

## WELCOME TO WEST CALDER HIGH SCHOOL

*“Learning to Live, Living to Learn”*

Welcome to the prospectus for West Calder High School, which provides you with lots of information about our school, how it is run, and the sort of experience and education our pupils gain. I hope you find the booklet informative and helpful.

West Calder High School is a very successful school in many ways. As well as securing consistently good exam results overall, details of which can be found towards the end of the prospectus, we have a large number of pupils who are successful in other ways too, including in a wide variety of sports and music and, for example, in demonstrating leadership and good citizenship around the school and the community. Pages 9 – 10 give you a flavour of this wider curriculum. We aim to ensure that all of our students leave not only with the best possible academic qualifications but also with the resilience and confidence required to be successful in further and higher education and in the world of work.

Visitors to West Calder High School often remark on the respectful and responsible attitude of our pupils. This strength is particularly evident in the work of the Pupil Council at which every registration class is represented, and which is ably led by students in S6. The Pupil Council enables our learners to be involved in the running of their school and influence the decision-making processes of senior staff. As such, the work of the Pupil Council is highly valued.

The same is true of the Parent Council which has an active membership, but which we are always keen to expand. Working in partnership with parents and carers, and with any external agencies involved with our youngsters, enables us all to best meet pupils' needs.

West Calder High School is a mixed, non-denominational school that provides for stages S1 - S6.

The school does not provide teaching by means of the Gaelic language as spoken in Scotland. A secondary aged pupil whose parent wished him/her to be taught by means of the Gaelic language will be educated at James Gillespie's High School in Edinburgh.

You are welcome to contact us using the number below should you have any questions about the school or to make an appointment to discuss matters with senior staff.

We look forward to working with you in the near future.

**Mrs Fiona H Rowland** - Head Teacher

West Calder High School

Limefield

Polbeth

WEST CALDER

EH55 8QN

Tel: 01506 871510

Web site: <http://www.wchs.org.uk>

Council web page: <http://www.westlothian.gov.uk/sitecontent/schools/WestCalderHighSchool>

Present roll: 863



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## ACCOMMODATION

West Calder High School was opened in 1965 to take up to 750 pupils from the Calder Area of West Lothian and serves a large geographical area within West Lothian, from the edge of Edinburgh in the East to the Lanarkshire boundary on the West. There are 6 cluster primary schools; Addiewell, East Calder, Kirknewton, Mid Calder, Parkhead and Woodmuir, who have close working relationships with the secondary. Each year a number of children from outwith our catchment area choose to come to our school

Our role this session is approximately 960 pupils with a teaching complement of 72, supported by a number of clerical, technical and support staff.

Each room is 'networked' to allow it to be linked by computer to other rooms and to the outside world by the Internet. We have 8 suites of computers, 2 in Business Studies, 3 in Computer Studies, 1 in the Resource Centre and 2 in CDT. After training, the pupils are able to take full advantage of these suites. Every classroom has a multi media projector and most have interactive whiteboards.

There are up-to-date Science laboratories, Craft and Technology areas, modern Home Economics facilities and an excellent Music provision. The PE block has 2 Gyms, a swimming pool, playing fields and a purpose built all-weather area which is also used by the community. The assembly hall has been adapted to support the teaching of Dance.

In 2012 West Lothian Council secured funding from the Government's Scottish Futures Trust towards providing West Calder High School with additional PE facilities including a 4-court Games Hall, Dance Studio, Fitness Suite, and associated changing rooms, classrooms and staff base.

The pupils have use of a purpose built social area. This indoor area allows pupils to shelter at lunch and break times during wet weather. Lockers are available for pupils along with outside seating. We have also installed bike racks to encourage our pupils to cycle to school. Through the efforts of our Eco Group we have created an Eco Garden in the central quadrangle. This is now used as an outside teaching space.

The Resource Centre is a large comfortable area at the front of the school that acts as a library, quiet work area, Careers Centre and Information Technology Centre for the pupils.

The school facilities allow for disabled access.





## SCHOOL STAFF

Mrs F Rowland                      Head Teacher  
 Mr G Cargill                        Depute Head Teacher (Learning & Teaching)  
 Mrs A Lindsay                      Depute Head Teacher (Support) (Acting)

### Faculty - Languages

#### Miss C Welsh - PT Curriculum (acting)

##### ENGLISH

Miss S Irvine  
 Miss D Martin  
 Mr G Weston  
 Miss F McGillivray  
 Miss S Rennie  
 Miss J Stirling  
 Mrs Northcott-Quy

##### MODERN LANGUAGES

Mrs S Irvine  
 Mrs M Maguire (PT TMR)  
 Mrs A Wallace  
 Miss C Welsh  
 Mrs S Donnelly

### Faculty - Expressive Arts/Health & Wellbeing

#### Ms M Grassie - PT Curriculum

##### ART

Mrs D Wishart  
 Mrs K Thompson  
 Mr D Rankin

##### MUSIC

Mr J Degnan (PT)  
 Mrs R Galloway (PT TMR)  
 Ms R Glen

##### MUSIC INSTRUCTORS

Mr P Devery  
 Mr A Farquhar  
 Miss C Mason  
 Mr A Rodden  
 Mr M Traynor

##### PHYSICAL EDUCATION

Mr B Sloan  
 Mr S Mitchell  
 Mr D Anderson  
 Miss H Millar  
 Miss C McSporrán

##### CRAFT, DESIGN & TECHNOLOGY

Dr G Cherry  
 Mr K McIntosh  
 Mr C Vennall  
 Mr P Martin  
 Mr I Tomb

##### TECHNICIAN

Mr J Galloway

### Faculty - Sciences

#### Mrs A McGinlay - PT Curriculum

##### BIOLOGY

Miss Y Aikman  
 Miss L Trotter  
 Mr J Payne  
 Miss K Ross  
 Mr S Begarnie

##### CHEMISTRY

Mr E Hosea  
 Mr G Simpson

Mr K Dieke

##### PHYSICS

Mrs E Forrest  
 Mr S Gray  
 Mr R Copeland

##### TECHNICIANS

Mrs T Brodie  
 Mrs I Rae

##### HOME ECONOMICS

Mrs L Wornin  
 Mrs J Cronin  
 Mrs V Smith

##### AUXILLIARY

Mrs E Frew

### Faculty – Mathematics, Computing and Business Education

#### Mrs E Sharp - PT Curriculum

##### MATHS

Mrs C Copland  
 Dr J Doody  
 Miss R Logan  
 Mrs A Sievwright  
 Mr S McKibbin  
 Dr C McKinlay

##### COMPUTER STUDIES

Mr A Burton (PT)  
 Mr B Hughes  
 Mrs S Wilson

##### BUSINESS EDUCATION

Miss J Sanderson  
 Ms J Quinn  
 Miss S Keating



**Faculty - Social Subjects & RME**

**Ms H Roy - PT Curriculum**

GEOGRAPHY

Mr A Stopani (PT)

Mrs L Douglas

HISTORY

Mr S Brynes

Mr J Wilson

MODERN STUDIES

Mrs H Cargill (PT TMR)

Mr P Clarke

RMPS

Ms C Walker

Mr P Morris

**PT Curriculum - Support**

**Mrs P Fenwick – Beecraigs Hse & S1 – S3**

**Mrs A Swistchew – Calderwood Hse & S4-S6**

**Faculty - Support for Learning**

**Mrs L Scobie - PT Curriculum**

SUPPORT FOR LEARNING

Mr B Bowman

Mrs C Sumstine

Ms T Cameron

PUPIL SUPPORT ASSISTANTS

Mrs F Doyle

Mrs S Roy

Mrs M Mushet

Mrs R Kelly

**Area Business Support Manager**

Mrs H Deerness

**Network Manager**

Mr M Allison

ADMIN STAFF

Mrs S Forbes - Admin Officer

Mrs S Harkins - Admin Assistant

Mrs D Lingham – Admin Assistant

Mrs E Stewart

Mrs S Wilson

Mrs M Kinsman

Ms N Cameron

**Librarian**

Mrs J Vennall

**Pupil Support Manager**

Mr S Potter

PUPIL SUPPORT ASSISTANTS

Mrs T Ashbee - Almondell House

Mrs K Brown - Beecraigs House

Mrs P Sutherland - Calderwood House

**Facilities Management**

Mr D Gray

Mr D Menzies

Mr R Kocaba

Mr R Funston

**Catering Manager**

Mrs W Halliday



## THE SCHOOL DAY

The school day is from 8.40am until 3.45pm and comprises of 7 x 50 minute periods from Monday to Thursday and 4 x 50 minute periods on a Friday with school finishing at 12.25pm

### Monday to Thursday

<b>Registration</b>	8.40am	8.50am
Period 1	8.50am	9.40am
Period 2	9.40am	10.30am
<b>Interval</b>	10.30am	10.45am
Period 3	10.45am	11.35am
Period 4	11.35am	12.25pm
Period 5	12.25pm	1.15pm
<b>Lunch</b>	1.15pm	2.05pm
Period 6	2.05pm	2.55pm
Period 7	2.55pm	3.45pm

### Friday

<b>Registration</b>	8.40am	8.50am
Period 1	8.50am	9.40am
Period 2	9.40am	10.30am
<b>Interval</b>	10.30am	10.45am
Period 3	10.45am	11.35am
Period 4	11.35am	12.25pm

At lunchtime a bell will ring to indicate which year group should come to the dining hall ie one bell for S1, 2 bells for S2 and so on.

