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## **INTRODUCTION**

Lanark Grammar School is one of 17 secondary schools throughout South Lanarkshire Council.

South Lanarkshire Council is the fifth largest authority in Scotland. It covers the following main areas; Clydesdale in the south which features extensive rural areas, Cambuslang, Rutherglen, Blantyre and Uddingston to the north as well as the towns of East Kilbride and Hamilton.

The Council's Plan Connect sets out the Council's Vision to improve the quality of life for all within South Lanarkshire.

For Education Resources this means delivering services of the highest quality as well as striving to narrow the gap. It is about continually improving the services for everyone at the same time as giving priority to children, young people, families and communities in most need. The Resources Plan further builds on the commitment to improve the experience for children, young people and adults as they participate in learning or make use of the wide range of services within Education.

The context for Education Resources includes major national and local developments. These include initiatives such as the publication by Her Majesty's Inspectors of Education (HMIe), of 'Journey to Excellence'; the continuing work related to Curriculum for Excellence; and the requirements arising through 'Getting it Right for Every Child'. Locally, Stronger Together, the Community Plan and the outcomes within the Education Resources framework of core policies help inform the Resources Plan.

The aims of South Lanarkshire Council, Education Resources are shown on the back cover of the handbook.

It is hoped that with your support and the support of other parents that the school can work together in creating an environment where children can be successful learners, confident individuals, effective contributors and responsible citizens.

## INTRODUCTION BY HEAD TEACHER

Welcome to the Lanark Grammar School Handbook for session 2009-2010. I hope that you find the contents informative and helpful in getting to know the school, our staff, some of our processes and structures, and the range of opportunities which are on offer to our pupils.

The school serves a very broad catchment area within Clydesdale. In addition to the pupils who live close to or in the town of Lanark, large numbers of our pupils live in the wider Clydesdale area and use school transport to travel to school.

The school strives to give all of our pupils the best educational experience possible through: the quality of teaching and learning; support for pupils; the range of courses available to suit individual needs; and through an extensive array of extra-curricular activities. The staff of the school are highly committed and do all that they can to support each and every pupil responding their individual and collective needs.

Partnership with parents is very important to us and we shall take every opportunity to engage with parents to assist us in supporting their children. When such a partnership exists it enables all of those involved to work collaboratively with a sense of shared commitment and a desire to provide support and direction of the highest quality. Our partnership with parents is also supported through our Parent Council which meets on a monthly basis throughout the school session. A number of Parents' Booklets have been produced to inform parents of key aspects of our work. These include: Communication; Care, Welfare and Pupil Support; and a Guide to Scholar.

The school strives hard to create an ethos of achievement and inclusion and promote positive values in all that we do. Through focusing on enabling pupils to become successful learners, confident individuals, effective contributors and responsible citizens we can instil in pupils a commitment to their own learning and achievement. In addition, we can help them to gain an understanding of the importance of their contribution to the wider community and the need for them to play an active and positive role within it both now and in the future.

We also strive to promote a culture of inclusion and respect for others where talents no matter how diverse are recognised and celebrated. Our commitment to inclusion is also illustrated through our Additional Support Needs base where pupils are fully integrated into the life of the school both curricular and extra-curricular. This provision will be augmented from session 2009-2010 when we are joined by pupils who are educated currently at Craighead School and Victoria Park School.

It is to be hoped that all pupils will benefit from the opportunities and support available to them at Lanark Grammar School, that they maximise their achievements while at school and go forward into life beyond school with a sense of purpose, commitment to their future learning and a desire to contribute positively to the community in which they live.

Mark Sherry  
Head Teacher



## **ABOUT OUR SCHOOL**

NAME OF SCHOOL	<b>LANARK GRAMMAR SCHOOL</b>
ADDRESS	<b>ALBANY DRIVE LANARK ML11 9AQ</b>
TELEPHONE NUMBER	<b>01555 662471</b>
FAX NUMBER	<b>01555 662340</b>
E-mail:	<a href="mailto:office@lanark.s-lanark.sch.uk">office@lanark.s-lanark.sch.uk</a>
WEB	<a href="http://www.lanark.s-lanark.sch.uk">www.lanark.s-lanark.sch.uk</a>
DESCRIPTION	<b>SIX YEAR COMPREHENSIVE CO-EDUCATIONAL NON-DENOMINATIONAL</b>
ADDITIONAL FACILITIES AGREED CAPACITY	<b>Additional Support Needs Base 1595</b>
CURRENT ROLL	<b>S1: 191 S2: 196 S3: 186 S4: 200 S5: 183 S6: 58</b>

Lanark Grammar School is part of the Lanark Learning Community

## STAFF LIST DECEMBER 2008

<b>Head Teacher</b>	<b>Mr M Sherry</b>
<b>Senior Management Team</b>	<b>Mrs N Crone Senior Depute Head Teacher Mrs M Buchanan Depute Head Teacher Dr J Kerr Depute Head Teacher Miss G Pollock Depute Head Teacher Mrs A Wilson Depute Head Teacher</b>
<b>Behaviour Support</b>	Mrs D Jackson
<b>Creative &amp; Aesthetic</b>	<b>Mrs J Brown Principal Teacher Learning &amp; Teaching</b>
<b>Art &amp; Design</b>	Miss H Gibson Mr N Boyce Ms E Meechan
<b>Music</b>	Mrs A Wilson DHT Mrs P Black
<b>English &amp; Communication</b>	<b>Miss G Brooks Principal Teacher Learning &amp; Teaching</b>  Mrs A Ewing (Principal Teacher Pupil Support) Mrs S Gray Miss Y Lindsay Mrs H MacKenzie Mr A McCrindle Mrs M McCrindle Miss L Robison PT1 Mrs M Strachan Mr B Whitehead
<b>Health &amp; Well-being</b>	<b>Ms A M Clarence Principal Teacher Learning &amp; Teaching</b>
<b>Home Economics</b>	Ms M McGregor Mrs M Sandilands
<b>Physical Education</b>	Mr A Barr Mr J Gardiner Miss A Murray Mrs D Sanders Mrs H Barran (Area Cover)
<b>Humanities</b>	<b>Mr J Moore Principal Teacher Learning &amp; Teaching</b>
<b>Classics</b>	Dr J Kerr DHT Mrs G Ferguson Miss S Harrison

<b>Geography</b>	Mr N Chand Miss E Montgomery
<b>History</b>	Miss G Pollock DHT Ms M Laughland Miss L Plenderleith Mr F Robson (Principal Teacher Pupil Support) Mr A Thomson (Area Cover)
<b>Information &amp; Communication Technologies</b>	<b>Mrs F Miller Principal Teacher Learning &amp; Teaching</b>
<b>Business Studies</b>	Mrs M Buchanan DHT Miss K Galloway Mr C Goldie Mrs C Marshall Miss L Rennie Mrs S Gardner (Area Cover)
<b>Computing</b>	Mrs F McEwan (Principal Teacher) Mrs T-A McWilliams
<b>Technical</b>	Mr H Bone (Principal Teacher Pupil Support) Mr W Botham Mr A Cleary Mr P McGuigan
<b>Languages &amp; RME</b>	<b>Mrs E Clingan Principal Teacher Learning &amp; Teaching</b>
<b>Modern Languages</b>	Mrs R Douglas Mrs L Findlay Mrs A Kerr Miss A Cassels (Area Cover)
<b>RME</b>	Miss K Rooney
<b>Mathematics</b>	<b>Mr A Gray Principal Teacher</b> <b>Mrs M Dunbar Acting Principal Teacher</b>  Mrs J Campbell Mrs L Edgar Miss A Flynn Mrs V Leck Mr J Millar (Principal Teacher Pupil Support) Mr N Munogee (Principal Teacher Pupil Support) Mrs S Phinn Miss J Renwick Miss L Waddell Mr G Clark (Area Cover)

<b>Scientific Studies</b>	<b>Mr A Mackie Principal Teacher Learning &amp; Teaching</b>
<b>Biology</b>	Miss J Cummings Dr L Field Mrs S Gordon Miss G Hall Mrs C Murray Miss E Totten
<b>Chemistry</b>	Mr R Allan Miss K Quinn
<b>Physics</b>	Mr P Colquhoun Mr H Kilgour Mrs J Mills Mr K Thomson
<b>Support for Learning</b>	<b>Mr T Collins Principal Teacher</b>
	Mrs A Colquhoun PT 1 Mrs L Fisher Mrs P Higgins Mrs A James Mrs K Melvin Mr A Reilly
<b>Librarian</b>	Mrs J Goldie
<b>P6 – S2 Co-ordinator</b>	Mrs E Murdoch
<b>Attendance Officer</b>	Mrs R Smith
<b>Instrumental Instructors</b>	Mrs J Brownlie - Brass Mr D Calder - Percussion Mr J Goldie - Guitar Mr G McBretney – Lower Strings Mr J McCrory - Woodwind Mr C Warrender – Upper Strings Mrs C Watson - Woodwind
<b>Active Breaks</b>	Miss M Burns Mr G McMillan
<b>Kitchen</b>	Mrs A Bryce
<b>Technicians</b>	Mr S Kelly Cluster Technician Team Leader Miss K Bell Cluster Science Technician Ms C Carmichael Cluster Science Technician Mr S Lewandowski Cluster Audio Visual Technician Mrs A Pearson Cluster Science Technician



<b>Support Services Co-ordinator</b>	Mrs R McNally
<b>Support Services Officer</b>	Miss A Angus
<b>Cluster Team Officer</b>	Mrs K Ilgunas (Secondment) Mrs G Campbell (Acting)
<b>Support Services Staff</b>	Mrs K Steele, Team Leader Mrs L Anderson Mrs K Boyd Mrs R Campbell Mrs H Crawford Mrs F Donohue Mrs C Doolan Mrs A Glen Mrs C Gold Mrs K Goodall Mrs R Gray Mrs K Kinsman Mrs A Meikle Mrs K Mooney Mrs T Morrison Mrs K Scott Mrs M Stewart Mrs L Struthers Mrs M Teven
<b>Janitorial Staff</b>	Mr R Penman Mr F Scobbie Mrs S Cook

## **SENIOR MANAGEMENT TEAM**

Head Teacher .....	Mr M Sherry
Senior Depute Head Teacher .....	Mrs N Crone
Depute Head Teacher (Transition and S1) .....	Miss G Pollock
Depute Head Teacher (S2 and S3) .....	Mrs M Buchanan
Depute Head Teacher (S4).....	Dr J Kerr
Depute Head Teacher (S5 and S6) .....	Mrs A Wilson

### **Head Teacher**

Mr Sherry has overall responsibility for all aspects of the leadership and management of the school. In supporting these diverse activities he works closely with his Senior Management Team colleagues who have individual responsibility for leading key whole-school initiatives. The Senior Management Team work in a very collaborative fashion to ensure that their collective experience, thinking and judgement are shared and impact positively on decision making. Mr Sherry is the Senior Management link with the Information & Communication Technologies Faculty.

### **Senior Depute Head Teacher**

As Senior Depute Head Teacher, Mrs Crone deputises for the Head Teacher when he is out of school. In addition, she has significant leadership responsibilities within the school. She has responsibility for our Pupil Support staff; liaison with external agencies; the care, welfare and support of pupils; and the continuing professional development requirements of staff. In addition, she has responsibility for pupils with Additional Support Needs and is the Senior Management link with the Faculty of Health and Well-being, Support for Learning Department, and for whole-school Behaviour Support.

### **Depute Head Teacher (Transition and S1)**

Miss Pollock has responsibility for our Transition arrangements with our associated Primary Schools and for pupils in S1. She also has responsibility for the whole-school development of enterprise, health, citizenship and equal opportunities. She is the Senior Management link with the Creative & Aesthetic and Languages and RME Faculties.

