



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

North Ayrshire Council: Communities and Education Directorate

Secondary School – Arran High School

School Handbook

Session: 2025/2026

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Head Teacher Introduction

Dear Parent/Carer

I am delighted to be able to present to you the Arran High School Handbook 2025/26.

The relationship between school, parents/carers and our community is central to the successful learning and development of every young person. That strength is what takes us to events and competitions far beyond our island; not only that, we 'punch above our weight'. It is evident that effective partnerships are fostered in many ways and I hope that this handbook supports that process by giving you a flavour of 'who we are' as a school.

Our school values of **Ambition, Belonging, Compassion and Trust**, which we share with Lamlash Primary School and Early Years Class on our joint campus, are central to the life and work of the school. Our young people are clear, through regular discussion and consultation, which they are important to them and we continue to explore ways of developing shared understanding of what they mean to us and we celebrate these values in many ways.

Our **Ethos and Relationships policy**, which is how we promote positive behaviour and a nurturing ethos in the school, reflects our school values as well as the UN Convention on the Rights of the Child. We continue to implement changes to the curriculum in light of national guidance and our own local priorities and circumstances.

The **transition** from primary to secondary school can seem daunting and we make every effort to ensure that the move is made as easy as possible for young people and parents alike. A comprehensive programme of transition activities, an enhanced transition programme for those who most need it and sharing information about learning and pastoral needs with associated primaries, means you can feel confident that when your child starts high school, they will already be well known to our staff. We normally hold a residential transition residential with Arran Outdoor Education Centre, involving primary 7 children from all of the island primary schools. This was a fantastic experience once again this year and it allowed staff to get to know our new S1 before they come in in August. We also hope to be able to host a Parents' Evening for parents of our incoming S1 in June to discuss arrangements for the new session and learn about the school. Details will follow from your primary school about this.

If your child is transferring from a mainland school in Scotland or from further afield, we will be delighted to offer you the opportunity to spend some time with one of the members of our Senior Leadership Team to discuss their needs and tell you about our school. Appointments are made by contacting the school office.

You are always welcome to discuss any matter with us, should you wish to do so. It would be helpful if you could phone or write to us in advance to make an appointment. This invitation is open to all parents and carers.

Although this information is correct at the time of printing, there could be changes affecting any of the matters dealt with in this handbook before the start or during the course of the school year in question; of course we will endeavour to let you know if that happens.

I very much look forward to meeting and working in partnership with you and I hope and trust that your child will have a happy and successful time here at Arran High School.

Yours sincerely

Susan Foster
Head Teacher

Communities & Education Directorate

What we want to achieve

Our Overall Aim

Ensuring our children and young people experience the best start in life.

Our Priorities

- We will create the conditions for our children and young people to access the highest quality learning experiences from ages 3-18.
- We will support our children and young people to become successful learners, confident individuals, effective contributors and responsible citizens.
- We will offer opportunities to our young people and their families to play a more active role in school life and encourage more participation in learning.
- We will work with all young people to build their resilience, supporting their mental health and physical well-being.

Section 1: School Information

School Contact Details (Address, Telephone, Email, and Fax)

Name:	Arran High School														
Address:	Lamlash, Isle of Arran, KA27 8NG														
Telephone Number:	01770 600341														
Fax Number:	01770 600336														
E-mail:	arran@ea.n-ayrshire.sch.uk														
Website:	www.arran.n-ayrshire.sch.uk														
Twitter:	@arranhigh														
Head Teacher:	Mrs Susan Foster														
Status:	Non-Denominational, Co-educational														
Stages Covered:	S1 to S6														
Current Roll (December 2024):	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">S1</th> <th style="text-align: left;">S2</th> <th style="text-align: left;">S3</th> <th style="text-align: left;">S4</th> <th style="text-align: left;">S5</th> <th style="text-align: left;">S6</th> <th style="text-align: left;">TOTAL</th> </tr> </thead> <tbody> <tr> <td>31</td> <td>54</td> <td>41</td> <td>36</td> <td>45</td> <td>18</td> <td>225</td> </tr> </tbody> </table>	S1	S2	S3	S4	S5	S6	TOTAL	31	54	41	36	45	18	225
S1	S2	S3	S4	S5	S6	TOTAL									
31	54	41	36	45	18	225									
Capacity of the School:	350														
Projected Intake:	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">2025</th> <th style="text-align: left;">2026</th> <th style="text-align: left;">2027</th> </tr> </thead> <tbody> <tr> <td>44</td> <td>44</td> <td>26</td> </tr> </tbody> </table>	2025	2026	2027	44	44	26								
2025	2026	2027													
44	44	26													

School Aims, Values, Ethos

After a consultation process which took account of the views of all learners, staff, parents and our wider community during session 2014-15 (and reviewed this session), we identified the following as the core values of our school campus.

Ambition Belonging Compassion Trust

Our school exists to provide a safe, happy, aspirational learning environment for every young person. In doing so, we provide the opportunity for each individual to express their unique skills, attributes and capabilities and to achieve at the highest level in all of their endeavours.

Arran High School, along with Lamlash Primary School and Early Years Class promotes Nurturing approaches to support positive behaviour across our school. All approaches are in line with the United Nations Convention on the Rights of the Child. Our Ethos and Relationships policy can be found on the school website.

School Staff

SENIOR LEADERSHIP TEAM

Mrs Foster	Head Teacher
Mrs Bunting	Depute Head Teacher
Mrs McPike	Depute Head Teacher

FACULTY OF ART & DESIGN AND PHYSICAL EDUCATION

Mrs Scott	Faculty Head (PE)
Miss McGhee	Faculty Head (PE)
Mrs Hunter	Art and Design

FACULTY OF SOCIAL SUBJECTS & RME

Mrs Gosman	Faculty Head (Geography & Modern Studies)
Mrs Campbell Thomson	History
Mr Ibanez Rodriguez	Religious & Moral Education

FACULTY OF LANGUAGES & LITERACY

Mr Reid	Faculty Head (English)
Mrs Sitek	English
Miss Downie	English
Miss Charton	Modern Languages
Mrs Walker	Psychology

FACULTY OF MUSIC & COMPUTING

Mr Dickie	Faculty Head (Music)
Mr Beith	Computing
Ms Muir	Instructor – Brass
Miss Frame	Instructor – Fiddle
Mrs McFadzean	Instructor – Woodwind
Mr Figgins	Instructor – Pipes
Mr Barnes	Instructor – Drums
Miss Durkan	Instructor – Clarsach

FACULTY OF SCIENCE

Mrs McGrath	Faculty Head (Biology)
Mr McCartney	Chemistry
Mr Orr	Physics

FACULTY OF MATHEMATICS & NUMERACY

Mr Wilson	Faculty Head (Mathematics)
Mr McInnes	Mathematics
Mrs Hogge	Mathematics