School term dates and holidays can be accessed online at:  
<http://www.westlothian.gov.uk/education/schoolrelateditems/893/860>

## CONTACTING THE SCHOOL

You can contact the school in writing to:

The Head Teacher  
 West Calder High School  
 Limefield  
 Polbeth  
 West Calder  
 EH55 8QN

or by telephoning 01506 871510. Alternatively you can use the 'Contact Us' page on the school website [www.wchs.org.uk](http://www.wchs.org.uk). West Calder High School is keen to hear the views of parents and welcomes suggestions or concerns.



## THE CURRICULUM

During this period of transition from what has been the traditional Scottish curriculum to a Curriculum for Excellence, for session 2012-2013, the curricular provision at West Calder High School can be divided into two separate groupings.

### Years S1 - S3

They will follow the broad general education model of a Curriculum for Excellence with S1 and S2 experiencing a wide range of subjects within the following curricular areas:

- Languages
- Mathematics
- Social Subjects
- Sciences
- Technologies
- Expressive Arts
- Health and Wellbeing
- Religious, Moral and Philosophical Studies

In addition to the eight curricular areas pupils will be taught skills in numeracy and literacy across the school.

At the end of S2 pupils reduce their number of subjects to a total of eight. The reduction to eight subjects will continue to allow education over a broad range of subjects as most pupils continue in English, Maths, Languages and Science plus four other elective subjects.

Pupils at the beginning of S3 will continue, where appropriate, with fourth level outcomes within the broad general education for the first few months before embarking on the more specific National 4 and 5 courses within each subject area. All subjects/departments will have started the new qualification courses by the start of term 2 in S3.

We offer a number of more vocational subjects at the start of S3, allowing some pupils to choose skills for work courses including Early Education & Childcare, Uniformed & Emergency Services, Automotive Skills and Construction Skills

The following links will provide useful additional information on the curriculum in general and assessment & reporting:

- Information about how the curriculum is structured and curriculum planning - <http://www.educationscotland.gov.uk/thecurriculum/>
- Broad General Education in the Secondary School - A Guide for Parents & Carers - [http://www.educationscotland.gov.uk/resources/b/genericresource\\_tcm4725663.asp?strReferringChannel+parentzone&strReferringPageID+tcm:4-634353-64](http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel+parentzone&strReferringPageID+tcm:4-634353-64)
- Information on the Senior Phase - <http://educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/seniorphase.asp>
- Information about Curriculum for Excellence levels and how progress is assessed - <http://educationscotland.gov.uk/thecurriculum/howprogressisassessed/stages/index.asp>
- Information on recognising achievement, reporting and profiling - <http://educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

### Years S4 - S6

They will be continuing with the traditional level of exam presentation as described in the next section.





## **EXAM PRESENTATION IN S4, S5 & S6**

Throughout fourth year, there is regular assessment by staff of a pupil's progress. A final decision as to which level of exams to sit (in the pupil's best interests), is made usually after the prelim examination. Prelims are held in November for 4th Years and January for 5th and 6th years.

Students who fail the internal assessment requirement of courses will normally be withdrawn in that year of presentation and parents advised accordingly. Parents are advised of departmental recommendations, which can then usually be discussed with the department at a parents' meeting. After this consultation parents determine whether or not a pupil is presented for an examination. Parents are similarly advised about the progress of 5th and 6th year pupils. Parents concerned about their child's progress are welcome to contact the school at any time.

### **Subject Certification**

There is a single body responsible for the issue of all national school qualification. This body is called the Scottish Qualification Authority (SQA).

#### **A SQA – Standard Grade**

Standard Grade courses are available at 3 different levels (Credit, General and Foundation) in a wide range of subjects and last for 2 years. The certificate is awarded by the Scottish Qualifications Authority. There are 7 grades of award. This means every pupil will follow a course at a level appropriate to her or his ability.

Final results will be based on:

1. A national examination at the end of the Standard Grade course and;
2. Work done during the course. This work will be assessed by the class teacher, with guidelines and standards provided by the SQA.

#### **B National Qualifications**

These are available at 5 levels: Access (broadly equivalent to Foundation), Intermediate 1 (broadly equivalent to General), Intermediate 2 (broadly equivalent to Credit), Higher and Advanced Higher.

These qualifications usually consist of 3 units, plus an exam for all levels at Intermediate 1 and above. Even if the final exam is not passed, pupils are given credit for completing the units.

All candidates will receive a Scottish Qualifications Certificate after a significant achievement. They will receive an updated SQC each year they register for exams. This certificate lists all the units, courses and group awards achieved.

## **REPORTING**

For each year group there are two formal reports issued throughout the year. The first report will usually be restricted to giving information about working grades and general effort and behaviour, but at least one of the reports will have a full comment from each teacher detailing pupils' strengths and/or areas for improvement. In addition to the formal reports, there is one parents' consultation evening per session, per year group. This gives parents the opportunity to discuss their child's progress with individual teachers. Where there are any real concerns at any stage throughout the year appropriate staff will contact parents promptly.



## HOMWORK



Study and revision are important aspects of learning outwith school and homework is an important part of this. Homework is a regular and relevant addition to classwork and is appropriate for all. It can take a variety of forms including completing work begun in school, learning foreign language vocabulary, researching information or completing an exercise or assignment. Homework is set and checked regularly by staff but at other times pupils should be encouraged to undertake their own revision. The amount and frequency of homework set will depend on the age and ability of each pupils as well as the level of course being undertaken.

All pupils are issued with a study planner which they must bring to school each day to record details of work set and to organise their study schedules. The planner also gives important dates in the school year. Homework should always be completed carefully and thoroughly.

Parents can help by:

- providing a suitable working environment at home
- discussing classwork with your son/daughter
- listening to any work to be committed to memory
- checking tasks to be completed
- encouraging a wide range of reading
- checking their study planner which should give details of homework set

Any difficulties regarding homework should always be discussed with a teacher as soon as possible. If a parent is concerned or would like more detailed information they should contact the school office. The office will pass on your concerns to the appropriate member of staff.



## THE FORMAL CURRICULUM

Broad general education for S1-S3 provides pupils with 'the breadth and depth of education to develop flexible and adoptive young people with the knowledge and skills they will need to thrive now and in the future.' (CfE Briefing, April 2012)

The core national expectations for broad general education are describes through the experiences and outcomes (E's and O's)

At the end of S2 pupils make a choice of subjects. All must study English and Maths. The majority will also study one science (Biology, Chemistry or Physics) and a Modern Language (French or German) we have a wide range of traditional and vocational subjects which include:

### S1 - S2

Art & Design  
 CDT  
 English  
 Geography  
 History  
 Home Economics  
 Information Technology  
 Maths  
 Modern Languages  
 Modern Studies  
 Music  
 Personal & Social Education  
 Physical Education  
 Religious & Moral Education  
 Sciences

### S3

Accounting  
 Administration & IT  
 Art & Design  
 Automotive Skills  
 Biology  
 Business Management  
 Chemistry  
 Computing & Information Sciences  
 Construction Skills  
 Early Years & Child Care  
 English  
 French  
 Geography  
 German  
 Graphic Communication  
 Health & Food Technology  
 History  
 Hospitality  
 Maths  
 Modern Studies  
 Music  
 Physical Education  
 Physics  
 Product Design & Manufacture  
 Religious & Moral Education  
 Uniformed & Emergency Services  
 Woodworking Skills

The course choice process takes place under the guidance of Tracking & Monitoring teachers who use a range of indicators to guide pupils in to a range of subjects which offer maximum academic potential.

At the end of S3 pupils will have completed an S3 Profile. In West Calder High School, 'Didbook' - an electronic system used across the school, will facilitate this.

An S3 Profile is a 'positive statement of a young person's latest and best achievements. It is drawn from the young person's ongoing dialogue with staff about learning.' It is 'intended that the profile is primarily there to help teach young person develop self esteem and confidence, and other important attributes, through recognising their own progress and achievements'. (CfE Briefing, Sept 2012)

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3-18. The 3-18 curriculum aims to ensure that all children and young people in Scotland develop the attributes, knowledge and skills they will need to flourish in life, learning and work. The knowledge, skills and attributes learners will develop will allow them to demonstrate 4 key capacities - to be successful learners, confident individuals, responsible citizens and effective contributors.



For further information regarding the curriculum at a national level visit:  
<http://www.educationscotland.gov.uk/thecurriculum/>

## THE INFORMAL CURRICULUM

Extra curricular opportunities can make a huge contribution to a pupil's overall school experience. West Calder High School is proud of the achievements made by pupils and staff in these areas.

There are activities on offer in team games and individual sports. Each year we have pupils who have gained representative honours at both Regional and National Level. As well as sporting activities the school offers a number of extra curricular clubs including:

Volley Ball	Dance	Rugby	Table Tennis	Gymnastics	Basketball
Book Club	Football	Eco Group	Film Club	Debating Club	Fair Trade

## Trips Away from School

Many trips have been organised for pupils throughout the year with a number of these being abroad:

- A Watersports trip to France or Spain is organised in June. This occurs every two years.
- A trip to the USA is organised in October. This occurs every two years.
- The History Department organises a Battlefields trip every 2 years. It is hoped that the next one will take place in June 2013.
- A unique exchange with pupils from the Stephen-Hawking Schule in Neckartaler in Germany.
- Skiing trip during the Easter Holidays.
- The Junior & Senior Wind bands and the Guitar Ensemble travel to outdoor centres for an intensive weekend of rehearsals in September of each year.

Other relevant curricular trips can also take place throughout the year.

Risk Assessments are required to be completed prior to any trips away.