### **Depute Head Teacher (S2 and S3)**

Mrs Buchanan has responsibility for pupils in S2 and S3. She has responsibility for whole-school information and communication technology and the development of quality through the use of our management information system. In addition, she has responsibility for all aspects of timetabling and option choice arrangements as pupils move from S2 into S3 and select certificate courses. Mrs Buchanan leads all aspects of our Schools Modernisation programme in relation to the move to our new school. She is the Senior Management link with the Faculty of English and Communication, Mathematics Department and for our School Librarian.

### **Depute Head Teacher (S4)**

Dr Kerr has responsibility for pupils in S4. He also has responsibility for all aspects of our Scottish Qualifications Authority arrangements including final examinations and prelims, flexible curricular arrangements to support the individual needs of pupils

including the What's with Work programme where pupils attend college for one half day per week, and all aspects of occupational health and safety. In addition, Dr Kerr has responsibility for taking forward the Curriculum for Excellence initiative. He is the Senior Management link with the Humanities Faculty.

**Depute Head Teacher (Upper School)**

Mrs Wilson has responsibility for students in S5 and S6 and for option choice arrangements as pupils move from S4 into the upper school. In addition, she has responsibility for the development of learning and teaching through the Assessment is for Learning initiative. She has responsibility for the management of processes to assist pupils in moving on from school to employment, training, and opportunities for further study at college or university. She is the Senior Management link with the Scientific Studies Faculty.

## OUR ASSOCIATED PRIMARY SCHOOLS

Braehead Primary School c/o Highmill Primary School Market Road Carluke ML8 4BE	Head Teacher	Ms J Brebner
Carmichael Primary School Carmichael BIGGAR ML12 6PG	Head Teacher	Ms J Brebner
Carstairs Primary School Avenue Road Carstairs LANARK ML11 8QF	Head Teacher	Ms G Coulter
Carstairs Junction Primary School Coronation Street Carstairs Junction LANARK ML11 8QY	Head Teacher (Acting)	Mrs M Ross
Douglas Primary School Ayr Road Douglas LANARK ML11 0QA	Head Teacher	Mr S Troop
Kirkfieldbank Primary School Kirkfieldbank LANARK ML11 9JJ	Head Teacher (Acting)	Mrs J Deacon
Lanark Primary School Rhyber Avenue LANARK ML11 7HQ	Head Teacher	Mrs M Scott
New Lanark Primary School 64 New Lanark Road New Lanark LANARK ML11 9BY	Head Teacher (Acting)	Mrs L Jamieson
Rigside Primary School Muirfoot Road Rigside LANARK ML11 9LY	Head Teacher (Acting)	Mrs K Young
Robert Owen Primary School Smyllum Road LANARK ML11 7BZ	Head Teacher	Mr D Lynas
Stablestone Primary School Ayr Road Glespin Douglas LANARK ML11 0SF	Head Teacher	Mrs M Getty
Underbank Primary School 154 Lanark Road Crossford CARLUKE ML8 5QQ	Head Teacher	Mrs L Dunbar

***While St Mary's Primary School, Lanark, is not one of our associated schools, parents who wish to enrol their children here do not require to make a placing request.***

## **SCHOOLS MODERNISATION**

As part of South Lanarkshire Council's investment in improving school buildings, a new Lanark Grammar School will be built on our existing site with work having commenced in July 2007. It is anticipated that our new school will open in August 2009. This will mean that all our pupils and staff will be accommodated within one building for the first time for a considerable number of years.

The new building is being constructed on our current site with the main entrance and vehicle access on Kirklands Road.

A staff Working Group, chaired by Mrs Buchanan, has been established to assist in planning for the interim build period and the move to our new school. Mr Sherry and Mrs Buchanan meet on a monthly basis with the contractor and representatives from the Council's Schools Modernisation Team to assist in the planning process and to ensure effective communication regarding all aspects of the programme is facilitated. At specific points our Pupil Council contributes to such planning and pupils played a lead role in the design of our central quadrangle area. There has been close liaison about all aspects of the programme with our former School Board and our Parent Council.

In August 2009 the school will be joined by pupils who are educated currently at Craighead School and Victoria Park School. Therefore, the school has a designated Additional Support Needs wing on the ground floor.

Parents will be given regular updates throughout the session on the progress of our new build school.

## **HEADS OF LEARNING COMMUNITY**

A learning community is made up of local education establishments including a secondary school, the local primary schools, early years establishments, early years partners and schools and bases which provide specialist additional learning services.

Each Learning Community is managed by a Head of Education (Area). Our Head of Education (Area) is Carole Mason. Her contact details can be found at the back of our Handbook.

The Learning Community develops ways of working between establishments and with other agencies and organisations to ensure services are responsive, accessible and are delivered as effectively as possible.

All the establishments and services in a Learning Community share priorities for improvement and are involved in the deployment of additional support to meet the needs of the child and family.

## **INTEGRATED CHILDREN'S SERVICES**

In South Lanarkshire, all services to children, including schools, work together. Our aim is to make a positive difference for children by integrating our children's services. We do this through the Integrated Children's Services Plan, which can be seen at [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk), in the publications section. Working together also helps us to share resources and develop new initiatives for children and families.

## THE SCHOOL DAY

REGISTRATION	8.50	-	9.00
PERIOD 1	9.00	-	9.55
PERIOD 2	9.55	-	10.50
INTERVAL	10.50	-	11.05
PERIOD 3	11.05	-	11.55
PERIOD 4	11.55	-	12.50
LUNCH	12.50	-	1.45
PERIOD 5	1.45	-	2.35
PERIOD 6	2.35	-	3.30

## INFORMATION ON EMERGENCIES

We make every effort to ensure the school is open, but on some occasions circumstances arise which can affect the school. Schools may be affected by, for example, severe weather, power failures or difficulties with the supply of fuel; in such cases we shall do all we can to let you know if this happens. We shall keep you in touch by using letters, notices in local shops and community centres, announcements in local churches and announcements on local radio and through the Council's website ([www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)).

Please ensure that you notify the school of any change to your mobile/home telephone number.

If you are unsure if the school is open please contact the school or Education Resources, Operations Service, (Communications and Information), Almada Street, Hamilton, telephone 01698 454545) or visit the council website [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)



**Education Resources**

**School Holiday Dates Session 2008/2009**

<b>Break</b>	<b>Holiday dates</b>		
<b>First Term</b>	Teachers return	Thursday	14 August 2008
	Pupils return	Monday	18 August 2008
September Weekend	Close	Thursday	25 September 2008
	Re-open	Tuesday	30 September 2008
October Break	Close on	Friday	10 October 2008
	Re-open	Monday	20 October 2008
In-service day		Monday	3 November 2008
Christmas	Close on	Friday	19 December 2008 at 2.30 pm
<b>Second Term</b>	Re-open	Monday	5 January 2009
	February break	Closed on	Monday
		Tuesday	17 February 2009
In-service day		Wednesday	18 February 2009
Easter/Spring break	Close on	Friday	3 April 2009 at 2.30 pm
<b>Third Term</b>	Re-open on	Monday	20 April 2009
	In-service day	Friday	1 May 2009
Local Holiday	Closed	Monday	4 May 2009
Local Holiday*	Close on	Thursday	21 May 2009
	Re-open on	Tuesday	26 May 2009
Summer break	Close on	Friday	26 June 2009 at 1 pm

**Notes**

- **Good Friday falls on Friday 10 April 2009**
- **\*Lanark schools will close 11 and 12 June 2009**
- **Schools will close at 2.30 pm on the last day of terms 1 and 2 (Friday 19 December 2009 and Friday 3 April 2009)**
- **Schools will close at 1 pm on the last day of term 3 (Friday 26 June 2009)**



Education Resources

School Holiday Dates Session 2009/2010

Break	Holiday dates		
<b>First Term</b>	Teachers return	Thursday	13 August 2009
	Pupils return	Monday	17 August 2009
September Weekend	Close	Thursday	24 September 2009
	Re-open	Tuesday	29 September 2009
October Break	Close on	Friday	9 October 2009
	Re-open	Monday	19 October 2009
In-service day		Monday	2 November 2009
Christmas	Close on	Tuesday	22 December 2009 at 2.30 pm
<b>Second Term</b>	Re-open	Tuesday	5 January 2010
	February break	Closed on	Monday
			Tuesday
In-service day		Wednesday	17 February 2010
Easter/Spring break	Close on	Thursday	1 April 2010 at 2.30 pm
<b>Third Term</b>	Re-open on	Monday	19 April 2010
In-service day		Friday	30 April 2010
Local Holiday	Closed	Monday	3 May 2010
Local Holiday*	Close on	Thursday	27 May 2010
	Re-open on	Tuesday	1 June 2010
Summer break	Close on	Friday	25 June 2010 at 1 pm
	Date for pupils to return	Monday	16 August 2010

Notes

- **Good Friday falls on Friday 2 April 2010**
- **\*Lanark schools will close 10 and 11 June 2010**
- **Schools will close at 2.30 pm on the last day of terms 1 and 2 (Tuesday 22 December 2009 and Thursday, 1 April 2010)**
- **Schools will close at 1 pm on the last day of term 3 (Friday, 25 June 2010)**



## **PROPOSED INSET DAYS**

Thursday	13 August	2009
Friday	14 August	2009
Monday	2 November	2009
Wednesday	17 February	2010
Friday	30 April	2010

## **SPIRITUAL, SOCIAL, MORAL AND CULTURAL VALUES (RELIGIOUS OBSERVANCE)**

All S1 to S4 pupils have one period per week of Religious Education. The aims of our programme are based on South Lanarkshire policies, ie to encourage pupils to recognise religion as an important expression of human experience, to reflect on religious traditions within our community and beyond, to be aware of the consequences of religious commitment and to come to their own understanding of the meaning, value and purpose of life.

The School Chaplains are: Rev A Meikle of St Nicholas Church, Rev B Kerr of Greyfriars Church, Rev S Ross, Forth and Rev A Gibson of Carstairs Village and Carstairs Junction. On a regular basis throughout the session, our Chaplains contribute to our programme of Year Group and House Assemblies. These assemblies are very important features of school life and support significantly our promotion of an ethos of caring and responsibility and give pupils the opportunity to reflect on important issues in relation to their lives and the lives of others.

Our end-of-term services at Christmas and Easter are held in St Nicholas and Greyfriars Churches and involve a high degree of pupil participation.

The Chaplains are also available for pupils and staff to meet with and discuss any issues which may exist. A booking system is available through the School Office and through electronic means.

We value very highly the role our School Chaplains play in the life of the school and the support they offer to the school as a whole and to pupils on an individual basis.

While the study of Religious Education is comparative in context, parents may withdraw their children from any instruction in Religious Education and from any religious observance. Any such pupil will not be placed at any disadvantage with respect to secular instruction. Any parent who wishes to exercise this right should communicate with the appropriate Principal Teacher Pupil Support.

Parents may request that their children be permitted to be absent in order to celebrate recognised religious events. Advance notice should be provided to the school when children will be absent. Appropriate requests will be granted and the pupil noted as an authorised absentee in the register.

## **EQUAL OPPORTUNITIES AND SOCIAL JUSTICE**

Lanark Grammar School aims to ensure that no pupil is disadvantaged in any aspect of school life and that there is equality of opportunity for all regardless of gender, religion, racial origin, disability etc. The Equal Opportunities Working Group leads the promotion of equality in all aspects of school life.

Principal Teachers Pupil Support monitor choice of subjects at the end of S2 and beyond to detect any influence of gender stereotyping as a factor affecting pupil choice.

The Social Education Programme, including Careers Education, is regularly reviewed to ensure that it promotes equality of opportunity throughout its contents. The same is true of resources and teaching approaches for all subject areas. All areas of the curriculum are monitored as part of equality duties.