FACULTY OF SUPPORT

Mrs Wilshaw	PT (Support for Learning)
Mrs Macbeth	PT (Pastoral)
Mrs Brooks	SSR Teacher
Mrs Randall	Support Teacher

ACTIVE SCHOOLS CO-ORDINATOR

Mr Dobson

EDUCATION BUSINESS OFFICER

Mrs Cannon

EDUCATION BUSINESS ASSISTANTS

Mrs Duff
Mrs Dale
Mrs Robinson

CLASSROOM ASSISTANTS

Ms Willis
Ms Manson
Mrs Scott
Mrs Randall
Miss McGarrigle
Mrs Talbot

AREA INCLUSION WORKER

Mrs McGregor

LIBRARIAN

Miss Cornwall

TECHNICIAN (ICT)

Jonathan Pearson

TECHNICIAN (SCIENCE)

Mrs Coyle

TECHNICIAN (TECHNICAL)

Mr Read

DYW

Mr Wm Stewart

School Holiday and In-Service Dates 2024/2025 (Arran Schools)

Term	Dates of Attendance	Day	Date	Cumulative Holiday / Closure Total	Cumulative Working Days
Term 1	Teacher (In-Service)	Tuesday	19-Aug-25		
	Pupils Return	Wednesday	20-Aug-25		
	Teacher (In-Service)	Monday	22-Sept-25		
	Pupils Return	Tuesday	23-Sept-25		
	Close	Friday	03-Oct-25		34
Term 2	Pupils Return	Monday	20-Oct-25	10	
	Teacher (in-service)	Monday	24-Nov-25		
	Pupils Return	Tuesday	25-Nov-25		
	Close	Friday	19-Dec-25		80
Term 3	Re-open	Monday	05-Jan-26	20	
	Teacher (In-Service)	Monday	09-Feb-26		
	Pupils Return	Tuesday	10-Feb-26		
	Close	Thursday	02-Apr-26		145
Term 4	Re-open	Monday	20-Apr-26	31	
	Teacher (In-Service)	Monday	25-May-26		
	Pupil return	Tuesday	26-May-26		
	Close	Tuesday	30-Jun-26		195

Pupil attendance will be 190 days after deducting 5 in-service day:

Associated Primary Schools

Mrs Alison Connor

Brodick Primary School, Brodick, Isle of Arran KA27 8DW	01770 302367
Corrie Primary School, Corrie, Isle of Arran KA27 8JB	01770 810244
Shiskine Primary School, Shiskine, Isle of Arran KA27 8EP	01770 860207
Kilmory Primary School, Kilmory, Isle of Arran KA27 8PQ	01770 870262
Pirnmill Primary School, Pirnmill, Isle of Arran KA27 8HP	01770 850226
Whiting Bay Primary School, Whiting Bay, Isle of Arran KA27 8PX	01770 700260

Mrs S Foster (Head Teacher)

Lamlash Primary School, Lamlash, Isle of Arran KA27 8NP	01770 600527
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Section 2: School Procedures

School Security

North Ayrshire Council has introduced procedures to ensure the safety and security of children and staff when attending or working in a school. A number of security measures are used including the use of a visitors' book, badges and escorts while visitors are within the school building. Any parent/carer or visitor at a school for any reason will be asked to report to the school office. The school staff will then make any necessary arrangements in connection with the visit to the school.

It is the policy of the school that any member of staff will approach a visitor and ask for verification of identity. This measure ensures that children work in a safe and protected environment. We appreciate your support in carrying out all the above measures.

Positive Relationships

The school is committed to developing a nurturing approach and promoting positive relationships. Like every community, our school is built on the relationships within it, across it and its connections with others. Every member of staff is responsible for establishing and maintaining positive relationships with each other, with parents and with partners and most importantly with the young people in their care.

Our expectations of behaviour for children and young people are high. Some children may require additional support in relation to their behaviour, and the school will work positively with the young person and the parents, and other partners, as appropriate, to ensure positive outcomes are achieved.

North Ayrshire Council is committed to the principles of restorative practices. This is a solution-focused approach to managing behaviour and resolving difficulties and which promotes healthy relationships that enable better behaviour and better learning.

The school has a code of conduct to ensure the safety and well-being of all and parents are asked to support the school fully in this matter.

Break Time Supervision

The Council meets the terms of the legal requirement that pupils be supervised in the playground by at least one adult during the interval or lunchtime if there are fifty or more pupils at the school. Our policy reflects that of North Ayrshire Council in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.

An adult presence is provided in playgrounds at break times. Pupils who travel by contracted school transport and arrive at school more than ten minutes before the start of the school day have accommodation allocated to them within the school during inclement weather.

Absence from school premises at breaks

Schools have a duty to look after the welfare of their pupils. This means that the staff should take the same care of pupils as a sensible parent would take, and this includes taking reasonable care of pupils' safety during intervals and lunchtimes.

It is the policy of North Ayrshire Council that pupils should not leave the school grounds at intervals

Students may leave and return through the pupil access doors at lunchtimes. We ask you to encourage our young people to follow these rules in the interests of safety. Parents should encourage their children to follow these rules in the interests of safety.

School Dress Code

It is the policy of North Ayrshire Council to support the introduction of a reasonable and flexible dress code in schools in its area. The Council encourages each school to adopt its own code, after consultation with parents and pupils.

The Council believes that establishing a school dress code has many benefits. These include improvements in safety, security, positive behaviour and community spirit and a decrease in bullying and in expense for parents.

The Council will support schools in encouraging and helping pupils to conform to the chosen dress code. Some types of clothing will not be allowed at school in any circumstances, for reasons of safety, decency or wellbeing.

Types of clothing which will not be allowed include:

- Clothes which are a health or safety risk
- Clothes which may damage the school building
- Clothes which may provoke other pupils
- Clothes which are offensive or indecent
- Clothes which encourage the use of alcohol or tobacco

All items of clothing should be clearly labelled with the child's name in case of loss. It is appreciated that parents and pupils are distressed over the occasional loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items of clothing or personal belongings are not brought to school.

Our school policy is as follows:

After consultation with students and parents the school has adopted the following dress code to which all students are expected to conform:

Everyday Wear	School sweatshirt/ V-neck jumper/cardigan
	School polo shirt (black)
	Black school trousers/skirt/Leggings/shorts
	White shirt and school tie
Prefects & S6	School sweatshirt/ V-neck jumper/cardigan
	School polo shirt (red)
	Black school trousers/skirt/shorts
	White shirt and school tie

Formal Occasions White shirt or white school polo shirt and tie

Physical Education

All students require suitable footwear, clothing and/or red t-shirt for Physical Education.

Personal Belongings

It is appreciated that parents and pupils may be distressed over the occasional loss of pupil's clothing and/or personal belongings. Parents are asked to assist by ensuring that valuable items of clothing or personal belongings are NOT brought to school.