## Music

The Music Department hold a number of concerts throughout the year which gives our award winning Junior & Senior Wind bands, Guitar and String ensembles an excellent opportunity to showcase their talents, as well as a number of talented soloists the opportunity to shine.

## Maths Challenge

Each year the Maths department take part in a UK Maths Challenge organised by the University of Leeds. Over 3000 schools take part. This is a problem solving competition for more able pupils.

## Theatre Trips

Each year the English Department endeavours to take pupils from each year group to the theatre at least once. These trips may be linked to what is being studied in class or may be seasonal eg pantomimes. The English department also coach S2 pupils to take part in the West Lothian Debating competition.

### Resource Centre

This offers not only library facilities and a suite of computers and study materials for pupils but is also used at break and lunch time for activities such as the chess club.

### Duke of Edinburgh



The Duke of Edinburgh's Award is a programme of personal and social developments with 3 progressive levels; Bronze, Silver and Gold. It gives young people aged 14 - 24 the opportunity to gain recognition and accreditation for their achievements in 4 different sections; service, skills, physical recreation and expeditions. (A 5<sup>th</sup> section at Gold is residential.)



Run by a small group of dedicated staff, the Award has operated in the school since 1992, with growing success. All levels meet on Monday from 3.45 - 5.00pm for expedition training.



### Masterchef Competition

The Masterchef Competition is run by the Home Economics Department. Pupils enter by submitting a healthy recipe costing no more than £1.50 and the dish needs to be cooked and prepared within 40 minutes. The winning dish is made in the canteen for a week so everyone can sample it.

### Fund Raising

The annual Christmas parties, discos and fund raising events are an essential part of the life of the school. The fund raising committee have organised very successful events over the last few years successfully collecting large sums of money for charity. In 2011 the charity was CRY - raising awareness of 'Cardiac Risk in the Young'. In session 2011-12, the S6 Charity Committee supported Alzheimer's Scotland. In 2012-13 pupils will be raising funds for 'Young Minds; Mental Health & Wellbeing'.



### Religious Observance

A team of chaplains are available in school and deliver assemblies at Christmas and Easter. Parents/Carers can withdraw their child from this by contacting their child's Head of House.

### The School Fund

The school fund is used to support initiatives which enhance the curriculum and school experience for all our pupils. The school funds committee helps allocate funds in response to bids from pupils and teachers.



## PASTORAL SUPPORT

The school operates a House system used for allocating classes and promoting positive discipline. Each pupil will be allocated to a register class within a House: Almondell, Beecraigs and Calderwood. Each House is supported by House staff i.e. a Register Teacher, Pupil Support Assistant, Tracking Teacher and Head of House.

The Register Teacher is a member of teaching staff and will be the pupil's first point of contact, seeing the Register Class for the first 10 minutes every morning. All absence notes about your child should be directed to the Register Teacher in the first instance.

S1 classes will have 'Can Do' boards on display to share learning successes. These change regularly.

Each member of the House staff have the following role:

### Register Teacher

- Pupils' first point of contact each morning.
- Absence notes should be given to register teachers for transfer to Pupil Support.

### Pupil Support Worker (PSW)

- Building positive relationships with all pupils.
- Monitoring and dealing with attendance and Group Call issues.
- Late coming
- Offering a listening service to pupils.
- Linking with outside agencies
- Investigating pupil problems and offering solution focused support.
- Liaising regularly with Head of House

### Tracking Teacher

- Building positive relationships with all pupils.
- Supporting review of pupil reports followed by target setting/next steps.
- Supporting pupils at key transition times ie start of S1 and S2, S5 & S6 course choice.
- Being available to parents and pupils to discuss issues around attainment.
- Delivering the Social Education programme.
- Liaising with class teachers and support pupils to achieve their potential in all areas of school life.

### Head of House

- Encouraging a positive ethos for all pupils.
- Building positive relationships with all pupils.
- Investigating and dealing with incidents of indiscipline.
- Informing parents of concerns, arranging meetings to discuss and reach solutions.
- Leading House assemblies on relevant topics

**Almondell House (for all 'A' classes):**

**Head of House**  
Mrs L Scobie

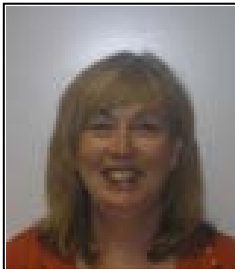


**Pupil Support Worker**  
Mrs T Ashbee



**Beebraigs House (for all 'B' classes):**

**Head of House**



Mrs P Fenwick

**Pupil Support Worker**



Mrs K Brown

**Calderwood House (for all 'C' classes):**

**Head of House**



Mrs A Swistchew

**Pupil Support Worker**



Mrs P Sutherland

**Pupil Support Manager** – Oversees the work of the PSWs and liaises with Heads of House and Depute (Support) on a regular basis.



Mr S Potter

Tracking teachers meet together weekly. These groups are lead by Mrs P Fenwick, PTC (Support) S1-S2 and Mrs A Swistchew, PTC (Support) S3-S6



S1 – S2	Mr Payne Miss Martin Miss Walker Mrs Douglas	Mrs Donnelly Mrs Northcott-Quy Mrs Wishart	Miss Ross Ms Thomson Miss Millar	Mr Dieke Mr G Simpson Miss Sanderson
S3-S6	Mrs Lindsay Mrs Cargill	Mrs Cargill Mrs Fenwick	Miss Glen Mrs Douglas	Mrs Galloway Mrs Swistchew Mr Rankin

Tracking teachers may change from year to year but every effort is made to ensure consistency.

### Support for Pupils

Delivering appropriate provision for pupils with additional learning needs is central to the national commitment to inclusion and is underpinned by legislation. West Lothian Council believes that all children and young people are entitled to learn together. This will develop a culture of acceptance within which all children have a presumptive entitlement to mainstream education and services provided to facilitate this goal.

Focus on inclusion is designed to help schools in partnership with parents/carers, pupils and partner agencies to evaluate effectiveness of provision in improving educational outcomes and opportunities for pupils with additional learning needs. The policy can be accessed on line at:  
<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/focusoninclusion>

If you feel that your child needs additional support, information and advice is available from school in the first instance.

Enquire is the Scottish Advice Service for Additional Support for Learning. Operated by Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning through:

- a telephone helpline - 0845 123 2303
- an email enquiry service - [info@enquire.org.uk](mailto:info@enquire.org.uk)
- an online enquiry service 2 websites - [www.enquire.org.uk](http://www.enquire.org.uk) (for parents/carers and practitioners) and [www.enquire.org.uk/tp](http://www.enquire.org.uk/tp) ( for children and young people)
- Enquire also provide a range of clear and easy-to-read guides and factsheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'

The Parents' Guide to Additional Support for Learning is now available to download at  
<http://enquire.org.uk/publications/parents-guide>





## Depute Head Teachers



**Mr G Cargill, is the DHT for Learning and Teaching and has the following responsibilities;**

- Curriculum management and development, including
  - Timetabling
  - Staff deployment
  - course choice processes
  - Curriculum discussion group;
- Line management of:
  - Heads of Faculty
  - Network Manager
  - S6 Coordinator
  - CfE Dev Post holder;
- Quality Assurance of Learning and Teaching
- Strategic development of IT in learning and teaching, and administration
- Probationer Support and Student Regent
- SQA Coordinator
- Overview of S4 and S5, including Attainment analysis
- Pupil Admissions, S4-6
- Reporting calendar and systems
- Parents' Consultation Evenings
- Oversight of Charity Fund-raising Events
- SLT link to Social Subjects Faculty and Creative & Aesthetic Faculty



**Mrs A Lindsay is the DHT for Support and has the following responsibilities**

- Strategic management of all aspects of pupil support including:
  - Inclusion;
  - Support for learning
  - Behaviour Management, 'Room 10' procedures
  - Anti-bullying procedures
  - Tracking and Monitoring
- Line Management of:
  - Heads of House
  - Pupil Support Manager
  - Citizenship Coordinator
- Implementation of GIRFEC and multi-agency liaison;
- Child Protection Manager; and lead Designated Member of Staff
- Pupil Attendance
- Primary Transition, both pastoral and curricular;
- SLT link to Cluster Development Officer for Raising Attainment
- Overview of S1/2/3, including:
  - Administration of CATs
  - Attainment monitoring
  - Meeting pupils needs
  - Development of S3 profile
- Strategic management of Citizenship, Wider Curriculum, Wider Achievement, Didbook
- Strategic management of 16+ Positive Destinations, More Choices, More Chances etc
- Pupil Admissions, S1 – S3, plus pupils with ASN
- SLT link to Support for Learning Dept, PSE Team and Science & Home Economics Faculty



## SUPPORT FOR LEARNING

### Additional Support Needs

In West Calder High School we aim to include everyone. Inclusion is a creative approach which allows pupils to experience successful learning. West Lothian Council is committed to providing support for pupils who have recognised additional support needs.

The Continuum of Support documentation and Getting it Right for Every Child (GIRFEC) legislation guides staff to support pupils successfully. The Education (Additional Support for Learning) (Scotland) Act 2004 directs practice at West Calder High School. West Lothian Council Policies on ASN can be found at [www.westlothian.gov.uk](http://www.westlothian.gov.uk) in the education and learning policies section.

### Individual Education Plans (IEPs)

Some pupils require a formalised plan to support their learning. Targets are set by teaching staff and the IEP is co-ordinated by an SfL Teacher. Parents are involved in the review process. Criteria for opening an IEP are set by West Lothian Council.

### Co-ordinated Support Plan (CSPs)

Some pupils with IEPs require enhanced support and may meet the criteria for a CSP. This is led by the DHT (Support) and involves parents in the planning and review process.

