1	4	6		8	3	
Modern Studies	5	3	1				1	
Physics	12	5	3	3			1	