Parents should note that the authority does not carry insurance to cover the loss of such items.

School Meals

Meals are served daily from the multi-choice cafeteria. The meals are planned to offer a healthy diet for the children. Please inform us if your child has any specific allergies.

Cashless Catering System

School lunches are prepared and served in the dining hall.

Cashless Catering Accounts are accessed by students using their young Scot National Entitlement Card. Should your child lose his/her card, please telephone 0845 603 0596 to arrange a replacement. Students who forget their card will be given a temporary PIN by catering staff.

Please note that if your child transfers to Arran High from a school outside Scotland, or has not previously been registered for a National Entitlement Card, applications should be made at the local North Ayrshire Council office in Lamlash.

Money can be added to a student's account via iPayimpact

A note of a child's purchases can be requested from catering staff and the balance of monies can be viewed via iPayimpact.

Mobile Phones

While the benefits of mobile phones are recognised, they can be a serious distraction to work. Pupils whose mobile phones disrupt lessons can have them confiscated until the end of the school day. Repeated disruption may result in phones being retained until uplifted by a parent.

Inappropriate use of text messages and/or photographs/recordings (video and audio) whilst in school may be treated as a breach of the school's code of conduct or a serious incident, which could be referred to the police.

Information in Emergencies

We make every effort to maintain a full educational service but on some occasions, circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, and temporary interruption of transport, power failures or difficulties of fuel supply. In such cases, we shall do all we can to let you know about the details of closure or re-opening. We will keep you in touch by using letters, texts, emails, NAC website, notices in local shops and community centres, announcements in the press and West FM.

Should you have doubts about deteriorating conditions during the day, it may be advisable to contact the school. Parents should ensure that the school is aware of the emergency arrangements made for their child and have responsibility to update us with contact numbers.

Listening and Learning

The North Ayrshire Council Education Service encourages feedback from parents and pupils and forms part of the Council's overall commitment to providing the best possible service and to support partnership working.

We are therefore very interested in feedback of all kinds, whether it be compliments, suggestions or complaints. If you wish to raise a comment of any type about the school you can do this in writing, by telephone or by making an appointment to see someone. All feedback is welcome and helps us keep in touch.

If, in particular, you have a complaint about the school, it is better that these things are shared openly so any damage to the home/school relationship can be minimised. There are no negative consequences arising from making a complaint and we will deal with the issue sensitively and confidentially if required. If we have made a mistake we will apologise and try to put things right.

There are some things which you should note in relation to making a complaint:

- The Council has a Two Stage procedure when handling complaints from parents and members of the public. More details on the two stages can be found in the Council's complaint page here:

<https://www.north-ayrshire.gov.uk/contact-us/complaints-and-feedback/make-a-complaint.aspx>

- It is helpful if complaints are made initially to the school's Head Teacher. This ensures the school is made aware of what is going on and has an opportunity to investigate and try to resolve the issue at Stage One first
- We try to resolve all complaints as quickly as possible but if a complaint is complex more time may be needed to investigate. It is therefore helpful if you can provide full details of the issue at the outset and ask for an early appointment to discuss it.
- If you are not satisfied with a response you receive at Stage One, you can ask that your complaint is escalated to Stage Two. Should you wish to do this you should contact Education Services at Cunninghame House, Irvine, KA12 8EE or by telephone on (01294) 324400
- If, after receiving the Stage Two final response letter you remain dissatisfied you can ask the Scottish Public Services Ombudsman to consider your complaint and we'll tell you how to do this in the Stage Two response letter
- Parent Councils have an important role in developing links between the school and the wider parent body and can often be helpful in dealing with issues of general concern. However, parents are advised that individual, personal complaints are not appropriate for raising via Parent Councils due to the possible need for confidentiality

- Please note you can also raise concerns you may have with your local Councillor, MSP or MP but these will be handled under a different process to the Two Stage complaint process

Section 3: Educational Grants: Footwear, Clothing, Free School Meals and Transport

Footwear and Clothing Grants

Parents receiving Universal Credit will normally be entitled to grants for footwear and clothing for their children. Universal Credit claimants' monthly income must not exceed £660.00, however, some parents earning more than this may still be eligible.

Parents who receive Income Support, Income based Job Seeker's Allowance, any income related element of Employment and Support Allowance, Support under part V1 of the Immigration and Asylum Act 1999, Child Tax Credit only (with income under £17,005), both Working Tax Credit and Child Tax Credit (with an income up to £7,920) may also still be entitled to grants for footwear and clothing for their children.

Parents who may be unsure whether they can apply should contact the Council Contact Centre on 01294 310000 or the Council's Welfare Reform Team on 0300 99 4606 for further advice. Information and application forms may be obtained from schools.

Free School Meals

Children of parents receiving Universal Credit (claimants' monthly income must not exceed £660.00), Income Support, Income based Job Seeker's Allowance, any income related element of Employment and Support Allowance, Support under part V1 of the Immigration and Asylum Act 1999, both Working Tax Credit and Child Tax Credit (with an income up to £7,920) are entitled to a free midday meal and free milk. Parents and Carers should contact 01294 310000 for further information.

Please Note: **All** pupils in Primary 1 to 5 are entitled to a free school meal, which includes milk.

Other than Primary 1 to Primary 5 pupils, only those children whose parents receive job seeker's allowance or income support will be entitled to free milk. Milk may however be available for purchase in the school during the lunch period.

Further information can be found on the [Grants and Allowances](#) webpage.

Pupils are supplied with a menu in advance, and we encourage you to discuss this with your child before school and pre-order their lunch options on the iPay site.

You are welcome to provide your child with a packed lunch if you prefer and we encourage pupils to make healthy choices and eat a balanced diet. We request that pupils do not bring in cans or bottles of fizzy or isotonic juice to drink and that take-away food is not provided as a packed lunch.

School Transport

North Ayrshire Council has a policy of providing free transport to all pupils who live more than two miles walking distance from their catchment primary school or three or more miles from their catchment secondary school using the shortest suitable walking route. In addition, free transport may also be provided for whole or part of the journey between a pupil's main address and school (or other educational establishment) when the criteria outlined in section 4 of the [School Transport Policy](#) is met.

Applications for mainstream transport are made by parents and carers using North Ayrshire Council's Transport Hub [transport system](#). Applications may be submitted throughout the year and should be made as soon as confirmation of a place at a catchment establishment has been received. Please note free school transport will not be provided following a successful placing request. If you believe your child may require transport for another reason, please review the entitlement criteria in the School Transport Policy under Section 4 before discussing this with the school.