The Support for Learning staff, led by the Principal Teacher Curriculum, provide specialist services in the following ways:

- **Information Gathering**  
Staff from Support for Learning visit cluster primary schools to gather information on pupils who may require additional support when they transfer to secondary school. Regular monitoring takes place throughout a pupil's secondary school career to ensure that tuition support is targeted to individual needs.
- **Direct Tuition**  
Individual pupils requiring specific support in basic skills are extracted from certain classes to be given individual tuition or to take part in a paired reading programme with senior pupils.
- **In-Class Support**  
At the beginning of each session a programme of in-class support is agreed and Support for Learning teachers spend time co-operatively with subject teachers to provide extra support to targeted pupils. Support for Learning teachers advise on and encourage differentiation/learning styles/strategies.
- **Consultancy Work**  
Support for Learning staff are used to give advice and support to classroom teachers when they are preparing classroom materials and activities. The distribution of time allocated to these particular services is subject to negotiation on a session by session basis.
- **Use of Technology**  
The Support for Learning department has access to computers to support pupils in furthering their writing skills using programmes which help spelling and written expression. Pupils may also use Alphasmarts, Dictaphones, personal stereos and laptop computers which download on to PCs. Internet access is also available.

The school has established a Support Base for pupils who have difficulty in coping with mainstream education. Problems can arise for many pupils over attendance, emotional difficulties or poor behaviour. The Support Base will assist such pupils by giving advice and tuition individually or in small groups so that pupils can quickly return to their normal timetable. It is not a disciplinary unit and no pupil would be expected to be in the Support Base for all of his/her classes or for a prolonged period of time.



A 'Hub' also operates – where pupils who require a high level of support may be timetabled for part of their week. The Hub offers breakfast before registration and a variety of lunchtime activities to identified pupils.

Members of staff within Support for Learning have responsibility for specific roles such as Looked After Children (LAC), English as an Additional Language (EAL) and IT Support.

### **English as an Additional Language Support**

English as an additional language (EAL) support can be contacted by Support for Learning for pupils entering West Calder High School. Translators can be accessed for consultation evenings/meetings if needed. EAL pupils are monitored by one member of the Support for Learning Team. This member of staff attends enrolments of EAL pupils and liaises with WL College for EAL provision.

### **Looked After Children (LAC)**

One member of the Support for Learning team liaises regularly with the DHT (Support) in order to provide Support for Learning staff and advice. The DHT (Support) facilitates liaison with outside agencies and attends required meetings.

### **SQA Assessment Arrangements**

Some pupils require additional support in SQA exams. The procedures for eligibility are directed by the Scottish Qualifications Authority (SQA) and co-ordinated by Mrs Scobie. Teaching staff contribute towards providing evidence of pupils' work, with and without support. The school educational psychologist is involved with authorising eligibility for this provision.

Parents/carers with queries about additional support needs should contact Mrs Scobie, PTC ASN for information and advice. This includes advice on testing for dyslexia and other conditions. The school educational psychologist is in school every second Wednesday. Consultation with her is arranged through Mrs Scobie. The school doctor also advises on support needs and parents can request an appointment by contacting Mrs Scobie.



## PROMOTING POSITIVE BEHAVIOUR

West Calder High School aims to achieve high standards and provide the highest quality of education for its pupils. This can only be achieved if behaviour is of a sufficiently high standard to allow the class teacher to teach effectively.

To ensure this the school has adopted a classroom partnership approach based around an agreed code of conduct.

We seek to emphasis positive behaviour instead of focussing on negative behaviour. We also emphasis that behaviour is a matter of choice and it is our task to help the pupils make good choices. We regard the involvement of parents and carers in this process as essential and endeavour to ensure there is good communication with and early involvement of parents if problems arise.



### General Points

There are a number of rules over and above the code which are designed to ensure a safe, healthy, purposeful and well-ordered environment. These are:

- In accordance with West Lothian Council policy smoking is not permitted anywhere in the school or school grounds. Pupils should therefore not bring smoking materials to school.
- The consumption of food, sweets, chewing gum etc is not allowed in corridors or classrooms during the school day.
- Pupils are encouraged to respect the school environment and place litter in the bins provided. Vandalism of any kind is unacceptable and pupils are liable to pay a share of any damage caused.
- Laser pens, knives, replica guns or weapons of any kind must not be brought into school. Pupils should not bring mobile phones or MP3 players to school.
- Outdoor clothing must be removed before commencing classroom activities.
- Covers of jotters and books issued by the school must show only the name and class of the pupils. Study planners should be brought to school every day.
- Foul, abusive or racist language will not be tolerated.
- Violent behaviour is not acceptable.
- In the interests of personal safety pupils in S1 to S4 should not leave the school grounds at morning interval.

### Positive Referral System

Our main aim is to promote and reward positive behaviour.

Pupils will receive praise points from teachers in recognition of good behaviour and achievement in class and around the school. Our RAPID scheme (*Rewards and Praise for Improved Discipline*) allows pupils with enough points to take part in our Celebrating Success Assemblies and will be given the opportunity to take part in special activities usually at the end of term. The reward system now allows points to be awarded to both individual pupils and to whole classes and has helped make the allocation of points fairer to all.

## VALUES

At West Calder High School, we value

- our learning
- our relationships
- our positive attitudes

At West Calder High School, we value our **LEARNING**.

We think it should be:

- fun
- active
- creative

At West Calder High School, we work at our **RELATIONSHIPS**.

We think we should be:

- fair
- respectful
- tolerant
- friendly

We should:

- be honest with each other
- listen to each other

At West Calder High School, we strive to develop **POSITIVE ATTITUDES**.

We believe it is important to be:

- optimistic
- enquiring
- healthy

We all try to:

- increase our potential
- improve the quality of what we do
- become involved in new opportunities
- celebrate each other's success

## **BETTER BEHAVIOUR, BETTER LEARNING**

In West Calder High School we regard all pupils as important. However, individual pupils actions cannot be allowed to continually disrupt the education of others. The school has adopted a staged intervention approach to classroom indiscipline which is shown below.

Stage 1	Informal warning
Stage 2	Second warning
Stage 3	Removal to another room and interviewed by the Faculty Head
Stage 4	Referral to PT/PTC
Stage 5	Referral to the Head of House
Stage 6	Referral to the Senior Leadership Team

There is a range of sanctions which are available to Senior Management all designed to bring about a change in behaviour. Senior Management can

- contact parents,
- issue target sheets/conduct cards,
- issue detentions,
- issue progress books and monitoring sheets
- internally exclude (using Room 10 with senior staff)n or formally exclude from school.





In addition to these traditional approaches, the school uses restorative approaches where the aim is to restore and maintain good relationships when there has been conflict or harm. This also involves the developing of a school ethos that reduced the possibility of such conflict and harm. A solution focussed approach is adopted to ensure positive and sustainable outcomes.

In terms of the Education Act, parents do have a responsibility to ensure the good behaviour of their children and to ensure that they comply with the expectations and rules of the school. Wherever possible our policy is to seek the early involvement of parents in order that the school and home can work together to solve the problem. The school values the high degree of parental support which has been received consistently over the years. We also place equal value on the good sense, positive attitudes and general responsibility of the vast majority of our pupils.

### **Rights Respecting Schools**

This initiative began in 2012 and will guide behaviour policy reviews and underpin the school ethos. Further information can be found on the school website.



### **Anti Bullying and Developing Positive Relationships Policy**

The school endorses the Council's commitment to the personal and social well-being of pupils.

In West Calder High School we aim to provide a learning environment free of any threat, fear, ridicule or harassment. Our policy was revised in 2011. We can provide information and support through:

- Pupil Support team and Heads of House.
- Leaflets for pupils and parents/carers, developed by Pupil Support and Heads of House
- Anti-bullying notice board for pupils to post questions and have Pupil Support respond
- SE (Social Education) lessons on anti-bullying
- Anti-bullying mentors from S6 who are trained by a member of teaching staff and a parent leader each session. S1 pupils are referred as necessary.

### **Sleep Scotland**

This is a parent-led initiative and has 5 S6 Mentors trained in an advisory role.

### **Child Protection**

The Depute (Support) leads this provision within school and ensures annual training is available for all staff. There are 4 trained Designated Members of Staff (DMS) who will deal with any Child Protection concerns and ensure that Child Protection procedures are adhered to.

DMS are:

- Mrs Lindsay
- Mrs Rowland
- Mrs Scobie
- Mr Potter

The school has a Child Protection policy and a commitment to ensuring that West Lothian Council child protection guidelines are rigorously adhered to.

### **Partnership Working**

West Calder High School works with a range of agencies to support pupils. These include:

- Social Work
- Mental Health Link Worker
- Educational Psychologist
- Children and Young People's Team (based in school)
- Outreach teaching Service
- Autism Outreach Teaching

- Business Growth Advisor
- Careers Advisor
- Chaplains

Support is co-ordinated by Heads of House. An Integrated Assessment Meeting (IAM) will be chaired by DHT (Support) if required. IAM reviews take place regularly.

## DRESS CODE

Within the context of promoting positive behaviours and attitudes the school is keen to encourage the wearing of school uniform. The advantages of pupils conforming to such a code of school dress include:

- Helping young people develop a pride in a neat and tidy appearance.
- The creation of a positive image and improved reputation in the local community.
- The promotion of a positive school ethos and sense of identification with and sense of loyalty or belonging to the school.
- The encouragement of a purposeful attitude to work and positive behaviour.
- Raising young people's awareness of the requirements to dress appropriately for the circumstances eg certain work requirements, interviews etc.
- Assist parents in terms of economic and practical issues.
- Assist the identification of truants in the community.
- Improved security by aiding identification of pupils within the school making it easier to spot intruders.
- A reduction of bullying and victimisation which can arise from peer pressure to adhere to certain fashion items.