Please contact Miss Pollock DHT, who leads our developments in Equal Opportunities, or Mrs Ewing, who chairs the Equal Opportunities Working Group if you require further information.

## **REPORTING OF RACIST INCIDENTS**

Schools take seriously any reports of racist incidents. As part of the school's approach to promoting positive discipline a record of all racist incidents is maintained and each incident fully investigated.

Schools are required to notify the local authority of any racist incident.

## **EQUALITY AND DIVERSITY IMPACT ASSESSMENT**

Schools and education establishments have a legislative duty to undertake an assessment of equality and diversity. This is the process of systematically assessing and consulting on the effects that a policy, process or strategy is likely to have on different groups in the community who might experience disadvantage/barriers in accessing services. The process includes monitoring the actual effects of the policy once it is put into practice. Policies do not affect everyone in the same way. By assessing in the early stages, any adverse impact can be identified and minimised.

## **TRANSFER/ENROLMENT/PLACING REQUEST**

Enrolment is normally carried out from the Primary Schools in January. Parents offered or seeking a place for their children at Lanark Grammar School are welcome to visit the school. Contact can be made by letter or telephone to arrange a suitable date and time.

An extensive Transition programme is in place to support pupils in the move from their Primary school to Lanark Grammar School. This involves transition activities across P6 and P7 and provides opportunities for staff to visit pupils in their Primary context and for pupils to visit Lanark Grammar School and get to know the pupils in other Primary Schools from our catchment area who will join them in the new session.

This process of getting to know our new pupils, and giving them opportunities to get to know each other, is a very important aspect of our work. This helps us to ensure that each pupil is known individually and we gain an understanding of how best to support them when they come to Lanark Grammar School.

Before the start of the new session, our "new" parents and pupils are invited to an evening meeting in their local primary school or to Lanark Grammar School where they can meet with senior staff. This meeting involves a presentation about key aspects of school provision and concludes with a discussion and question and answer session.

Parents of P7 children will be informed of the transfer arrangements to secondary school by the Head Teacher of the Primary School the child attends.

Normally children attend the school in their local catchment area. However, there are times when parents wish their children to go to other schools. If you want your child to go to another school then you may make what is known as a 'placing request'. If you live in South Lanarkshire and decide to submit a 'placing request', we are unable to reserve a place in your local school until we have made a decision on the 'placing request'. Please note if your 'placing request' application is unsuccessful and all places at your local school are filled you will be offered a place at the next nearest appropriate South Lanarkshire school.

If an application for a 'placing request' is made then school transport is not provided.

If you move outwith your catchment secondary school a 'request to remain form' must be completed. If you require further information, please contact Education Support Services on 01698 454102.

Forms are available from schools, Q and A offices or by contacting Education Support Services on 01698 454102. Completed forms should be returned as soon as possible to Education Resources, Support Services, Council Offices, Almada Street, Hamilton, ML3 0AE.

## **PRIMARY SECONDARY TRANSITION**

One of the main aims of the transition process is to get to know each individual Primary 7 pupil by gathering information which will help support the pupil when they come to Lanark Grammar School in August. To do this we engage with the key personnel in the pupil's life: parents, P7 teacher, Primary Head Teacher, P6-S2 Coordinator and Support for Learning staff. It is about building relationships which will help raise awareness and reduce pupils' and parents' potential concerns.

A full programme of Primary/Secondary liaison runs throughout the year and regular meetings are held between our own teachers and those of our associated primaries. In the summer term, members of the Senior Management Team, the Pupil Support Team and Support of Learning Staff visit the primary to meet with the P7 pupils and to discuss the needs of individual pupils with our primary colleagues. We also have a P6-S2 Co-ordinator whose main remit is bridging the gap between primary and secondary.

There is a visit to the school in June for all incoming S1 pupils, where they meet and work with the pupils in their new S1 class and, through following their S1 timetable, meet their new teachers. They will also meet their Principal Teacher Pupil Support who will support them in all aspects of their education throughout their time at school.

Our transition programme also includes a number of other activities to ease the transition for P7 pupils: The Maths Challenge involves P7 pupils from our associated primary schools working together on enterprising Maths activities, there are also Fair Trade visits for P6 and P7 pupils delivered by our teachers and pupils and an enterprising Multi-Media programme which helps familiarise pupils with Lanark Grammar School, as well as developing their ICT and enterprise skills.

All of this will help to reduce any potential nervousness about the change to secondary school in August.

## **ACCOMMODATION**

It is anticipated that our new school will open in August 2009. This will mean that all our pupils and staff will be accommodated within one building for the first time for a considerable number of years.

The new building is being constructed on our current site with the main entrance and vehicle access on Kirklands Road. The new building houses departments across three floors with a central 'street' area for assemblies and productions. The 'street' is a focal point of the school and is also an area where pupils can meet at intervals and lunchtimes. Our cafeteria facilities are also situated in the 'street'. We have a central quadrangle area, designed by our pupils, which is open to the elements and which will be used by pupils when the weather permits.

In August 2009 the school will be joined by pupils who are educated currently at Craighead School and Victoria Park School. Therefore, the school has a designated Additional Support Needs wing on the ground floor.

Our new facilities also include an Astroturf sports area.

It is a very important time in the life of the school and we are all looking forward to the opening of our new building.

## **PUPIL SUPPORT STRUCTURE**

The structure of support for pupils has been through a period of change as Pupil Support has become the new model replacing the former Guidance system. Lanark Grammar's system is based on a vertical House system, with pupils being assigned to one Principal Teacher Pupil Support who has responsibility for a House, and remaining with them throughout their time in school. Principal Teachers Pupil Support give personal, pastoral and academic support to your daughter/son while in school, as well as monitoring progress, attendance and behaviour.

The main focus of our Pupil Support work is around ten standards which have been developed nationally and which we are continually striving to develop to the highest quality.

These are:

### **Learning for Life**

1. Know how to seek information and support throughout life.
2. Know how to make informed decisions and choices.
3. Have opportunities for citizenship and participation.

### **Review of individual progress**

4. Receive regular review of progress.
5. Receive help with transitions between key stages in education.
6. Know how to plan for the future.

### **Access to support**

7. Have access to appropriate staff and support.
8. Receive a co-ordinated and inclusive approach to their learning when other agencies are involved.
9. Have their confidentiality respected.
10. Have time and space to seek help.

There are five House Groups: Braxfield; Hyndford; Jerviswood; Lockhart; and Wallace.

Mrs N Crone, Senior Depute Head Teacher, has responsibility for Pupil Support. Our Pupil Support team is organised as follows.

Braxfield	Mr N Munogee, PT Pupil Support
Hyndford	Mr F Robson, PT Pupil Support
Jerviswood	Mr J Millar, PT Pupil Support
Lockhart	Mrs A Ewing, PT Pupil Support
Wallace	Mr H Bone, PT Pupil Support

Partnership with parents is a key aim of our Pupil Support Team and they both encourage and welcome communication from parents about their child/children. Parents who wish to discuss their child's general progress or welfare are encouraged to seek a meeting with the appropriate Principal Teacher Pupil Support. This can be arranged through telephoning the school to arrange a suitable time.

Principal Teachers Pupil Support can arrange support from many agencies supporting the needs of pupils. External agencies include Active Breaks, Educational Psychologist, Social Work, Police Community Involvement Branch, Clydesdale Area Base, Counseling Services and Universal Connections. Within the school there is a Behaviour Support Base which is an extension of the school's Pupil Support system, Support for Learning and Promoting Positive Behaviour strategies. This provides additional support for pupils who are having difficulty coping with the demands of classroom work and/or general conduct.

Our Pupil Support Team also consists of the following staff.

Mrs D Jackson	Behaviour Support
Mr A Reilly	Behaviour Support

## **ADDITIONAL SUPPORT FOR LEARNING NEEDS**

When the new school is opened, we shall be joined by pupils and staff who are located currently in Craighead School and Victoria Park School. Around 50 new pupils will join us at this time. In addition to classroom teachers and support staff, this provision will be led by a Depute Head Teacher and two Principal Teachers – along with the two Principal Teachers currently in the school. Further information on the personnel involved will be issued to parents in due course.

In terms of our current provision, Mr T Collins, PT of Support for Learning, is responsible for pupils with Additional Support Needs.

Lanark Grammar School recognises that every child has individual needs and is committed to ensuring that strategies are in place to meet these needs.

The Support for Learning Department aims to implement the principles set down in South Lanarkshire Council's policy on inclusive education.

Lanark Grammar School contains a base for pupils who have specific Additional Support Needs, a number of whom come from outwith our catchment area and are transported to school. Such pupils spend the bulk of their time in classes where they are supported by the class teacher and an additional teacher from the Support for Learning department. In some classes, and in moving around the school from class to class, some pupils are supported by a School Support Assistant.

### **Pupils with Additional Support Needs**

Many pupils need support at some time. This is most often provided by the class teacher as part of the normal teaching process.

There are some pupils whose needs require greater input from more specialist Support for Learning staff. These pupils would usually be identified on entry to Lanark Grammar School and they have an Individual Education Plan. At present there are approximately 70 pupils with an Individual Education Plan.

Some pupils have an Additional Support Plan which outlines the nature of their additional support needs and strategies which should be used to support them. These plans are drawn up after consultation among teachers, Principal Teachers Pupil Support, Support for Learning staff, the pupil and her/his parents. These plans are 'live' documents and subject to change as the pupil moves through school.

Additional Support Plans are reviewed on an annual basis with Support for Learning staff, Principal Teacher Pupil Support, the pupil and her/his parent/s.

In order to assist each child in achieving her/his fullest potential the Support for Learning Department is involved in the following:

### **Primary Transition**

During the session, the department gathers information from our associated primary schools. This information on pupils with Additional Support Needs or particular abilities is then used to identify and arrange appropriate provision.

## **Teaching approaches**

Support for Learning staff work collaboratively with subject teachers in classes to help make the curriculum accessible to all pupils. In addition, there are also times when pupils work in small groups with Support for Learning staff.

## **Consultation**

We discuss pupils' needs with staff on an individual or group basis in order to help staff to support pupils, especially with differentiation where work is adapted to suit an individual's needs.

## **Liaison with Outside Agencies**

Where appropriate, the department enlists the support of agencies such as Psychological Services, Social Work Resources, Speech and Language Therapists, Hearing and Visual Impairment Specialists etc to address particular needs through the provision of additional materials, advice or personnel.

## **CHILD PROTECTION PROCEDURES**

All staff in educational establishments in South Lanarkshire Council are required to follow the advice and guidance contained in "South Lanarkshire Child Protection Interagency Guidance and Education Procedures".

Under the terms of this guidance, staff must report concerns relating to a child protection issue. This would include, where appropriate, sharing information with other agencies, following advice contained in 'Lanarkshire Information Sharing Protocol Obtaining Consent Good Practice Guide' 2005.

Child Protection – our shared vision for Lanarkshire's children:

All children and young people in Lanarkshire have the right to be cared for and protected from abuse and harm in a safe environment in which their rights are respected. All agencies will work together in a collaborative way to promote the safety and wellbeing of children and young people in Lanarkshire.

The Chief Officers and Child Protection Committees of North and South Lanarkshire are the driving force for ensuring that agencies individually and collectively work to protect children and young people as effectively as possible.

For more information, or if you have a concern of a child protection nature, please contact the head of educational establishment which your child attends.

## **MOBILE PHONES**

A significant number, if not the majority, of our pupils have mobile phones which they bring to school each day. It is therefore essential that they use them in a thoughtful and responsible manner both while in school and while making their way to and from school whether on foot or on school transport.