If places are available and no additional costs is incurred by the local authority, it may be possible to apply for privilege seat in transport provided by the authority, please liaise with North Ayrshire Transport Hub for further information (transporthub@north-ayrshire.gov.uk / 01294 541613). Where free transport is provided it may be necessary for pupils to walk a short distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the Council's limits (see above section). It is the parents' responsibility to ensure that their child arrives at the pick-up point on time. It is also the parents' responsibility to ensure that their child behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Misbehaviour can result in children losing the right to free transport

- 1 From Blackwaterfoot via Corriecravie and the South End
- 2 From Whiting Bay
- 3 From Pirnmill via the North End
- 4 From Machrie via Blackwaterfoot and The String
- 5 From Brodick (x 2)
- 6 From Margnaheglis, Lamlash

The times of pick-up in the morning and dropping off of students after school can be ascertained from local knowledge. All buses leave the school at 15:50.

Extra-Curricular Transport

Three buses are provided to transport student's home after extra-curricular activities on Monday – Thursday.

These buses are routed round the Southend (16:55), North End (17:00) and via the String (16:55).

Bus passes are no longer issued as there has been the introduction of the National Entitlement Card which allows for free bus travel for 5 – 21 years of age.

Applying for a card

Applications can be made by anyone aged between 12 and 25 years of age. To apply online, you must be at least 12 years old and need to visit 'Get your NEC' (<https://getyournec.scot/nec/>) where you will be taken through the process of setting up a My Account profile and then through the application process or if under this age the parent/carer must have access to do this for you.

Replacement cards can be requested online via <https://getyournec.scot/nec/pages/content/replace-renew-card>, by calling 01294 310000 or by completing our short replacement request form, <https://forms.office.com/r/vpTutYAa76>



*Arran High School pupils visited Brodick Castle
Oct '24*

Section 4: School Registration, Enrolment and Attendance

Registration and Enrolment

Parents of pupils who have moved to the area or who wish their child to transfer to the school should contact the school office for information about appropriate procedures and to arrange a visit to the school.

In the case of pupils transferring from associated primary schools, parents will receive the appropriate information from the Head Teacher of the primary school.

The school works in partnership with all associated primaries to ensure a smooth transition. This includes the sharing of information and teachers visiting the primaries to work with the pupils prior to their arrival. In addition, the students experience a comprehensive transition programme which includes a timetabled High School experience in June.

Parents are welcome to contact the Head Teacher at any time by visiting or telephoning the school.

Attendance at School/Lateness

It is the responsibility of parents of children of school age to educate their child(ren). Most do this by ensuring that their child(ren) attend(s) school regularly.

Attendance is formally recorded period by period. In addition, class teachers carry out period by period attendance register. All of this information is recorded electronically. Absence from school is recorded as authorised, unauthorised or temporarily excluded.

Parents are asked to inform the school by email or telephone if their child is likely to be absent for some time, and to give the child a note on his or her return to school, confirming the reason for absence. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents should inform the school by letter, before going on holiday, of the dates. Such absence will be authorised only where certain and very specific family circumstances exist. The majority of family holidays taken during term time will be categorised as unauthorised absence.

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. Only written requests detailing the destination, the duration and the provision that will be made for their continuing education will be granted. Such extended absences will be recorded separately from the normal attendance and absence information.

The Area Inclusion Worker investigates unexplained absence, and the authority has the power to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

Structure of Classes

The 2022-23 curriculum was as follows in S1/2 (number of periods in brackets):

Art and Design (2)
English (4)
Wider Achievement (2)
French (3)
Hospitality (2)
Mathematics (4)
Music (2)
Physical Education (3)
PSE (1)
RME (1)
Science (3)
Social Subjects (4)
Computing (2)
Technologies (2)

During S3 Students have the opportunity for Personalisation and Choice in their learning as they transition towards study in the senior phase.

In S4, students normally study 5 optional subjects plus Maths and English and in S5 and S6 students normally study 5 subjects. Most of our young people remain at school for a sixth year. In S6 particularly, there is a greater degree of flexibility in terms of how and what young people learn, although the focus of the senior phase (S4-S6) is ensuring that our young people are well-prepared and have the appropriate skills and qualifications to move on to work, further or higher education or training, regardless of when they choose to leave school.

Our curricular structure remains under review, given the ongoing changes to arrangements.



Geography Trip – Glen Rosa Jan '24



Equine Management Jan '24

Section 5: Curriculum for Excellence

Curriculum for Excellence is the national curriculum for Scottish schools for learners from age 3 to 18. It aims to raise standards; prepare our children for a future they do not yet know and equip them for the jobs of tomorrow in a fast-changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together. Glow, Scotland's unique, world-leading, online network supports learners, teachers, and families in this.

Teachers and practitioners will share information to plan a child's "learning journey" from 3-18, ensuring children continue to work at their own pace whilst providing challenge upon which they can thrive.

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education where every single teacher and practitioner will be responsible for literacy and numeracy – the language and number skills that unlock other subjects and are vital to everyday life. There is emphasis too on health and wellbeing – to ensure that the school is a place where children feel safe and secure.