We therefore ask for parental support in ensuring that all pupils turn up for school dressed for work.

The current dress code is outlined below:



Ties can be bought directly from the school office and cost £4 for S1-S5 and £6 for S6.

**Black** trousers and shoes for both boys and girls or knee length skirts for girls are regulation uniform.

**Black** socks or tights are required.

The following are not acceptable items of clothing:

- jeans
- football shirts
- leggings
- items with prominent logos
- shorts

**For Health and Safety reasons we also discourage the wearing of tracksuit bottoms as these are quite often made of flammable material or material which can melt on to the skin. Exceptional situations will be considered ie medical conditions**



Jewellery should be kept to a minimum as it is easily lost and can be dangerous during physical activity.

The authority operates a scheme of provision to ensure that a pupil is sufficiently clad to take full advantage of the education provided. Families in receipt of Income Support, Income-based Jobseekers' Allowance or any Income Related element of Employment and Support Allowance who submit a completed application form automatically receive a clothing grant for each pupil of school age.

Families in receipt of Working Tax Credit (WTC) and/or Child Tax Credit (CTC) with an annual income of £15860 or less are also eligible.

Families not in receipt of these specific benefits but in financial hardship may also be assisted depending upon their situation. On receipt of an application in such cases, a report is called for from the Children and Young People Team regarding the families' circumstances

Application forms are available from the school or from the Council's website at [www.westlothian.gov.uk](http://www.westlothian.gov.uk)

### PE Kit

1. **Footwear**

Football boots (for grass pitches). Trainers or other soft-soled sport shoes (for indoor work and all-weather pitch). Trainers must be clean if they are to be worn in the gym.

2. **Vests/Shirts/Shorts**

Athletics vest or T-shirt for indoors and games shirt for outdoors with shorts. The school colours are red, black and white. School PE t-shirts are available to buy from the PE department.

Tracksuits may be worn outdoors. In cold weather, gloves, scarves and hats may be worn.

Pupils are required to bring PE kit even if they are not entirely fit for PE. They remain with the class and may need clothing appropriate to the area the class is in. Often they can still participate – even in a minor fashion. If they can only 'observe', then at least they are not missing the point of the lesson.

3. **Towels/Swimwear**

Towels should be brought for showering after all PE lessons and swimsuits for swimming lessons.





## TOWARDS A PARTNERSHIP APPROACH

The school is committed to working in partnership with pupils and their parents/carers. To develop this approach further every opportunity is taken to consult with pupils and parents on major policy decisions.

### Pupil Participation

Pupil Councils - Pupils are encouraged to take an interest in the management of the school community through the Pupil Council. Each year group has their own council with meetings chaired and minuted by S6 pupils. Members of the leadership team also drop in on the meetings

Prefect System - Pupils in S6 are eligible to apply to become prefects. Pupils wishing to do so complete an application form with references from 2 members of staff. S6 prefects can also apply for the post of Head Boy or Head Girl and Depute Head Boy and Depute Head Girl. Prefects assist staff in maintaining order in corridors, the dining room and recreational areas as well as representing the school at functions such as Parents' Evenings

### Parent Council

The West Calder Parent Council was formed in April 2008. It meets regularly every two months from 7-9pm and meetings are open to all. Parents who are not on the Council are welcome to attend and see first hand the close attention, concern, and support the Council brings to the welfare of all pupils and the administration of the school. The minutes of the Council are displayed in school and on the school website and copies are available from the Clerk.

Please refer to the Council's Parental Involvement Strategy for further information:

<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/parentalinvolvementstrategy.pdf>

The present membership of the Council is as follows:

M Herron (Chair)	A Wright (Vice Chair)
K Moir (Treasurer)	J Meikle
S Bonas	P Bruce
A Young	E Boyd
I McIntosh	I McLeod
L Steel	S Johnston
F Rowland (Head Teacher)	S Begarnie Staff Representative
S Forbes (Clerk)	

## SCHOOL PROCEDURES

### Transition from Primary to Secondary



Transition begins in P7. A series of lessons and visits from secondary staff are conducted. All pupils in P7 who are enrolled for the following session are invited to spend 2 days in the school in June. They follow the timetable they will have in August in their S1 classes. This allows them to find out about the school, their classmates, their teachers and different kinds of work. Parents of P7 pupils will have an opportunity to come to the school for a parent's session during the induction period. P7 pupils are allocated a 'buddy' - an S6 pupil who will lead some of the activities on the 2 day transition. During the week that S1 return in August. S6 Buddies lead assemblies and are allocated time to mentor new pupils.

A letter is sent to all P7 parents directing them to the WCHS Website - <http://www.wchs.org.uk> where the Handbook (Prospectus) is located. Sections of the publications are hot linked for easy access. The Handbook was updated in October 2011 in line with Scottish Government guidelines.

### Quotes from Parents

"I did find the handbook really helpful and still dip in and out of it"

"It was helpful to know about the school website and uniform from the prospectus"



"I read it (the prospectus) all the way through before my son came into High school"

"My copy (of the prospectus) is in the kitchen and I regularly look at it for information"





<b>TRANSITION timeline</b>	
<b>Oct</b>	Open Evening
<b>Nov</b>	Handbook/Prospectus letters issued with links to school website
<b>Jan – March</b>	PTC Additional Support Needs (ASN) will liaise with Primaries
<b>April – June</b>	Transition lessons begin in Primary. Subject departments also deliver a range of lessons through GLOW and visits to Primaries
<b>April – June</b>	WCHS subject teachers, Pupil Support staff and Anti-bullying S6 mentors visit Primaries
<b>May</b>	ASN meetings held in Primaries with WCHS Support for Learning staff in attendance
<b>May</b>	Enhanced Transition programme for ASN pupils begins.
<b>May</b>	S1 classes organised based on 7 factors from Primary information
<b>June</b>	2 day Transition programme. Pupils meet S6 buddies and follow programme of timetabled classes, “Tree of Knowledge” input and sports input. Open Morning for Parents/Carers: – to meet staff and tour the school
<b>June</b>	Medical information requested and medication stored in school.
<b>June</b>	P7 Learning Profiles, created by pupils, transfer to WCHS.

(Co-ordinated by DHT (Support))

### **School and Placing Information**

The Education (School and Placing Information) (Scotland) Regulations 2012 can be viewed by [clicking here](#).

### **Enrolment**

#### **Structure of School Provision in West Lothian Council**

West Lothian is divided into catchment areas for primary and secondary schools. Each home address has a catchment denominational school and a catchment non-denominational school, for both primary and secondary education. Although the council aims to provide enough places for all children in the catchment area at a catchment school, living within a catchment area does not guarantee a child a place at a catchment school. Parents can request a school other than one of their catchment schools. This is known as a ‘placing request’. Parents can request that their child go to any primary school in West Lothian regardless of their religion. The Council must grant these requests unless there is a legal reason not to do so.

Each secondary school catchment area is made up of a number of associated primary school catchment areas. West Calder High School has associated primary schools, namely:

Addiewell Primary School  
Mid Calder Primary School  
Woodmuir Primary School

East Calder Primary School  
Parkhead Primary School  
Kirknewton Primary School

Non-denominational children attending primary schools associated with West Calder High School and living in the catchment area of the school would normally transfer to West Calder High School.



## New Comers to the Area

Families who move into the area, who wish their children to attend West Calder High School are asked to contact the school (01506 871510) to arrange an appointment to visit and meet with a senior member of staff who can advise you on the availability of suitable courses, discuss enrolment and arrange a brief tour round the school. West Calder High School is always pleased to welcome newcomers, and to provide families with all the information they require.

## Appointments

Parents/carers wishing to discuss arrangements of their son/daughter's progress should write or telephone for an appointment which in the first instance is usually with a member of the Tracking and Monitoring team. Parents/carers may also consult with the Head Teacher on any matter. Unless the matter is urgent it is not advisable to come in to the school without making an appointment, since the member of staff you wish to see may be teaching or otherwise unavailable.

## Compliments and Complaints

All school staff work to high standards of accountability and strive to create a climate of trust between themselves, pupils and their families. It is motivating for staff to know when we are doing things well and we do receive compliments from parents throughout the year. However, with nearly 1000 pupils and more than 100 staff misunderstandings can occur and mistakes can be made. There is a clear procedure for resolving any problems

**Stage 1** - Contact the school and explain the problem. If the office staff cannot resolve the problem then they will contact the appropriate member of staff to assist. Appointments can be arranged within a day or two if required. Every effort will be made to reach a solution.

**Stage 2** - If you are still not satisfied you can contact Customer Care, Education & Cultural Services at The West Lothian Civic Centre, Howden Road South, Livingston, EH54 6FF. Telephone 01506 282041 and outline your problem. Staff there may wish to meet with you for a further discussion or ask that you put the complaint in writing.

**Stage 3** - If Stage 1 and 2 are unsuccessful, the Director of Education & Cultural Services should be contacted in writing at The West Lothian Civic Centre, Howden Road South, Livingston, EH54 6FF, giving full details of the complaint.

**Stage 4** - Complainants still dissatisfied can refer the issue to their local Councillor who can pursue the matter with the Director of Education & Cultural Services.