Education Resources has issued guidance to schools on the use of mobile phones in schools which sits within the context of Education Resources' policy on Care and Welfare. The main areas of focus of the current guidance are as follows:

- Mobile telephones should be switched off in class
- Mobile telephones should not be used to take photographs of other pupils or staff, unless clear permission has been given
- Mobile telephones should not be used inappropriately to create or foster disruption, transmit inappropriate messages or images, or to bully or humiliate others

All mobile phones should be turned off while pupils are in class and placed securely and out of sight in their school bag or jacket. In addition, mobile phones should not be used in toilets.

With regard to Physical Education classes the following procedures apply:

mobile phones should be turned off while pupils are in the changing room and should not be taken into gymnasiums, games hall or other facility being used;

and pupils who are not participating in Physical Education lessons should leave their mobile phone in their jacket or school bag in the changing room.

## **SOCIAL EDUCATION (SE)**

Our Principal Teachers Pupil Support are responsible for the SE programme and work as a team to develop and deliver SE to the pupils in their care.

In S1-S4 SE is delivered through a one period per week allocation of time. In Upper School, SE is delivered through enhancement events which are held throughout the session.

An outline of the SE programme is given below:

### **S1**

Induction, Citizenship, Anti-Bullying, Safety, Drugs Education, Target Setting, Protective Behaviours, Assertiveness, Sexual Relationships, Mental Health, Equal Opportunities, Careers Education.

### **S2**

Drug and Anti-smoking Education, Mental Health, Sexual Health and Relationships Education, Careers and Options, Personal Safety, Anti-racism, Your Bus and the Community, Citizenship and Dealing with Feelings.

### **S3**

Coping with Standard Grade, Equal Opportunities, Anti-racism, Drug Education, Sexual Health and Relationships Education, Family Relationships, Anti-Bullying, Disability, Mental Health and Revision and Exam Techniques.



## S4

Work Experience, Sexual Health and Relationships Education, Mental Health, Study Skills, Equal Opportunities, Drug Education, Careers Education and Course Choice Options, Application and Interviews.

## S5 and S6

This is organised through extracting pupils from normal classes at specific points in the session. This is done to maximise the impact of SE and target activities appropriately. The programme focuses on transition beyond school and careers, health, citizenship, finance education, visit to the Scottish Parliament, personal safety etc.

## COURSES AVAILABLE IN THE SCHOOL AND POLICY ON CLASS ORGANISATION

The following sections outline the courses available to pupils in S1/S2, S3/S4 and S5/S6.

It should be noted that should the roll fall, the same range of courses may not be available when a first year pupil reaches S3 or S5/S6.

### S1/2 Courses

Liaison with our associated Primary Schools ensures continuity of education at the important transition stage between Primary and Secondary.

In S1, pupils follow a common course and are in mixed ability classes with the exception of Mathematics where they are in broad sets according to their ability.

In S2 the pupils are arranged in set classes for Mathematics and Modern Languages. In addition, some pupils study one period of Latin.

<b>Subject</b>	<b>S1</b>	<b>S2</b>
Art & Design	2	1
Classical Studies	0	1
English	5	4
French or German	3	2
Geography	2	1
History	2	1
Home Economics	1	1
Information Technology	1	2
Latin or Modern Languages	0	1
Mathematics	5	4
Music	1	2
Physical Education	2	3
Religious Education	1	1
Science	3	3
Social Education	1	1
Technical Education	1	2
<b>Total</b>	<b>30</b>	<b>30</b>

### **S3/4 Courses**

In Third and Fourth Year, pupils study eight subjects following SQA Standard Grade courses or National Qualifications Courses at Intermediate or Access 3 levels or a mixture of both. In addition, pupils can elect to certificate the internal assessment Units of Religious Studies.

Standard Grade courses in most subjects are offered at three different levels – Foundation, General and Credit. National Qualifications Courses are offered in some subjects at Access 3, Intermediate 1 and Intermediate 2. They are broadly equivalent as indicated below.

<b>Standard Grade</b>		<b>National Qualifications</b>
Credit	—————>	Intermediate 2
General	—————>	Intermediate 1
Foundation	—————>	Access 3

Awards at Standard Grade are based on a combination of internally assessed coursework tasks/investigations and performance in external examinations at the end of Fourth Year. National Qualifications Courses are based on three internally assessed units with an external examination at the end of Fourth Year for Intermediate Levels 1 and 2.

Progress throughout S3 and S4 will determine the level of presentation.

In order to ensure that each pupil's choice of courses provides a broad and balanced education, the S3 Option Form has been drawn up in accordance with National Guidelines. As a result, most pupils will follow courses in the following areas of study.

- **English**
- **Foreign Languages**
- **Science**
- **Creative & Aesthetic**
- **Religious & Moral Education**
- **Mathematics**
- **Social Subjects**
- **Technology**
- **Physical Education**

We will try, however, to tailor the curriculum to meet the needs and aspirations of individual pupils. In addition, all S4 pupils are given the opportunity of a week's work experience to give them experience of working in a commercial or industrial environment. Some pupils in S3/4 undertake college courses through the "What's with Work" programme. Dr Kerr, DHT, is responsible for this area.

### **S5/6 Courses**

A wide variety of National Qualifications Courses are offered in Upper School and we encourage our students to maximise the use of their time in S5 and S6. National Qualifications courses consist of a combination of internally assessed units, usually three, and externally assessed examinations.

### **Advanced Higher**

This is the highest level of course available in secondary schools. Courses at this level are normally undertaken by pupils who have obtained a Higher Grade pass in that subject.

### **Higher Grade**

National Qualifications courses at Higher Grade are usually undertaken by pupils who have attained a Credit pass at Standard Grade although it is important to look closely at the individual element grades which contributed to the final Standard Grade award.

### **Intermediate 1 and 2**

A number of departments are offering National Qualifications courses at levels below Higher. These courses also involve internal assessment of units and an external examination.

Some students may then elect to undertake Higher Grade in S6.

Not all courses available in S4 can be carried on into Higher Grade in S5 but we shall continue to do all that we can to ensure continuity of course study.

### **Free Standing Units**

These units do not lead to a course award but are valuable in themselves.

## LANARK GRAMMAR SCHOOL

### 1 **Please note**

- a) The subjects offered are a mixture of Standard Grade and National Qualifications courses at Intermediate and Access.
- b) No subject may be chosen more than once.
- c) Please note that constraints in accommodation and staffing may compel the school to restrict or cancel any course listed.

### 2 **Compulsory Subjects** - All pupils will study

- a) English in Column A (4 periods) and Mathematics in Column B (4 periods).
- b) Physical Education (2 periods).
- c) EPSD (1 period).
- d) Religious Education (1 period).

### 3 **Columns C, D, E, F, G & H**

- a) All pupils should indicate their choices from each of Columns C, D, E, F, G and H by putting a cross next to the appropriate subjects.
- b) Raising Achievement in Column H is not a Standard Grade Course. The PTs (Pupil Support) and Learning Support will select pupils for this course by recommendation.
- c) In Column E, the Principal Teacher of each Science will make recommendations as to the appropriate level of study for individual pupils.
- d) If you have been recommended to study a Science at Intermediate 1/Access 3 level in Column E you should not choose Physics in Column G or Biology in Column H.
- e) A number of pupils, identified through consultation, will be offered an alternative to the study of a foreign language.

### 4 **National Qualifications**

NQ courses are offered in

- Music (Intermediate 2, Intermediate 1, Access 3)
- Biology, Chemistry, Mathematics, Physics, Practical Craft Skills (Intermediate 1, Access 3)
- French (Access 3)



**LANARK GRAMMAR SCHOOL**

**S3 Option Sheet**

Name \_\_\_\_\_ Tutor Group \_\_\_\_\_

Column C	Column D	Column E	Column F	Column G	Column H
French	Classical Studies	Biology	Art & Design	Accounting & Finance	Biology
German	Geography	Chemistry	Administration	Art & Design	Administration
Latin	History	Physics	Craft & Design	Computing Studies	Geography
			Computing Studies	French	Graphic Communication
			Home Economics	Home Economics	History
			Music	Physical Education	Physical Education
			Practical Craft Skills	Physics	Raising Achievement
<b>3 Periods</b>	<b>3 Periods</b>	<b>3 Periods</b>	<b>3 Periods</b>	<b>3 Periods</b>	<b>3 Periods</b>

**Please read the notes on the reverse of this form.**

**Please mark your choice of subject in each column with an X after discussion with your parents and Pupil Support Teacher.**

Signature of Pupil \_\_\_\_\_ Date \_\_\_\_\_

Signature of Parent \_\_\_\_\_ Date \_\_\_\_\_

Signature of Pupil Support Teacher \_\_\_\_\_ Date \_\_\_\_\_

**LANARK GRAMMAR SCHOOL – UPPER SCHOOL OPTION CHOICE**

<b><u>Column A</u></b>	<b><u>Column B</u></b>	<b><u>Column C</u></b>	<b><u>Column D</u></b>	<b><u>Column E</u></b>
H Business Mgt Int 2 Business Mgt	H Art & Design Int 2 Art & Design Int 1 Art & Design	H Administration Int 2 Administration Int 1 Administration	H Biology  AH Chemistry H Chemistry	H Accounting Int 2 Accounting
AH English H English Int 2 English Int 1 English	H History	H Biology Int 2 Biology	H Graphic Communication Int2 Graphic Communication	H Art & Design Int 2 Art & Design
H Religious & Moral Ed	AH Maths H Maths Int 2 Maths Int1 Maths	H Computing	H Health & Food Tech Int 2 Health & Food Tech Int 2 Hospitality	AH Biology
<i>Sports Leadership</i> <i>Paired Reading</i> <i>School Involvement</i>	Int 2 PC Passport Int 1 PC Passport	AH French H French Int 2 French Int 1 French	H Information Systems Int 2 Information Systems	H Chemistry Int 2 Chemistry
	Int 2 Practical Craft Int 1 Practical Craft	H Geography	AH Latin H Latin Int 2 Latin	AH Classical Studies H Classical Studies Int 1/2 Classical Studies
	<i>School Involvement</i>	AH History H History Int 2 History Int 1 History	AH Music H Music Int 2 Music	H Geography
		H Physical Education Int 2 Physical Education	Physical Education Performance Unit	AH German H German Int 1/2 German
		AH Physics H Physics	H Physics Int 2 Physics	H Physical Education Int 2 Physical Education
		<i>School Involvement</i>	Int 1/2 Travel & Tourism <i>School Involvement</i>	H Product Design Int 2 Product Design
				<i>School Involvement</i>

## **ASSESSMENT**

Our Assessment Policy reflects our belief that there are key stages in each pupil's education when assessment of their learning should take place. Assessment is an important part of the learning process and can take a variety of forms. It can provide feedback to teachers, pupils and parents of progress, strengths and development needs and therefore shape future targets. It is also used to record pupil's attainment in key aspects of their studies. Pupils can also be involved in assessment through self- and peer-assessment.

Assessment may be set internally by the staff of the school or externally by the Scottish Qualifications Authority (SQA).

The school operates a programme of continuous assessment with opportunities in S4 and S5/6 for formal preliminary examinations. Pupils in Middle and Upper School who are following National Qualifications Courses will also have National Assessment Bank tests which contribute to course awards.

Subject departments build up detailed pupil records and profiles to summarise progress and inform future targets and communicate with parents regarding pupils' progress.

## **NATIONAL TESTING**

In line with National Guidelines, tests have been introduced in English and Mathematics for S1 and S2 pupils. Children with Additional Support Needs may or may not be tested, after consultation with their parents, depending on the contents of their Individual Education Programme targets. The results of these tests will be given in the reports issued to S1 & S2 pupils.

## **REPORTS TO PARENTS**

Parents will receive a full progress report, containing information on their daughter's/son's progress in each course, once per session.