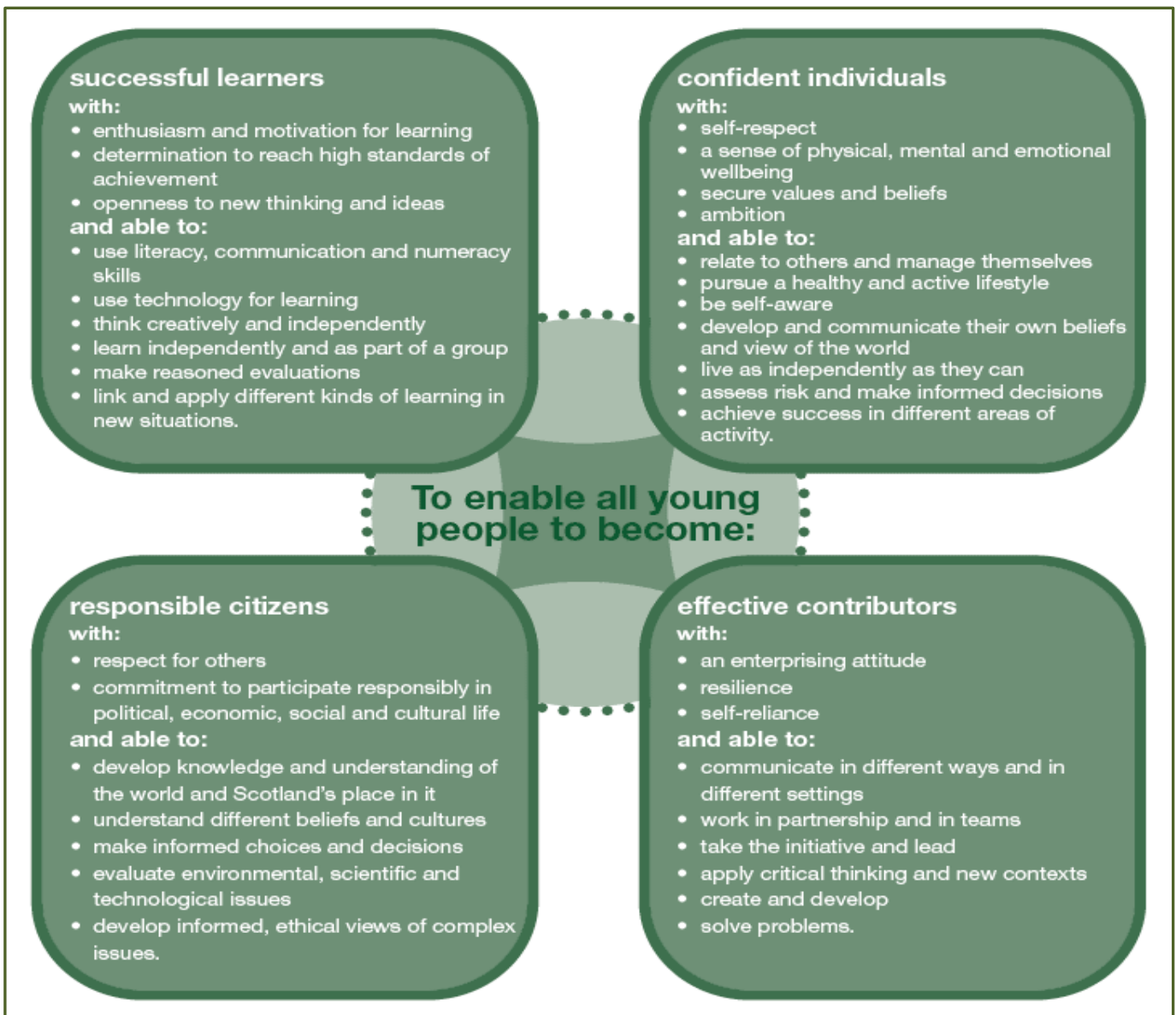
Curriculum for Excellence develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

Children's progress is assessed using a broad range of approaches to ensure children achieve their potential. Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture **successful** learners, **confident** individuals, **effective** contributors, and **responsible** citizens, building on Scotland's reputation for great education



S3/4 Girls Football

Curriculum for Excellence: The Capacities



Further Information about Curriculum for Excellence and the Experiences and Outcomes can be found on the Curriculum for Excellence website.

[https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/What%20is%20Curriculum%20for%20Excellence?](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence?)

The Curriculum S1 – S6 in Arran High School

This section of the handbook provides information about the courses offered at different stages in the school. The following details are relevant to the curriculum at Arran High School in session 2021-22. We are unable at this time to give precise details as to the shape of the curriculum in years to come. All areas of the curriculum conform to national and local guidelines. Please contact the Head Teacher if you would like any further information about the curriculum within our school.

The Broad General Education – S1 to S3

The first three years of the secondary curriculum provide a broad, general education for all learners.

The first year is the transition year from primary school with the focus on developing relationships, building on prior learning and skills from primary, developing new ways of thinking and learning and experiencing new areas of the curriculum.

Over the past few years we have been working closely with our associated primary schools to ensure that programmes of study in both sectors are closely linked. Extensive information about student progress is passed from primary to secondary so that Arran High School staff know the profile of progress in learning for each individual student who comes in to first year.

The S1 curriculum delivers all experiences and outcomes in all curricular areas and includes literacy, numeracy and health and wellbeing across the curriculum. Aspects of health and wellbeing will be mainly taught by teachers of Personal & Social Education, Hospitality, Science and Physical Education, but all members of staff have responsibility to develop this aspect of learning.

Throughout a young person's experience in S1 there are opportunities built-in to develop the four capacities and skills for learning, life and work. Opportunities will also be created for outdoor learning through a range of activities, starting with teachers taking advantage of our unique surroundings through everyday teaching and learning. Interdisciplinary learning is planned to provide opportunities to see connections within and across learning experiences.

The Principal Teacher Support (Pastoral) teaches all PSE classes in S1-3. Science is taught as an integrated course in S1 by the same class teacher. A similar arrangement works in Social Subjects but with the teacher teaching three discrete subjects: Geography; History and Modern Studies.

In general, new S1 students are placed in classes on a mixed ability basis. Teaching materials and methods are designed so that realistic but challenging targets are set for each student in each subject and students know what they need to do to be successful and what their next steps in learning are. Wherever possible, students will be in a class with some others from their primary school. All classes follow the same courses in S1.

There will be an opportunity for students who require additional support to receive assistance through co-operative teaching and from teachers with special training in Support for Learning.

The second year continues with the broad, general education delivered in a similar mode as S1. The focus will continue to be on providing a quality learning experience for all. This can be achieved through challenging, higher order thinking opportunities and thorough motivational learning experiences. The allocation of periods is similar to S1.

The third year offers the opportunity for a much greater degree of personalisation and course choice than the previous two years.

Throughout the Broad General Education phase, literacy, numeracy, ICT and health & wellbeing continue to be delivered across the curriculum as does Interdisciplinary learning.

Most learners in our school will progress into the fourth level in many aspects of their learning before the end of S3.

The Senior Phase – S4 - S6

The Senior Phase is where specialisation is further introduced and courses lead to new national qualifications – with the SQA stipulating a common 160 hours of study for these courses.

The SQA website www.sqa.org.uk is full of useful information to help you understand the ongoing changes to qualifications and awards.

Religious and Moral Education

The school is committed to supporting the development of its students as whole people and, as a result, wishes to encourage their development in spiritual, moral, social and cultural terms.

These key human aspects of learning are supported through the following arrangements by:

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring that staff and adults within the school provide positive role models for students
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values upon which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- Providing a programme of moral education.
- Taking every appropriate opportunity to acknowledge value and appreciate and value the cultures and heritage of others.

The approach to Religious and Moral Education is broad based and non-denominational. For students in S1, S2 and S3 there is time allocated for Religious and Moral Education as part of their broad general education. In S4, students currently follow a Moral Issues course, which is further developed in S5 and S6.

Parents from minority ethnic religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements can be considered. Appropriate requests will be granted on not more than three occasions in any one session and the student is noted as an authorised absentee in the register.

The school will provide several opportunities for Religious Observance which is based on spiritual development in a school year, in addition to traditional celebrations central to the life of the school community.

Under the terms of the Education (Scotland) Act 1980, parents have the right to ask for their child to be withdrawn from religious observance. The school will deal with such requests with sensitivity and understanding. The Head Teacher will offer to meet with any parent wishing to withdraw their child to ensure that they understand our school policy on religious observance.

In particular, parents should be reassured that the religious observance planned by the school adopts an open and respectful approach and does not seek to compromise the beliefs of any students or their families.