For further advice please refer to the Comments and Complaints Procedure for Education:  
<http://www.westlothian.gov.uk/sitecontent/documentslist/educationpolicy/ComplaintsEducationPolicy>

## How do I make a compliment or complaint?

In person:	arrange an appointment with your child's Head of House.
By phone:	01506 871510
By letter:	Mrs F H Rowland - Head Teacher West Calder High School Limefield Polbeth West Calder EH55 8QN
School Website:	<a href="http://www.wchs.org.uk">www.wchs.org.uk</a>

## Attendance/Absence

Pupils are placed in a register class, which they attend at the start of every day. All communication with regards to attendance is channelled through the register teacher. It is absolutely vital that parents/carers keep the school informed regarding pupil absence. If a pupil is going to be absent, parents/carers should phone the school on the first morning of the absence and give an indication of how long it is likely to be for.



There has been a considerable increase in the number of pupils being kept off school to go on extended holidays or holidays within term time. The school cannot support this and points out to parents that this may well have a detrimental effect on pupils' performance especially in the senior school. Such requests should be made in writing to the Head Teacher.

GroupCall is an electronic messaging service managed by Pupil Support. A text message is sent to the main parent/carer contact to alert them to unexplained absences. GroupCall is also used by school management to alert parents/carers to events such as parents evenings/school closures etc.

Please refer to the Attendance at School Policy for further information:

<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/AttendanceatSchoolwithGuidelines>

### **Non-attendance at school**

Attendance at school is closely monitored. If there is a cause for concern you will be contacted by the Pupil Support Manager to offer support. Should there be no improvement, a meeting will be arranged in school to try to resolve the situation. Serious cases of non-attendance are referred to outside agencies such as the Children and Young Person's Support team (CYPT) or medical support. A multi-agency meeting may take place, chaired by Depute (Support) to attempt to resolve attendance issues. In some circumstances, a report is sent to the Reporter of the Children's Panel or the WL Attendance Group.

It is important that pupils attend at all times including the last day of terms.

### **Late-coming**

Pupils should normally arrive in school by 8.35am in good time for the start of registration at 8.40am. Latecoming is disruptive to a child's education and is discouraged. Parents of pupils who are frequently late will be informed and may be invited to a multi-agency meeting. Pupils who are frequently late will attend detention on Friday afternoons.

### **Clothing Grants**

Families in receipt of Income Support, Income-based Jobseekers' Allowance or any Income Related element of Employment and Support Allowance who submit a completed application form automatically receive a clothing grant for each pupil of school age. The current grants are £94 for each primary school aged pupil and £110 for pupils of secondary school age (under school leaving age).

Families in receipt of Working Tax Credit (WTC) and/or Child Tax Credit (CTC) (with an annual income of £15,860 or less) are also eligible.

Families not in receipt of these specific benefits but in financial hardship may also be assisted depending upon their situation. On receipt of an application in such cases, a report is called for from the Children and Young People Team regarding the families' circumstances.

Pupils staying on at school beyond school-leaving age are deemed to have any requirement for assistance with clothing met by way of an Education Maintenance Allowance are not provided with clothing grants.

Families not in receipt of these specific benefits but in financial hardship may also be assisted depending on their situation. On receipt of an application in such cases, a report is called for from the Children and Young People Team regarding families' circumstances. Alternatively, pupils will have the opportunity to be appropriately clothed by being able to access school and sports clothing through a school clothing store.

For further information please refer to the School Clothing Grants Policy:

<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/schclothgrtpol>

### **Free School Meals**

Pupils with parents in receipt of Income Support, Income-based Jobseekers' Allowance or Employment and Support Allowance – Income Related are entitled to a free mid-day meal.

Families in receipt of Child Tax Credit only (not working tax credit) and whose annual income does not exceed £15,860 also qualify.



Families in receipt of Working Tax Credit are entitled to Free School Meals if income does not exceed £6,420 Free mid-day meals are also provided,

If anyone requires further information on this please contact either Stuart Isbister, Student Benefit Officer on 01506 281952 or Colin Bingham or by accessing <http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/schmealsmilkpol>

### **Data Protection**

Parents/carers of pupils under 16 have the right to see all information records held by the school which relates to their child. Any person wishing to avail themselves of this right should contact the Head Teacher in the first instance in writing.

Pupils over 16 may have access to the files held by the school.

### **Safeguarding Property**

The owner's name should appear on items of clothing and equipment which are personal property. Lockers are provided for pupils use for a small rental fee. On no account should property be left unattended around the school. All books issued by the school should be covered and kept clean.

In the PE Department arrangements are made to store valuables rather than leave them in the changing rooms. Pupils must use this facility.

Aerosol cans/spray deodorants should not be brought into school.

Spray Deodorants being sprayed in PE facilities have previously set off the fire alarm - this has caused widespread disruption. It is not acceptable and will result in disciplinary procedures

### **Educational Maintenance Allowance (EMA)**

The EMA is a Scottish Executive Scheme to provide financial support for pupils who are over the age of 16 and wish to stay on at school.

Details of the scheme and application forms are available from the school office.

### **Medical Needs**

A number of staff have First Aid training but parents should note that First Aid will not normally be available outwith normal school hours. It is stressed that these members of staff are not nurses and can only administer emergency aid. If the situation merits it, parents are contacted and asked to come to school to take charge of a sick or injured child. In severe cases, the school staff will contact a doctor or ambulance prior to the parent arriving.

A number of staff are trained to deal with pupils who have

- diabetes
- epilepsy
- asthma

Please ensure that medical information supplied to Pupil Support is kept up to date eg. diagnosis of asthma at secondary school age.

Should any pupil need to take medication during the school day the medicine must be given to Pupil Support and the parent is required to complete a form outlining the treatment and detailing the type and amount of medicine they have handed in. Arrangements will then be made for the pupil to take their medication under supervision. **Please note that staff are not allowed to give pupils tablets for common ailments such as headaches, unless the tablets have been labelled and sent by the parent/carer.** Any changes to dosages MUST be notified to the school in writing.

Individual Health Care Plans, if necessary, must be signed by a health professional such as the school nurse, Marie Watt or school doctor, Dr Jennifer MacKenzie.



## Medication

If your child requires medication, this can only be administered if the medication is labelled and handed in to Pupil Support. A form (Med 1) will require to be completed and signed by the parent/carer. An additional form (MED 1A) will be completed by staff, who will administer medication, and kept in school. This includes regular medication. eg insulin/ADHD medication etc. or infrequently required medication eg paracetamol for headaches.

Health Care Plans will be sent to parents/carers whose children have chronic conditions which require regular monitoring/medication.

**Pupils must not carry medicines around the school with them.**

The school medical service provides vaccinations with Tetanus, Diphtheria and Polio in S3 and HPV vaccinations to all female pupils over the age of 13. Pupils who have been referred to the school medical service while in primary school will be followed up in secondary school.

Pupils who do not go home for lunch should remain on the school grounds. **The school cannot take responsibility for pupils who choose to go elsewhere for lunch.**



## EMERGENCY CLOSURE

In the event of the school having to be closed because of a failure of one of the services or inclement weather, the following points should be noted:

- Information on school closure will be announced in the following ways:
  - Customer Care in the West Lothian Civic Centre, Howden South Road, Livingston will be made aware, and will publish school closure information on the Council's "Facebook" and Twitter pages, and/or Real Radio as well as on their own website.
  - An announcement will be made on Radio Forth
  - A Group Call message will be issued
- The fundamental consideration must be the safety of pupils. Parents/carers may consider that in extreme circumstances it is not safe for pupils to try to make their way to usual bus picking up points and should inform the school of their decision.
- It is essential that parents/carers provide up-to date emergency contact details.
- Parents/carers must ensure that pupils know where to go in the event of an emergency closure, if different arrangements than usual are necessary.
- The school will make special arrangements for pupils who have particular difficulties arising out of an emergency closure.





## HEALTH

Throughout your child's years at primary and secondary school, a team of specialist Health Service and Education Department staff will see him or her from time to time to make sure that he or she benefits as much as possible from all that school has to offer, and to help prepare him or her for life after leaving school. The School Health Service is part of the Community Child Health Service and has direct links with those who carry out health checks on children before they start school.

Many different services are provided. The members of staff involved make every effort to work closely with parents and with others who are caring for your child, both at school and in other branches of the Health Service. Some of the services, e.g. testing for vision, hearing or speech, are provided to all children on a routine basis to discover which children may need further tests or treatment. Parents are not notified of these screening tests and any parent who does not want a child to be included should notify the school at the beginning of the session. Naturally, if treatment is thought to be required, the child's parents will be informed and consent requested.

Some of the staff concerned and the parts they play are as follows:-

The health visitor carries out regular inspections of groups of children, gives advice on health and hygiene, tests eyesight from time to time and works with the school doctor. The attention of the doctor is drawn to any possible problems, and parents and the family doctor are informed if any further action is considered necessary.

The school doctor or nurse visits the school regularly liaising with Depute (Support), Pupil Support and/or Heads of House to find out whether any pupils need medical attention. In addition, the doctor reviews the medical notes of all children in Primaries 1 to 7, at secondary school and the new entrants. Our school doctor is Dr J MacKenzie. At times a referral may be made by a Head of House, Pupil Support team or Depute (support) to the school doctor or nurse.

Parents are also asked to complete a health questionnaire about their child at these ages. They may be asked if they would like their child to have a full medical examination. In addition, the doctor may ask for your consent to examine your child if his or her medical records are incomplete; or if the doctor particularly wishes to check on his or her progress. You will be invited to be present at any medical examination, and kept informed if the school doctor wishes to see your child again, or thinks that he or she should be seen by your family doctor or a specialist. You can, if you wish, arrange for your own family doctor to undertake the examination instead of the school doctor, but you may be charged a fee for this. In secondary schools, the school doctor may consider if any special information should be provided for the Careers Advisory Service.