In the case of S1 - S4 pupils, two reports will be issued in order to monitor closely their transition from Primary to Secondary or transition to Standard Grade/National Qualifications Courses.

S5/6 pupils will receive 2 Monitoring Reports and 1 full report at key times throughout the session.

Any questions arising from reports can be raised with staff at Parents' Evenings or through communication with Principal Teachers Pupil Support or Principal Teachers Learning & Teaching.

## **CALENDAR OF REPORTS AND PARENTS' EVENINGS**

Reports to parents come in two formats: Full Reports (FR) which are issued once per session and contain detailed information and teachers' comments on progress; and

Monitoring Reports (MR) which are issued a number of times per session and contain information on progress.

Our calendar of reports is as follows:

S5/6	Report to Parents	MR	October
	Report to Parents	MR	November
	Parents' Evening		December
S4	Report to Parents	FR	March
	Report to Parents	MR	September
	Report to Parents	FR	January
S3	Parents' Evening		February
	Report to Parents	MR	January
	Parents' Evening		April
S2	Report to Parents	FR	May
	Report to Parents	MR	November
	Report to Parents	FR	February
S1	Parents' Evening		March
	Report to Parents	MR	October
	Parents' Evening		November
	Report to Parents	FR	April

## **INFORMATION FOR PARENTS – HOME SCHOOL LINKS**

We firmly believe that the effective education of your daughter/son involves a partnership between parents, pupils and school staff. All staff have an important role to play in supporting our pupils but a key role is also carried out by Principal Teachers Learning & Teaching and Principal Teachers Pupil Support.

The main opportunities for parents to discuss their daughter's/son's progress are the Parents' Evenings that are generally arranged after pupil reports have been issued. This provides the opportunity for parents to meet directly with their daughter's/son's teachers and to discuss their strengths, development needs and progress thus far.

Parents who wish to consult a member of staff at another time are welcome to arrange an appointment through liaison with the appropriate Principal Teacher Learning & Teaching or Principal Teacher Pupil Support.

In addition to Parents' Evenings to discuss pupils' progress, two Parents' Information Evenings are held for parents of pupils in S2 and S4/S5 to inform them of the school's processes and support of pupils during the option choice process. These evenings consist of a presentation by Senior staff and then the opportunity for parents to meet with Departmental representatives, Principal Teachers Pupil Support, Senior Management Team and our Careers Advisers.

Information about Parents' Evenings, Course Choice Evenings and other school activities, is provided through regular Parents' Newsletters and 'letters to parents' which are sent home periodically through Tutors – the teacher which pupils meet each morning.

At the start of session, a Parents' Booklet, 'Communication', is issued to parents to inform them of the personnel within the school with whom they may wish to liaise.

Our Parent Council will continue to assist us in developing our links with parents.



## **PROMOTING POSITIVE BEHAVIOUR**

For effective learning and teaching to take place, an atmosphere of order and calm must be present with pupils fully engaged in the work set by the teacher.

The following elements help to create such an atmosphere:

- Partnership between pupils, staff and parents
- Respect for all within the school community
- A desire and commitment to achieve the best of one's abilities
- Shared aims in respect of positive behaviour
- Rewarding positive behaviour
- Clearly understood procedures for dealing with instances of poor behaviour

This session, for S1 pupils, we have introduced a system of 'Merit Awards' which are given for attendance, good behaviour and/or working hard in class. We believe in rewarding good behaviour and adopting strategies to avoid instances of indiscipline. Praise Postcards have also been introduced.

It is the responsibility of senior staff within the school to ensure that staff, parent council members, parents and pupils are involved in the creation of a positive school ethos that encourages good behaviour. Equally, the school whilst trying to promote positive behaviour must support young people should incidents or bullying occur. Parents have a significant role to play in working with the school so that teachers, parents and pupils know what is expected of them in trying to change the behaviour and attitudes that contribute to bullying behaviour.

Our approach is to create an environment where better behaviour will encourage better learning. The school, along with the support of parents, can work together to create a learning environment which young people can enjoy and feel safe.

Incidents of bullying should be reported to the school immediately so that each alleged incident can be looked at. Together we can work towards creating a safer school for children and staff.

In addition, a guideline (Management of Challenging Behaviour) has been produced to support all teaching and support staff and inform them of their roles and responsibilities in respect of dealing with the small number of children and young people who display challenging behaviour. Early identification is crucial so that intervention can be provided to support children and young people to help them address their issues and concerns. Staff training is provided to help develop the skills needed to respond to and manage challenging behaviour. A wide range of appropriate staff development opportunities has been developed for this purpose.

### **Towards a safer school**

Lanark Grammar School places a strong emphasis on pupil safety and parents may wish to know that an adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.

### **Attendance at school**

It is important for the school to work with parents in encouraging all children to attend school. All absences from school are required by law to be recorded. Absences will

normally fall under two categories – authorised or unauthorised absence. In cases where your child is unable to attend school parents are asked to:-

- if you know in advance of any reason why your child is likely to be absent from school, please tell someone at the school, telephone us or let us know in writing. Please also give your child a note on his/her return to school, telling of the reason for absence;
- notify the school first thing in the morning when your child is going to be absent. Let the school know the likely date of return and keep them informed if the date changes;
- inform the school of any change to the following :-
  - > home telephone number
  - > mobile number
  - > emergency contact details
- requests for your child to be absent from school to make an extended visit to relatives must be made in writing to the head teacher, detailing the reason, destination and duration of absence and arrangements for their continuing education. On these occasions the pupil will be marked as an authorised absentee in the register.

### **Family holidays during term time**

- Every effort should be taken to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. If holidays are taken during times when the school is open parents should inform the school in advance by letter.
- If your child is taken on a family holiday during term time then in line with the Scottish Executive Education Department advice this will be classified as an unauthorised absence. However, in exceptional circumstances schools may register a family holiday during term time as an authorised absence when for example, parents are unable to obtain leave during the school holiday period.

Clearly, absence with no explanation from parents will mean that the absence will be recorded as unauthorised.

In our approach to raising achievement it is recognised that attendance at school is something that should be continuously encouraged. Parents/ carers, children and the school all have a part to play in encouraging and stressing the importance of attendance at school.

Every effort should be made to ensure that your child attends school during term time. Please contact the school should your child be unable to attend school.

### **Information on change of school or transfer to another school**

Children and young people may transfer school for a number of reasons such as families moving house, parental choice etc.

If you are proposing a change of school for your child please provide as many contact details as possible in relation to the new school so that we can ensure a smooth transfer of information relating to your child.

This will help us all to ensure the continued wellbeing of your child.

### **School uniform**

In support of many parents' wishes, South Lanarkshire Council encourages all pupils to wear a school uniform. The wearing of a school uniform helps promote the identity of the school in the local community and helps create an ethos of sharing and pride in the school.

In addition, the wearing of a uniform helps towards increasing the protection of all pupils in light of the need to be more security conscious in all of our schools. The wearing of a uniform helps staff and the pupils to distinguish between who belongs to the school and those who may be visitors. This enables staff to approach and identify visitors more readily and helps in trying to offer a safer environment for pupils and teachers alike.

Equality of opportunity is an important aspect of the life of the school and any proposals on the wearing of a uniform will be the subject of consultation with parents, pupils and staff.

There are forms of dress which are unacceptable in all schools such as:

- the wearing of football colours
- clothing with slogans that may cause offence (anti-religious, symbolism or political slogans)
- clothing which advertises alcohol, tobacco or drugs
- clothing which can be deemed unsuitable in terms of health and safety grounds such as shell suits, combat style clothing, dangling earrings, loose fitting clothes particularly in practical classes
- articles of clothing that could inflict damage on other pupils or be used by others to do so
- footwear that may damage flooring.

The Council provides support to parents in receipt of Income Support, Working Families Tax Credit, Housing Benefit or Council Tax Rebate by providing financial assistance towards the purchase of school uniform/clothing.

Application forms for clothing grant are available from Q and A Offices, Audit and Development 01698 453504/453505/453213, the school or Education Resources, Almada Street, Hamilton, Telephone 01698 454545 and through the website: [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk).

### **What does the uniform consist of?**

- A white shirt
- A school tie which must be visible (S6 pupils have a separate tie which they design themselves)

- Black trousers or skirt
- Black footwear
- Black v-neck pullover or cardigan

### **Why do we have a school uniform policy?**

#### Pride, Ethos and Values

Lanark Grammar School prides itself on its positive ethos and strong values. It is both a community in itself and part of the wider community of Lanark and its surrounding villages. As such, we encourage our pupils to wear school uniform to reflect in a positive way that they are part of these communities. This policy has been given strong support by parents over a number of years now. We expect pupils to wear school uniform for the following reasons.

- Pupils who wear uniform display a pride not only in their school but also in how they are perceived by others. It is a matter of self-esteem and self-respect.
- We believe strongly that it is vital for the maintenance of an effective security system that pupils can be clearly identified as belonging to the school both within the school itself and in the areas around the school.
- When pupils are all wearing the same uniform, there is no opportunity for competitive dressing or for a social hierarchy based on what different pupils are wearing.
- The wearing of a school uniform emphasises our pupils' links with the local community and allows our pupils to be identified within that community. Their appearance should advertise the school's high standards within the local community.

It is for these reasons – pride in their school, self-esteem, self-respect, security and shared aspirations – that we commend the wearing of school uniform to all our parents and pupils.

### **Homework**

Lanark Grammar School recognises the essential role homework has to play in pupils' education.

It is an integral part of the curriculum and pupils are encouraged to adopt a positive attitude to homework.

While variations will be found between and within departments in its frequency and nature, homework offers opportunities for:

- reinforcement and review of class work
- development of study skills and self discipline
- promotion of independent study
- supporting areas of need
- developing strengths

- strengthening the liaison between home and school
- preparing pupils for the work pattern of further study beyond school and throughout life

The length of time spent on homework will vary according to year group and the course being studied.

As a general guide parents can expect homework demands on average to be:

S1 & 2	4-5	hours per week
S3	1.5	hours per night
S4	2.0	hours per night
S5/6	2-3	hours per night

Students in S6 may be following a course which gives the opportunity for private study in school. Some work is likely to be in the form of assignments which may be undertaken in a range of locations both during and after school. Nevertheless, a student following a full academic course is likely to spend about 10-15 hours per week on homework.

The type of homework given will range from written work, reading, research and study, to discussions with family members and project work. It is not always appropriate for homework to be a written exercise.

Parents can be of tremendous help by:

- providing the atmosphere and context necessary for good study
- checking your daughter's/son's homework, especially when asked to do so by a member of staff
- contacting the school if you think your daughter/son is not getting enough homework
- commenting in your daughter's/son's Diary Planner

At the beginning of each session, each pupil is provided with a Diary Planner and given instructions on how to use it. Throughout the session, Tutor teachers, class teachers and Principal Teachers Pupil Support will monitor each pupil's use of their Diary Planner. The Diary Planner is an extremely helpful resource for all pupils as it helps them to record and plan their homework activities. Parents are asked to inspect their daughter's/son's Diary Planner and sign it at the end of each week.

We have ensured that the Diary Planner also contains important and helpful information for both pupils and parents. It is to be hoped that all parents will make use of this aid to helping improve their daughter's/son's education.

## **SCHOOL MEALS/SCHOOL MILK**

There are currently 2 food outlets in the school. Our canteen on the main building campus and a food outlet on the Braxfield campus. Both offer a wide range of nutritious, healthy, value for money food in accordance with the Scottish Government's programme "Hungry for Success". This programme aims to reduce salt, fat and sugar and provide the correct nutrients and vitamins that are essential for healthy growth and well-being. Special dietary requirements can also be catered for with prior consultation with Catering Staff. A sample menu is given below.