Where a child is withdrawn from religious observance, suitable arrangements will be made for the student to participate in a worthwhile alternative activity.

Personal and Social Education

A formal programme of personal and social development (PSE) is taught from S1-S6. The course is taught by the Principal Teacher Support (Pastoral) and is enhanced by representatives from a wide range of external providers.

Such programmes are designed to ensure that all students cover some aspects of social education not otherwise covered by individual subjects. Hence, during the six-year course, students will encounter aspects of careers and health education, the law, personal safety, studying etc. Sensitive aspects of learning such as sexual health, relationships, parenthood and drugs awareness are also part of the four-year programme.

Extra-Curricular Activities

An extensive range of extra-curricular activities takes place after 15:45 or during the lunch break. Extra-curricular buses are provided for these activities. The activities can change, depending on staff availability, but the following are generally available on a regular basis or block basis depending on the time of year:

Football, Art, Netball, Mountain Biking Club, Fitness Suite, Instrumental Groups, Basketball etc.

There are also junior sailing courses (available only to those who can swim) and these take place after school between April and October in Lamlash Bay. Some students have the opportunity to spend a week of leadership development activities led by the Arran Outdoor Education Centre. Various international experiences.

There are after school activities run by the Arran Youth Foundation and these activities are held in the porta cabin at the rear of the school.

We also offer an extensive Support Study programme after school in all subjects for our senior phase students throughout the year.

We were a Sport Scotland Gold School Sport Award holder 2018-2021, following on from first gaining the award in 2016.

Instrumental Tuition

Tuition in various instruments is offered. The choice is dependent on the availability of specialist instructors but at present includes brass, stringed instruments and woodwind. There is also tuition in Pipes, Drums and Clarsach.

Assessment and Reporting

Reports to Parents

Parents' meetings with teachers are held in school - once per year for each year group. Written reports are made to parents in the form of three tracking and monitoring reports and one full year report for each year group.

Details of reporting dates are placed in the school newsletter throughout the year.

Parents can request a progress report at any time by contacting the Principal Teacher Support (Pastoral). In turn, it may also be desirable to check on the progress of a young person out with the reporting period if concerns are identified. We will inform you if this is the case.

Dates of Parents' Evenings are published to parents via our school newsletter at the beginning of the school year.

It is fundamental to our work in Arran High School that we ensure our young people leave school as self-assured, confident and socially skilled young people, aware of the individual strengths which they each have. To this end, all members of the teaching and non-teaching staff understand the importance of their pastoral role and of establishing an atmosphere in the school which is nurturing, supportive and learning-focussed.

Assessing Children's Progress in the Broad General Education (BGE) Early Years – end of S3

Assessment is a central part of everyday learning and teaching for children and young people. Evidence of progress is gathered on an ongoing and informal basis through asking questions, observing children working together and making formative comments on their work. Children may also assess their own work or that of their classmates; this is called self and peer assessment. Some assessment is more formal such as projects, investigations and standardised assessments.

The assessment of children's progress throughout the BGE (Early Years – S3) is based on teachers' professional judgement. Teachers draw on their professional knowledge and understanding of the child; on the benchmarks for literacy and numeracy, which provide clear information about what children and young people should be able to do and demonstrate by the end of a Curriculum for Excellence Level; and on a wide range of assessment information.

Teachers of P1, P4, P7 and S3 are asked at the end of every school year whether children have achieved the relevant Curriculum for Excellence level for their stage in reading, writing, talking and listening (literacy), and their ability to understand and work with numbers (numeracy). Most children are expected to have achieved the early level by the end of P1, first level by the end of P4, second level by the end of P7 and third or fourth level by the end of S3.

The government has also introduced new national standardised assessments (SNSA) which cover some aspects of reading, writing and working with numbers. These assessments are

completed online and are automatically marked by the online system giving teachers immediate feedback to help plan next steps and support children's progress.

Teachers remain best placed to know how the children in their class are progressing. Their professional judgement will continue to be the most important way of assessing your child's progress at school.

Parents, families and carers have a key role in helping children to learn. Your child's teacher will keep you informed about their progress. Please contact us if you have any concerns about their learning, assessment or for more information on how you can support your child's learning at home.

Homework

Parents, carers and families have a very important role in helping children get the best out of school and it is important to take an active interest in your child's progress at school. This can be done by:

- encouraging hard work and high standards at all times
- stressing the importance and relevance of what is learned at school
- supporting the school's policy on homework and discipline

The type of homework will vary depending on the age and ability of individual pupils. Reading commonly forms part of the homework set and will be specified by the teacher. Learning to read can be challenging and the process is made easier if families read with their child and discuss the story and pictures in a way that encourages enjoyment and a love of books and stories.

In the early and middle stages oral reading should be practiced regularly at home whereas in the upper primary, where children are competent in the mechanics of reading, a greater emphasis may be placed on silent reading and comprehension. Reading for enjoyment should be encouraged at all stages.

Spelling is also an important part of homework from P3 onwards (although some children may be asked to practice even earlier). Maths homework will be given to consolidate understanding and proficiency at all stages of the school.

From time-to-time pupils are given assignments and personal projects which may involve research, investigation, preparing a speech, learning a poem or a similar activity.

We really appreciate the involvement of parents, carers and families and are very grateful to those who so faithfully sign work to confirm that they have seen each piece of work.

The school has adopted a digital solution for homework setting and planning.

This is via 'Satchel 1'. Further details can be obtained from the school office or from the class teacher.

Section 6: School Improvement

S&Q Report/Improvement Plan

Schools in North Ayrshire follow a Quality Improvement process designed to highlight strengths and identify areas for improvement. The process is based on the school's self-evaluation process with Heads of Service and Senior Managers involved in at least three formal validation visits each session.

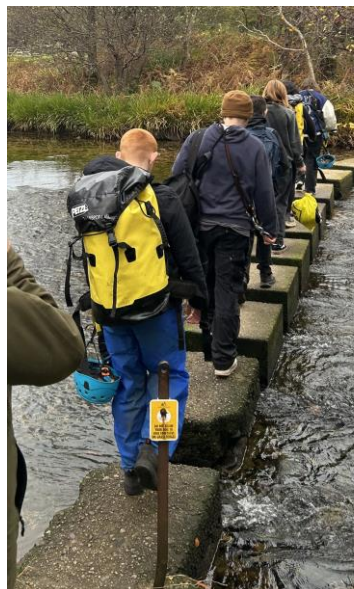
This validation process involves talking to pupils, staff and parents about learning and improvements made by the school. This results in actions for improvement for the school to take forward in their planning process.

In addition, themed reviews are undertaken from time to time e.g. to look and report on the quality of the Broad General Education (3-18) and Senior phase Education within secondary schools. This process is based upon standards and expectations contained within the following National Standards documentation:

- National Improvement Framework
- How Good is Our School? 4
- How Good is our early Learning and Childcare?