Every Thursday NHS staff visit the school to run a Healthy Respect drop-in clinic where pupils can go for help and advice on a number of health related matters. Pupils can self refer to this service.



## TRANSPORT

Travel to school is paid for by the Education Authority in all cases where pupils who attend the district school within their catchment area live more than 2 miles from the school. Bus passes are issued and pupils must always have these. Failure to do so will result in the pupil having to pay a fare, or being refused travel on the bus. Bus passes now last pupils throughout their time at WCHS: from S1 up to S6.

Bus passes no longer require a photograph. Applications for free transport can be obtained from the school office.

Parents/carers are responsible for getting their child safely from home to the pick up point in the morning and back from the set down point at the end of the day. If the bus should fail to operate due to bad weather or breakdowns, parents/carers should always ensure that unaccompanied pupils can return home or make their own way safely to another house. Parents/carers are also responsible for the behaviour of their child whilst travelling to and from school.

Travelling expenses are also met in the case of any pupil whom the Authority requires to attend a school other than the district school – if the pupil meets the distance qualifications. Consideration may also be given to requests for assistance with travel in exceptional circumstances e.g. where the road between home and school is deemed dangerous by the Authority and where there is no public transport available.

Parents are asked to establish the time of departure and picking up points of school buses. Travelling on the buses, pupils are expected to show the same consideration for people and property that is required in school. The Head Teacher will investigate any complaint which is brought to her notice.

**If travelling to school by car, in the interests of safety, we would ask that parents drop or arrange to pick up their child at a point outwith the school grounds. There are safe paths into the school from the surrounding area. If it is necessary to come into the school grounds by car, pupils should be dropped off or picked up at the turning circle at the entrance to the school and not in the staff car park. If a pupil is dropped off in the car park this may only be with prior permission, drivers will be given a pass to display in the car.**



## **SCHOOL MEALS**

Lunches are provided in the school dining hall. At present the school operates a cashless system. Cards are supplied to pupils who can add money to their cards at machines located in the Social Area and in the dining hall. If a card is lost, replacements can be purchased from the school office at morning interval for £2. A cafeteria system is in operation with a good variety of meat dishes, vegetables, salads, filled rolls, sweet dishes, fresh fruit, milk and soft drinks all individually priced.

The food is prepared and presented with healthy eating in mind but, as there is a free selection, parents should advise children to make a balanced choice. Pupils who bring packed lunches are also accommodated in the dining area.

## **PHOTOGRAPHY**

The school has a photography policy, which is in accordance with data protection and human rights legislation.

Photographs taken for security, registration or travel reasons will not be used for any other purposes. All new S1 pupils will be photographed for school records, which are securely held. S3 photos will also be taken for school records.

Photography is useful in the curriculum and in the training and development of staff. It is helpful in publicising the success of the school and in promoting educational initiatives. From time to time members of the press and media are invited onto school premises to cover events celebrating the success of pupils or staff. However, the views of parents who, for any reason, do not wish their children to appear in such photographs will be respected at all times, as will the views of the senior students, themselves, in secondary schools.

On school trips and visits, photographs taken by pupils or staff may include others in the group. Parents should be aware of this when granting permission for a pupil to undertake an excursion.

Parents should observe restraints on video and photography at school plays and concerts and at sports events. Copyright licensing will not normally allow the video or sound recording of a performance. Photography must also be restricted for reasons of child protection and out of respect for the rights and privacy of individuals. For these reasons, opportunities will, instead, be arranged before or after a performance or an event whenever possible.

Class and individual or group photographs are annual school events. Parents are asked in advance whether or not they wish their children to be included in these events. It should be noted that the commercial photographer involved retains the copyright in the photographs taken and the school, therefore, has no control over their use.



## **SQA EXAMS**

### **Interpreting Statistics**

The following provides statistics on examination results, the destinations of school leavers and the running costs of the school together with regional and national details for all of these. It should be borne in mind that it is always wise to exercise caution when interpreting statistical data.

Some fluctuation in the figures is likely from year to year. Occasional differences in the patterns of results are more likely to be due to fluctuations in pupils' abilities in different year groups than to any underlying trend in school performance, particularly when relatively small numbers are concerned.

Accordingly, statistics should be considered in the context of the learning experience and of the ethos of the school.

### **Additional Comments about the Attendance Statistics**

- The total number of possible attendances each week is the number of pupils on the roll at the end of that week multiplied by the number of school openings in that week (a week having 9 openings), this being summed for all of the weeks in the school session.
- The percentage of authorised absence is the total number of authorised absences expressed as a percentage of the total number of possible attendances.
- Similarly the percentage of unauthorised absences is the total number of unauthorised absences expressed as a percentage of the total number of possible attendances.
- 'Authorised Absence' is absence which the school has deemed to meet the conditions of the Education (Scotland) Act 1980 which specified 'reasonable excuses' for a pupil's non-attendance at school. All other absences are 'Unauthorised'.

### **Transition and Support in Relation to Leaving School**

WCHS is committed to ensuring all pupils are supported and encouraged to reach a positive destination beyond school. Pupils at risk of not achieving this are identified in S2 and supported through the 'More Choices, More Chances' (MCMC) programme.

All pupils receive ongoing support from their Tracking & Monitoring teacher and are exposed to a range of information sessions, opportunities (eg college visits) and advice from Skills Development Scotland (SDS). The school works in partnership with the local community to provide one week's work experience in S4. Some pupils continue this as part of their timetable in S4-S6. Pupils regularly use SDS 'My World of Work' linked to the 16+ Learning Choices framework. The DHT (Support) co-ordinates transition.



## WEST LOTHIAN COUNCIL INSTRUMENTAL MUSIC SERVICE

West Lothian Council's Instrumental Music Service provides free instrumental music lessons to primary and secondary school pupils and opportunities for these pupils to play in one of the many bands and ensembles that perform regularly at a range of venues and events locally, nationally and internationally.

The Service is delivered in schools by professional instrumental music teachers who provide a structured and progressive music curriculum which is encapsulated in the four capacities of Curriculum for Excellence - to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor. The Instrumental Music Service is managed by a Principal Officer who is based within Education Services.



### How will learning to play a musical instrument help my child?

As well as musical development, the many general benefits gained from learning to play a musical instrument include: enhanced listening and concentration, discipline, co-ordination, language development, memory and social skills. It helps your child to become part of a team and to respect other team members whilst increasing your child's confidence and participation in the wider school and community.

### How much will it cost?

Lessons are free, but you will be asked to buy music and some pieces of equipment, reeds, strings etc. For a more accurate estimate, please contact your child's instrumental teacher.

### How can my child become part of this?

We aim, within the available resources, to provide opportunities for pupils to learn to play a musical instrument in all primary and secondary schools. Instrumental music teachers provide instruction in a range of instruments including strings, brass, woodwind, guitar, bagpipes and percussion. Availability of specific instruments varies in different cluster areas. Demand usually exceeds availability so children are selected using established musical selection procedures. Your child's instrumental music teacher will recommend the most appropriate instrument. Depending on resources, an instrument may be provided on loan without charge for an initial period of tuition, but it is also possible to purchase an instrument through your child's school using (AIPS) - the Assisted Instrument Purchase Scheme. AIPS Enables you to buy a musical instrument without paying VAT.

### When are the lessons and how do I check on progress?

Lessons are once a week during the school day but are, wherever possible, provided on a rotational basis so that no particular curriculum subject is affected. The length of the lesson can vary. Individual learning plans/targets are agreed with pupils, their progress is checked weekly and a written report is issued each year. Children are also encouraged to take part in nationally recognised music exams such as Music Medals to boost their sense of achievement.

### Is there anything I can do to help?

Your role in supporting your child is an important one.

- Encourage regular practice in a quiet place and listen to them playing from time to time.
- Be positive, especially in the early stages.
- Encourage your child to attend lessons regularly.
- Be prepared to buy music and accessories.
- Don't hesitate to contact your child's instrumental teacher if you need advice
- Encourage your child to take up opportunities to perform solo and in groups

### What happens as my child progresses?

All the way through instrumental music teaching, your child will be encouraged to assess themselves, first with Music Medals, then by sitting SQA and external examinations. Music exams passed at grades 6, 7 or 8 also score valuable points on University and College application forms (UCAS). There are bands and ensembles in most schools that usually play weekly after school hours. There are also Area Ensembles playing all kinds of music from popular to jazz to classical. These bring young musicians from different schools together to perform, often with professional musicians at prestigious venues around the world.

### Where can I get more information?

The Instrumental Music Service team from Education Services will be happy to talk to you about any questions you may have

**Juliet Hosie**

Principal Officer of Instrumental Music  
01506 281995  
[juliet.hosie@westlothian.gov.uk](mailto:juliet.hosie@westlothian.gov.uk)

**Steven Gray**

Co-ordinator of Instrumental Music  
01506 281996  
[steven.gray@westlothian.gov.uk](mailto:steven.gray@westlothian.gov.uk)

**Derek Rae**

Music Development Officer  
01506 281144  
[derek.rae@westlothian.gov.uk](mailto:derek.rae@westlothian.gov.uk)

**Hugh Foster**

Instrumental Music Service Support Officer  
01506 281145  
[hugh.foster@westlothian.gov.uk](mailto:hugh.foster@westlothian.gov.uk)

Alternatively you can contact the instrumental music teacher at your child's school.