For the benefit of all pupils who travel from a distance, breakfast is available in the canteen from 8.00 am to 8.50 am each morning. Snacks are available to pupils during the morning interval in both areas. A cooked lunch and sandwiches are available in the canteen with sandwiches available at our Braxfield campus between 12.50 pm and 1.45 pm each day.

Children of parents who receive Income Support are entitled to a free lunchtime meal for their child. Parents of children who are entitled to this benefit are encouraged to take up this opportunity of having a meal provided for their child whilst they are at school.

Healthy eating is something that the school supports and a range of meals are available at lunchtimes.

We would wish to draw to your attention that milk is available for pupils in the school dining hall as part of the meal provision. This product is also available to nursery and primary school pupils at a much reduced price as a result of the subsidies given by the European Commission to promote this nutritious product in our schools.

Information and application forms for free school meals may be obtained from the school, Q and A Offices, Audit and Development 01698 453504/453505/453213 or by contacting Education Resources, Council Offices, Almada Street, Hamilton, Tel 01698 454545 or the South Lanarkshire Council website: [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk).

<b>Breakfast Service</b>			
<b>Snacks Made to Order</b>			
Toast (per slice and spread)	15p	Fruit salad in a bag	50p
Hot filled roll	60p	Fresh fruit	20p
Toast and scrambled egg	60p	Cereal and milk	40p
Sandwiches (from)	70	Home baking	40p
Baguettes (from)	70	Fresh yoghurt	35p
<b>Drinks</b>			
Milk (plain/flavoured)	30p	Fresh orange/apple juice	35p
Hot chocolate (light)	40p	Probiotic drink	40p
<b>Mid Morning Break</b>			
Hot filled rolls	60p	Fresh yoghurts (from)	35p
Filled toastie	60p	Fruit salad in a bag	50p
Filled baguettes (from)	70p	Fresh fruit (from)	20p
Filled sandwiches (from)	70p	Home baking	40p
Filled salad pots (from)	75p		
<b>Drinks</b>			
Milk (plain/flavoured)	30p	Bottled water (from)	30p
Hot chocolate (light)	40p	Non carbonated drinks (from)	40p
Fresh orange/apple juice	35p		
<b>Lunch Service</b>			
Soup and bread	40p	<b>Cold Snacks</b>	
<b>Main Meals</b>		Filled baguettes (from)	70p
Meal of the Day	90p	Filled sandwiches (from)	70p
Vegetarian option available	90p	Filled salad pots (from)	90p
<b>Hot Snacks</b>		Deli-style sandwiches (from)	90p

Toasted panini (from)	80p	Oval bites (from)	80p
Filled wrap	90p	Filled wraps (from)	80p
Pizza	80p	Speciality salads	£1.20
Filled baked potato (from)	80p	Side salad	25p

<b>Dessert</b>		<b>Drinks</b>	
Fresh yoghurts (from)	35p	Milk (plain/flavoured)	30p
Fruit salad in a bag	50p	Bottled water (from)	30p
Fresh fruit (from)	20p	Non carbonated drinks (from)	40p
Home baking	40p		
<b>Meal Deal: £1.20</b>			
Meal of the Day, Filled Baked Potato, Salad Pot, Filled Sandwich or Filled Baguette + Soup of the Day, Yoghurt, Milk/Water or Home Baking + Free Piece of Fresh Fruit			

## **INSURANCE FOR SCHOOLS – PUPILS’ PERSONAL EFFECTS**

South Lanarkshire Council is concerned at the level of claims being received for loss or damage to pupils’ clothing or personal effects. Parents are asked to note the Council’s position in terms of insurance for pupils’ personal effects:

### **Theft/loss of personal effects**

The Council is not liable for the loss or theft of pupils’ clothing or personal effects and any items are therefore brought into the school at the pupil/parents’ own risk.

Parents can assist by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school.

Teachers and other staff have been advised not to accept custody of any such items.

The same principle applies to musical instruments and other equipment used for activities within the school, which belong to the pupil, but are brought into the school. Parents should be aware that if such equipment is left in school, it is done at the pupil/parents’ own risk.

In the case of valuable items such as musical instruments, parents should ensure that these items are covered by their own household insurance.

### **Damage to clothing**

The Council is only liable for damage caused to pupils’ clothing where the damage has resulted from the negligence of the Council or one of its employees. Claims arising otherwise will not be accepted by the Council’s insurers.

## **TRANSPORT**

Buses run to and from Lanark Grammar and the following locations:

Braehead; Carstairs Junction; Carstairs Village; Carmichael; Cleghorn; Crossford; Douglas; Douglas Water; Glespin; Hazelbank; Kirkfieldbank; Pettinain; Rigside etc.

It is of vital importance that pupils conduct themselves in an orderly fashion while travelling on school transport. Prior to the bus moving off pupils should be seated and remain so at all times until the end of their journey. Pupils must follow the instructions of drivers and, where provided, escorts. Pupils should be aware of their own safety and that of others and refrain from engaging in any activity which could cause harm either to themselves or to others.

South Lanarkshire Council has a policy of providing transport to secondary pupils who live more than two miles by the recognised shortest walking route from their local school. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or Education Resources, Hamilton, telephone 01698 454102. These forms should be completed and returned before the end of March for those pupils beginning school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year and will be considered by Education Resources. The Executive Director of Education Resources has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority where spare places are available and no additional costs are incurred.

Where school transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's limits (see above paragraph).

It is the parent's responsibility to ensure their child behaves in a safe and acceptable manner while travelling in and alighting from the vehicle. Misbehaviour can result in your child losing the right to school transport.

Parents are asked to note that South Lanarkshire Council does not provide transport for those pupils who attend school via a placing request.

Pupils who travel on school transport are issued a bus pass.

## **MEDICAL/HEALTH CARE/GENERAL WELFARE**

Lanarkshire Health Board offers all S3 pupils health screening. This involves basic screening by the School Nurse of eyes, ears, height and weight. Thereafter, if necessary, an interview with a doctor can be arranged. Parents may, of course, refer their child at other times to the Clinical Medical Officer for examination or advice and if requested, pupils can also receive examination and treatment at the local community dental clinic. From time to time there may be a random dental survey carried out in school. This is not done without prior information to parents and their permission is sought before any survey is carried out.

A child should not be sent to school if she/he is obviously ill or in need of medical attention. Children do, however, fall ill or suffer injury in the course of the school day. In such circumstances, one of the following courses of action will be taken

- the pupil will be assessed and returned to class.
- the pupil will be sent home (if an arrangement can be made with a parent or other emergency contact) – it is important that parents let us know what to do in such circumstances.



- the parent will be asked to come for the pupil.
- the pupil will be sent to the medical centre or hospital and the parent informed.

In this context, it is important to note that no pupil is allowed to leave school without the permission of her/his Principal Teacher Pupil Support or a senior member of staff. When a pupil has a medical condition or requires regular medication parents should inform the school. Should medication be required to be taken during the school day there are specific forms which must be completed by the parent and retained in the School Office. In order that we can get in touch with parents in an emergency, it is important that they keep the School Office informed of any changes in their domestic circumstances and/or contact information and the emergency contact details of those individuals that parents would wish us to contact if we cannot reach them.

Some pupils, as a result of their health care needs, may require a Health Care Plan. This could be the case where a pupil has a medical condition, requires medication or specific support should a medical emergency arise. Parents are asked to let us know, through contacting Miss Pollock, DHT, or their daughter's/son's Principal Teacher Pupil Support, when they feel a Health Care Plan is required. In addition, Miss Pollock, DHT, and our School Nurse, Angela Burns, will liaise with parents where we believe such a plan is necessary.

In order to create a Health Care Plan a meeting will be held with Miss Pollock, Angela Burns, the parent and pupil – and others who could make a contribution to the creation of the plan. Regular updates of the plan may be required. Parents will be asked at the beginning of each session if they feel this is required or can contact Miss Pollock at any point during the session. Each Health Care Plan is shared with staff in a confidential manner to ensure they can support our pupils in an effective manner.

## **PARENTAL INVOLVEMENT (PARENT FORUMS/PARENT COUNCILS)**

South Lanarkshire Council recognises the importance of parents as partners in the education of their child.

Parents, carers and family members are by far the most important influences on children's lives. After all, between the ages of 5 and 16 children spend only 15% of their time in school! Research shows that when parents are involved in their child's learning, children do better at school and throughout life. Parental representation is about helping parents and schools work together as partners in children's learning.

A new approach to involvement
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The Scottish Parliament has passed a new law called the Scottish Schools (Parental Involvement) Act 2006 – to encourage and support more parents to become involved.
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The main aims of the Parental Involvement Act (the new law) are to :
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<table> <tr> <td>Learning at Home</td> </tr> </table>	Learning at Home
Learning at Home	

<table> <tr> <td> <table> <tr> <td>Help parents become more involved with their child's education and learning</td> </tr> </table> </td> </tr> </table>	<table> <tr> <td>Help parents become more involved with their child's education and learning</td> </tr> </table>	Help parents become more involved with their child's education and learning
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<table> <tr> <td>Home/School Partnership</td> </tr> </table>	Home/School Partnership
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<table> <tr> <td> <table> <tr> <td>Welcome parents as active participants in the life of the school</td> </tr> </table> </td> </tr> </table>	<table> <tr> <td>Welcome parents as active participants in the life of the school</td> </tr> </table>	Welcome parents as active participants in the life of the school
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## Parental Representation

Provide easier ways for parents to express their views and wishes

To help achieve these aims, all parents will automatically be members of the Parent Forum at their child's school and will be entitled to have a say in what happens at the school. Parents can also decide to form a Parent Council to represent them.

## Parent Council

The school and the local authority are obliged to listen to what the Parent Council says and to respond to the issues raised. Parent Councils decide such things as :

- how their Parent Council will be set up
- what it should be called (Parent Council or other name)
- > what size it should be – e.g. in a very small primary school, all parents could be involved
- who should be a member of the Parent Council
- how they should be appointed
- when the most convenient time is to hold meetings
- > what will be discussed at meetings – these might be topics such as school uniform, parking near the school, the school's anti-bullying policy, etc. However, it should be noted that a Parent Council cannot discuss issues attributed to individual pupils.

## Parental involvement – what does it mean?

As a member you can expect to:

- get information about what your child is learning
- get information about events and activities at the school
- get advice/help on how you can support your child's learning
- be told about opportunities to be involved in the school
- have a say in selecting a parent council to work on behalf of all parents at your school

Schools and establishments should be the first point of contact for parents who wish to discuss issues about their child. Our aim is to resolve issues at a local level. Education Resources has established a "Working with Parents Team" to promote liaison among schools, members of Parent Councils, parents/carers and Education Resources. Members of the team are available to provide advice and support to Parent Councils, parents/carers and head teachers and can, where necessary, act as mediators and facilitators.

All enquiries and concerns received from parents are taken seriously. In order to ensure that enquiries are dealt with effectively staff have been assigned to deal with issues as follows:

Working with parents team		
Name	Area of responsibility of team	Contact number
	Bullying and related issues, care and welfare issues, other Parental Council matters	<a href="mailto:parents@southlanarkshire.gov.uk">parents@southlanarkshire.gov.uk</a>
Des Dickson	Parent Council: procedural and administrative issues (only)	01698 454495 <a href="mailto:des.dickson@southlanarkshire.gov.uk">des.dickson@southlanarkshire.gov.uk</a>
	Class organisation and all staffing related issues	

Parental enquiries and concerns relating to school transport, placing requests, property, inclusive education and Early Years should be directed to the appropriate service manager:

David Hinshelwood	School transport (mainstream), placing requests and property issues	01698 454408 <a href="mailto:david.hinshelwood@southlanarkshire.gov.uk">david.hinshelwood@southlanarkshire.gov.uk</a>
Trevor Baxter	Inclusive Education Manager	01698 454455 <a href="mailto:trevor.baxter@southlanarkshire.gov.uk">trevor.baxter@southlanarkshire.gov.uk</a>
Morag McDonald	Early Years Manager	01698 454474 <a href="mailto:morag.mcdonald@southlanarkshire.gov.uk">morag.mcdonald@southlanarkshire.gov.uk</a>

## EXTRA CURRICULAR ACTIVITIES

We attach a high priority to extra-curricular activities as a means of continuing pupils' education and enriching the experience of pupils and teachers by bringing them together in an informal setting thus enabling them to pursue their interests together.