A Standards and Quality Report and School Improvement Plan are produced on an annual basis by every school and centre. Staff, Parents/ Carers, Young People and School Partners will play an active role in the development of these key school documents.

Our current standards and quality report can be found on the school website.



A group of pupils from the High School on an AOER day in Sannox about to abseil

Section 7: Support for your Child

Equalities

In line with North Ayrshire Council policy, educational provision is open to all pupils, regardless of sex, age, religion, race, disability or any other potential barrier and all reasonable measures will be taken to ensure that the curriculum is available to every child. Schools also have a duty to promote equality and to eliminate racist and other discriminatory behaviours.

Equality Act 2010

The Equality Act 2010 has been drawn up to tackle inequality and prevent discrimination against people on the basis of protected characteristics. It brings together several existing laws and aims to make understanding the law simpler and also introduces a new single public sector equality duty, which requires public bodies to actively advance equality.

The duties set out in Chapter 1 of Part 6 of the Equality Act apply to all schools. These provisions protect pupils at the school and in the case of admissions, those applying or wishing to apply for admission. Former pupils are also protected from discrimination or harassment.

Guidance on the Act and its requirements for schools in relation to the provision of education can be accessed via the Scottish Government website.

Child Protection

Education Services has a fundamental duty to contribute to the care and safety of all children and young people in North Ayrshire. In fulfilling this duty, the service must engage in close partnership with parents/carers and relevant agencies, primarily the Health and Social Care Partnership and where appropriate the Scottish Children's Reporter's Administration. The Service will work in partnership with a number of levels within the establishment or school within the cluster or local area and through Integrated Children's Services and Community Health Partnership.

The Standard Circular entitled, "Protecting and Safeguarding North Ayrshire's Children" provides guidance for policy and practice within all educational establishments. The Council is one of the key partners in the North Ayrshire Child Protection Committee, a multi-agency group which takes the lead role in ensuring that our children and young people are cared for, protected from harm, and grow up in a safe environment.

Each school has a named Child Protection Co-ordinator who is the main point of contact for school staff and for external agencies seeking contact with the school on child protection matters. There is an extensive staff-training programme available to staff and, in addition, at the beginning of each school session all staff receive an update on child protection policies, safeguarding and procedures.

Inclusion

North Ayrshire Council is committed to supporting the well-being and educational progress of *all* learners including those with additional support needs. Including learners requires all staff to demonstrate commitment, innovation, and flexibility in order to ensure that all children and young people have access to quality learning opportunities and experiences. Our Inclusion Strategy states that:

An inclusive approach to education supports an ethos of achievement and high expectation, recognises difference, respects these differences, and sees differences between learners as opportunities for learning.

An inclusive approach to education promotes tolerance and a positive understanding of diversity.

An inclusive approach to education alleviates the barriers to learning, supports the achievement of all and has positive relationships at its heart.

The presumption of mainstream as outlined in Standards in Scotland's Schools (2000) sets out that children will be educated in a mainstream setting unless exceptional circumstances apply. North Ayrshire has a duty to ensure clear assessment outline the additional needs of a child or young person which may require support in an alternative provision.

Where this is the case, North Ayrshire has a clear process that supports the Team Around the Child (TAC) to make a recommendation for consideration of alternative provision. This is outlined in the Standard Circular E19 and requires establishment staff to work with parents and carers to ensure all supports have been put in place for a child or young person in their mainstream context before submitting clear evidence before requesting alternative provision. North Ayrshire council staff will then make a recommendation based on the evaluation of this evidence, a review of the needs of the young person and the current peer group in each setting.

The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act, October 2002, requires local education authorities to prepare and implement accessibility strategies to improve, over time, access to education for young people with disabilities. Access covers:

- The physical building and grounds
- The curriculum (both formal and informal)
- Information on any educational planning that might affect the child or young person's education.

The Education (Additional Support for Learning) (Scotland) (2009) Act sets out certain duties on local education authorities and confers certain rights on children and their parents. These duties include the need to:

- Identify, assess, and address the need for additional support for any child or young person failing to benefit from school education, for whatever reason.
- Seek and take account of the views of the child or young person on issues relating to their education.
- Engage in helpful partnership working with parents/carers and staff from other agencies.

Additional Support for Learning

Any child who needs more or different support to what is normally provided in schools or early years is said to have 'additional support needs'. This includes children who may need extra help with their education as a result of issues arising from social and emotional difficulties, bullying, physical disability, having English as an additional language, a sensory impairment or communication difficulty.

The Additional Support for Learning Act

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in November 2005. In June 2009, the Act was amended. These amendments form the Education (Additional Support for Learning) (Scotland) Act 2009 and came into force on November 2010.

Main provisions of the Act

- The Act provides the legal framework underpinning the system for supporting children and young people in their education, and their families.
- This framework is based on the idea of additional support needs. This broad and inclusive term applies to children or young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education and to be included fully in their learning.
- The 2009 Act automatically deems that all looked after children and young people have additional support needs unless the education authority determine that they do not require additional support in order to benefit from school education.
- In addition, education authorities must consider whether each looked after child or young person for whose school education they are responsible requires a co-ordinated support plan.

Duties under the 'Additional Support for Learning' legislation

North Ayrshire must assess any pupil with additional support needs and provide any support necessary for them to benefit fully from their education. All the evidence says that it is best to intervene early to prevent difficulties developing and taking root. For example, by making sure reading is well taught and that all pupils gets encouragement and support at home we can hopefully reduce the likelihood of the young person encountering literacy difficulties later on.

Whatever the type of challenge that arises, it is important to detect it early, develop a shared understanding of what is needed (the establishment may request extra specialised help to do this) and take action to help to pupil achieve. Whenever we start this process for any child or young person, we will always explain to them and to their parents or carers our concerns and what we will do to help.

The establishment can get support from a range of visiting professionals including educational psychologists. Each establishment has a link educational psychologist and staff can ask for informal advice on supporting learners. If more detailed individual help is required, they will talk to you about formally involving the educational psychologist. The educational psychologist can

only be involved in consultation, collaborative assessment, and planning interventions for your child with your agreement.

Staged Intervention

A young person's need for support is addressed through a cycle of identification, assessment, planning, support and review. This process is called Staged Intervention.

In North Ayrshire we organise support under the following headings:

- Enhanced Universal Support
- Stage 1
- Stage 2

Universal support is a fundamental element of the service provided by all educational establishments. There may be times when a child or young person needs some additional support to help them achieve their full potential and this is where the stages of support need to be identified and explained.

Enhanced Universal

Some supports are considered as **Enhanced Universal**, reflecting that they are provided within universal services but are planned and delivered with enhancement to day-to-day practice.

Within **Enhanced Universal** a young person may require a higher level of support due to concerns surrounding their wellbeing or learning, or a combination of both.