## INFORMATION FOR PARENTS 2011 SECONDARY SCHOOLS

### National Data

#### *Leaver Destinations*

#### *Number Of Pupils Leaving In School Year 2010/2011 And Percentage With Destination As:*

<b>Total Number of Leavers (=100%)</b>	54073
<b>Higher Education</b>	36
<b>Further Education</b>	27
<b>Training</b>	6
<b>Employment</b>	20
<b>Other Known</b>	11
<b>Not Known</b>	0

Key to symbols:

Percentages for schools where the number of leavers is greater than 0 but less than 5 have been replaced by asterisks (\*\*) because they could be misleading or lead to identification of individuals.

The symbol (##) indicates that the data are not available or comparable with other years because the school has recently opened or merged with another school, or is temporarily closed.

#### *Budgeted Running Costs For Financial Year 2011-2012*

<b>School Roll at September 2010</b>	299,616
<b>Total School Running Costs at April 2011 (£)</b>	1,702,108,639
<b>Cost per Pupil (£)</b>	5,681

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



## INFORMATION FOR PARENTS 2011 SECONDARY SCHOOLS

### National Data

#### *Attendance And Absence For School Year 2010/2011*

	Stage					
	S1	S2	S3	S4	S5	S1-5
<b>Total Number of Possible Attendances(Pupil Half Days)</b>	19561953	19996998	20211642	20145865	15556206	95472664
<b>Percentage Authorised Absences</b>	5.3	6.2	6.8	6.3	5.9	6.1
<b>Percentage Unauthorised Absences</b>	1.6	2.3	3.2	3.5	3.1	2.7

Key to symbols:

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

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

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





## INFORMATION FOR PARENTS 2011 SECONDARY SCHOOLS

### National Data

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

2008/2009	2009/2010	2010/2011
67	72	75

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

*(2010/2011 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		
	2008/20	2009/20	2010/20	2008/20	2009/20	2010/20	2008/20	2009/20	2010/20
	09	10	11	09	10	11	09	10	11
92	92	93	78	78	78	35	36	35	

Percentage of the relevant September S4 roll achieving:									
By end of S5	1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better		
	2008/20	2009/20	2010/20	2008/20	2009/20	2010/20	2008/20	2009/20	2010/20
	09	10	11	09	10	11	09	10	11
41	43	44	23	25	26	11	11	12	

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		
	2008/20	2009/20	2010/20	2008/20	2009/20	2010/20	2008/20	2009/20	2010/20
	09	10	11	09	10	11	09	10	11
31	33	35	21	22	23	14	15	15	

Key to symbols:

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

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

## INFORMATION FOR PARENTS 2011 SECONDARY SCHOOLS

<b>National Data</b>		
<i>Minimising Overall Absence</i>		
	Absence recorded (2009/2010) Average number of half days absence per pupil	Absence recorded (2010/2011) Average number of half days absence per pupil
<b>Absence</b>	33.9	34.1

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

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

***For Information:***

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

Information regarding the school's performance at a national level can be obtained by accessing:

<http://www.educationscotland.gov.uk/scottishschoolsonline/>

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/index.asp>



## INFORMATION FOR PARENTS 2011 SECONDARY SCHOOLS

<b>Education Authority:</b> West Lothian
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### *Leaver Destinations*

***Number Of Pupils Leaving In School Year 2010/2011 And Percentage With Destination  
As:***

<b>Total Number of Leavers (=100%)</b>	2018
<b>Higher Education</b>	35
<b>Further Education</b>	28
<b>Training</b>	6
<b>Employment</b>	19
<b>Other Known</b>	11
<b>Not Known</b>	0

Key to symbols:

Percentages for schools where the number of leavers is greater than 0 but less than 5 have been replaced by asterisks (\*\*) because they could be misleading or lead to identification of individuals.

The symbol (##) indicates that the data are not available or comparable with other years because the school has recently opened or merged with another school, or is temporarily closed.

### ***Budgeted Running Costs For Financial Year 2011-2012***

<b>School Roll at September 2010</b>	11,142
<b>Total School Running Costs at April 2011 (£)</b>	55,868,528
<b>Cost per Pupil (£)</b>	5,014

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



## INFORMATION FOR PARENTS 2011 SECONDARY SCHOOLS

<b>Education Authority:</b> West Lothian
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### *Attendance And Absence For School Year 2010/2011*

	Stage					
	S1	S2	S3	S4	S5	S1-5
<b>Total Number of Possible Attendances(Pupil Half Days)</b>	654826	655282	685849	695664	499685	3191306
<b>Percentage Authorised Absences</b>	4.8	5.8	6.7	6	5.1	5.7
<b>Percentage Unauthorised Absences</b>	1.3	2.1	2.6	3.3	2.5	2.4

Key to symbols:

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

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

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



## INFORMATION FOR PARENTS 2011 SECONDARY SCHOOLS

**Education Authority:** West Lothian

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

2008/2009	2009/2010	2010/2011
67	71	74

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

*(2010/2011 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		
	2008/20	2009/20	2010/20	2008/20	2009/20	2010/20	2008/20	2009/20	2010/20
	09	10	11	09	10	11	09	10	11
95	95	94	79	81	78	37	34	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		
	2008/20	2009/20	2010/20	2008/20	2009/20	2010/20	2008/20	2009/20	2010/20
	09	10	11	09	10	11	09	10	11
41	43	41	21	24	23	9	10	11	

Percentage of the relevant September S4 roll achieving:									
By end of S6	3+ @ level 6 or better			5+ @ level 6 or better			1+ @ level 7		
	2008/20	2009/20	2010/20	2008/20	2009/20	2010/20	2008/20	2009/20	2010/20
	09	10	11	09	10	11	09	10	11
29	31	34	19	20	23	12	13	15	

Key to symbols:

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

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



## INFORMATION FOR PARENTS 2011 SECONDARY SCHOOLS

<b>Education Authority:</b> West Lothian
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### *Minimising Overall Absence*

	Absence recorded (2009/2010) Average number of half days absence per pupil	Absence recorded (2010/2011) Average number of half days absence per pupil
<b>Absence</b>	29.1	28.2

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

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

### ***For Information:***

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



## INFORMATION FOR PARENTS 2011 SECONDARY SCHOOLS

<b>School:</b> West Calder High School	<b>Id No.:</b> 400 - 5502330
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### *Leaver Destinations*

#### *Number Of Pupils Leaving In School Year 2010/2011 And Percentage With Destination As:*

<b>Total Number of Leavers (=100%)</b>	191
<b>Higher Education</b>	42
<b>Further Education</b>	27
<b>Training</b>	2
<b>Employment</b>	21
<b>Other Known</b>	7
<b>Not Known</b>	0

Key to symbols:

Percentages for schools where the number of leavers is greater than 0 but less than 5 have been replaced by asterisks (\*\*) because they could be misleading or lead to identification of individuals.

The symbol (##) indicates that the data are not available or comparable with other years because the school has recently opened or merged with another school, or is temporarily closed.

### *Budgeted Running Costs For Financial Year 2011-2012*

<b>School Roll at September 2010</b>	970
<b>Total School Running Costs at April 2011 (£)</b>	4,710,561
<b>Cost per Pupil (£)</b>	4,856

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



## INFORMATION FOR PARENTS 2011 SECONDARY SCHOOLS

<b>School:</b> West Calder High School	<b>Id No.:</b> 400 - 5502330
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### *Attendance And Absence For School Year 2010/2011*

	Stage					
	S1	S2	S3	S4	S5	S1-5
<b>Total Number of Possible Attendances(Pupil Half Days)</b>	52409	49163	63793	59268	46650	271283
<b>Percentage Authorised Absences</b>	4.4	5.2	6.9	6.1	4.8	5.6
<b>Percentage Unauthorised Absences</b>	1.1	1.6	2.9	2.4	2.1	2.1

Key to symbols:

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

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

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





## INFORMATION FOR PARENTS 2011 SECONDARY SCHOOLS

<b>School:</b> West Calder High School	<b>Id No.:</b> 400 - 5502330
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### *Estimated S5 January Roll As A Percentage Of The S4 Roll In September Of The Previous Session*

2008/2009	2009/2010	2010/2011
70	80	74

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

#### *(2010/2011 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		
	2008/2009	2009/2010	2010/2011	2008/2009	2009/2010	2010/2011	2008/2009	2009/2010	2010/2011
	09	10	11	09	10	11	09	10	11
	93	96	96	82	83	81	42	37	31

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		
	2008/2009	2009/2010	2010/2011	2008/2009	2009/2010	2010/2011	2008/2009	2009/2010	2010/2011
	09	10	11	09	10	11	09	10	11
	38	43	50	23	23	28	8	7	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		
	2008/2009	2009/2010	2010/2011	2008/2009	2009/2010	2010/2011	2008/2009	2009/2010	2010/2011
	09	10	11	09	10	11	09	10	11
	32	29	34	20	17	22	8	10	9

#### Key to symbols:

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

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

## INFORMATION FOR PARENTS 2011 SECONDARY SCHOOLS

<b>School:</b> West Calder High School	<b>Id No.:</b> 400 - 5502330
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### *Minimising Overall Absence*

	Absence recorded (2009/2010) Average number of half days absence per pupil	Absence recorded (2010/2011) Average number of half days absence per pupil
<b>Absence</b>	27	26.8

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

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

***For Information:***

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

**Policies and Information**

Education Services policies can be accessed online at:

<http://www.westlothian.gov.uk/sitecontent/documentlist/educationpolicy/?key=1778580>