A significant number of teachers are involved in activities at lunchtime, after school and at weekends.

At Lanark Grammar we pride ourselves on the number of extra-curricular activities that we offer. From Badminton to the Scripture Union, there is something for everyone to enjoy. The following list shows some of the extra-curricular activities which may be available in Lanark Grammar School:

**ART CLUB**  
**ART HOMEWORK**  
**BADMINTON**  
**BASKETBALL**  
**CHOIR (JUNIOR)**  
**CHOIR (SENIOR)**  
**CEILIDH BAND**  
**COME & TRY SPORT**  
**COMPUTER MUSIC CLUB**  
**COMPUTING STUDY CLUB**  
**DANCE**  
**DJ CLUB**  
**DIGITAL PHOTOGRAPHY CLUB**  
**ECO GROUP**  
**FAIRTRADE GROUP**  
**FOOTBALL**  
**GIRLS' FOOTBALL TRAINING**  
**GYMNASTICS**  
**HOMEWORK CLUB**  
**HOUSE ACTIVITIES**

**ICT CLUB**  
**JAZZ BAND**  
**LANARK YOUNG ENGINEERS GROUP**  
**LGS HAS TALENT**  
**LIBRARY**  
**LONG DISTANCE RUNNING**  
**NETBALL**  
**SAMBA BAND**  
**SCRIPTURE UNION**  
**SENIOR CONCERT BAND**  
**SOCCER 7s**  
**THEATRE VISITS**  
**VOLLEYBALL**  
**YEARBOOK COMMITTEE**  
**YOUNG ENTERPRISE**  
**YOUNG MUSICIAN OF THE YEAR**  
**YOUNG SINGER OF THE YEAR**  
**WOODWIND ENSEMBLE**  
**X FACTOR**

For some activities pupils are allowed to participate only if written permission has been obtained from their parents. In addition, there are special requirements for pupils who wish to participate in certain activities. Many clubs make use of our games hall and gyms for sporting activities.

### **SCHOOL EXCURSIONS**

There are a great many excursions on offer to pupils in Lanark Grammar School and they are very appreciative of the time and effort staff put into organising such activities. Some last for one day while many involve travel to foreign countries. Over the last few years our pupils have visited Italy, New York, Greece, Austria, France, Poland, Belgium and Holland and London. These excursions give pupils the opportunity to see at first hand aspects of courses which they have only been able to read about thus far, visit foreign countries, experience different cultures, and spend time with their teachers in a more informal setting.

Day visits and excursions also extend pupils' experience and enhance curricular knowledge. These activities include enterprise visits to Coca-Cola in East Kilbride, visits to the Royal Highland Show, Theatre trips and visits to Museums, Art Galleries, Edinburgh Zoo, the Botanic Gardens, the Scottish Parliament and other areas of curricular interest.

### **SEXUAL HEALTH & RELATIONSHIPS EDUCATION**

Sexual Health and Relationships Education is part of the school programme on Health Education. The sex education programme will present facts in an objective, balanced and sensitive manner within a framework of sound values and awareness on the law on sexual behaviour. All pupils will be encouraged to appreciate the value of stable family life, parental responsibility and family relationships in bringing up children and offering them security, stability and happiness, and the value placed on marriage by religious groups or others in Scottish Society.

Most of the lessons on Sexual Health and Relationships Education take place during the period allocated to SE although, where appropriate, it may be part of the courses of other subjects. (e.g. S1 Science).

If there are any major changes to the content or the methodology, parents, pupils and staff will be consulted about the amendments. This may involve our Parent Council and Pupil Councils.

Lanark Grammar School has implemented current national and local guidelines in the delivery of sexual health and relationships education involving parents in consultation. This will continue as new approaches are adopted.

All parents have the right to be informed about the content of any sex education lesson and to discuss any issues with the School Health Education Co-ordinator, Miss Pollock, DHT. If, after discussion, there are still unresolved issues, parents have the right to ask for their child to be removed and offered alternative education. The pupil's views on removal from these lessons will have to be ascertained and taken into consideration by the parents and the Co-ordinator before arriving at any final decision.

## **ENTERPRISE – “DETERMINED to SUCCEED”**

Enterprise in Education is part of the Scottish Government's "Determined to Succeed" initiative. At Lanark Grammar School we encourage all our pupils to be enterprising, through helping all pupils develop their own strengths and talents and the skills, attitudes and knowledge to become more successful in life. It's about trying new things, working with new ideas, using initiative and having ambitions. "Success is much more than about passing exams". It includes lots of other achievements – in things like sport, music and art, in helping in the community, in getting training and getting a first job or running a business.

Learning in enterprising ways helps you prepare for life because they focus on some of the things listed below:

- Developing life skills and values
- Encouraging responsibility
- Thinking positively and building confidence
- Being an effective communicator
- Understanding how to manage money and resources
- Active learning – “learning by doing”
- Developing creativity and self motivation
- Preparing for the world of work

As well as year group Enterprise events and activities, pupils are engaged in enterprising learning and activities in the various departments of the school.

Lanark Grammar School has been very successful in being awarded many enterprise bids from South Lanarkshire Local Innovation Fund for our innovative activities and programmes. As a result of these bids pupils have had the opportunity to take part in many more enterprising activities both in and out of the classroom. The Enterprise and Citizenship Working Group assists in taking the Enterprise agenda forward in the school and Learning Community.

## **CITIZENSHIP**

Clearly, schools have a major focus on learning and teaching and pupils' attainment in certificate examinations. However, schools are also about developing individuals to recognise the importance of contributing effectively to our school, the wider community and society in general, and being a responsible citizen both now and in the future.

Young people learn most about citizenship by being active and responsible citizens. The school aims to provide opportunities for pupils to take on responsibilities and exercise choice. Through our Pupil Council all pupils are given a voice via their chosen representative to participate in influencing decisions made by the school management which affect their school lives. Areas of focus have been Health Promoting Schools, Eco Schools, School Travel Plans and Schools Modernisation. Most recently, our Pupil Council responded to the consultation on National Qualifications giving their personal perspective on experience of national examinations and assessment in school.

Pupils are also encouraged to go out into the wider community and some help in our local Primaries, at Stanmore House School and with Clydesdale Befriending Group. In addition, every year our fourth year pupils carry out a week of work experience in many of our local businesses.

Pupils also participate in various charity and fundraising events throughout the session, such as supporting St Andrew's Hospice and Breast Cancer awareness and our continuing commitment to supporting children and communities in Kenya (see below). Since the beginning of August this session, our pupils have raised over £4,000 for good causes and this charity work will continue throughout the session. The school enjoys a positive relationship with its local community, gaining sponsorship for competitions and many donations for its fundraising ventures.

It is hoped in the future to expand the links with the local community and highlight to pupils the importance and benefit of being involved with their local area.

## **CHILDREN AND COMMUNITIES IN KENYA**

The school continues to support charitable causes in Kenya via the charity Direct Link who guarantee that every penny we raise will be spent on the projects we identify.

We continue to pay the school fees for Aids orphans George Anyango and Emma Otieno so that they can attend Kuja School for the Deaf and this year we have agreed to sponsor a third child, John Odiyo. Many children "disappeared" in the violence following the General Election and when they eventually returned it was without their fees, which have now increased to £200 per child annually, on which the school depends. The Head Teacher was reluctant to refuse anyone a place as he felt that would be the end of their education and so more sponsorship was needed. This money is collected in small change in Tutor Groups and from donations such as money raised from Carol Singing. Staff and pupils are regularly updated on the progress of the children by reports from their Head Teacher.

Over and above the school fees we try and raise money to support the wider community. Last year we bought three cows by running a competition to name them (Tinsel, Braveheart and Whisky) and this year we are raising money to buy food for a

newly-established venture where the Grannies (the ladies who look after the children) cook a meal for the children at lunch times. Our Sixth Year students refurbished a house and bought a water tank by asking Mr Mackie to be the Photographer at their Prom and using the funds which they raised. Other fundraising has paid school fees for one child for one year and bought goats and chickens for the community. In addition, each House has been challenged to raise £50 to buy a goat and the challenge has been accepted!

The single biggest contribution has come from an S5 student who has already raised almost £2,000 for Kenya through Sponsored Walks and Car Boot Sales and this year alone is on target to raise £1000. She has recently been awarded the Diana Memorial Award for her efforts.

Mrs Melvin and Mr Mackie lead our Kenyan charity work and can be contacted at the school. The continued support of our pupils, their parents and of our staff is greatly appreciated - and vital - if we are to continue to make a difference to communities in other parts of the world.

## **SCHOOL INVOLVEMENT**

School Involvement is the name given to a varied, wide-ranging set of activities which are open to Upper School students. The main value of becoming involved in such activities is to broaden the student's educational experience and develop their interpersonal skills. This involvement will, in turn, raise the quality of their CV, Personal Statement and application form when they are applying for a job and their UCAS form if they are considering going to college or university. Involvement in these activities also enables others to benefit from the experience our seniors have gained throughout their time at Lanark Grammar School. The activities offered as part of the programme range from assisting in junior school classes to becoming a school publicity manager.

The school is also aware of the need to reward students who show initiative and commitment in successfully carrying out their School Involvement activities and have developed a form of certification for those who successfully complete their task or project.

Upper School students support a number of charities throughout the year and fundraise for many organisations including St Andrew's Hospice, Breast Cancer Care and Direct Link Kenyan Orphans.

As our relationships with the widening community continues to strengthen and grow, there are opportunities for senior students to work with pupils and staff at the Capability Scotland school Stanmore House on various projects including ICT Clubs and Eco Schools projects. Students can also volunteer to train as a befriender through our work with the Clydesdale Befriending Group.

The opportunities for Upper School students to broaden their knowledge are endless and present them with meaningful experiences which will provide them with invaluable skills to support their transitions beyond school.

## **THE PUPIL COUNCIL**

The Pupil Council is about giving pupils the opportunity to contribute positively to the school and the wider community. The Pupil Council, through working as a team and consulting with others, can discuss relevant issues and come up with ideas to improve certain aspects of the school. For example, the Pupil Council are consulted annually on the School Improvement Plan and about school policies. Members of the Pupil Council have also represented Lanark Grammar School at the South Lanarkshire Youth Strategy Conference and have taken part and spoken at an Environmental event held in the Scottish Parliament. The Pupil Council aims to improve communication between pupils, teachers and the Parent Council. This means the school can develop into a community where pupils, teachers and parents are working in partnership towards shared goals. Pupils involved benefit from developing communication and team building skills.

All year groups of the school, from S1 to S6, are represented on the Pupil Council. At the beginning of the session there is an opportunity for individual pupils to volunteer as a member of the Pupil Council. It is an opportunity for them to be active in addressing issues that affect other pupils, the school community and the local community.

## **INFORMATION AND COMMUNICATIONS TECHNOLOGY**

The Curriculum is supported through the use of ICT to enhance learning and teaching. Our computers are modern PCs running industry-standard software for the core applications.

Computers are provided in every classroom to allow learning and teaching to be enhanced through the use of LCD projectors. In addition, there are 9 computer labs across the school where pupils can be involved in individualised learning through hands-on experience of a wide range of educational software applications.