The needs of the child or young person are met within their classroom or playroom with some adjustment to their environment, curriculum, and/or approaches to learning and teaching. Some aspects of work may be planned individually or as part of a group however this will be recorded as part of playroom or classroom planning. Class teachers and keyworkers will monitor and record progress.

Stage 1

This stage applies to children and young people whose support needs cannot be met through Enhanced Universal services. They require additional support available within their own establishment which may include Support for Learning and/or targeted pastoral support.

Stage 2

This stage signifies that the needs of the young person are significant and/or exceptional and are not being fully met through Enhanced Universal or Stage 1 supports and services. The young person requires more specialist and/or intensive support.

At both Stage 1 and 2, a Team Around the Child discussion will review the learner's strengths and needs, agreeing appropriate interventions and supports. The learner and their parent/carer must be fully involved in this process and the young person's targets and progress will be recorded using the North Ayrshire Staged Intervention planning format.

Where a child or young person has additional support needs, extra planning is required when they move to a new class, new school or when they are moving on from secondary school. How far ahead this transition planning needs to start depends on the young person's individual needs, but for most children and young people with Additional Support Needs transition planning should start at least one year before the date of the planned move.

Further advice and guidance around supporting needs can be found on the [ENQUIRE website](#).

Medical and Health Care

Medical examinations are carried out at various times during a child's primary school years. Parents are given notice of these and encouraged to attend. Vision and hearing tests and dental examinations, which parents need not attend, are also carried out and parents informed of any recommended action or treatment. All examinations are carried out by Ayrshire and Arran Health Board staff.

If a pupil takes ill or has an accident at school, which requires that the child be sent home or for treatment, First Aid will be provided and parents or carers contacted immediately. (In the event of a serious illness or accident, a member of staff will accompany the child to a doctor or hospital and parents/ carers will be notified immediately.)

For this reason it is important that the school has contact details for parents/ carers and an additional contact person in case parents/ carers cannot be reached. It is also important that the school is kept fully informed and updated with regards to any medical condition.

It is the parent's responsibility to notify the school and keep medical information updated as required.

Children will not be sent home unaccompanied.



Section 8: Parental Involvement

Parental Engagement and Involvement

[NAC Parental Involvement Strategy](#)

All schools have clear systems in place for communicating with everyone in the parent forum. Communications with parents are clear, jargon-free, specific and easily accessible. A variety of methods and approaches are used by schools to communicate with the parent forum including face to face, traditional communication methods and digital media for example, Twitter, Facebook. Considerations will always be given when communicating with parents who have literacy, language and communication challenges.

Schools ensure that parents know who to contact when they wish to discuss their child's learning or wellbeing and will seek to provide a private space for such discussions and make sure parents are given adequate time and support. Consideration will be given to family circumstances.

Parents are welcome to contact the school at any time to arrange an appointment to discuss any matter with the class teacher, Depute Head, Head Teacher or Head of Centre. New families are welcome to contact the school and request a suitable visiting time at any point throughout the session.

Parents are given opportunities to understand the way learning and teaching takes place in the classroom. This may be in the form of class visits to take part in the learning experience alongside their child or attending events which share the learning. Frequent invitations are issued to parents to participate in school activities such as open days, class assemblies, workshops and to assist with outings and visits, sports and concerts. There will be a series of early meetings for the parents of Primary 1 pupils and parents are kept informed of events with a range of newsletters, website updates, texts, invitations and social media sites.

A variety of methods will be used to ensure information about your child's progress is shared. Schools are encouraged to provide parents/carers with information on their children's progress at regular intervals throughout the year through a range of activities. There is an expectation that part of this will be in a written format.

Reporting Examples:

Individual Learners

- Written reports/ tracking reports
- Learning conversations with pupil/teacher/parent/carer
- Pupil reflections on their learning in logs
- Parent/ carer consultation / parents' meetings involving parent/teacher/pupil, as appropriate.
- Home/school diaries
- Profiling activities
- Learning walls and displays.

Groups of learners

- Assemblies
- Open day events
- School concerts/shows
- Social media
- Curriculum workshops led by children, young people and staff
- Parent Council meetings
- School/class newsletters

Parent Council

Every parent/carer of children at Arran High School is automatically a member of the Parent Forum and a smaller, voluntary group of parents, the Parent Council, aim to represent the views of all parents in order to support the school in providing the highest possible quality of secondary education for the young people of Arran.

Parent forums and councils were set up following legislation passed by the Scottish Parliament in 2006, the Scottish School (Parental Involvement) Act, with the aim of encouraging and supporting more parents to become involved in the education of their children.

Any parent can put themselves forward to be a member of the Parent Council. Meetings are held in the school and are attended by the Head Teacher, who acts as a professional advisor.

Any parent who wishes to attend will be made very welcome and we encourage you to contact the Parent Council representatives if you would like anything to be discussed.

For more information and minutes of meetings etc. please visit the Parent Council section of the school website. www.arranhigh.co.uk

If you would like to find out more about the Parental Involvement Act, or to find out about parents as partners in their children's learning, please contact the school or North Ayrshire Council Education and Youth Employment Service or visit the Parentzone website. www.parentzonescotland.gov.uk



Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science.

Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education. Furthermore, the website has details about schools including performance data for school leavers from S4-S6; and links to the

national, and local authority and school level data on the achievement of Curriculum for Excellence levels.

Parentzone Scotland can be accessed at <https://education.gov.scot/parentzone>.

Section 9: Pupil Data Collection and Protection Policies

The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

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

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- plan and implement targeted approaches to reducing the poverty-related attainment gap
- share good practice
- conduct teacher workforce planning
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland
- provide a window on society, the economy and on the work and performance of government by:
- <https://www.gov.scot/publications/pupil-census-supplementary-statistics/>

Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

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

The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.

Your data protection rights

Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with their data policy and the National Data [National Data Linkage Guiding Principles](#) Guiding Principles. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government as part of a Data Access Panel. At all times the rights of the individual (children or adults) under the GDPR and other relevant legislation will be ensured. Further information can be found on: <https://www.gov.scot/collections/scottish-exchange-of-data-scotxed/>

Concerns

If you have any concerns about the ScotXed data collections you can email the Data Protection & Information Assets Team on dpa@gov.scot or the Head of Education Analytical Services, Mick Wilson, at mick.wilson@gov.scot or by writing to Education Analytical Services, Area 2A-North, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

Alternatively complaints may be raised with the Information Commissioners Office at casework@ico.org.uk.

Appendix 1

Important Contacts

Head of Service (Education)

Andrew McClelland
North Ayrshire Council
Cunninghame House
IRVINE
KA12 8EE
01294 310000

Executive Manager (Education)

Lindsay Morris
North Ayrshire Council
Cunninghame House
IRVINE
KA12 8EE
01294 310000

Executive Manager (Education)

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