Our school library is also equipped with 15 computers to enable pupils to use a diverse range of resources, both traditional and technological.

## **SCHOOL WEBSITE**

The School website can be found at [www.lanark.s-lanark.sch.uk](http://www.lanark.s-lanark.sch.uk) where there is currently –

Information about the school  
Staff and Departments  
Courses offered

Areas currently being developed for inclusion in the future are Parents' Newsletters, information on homework and extra-curricular activities.

## **TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS**

Education authorities and Scottish Government have collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus Scottish Government has two



functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within Scottish Government itself.

### **Why do we need your data?**

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Careers Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

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

### **Data policy**

The ScotXed programme aims to support schools and Local Authorities by supporting the collection, processing and dissemination of statistical information required for planning, management and monitoring of Scottish education services.

A subset of this information is passed to Scottish Government for research and National Statistics publications. Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be published by Scottish Government.

The individual data collected by Scottish Government is used for statistical and research purposes only. We hope that the explanations contained on the ScotXed website will help you understand the importance of providing the information.

### **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 ([www.scotxed.net](http://www.scotxed.net)).

The Scottish Government works with a range of partners including HM Inspectorate of Education and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, which will ensure that no individual level data will be made

public as a result of the data sharing and that the data and information will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith Scottish Government.

### **Concerns**

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at [Peter.Whitehouse@scotland.gsi.gov.uk](mailto:Peter.Whitehouse@scotland.gsi.gov.uk) or write to The ScotXed Support Office, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

### **Want more information?**

Further details about ScotXed are available on the ScotXed website, [www.scotxed.net](http://www.scotxed.net), which contains a section on 'frequently asked questions' at <https://www.scotxed.net/jahia/Jahia/lang/en/pid/220>.

## ADDRESSES

Executive Director	Mr Larry Forde Executive Director (Education Resources) Council Offices HAMILTON ML3 OAE	
Education Resources Helpline		Tel: 01698 454545
Head of Education Area	Carole Mason Education Resources Council Offices HAMILTON ML3 OAE	Tel: 01698 454545
Education Manager	Mary Turley Education Resources Council Offices HAMILTON ML3 OAE	Tel: 01698 454545
Careers Scotland South Lanarkshire	Floor 1 Princes Gate Castle Street Hamilton ML3 6BU	Tel: 01698 477120  <a href="http://www.careers-scotland.org.uk">www.careers- scotland.org.uk</a>
Community Learning Service	Hamilton Town House 102 Cadzow Street HAMILTON ML3 6HH	Tel: 01698 452154
Local Councillors	Mary McNeil Patrick Ross-Taylor George Sutherland Council Offices Almada Street HAMILTON ML3 OAE	Tel: 01698 454545
To contact the education authority		<a href="mailto:Education@southlanarkshire.gov.uk">Education@south lanarkshire.gov.uk</a>

## **DATA PROTECTION ACT**

### Data Protection Act 1984

Information on pupils, parents and guardians is held by the school to enable the teaching, registration and assessment of pupils as well as associated administrative duties. The information is stored and used as per the requirements of the Data Protection Act 1998 with South Lanarkshire Council defined as the data controller. The council have established a data protection policy that applies to all of its schools. For more information please contact the school.

## **DISCLAIMER**

**Although this information is correct at time of printing, there could be changes affecting any of the matters dealt with in the document before the commencement or during the course of the school year in question in relation to subsequent school years. We will do all we can to let parents know about what is going on in our school.**

## INFORMATION FOR PARENTS 2008 SECONDARY SCHOOLS

National Data
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### *Leaver Destinations*

#### *Number Of Pupils Leaving In School Year 2007/2008 And Percentage With Destination As:*

<b>Total Number of Leavers (=100%)</b>	58,823
<b>Higher Education</b>	31
<b>Further Education</b>	25
<b>Training</b>	5
<b>Employment</b>	25
<b>Other Known</b>	13
<b>Not Known</b>	1

### *Budgeted Running Costs For Financial Year 2008-2009*

<b>School Roll at September 2007</b>	308,224
<b>Total School Running Costs at April 2008 (£)</b>	1,512,190,732
<b>Cost per Pupil (£)</b>	4,906

### *Attendance And Absence For School Year 2007/2008*

	Stage					
	S1	S2	S3	S4	S5	S1-5
<b>Total Number of Possible Attendances(Pupil Half Days)</b>	21,166,5	21,531,6	22,028,7	22,067,3	15,438,6	102,232,
	17	42	55	54	59	927
<b>Percentage Authorised Absences</b>	5.5	6.7	7.8	7.8	7.0	7.0
<b>Percentage Unauthorised Absences</b>	1.1	1.6	2.4	2.8	2.2	2.0

## INFORMATION FOR PARENTS 2008 SECONDARY SCHOOLS

### National Data

*Estimated S5 January Roll As A Percentage Of The S4 Roll  
In September Of The Previous Session*

2005/2006	2006/2007	2007/2008
64	65	65

### *Examination Results (within Scottish Credit and Qualifications Framework)*

*(2007/2008 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		
	2005/20	2006/20	2007/20	2005/20	2006/20	2007/20	2005/20	2006/20	2007/20
	06	07	08	06	07	08	06	07	08
	91	91	90	77	76	76	35	33	34

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		
	2005/20	2006/20	2007/20	2005/20	2006/20	2007/20	2005/20	2006/20	2007/20
	06	07	08	06	07	08	06	07	08
	38	39	38	22	22	22	10	10	10

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		
	2005/20	2006/20	2007/20	2005/20	2006/20	2007/20	2005/20	2006/20	2007/20
	06	07	08	06	07	08	06	07	08
	30	29	30	20	19	19	13	12	12

## INFORMATION FOR PARENTS 2008 SECONDARY SCHOOLS

National Data		
<i>Minimising Overall Absence</i>		
	Absence recorded (2006/2007) Average number of half days absence per pupil	Absence recorded (2007/2008) Average number of half days absence per pupil
<b>Absence</b>	35.8	34.9

***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; Standard Grade at 3-4
Level 3	Access 3 Cluster; Standard Grade at 5-6

## INFORMATION FOR PARENTS 2008 SECONDARY SCHOOLS

**Education Authority:** South Lanarkshire

### *Leaver Destinations*

#### *Number Of Pupils Leaving In School Year 2007/2008 And Percentage With Destination As:*

<b>Total Number of Leavers (=100%)</b>	3,608
<b>Higher Education</b>	34
<b>Further Education</b>	21
<b>Training</b>	7
<b>Employment</b>	26
<b>Other Known</b>	11
<b>Not Known</b>	1

### *Budgeted Running Costs For Financial Year 2008-2009*

<b>School Roll at September 2007</b>	19,757
<b>Total School Running Costs at April 2008 (£)</b>	83,652,600
<b>Cost per Pupil (£)</b>	4,234

### *Attendance And Absence For School Year 2007/2008*

	Stage					
	S1	S2	S3	S4	S5	S1-5
<b>Total Number of Possible Attendances(Pupil Half Days)</b>	1,337,71	1,366,24	1,461,55	1,404,85	1,014,51	6,584,89
<b>Percentage Authorised Absences</b>	9	7	6	7	3	2
<b>Percentage Unauthorised Absences</b>	6.6	8.3	9.9	10.9	9.6	9.1
<b>Percentage Unauthorised Absences</b>	0.2	0.4	0.5	0.5	0.4	0.4



## INFORMATION FOR PARENTS 2008 SECONDARY SCHOOLS

**Education Authority:** South Lanarkshire

*Estimated S5 January Roll As A Percentage Of The S4 Roll  
In September Of The Previous Session*

2005/2006	2006/2007	2007/2008
65	66	66

**Examination Results (within Scottish Credit and Qualifications Framework)**

*(2007/2008 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		
	2005/20	2006/20	2007/20	2005/20	2006/20	2007/20	2005/20	2006/20	2007/20
	06	07	08	06	07	08	06	07	08
90	90	90	77	75	75	36	33	34	

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		
	2005/20	2006/20	2007/20	2005/20	2006/20	2007/20	2005/20	2006/20	2007/20
	06	07	08	06	07	08	06	07	08
39	41	37	22	24	21	9	11	9	

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		
	2005/20	2006/20	2007/20	2005/20	2006/20	2007/20	2005/20	2006/20	2007/20
	06	07	08	06	07	08	06	07	08
31	29	31	20	18	20	11	10	12	

## INFORMATION FOR PARENTS 2008 SECONDARY SCHOOLS

**Education Authority:** South Lanarkshire

### *Minimising Overall Absence*

	Absence recorded (2006/2007) Average number of half days absence per pupil	Absence recorded (2007/2008) Average number of half days absence per pupil
<b>Absence</b>	36.2	36.9

***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; Standard Grade at 3-4
Level 3	Access 3 Cluster; Standard Grade at 5-6

## INFORMATION FOR PARENTS 2008 SECONDARY SCHOOLS

<b>School:</b> Lanark Grammar School	<b>Id No.:</b> 380 - 8550034
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### *Leaver Destinations*

#### *Number Of Pupils Leaving In School Year 2007/2008 And Percentage With Destination As:*

<b>Total Number of Leavers (=100%)</b>	181
<b>Higher Education</b>	40
<b>Further Education</b>	18
<b>Training</b>	3
<b>Employment</b>	24
<b>Other Known</b>	13
<b>Not Known</b>	2

### *Budgeted Running Costs For Financial Year 2008-2009*

<b>School Roll at September 2007</b>	1,040
<b>Total School Running Costs at April 2008 (£)</b>	4,774,580
<b>Cost per Pupil (£)</b>	4,591

### *Attendance And Absence For School Year 2007/2008*

	Stage					
	S1	S2	S3	S4	S5	S1-5
<b>Total Number of Possible Attendances(Pupil Half Days)</b>	75,235	71,474	76,239	82,288	40,307	345,543
<b>Percentage Authorised Absences</b>	7.8	11.4	10.7	11.8	9.1	10.3
<b>Percentage Unauthorised Absences</b>	0.3	0.6	0.5	0.4	1.3	0.5

## INFORMATION FOR PARENTS 2008 SECONDARY SCHOOLS

<b>School:</b> Lanark Grammar School	<b>Id No.:</b> 380 - 8550034
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### *Estimated S5 January Roll As A Percentage Of The S4 Roll In September Of The Previous Session*

2005/2006	2006/2007	2007/2008
59	65	51

### *Examination Results (within Scottish Credit and Qualifications Framework)*

*(2007/2008 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		
	2005/20	2006/20	2007/20	2005/20	2006/20	2007/20	2005/20	2006/20	2007/20
	06	07	08	06	07	08	06	07	08
	89	83	95	77	57	75	37	27	37

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		
	2005/20	2006/20	2007/20	2005/20	2006/20	2007/20	2005/20	2006/20	2007/20
	06	07	08	06	07	08	06	07	08
	38	48	32	22	29	18	10	13	9

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		
	2005/20	2006/20	2007/20	2005/20	2006/20	2007/20	2005/20	2006/20	2007/20
	06	07	08	06	07	08	06	07	08
	38	30	37	25	20	23	12	10	12

## INFORMATION FOR PARENTS 2008 SECONDARY SCHOOLS

<b>School:</b> Lanark Grammar School	<b>Id No.:</b> 380 - 8550034
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### *Minimising Overall Absence*

	Absence recorded (2006/2007) Average number of half days absence per pupil	Absence recorded (2007/2008) Average number of half days absence per pupil
<b>Absence</b>	39.1	42.7

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.

#### ***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; Standard Grade at 3-4
Level 3	Access 3 Cluster; Standard Grade at 5-6

#### **National Assessment Levels 2007-2008**

<b>S2</b>	<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Level E or better	64.5%	50.5%	40.9%