

# WELCOME TO THE ROYAL HIGH SCHOOL



## Handbook for Parents

2018/19

◆ EDINBURGH ◆  
THE CITY OF EDINBURGH COUNCIL

Children and Families

# THE ROYAL HIGH SCHOOL PARENTS' HANDBOOK

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## A Foreword from the Director of Children and Families

Session 2018 / 19

Dear Parents

This brochure contains a range of information about your child's school which will be of interest to you and your child. It offers an insight into the life and ethos of the school and also offers advice and assistance which you may find helpful in supporting and getting involved in your child's education.

We are committed to working closely with parents as equal partners in your child's education, in the life of your child's school and in citywide developments in education.

Parental involvement in the decision making process and in performance monitoring are now, more than ever, an integral part of school life. We look forward to developing that partnership with your support.

I am pleased to introduce this brochure and hope that it will provide you with all the relevant information you may need concerning your child's school. If you have any queries regarding the contents of the brochure, please contact the Head Teacher of your child's school in the first instance who will be happy to offer any clarification you may need.

Director of Children and Families

### **Children and Families Vision**

Our vision is for all children and young people in Edinburgh is to enjoy their childhood and fulfil their potential.

We believe that children and young people do best when:

- they are able to live safely and happily within their own families with the right kind of support as needed
- they attend first class, inclusive schools and early years settings which meet their needs

We will do all we can to strengthen support for families, schools and communities to meet their children's needs.

Our mission is to place children, young people and families at the heart of our service and provide support when it is needed throughout childhood and the transition to adulthood.



## Welcome from the Rector

Dear Parent/Carer,

Our overall aim at The Royal High School is to provide for each pupil the opportunity to develop his or her individual talents and abilities. As parents you will naturally wish for the best for your child. We, too, share that wish for personal achievement and our efforts are directed towards your child's education in the widest sense. We want to provide the best possible academic education, but we are also concerned with developing a wide range of personal qualities and skills. Above all, we seek to encourage and support your child's development into a socially responsible and independent young person.

School will play a major part in achieving these aims, but effective education depends on a partnership between home and school. To realise this partnership, we actively encourage you as parents to take a full and positive interest in your child's education and to pursue this interest through events such as Parents' Meetings or direct personal contact.

An important theme of the school is participation. We encourage our pupils to identify with the school, to be proud of its reputation and to be involved in the life of the school. We hope that you as a parent will also take an active interest in the life and affairs of the school.

The Royal High School is one of the oldest schools in Scotland. It has a unique, long-established history with a record of success and excellence. However, the reputation of the school does not just depend upon its history. The Royal High School of today enjoys an excellent reputation because of its current record of success and achievement in many areas.

You will naturally have a range of questions and anxieties concerning your child's transfer from primary to The High School and we hope that this handbook will help to address some of these questions. In line with other Edinburgh schools, our handbook has information about educational provision in Scotland and Edinburgh generally, as well as in The Royal High School, although we have tried to provide as much practical information about the school as possible. We hope that you find it useful, but if you have any questions, or would like any further information on any aspect of the school or the education of your child, please do not hesitate to contact me.

We hope that your child will enjoy the years that are ahead and that he or she will gain much – academically and socially – from being a pupil with us.

Finally, you will find after this introduction, a welcome to The Royal High School for your child. Please read this over with your son/daughter and discuss any points or questions he or she may have.

Yours sincerely,

Pauline Walker  
Headteacher



## WELCOME TO THE ROYAL HIGH SCHOOL

Dear Pupil,

You will no doubt feel a little nervous about leaving Primary School and coming to the “big school”. Our first aim when you come to The Royal High School, however, will be to make you feel as much at home as possible. We are sure that, as well as the friends you have from your own primary, you will soon make new friends with pupils from other schools and with older pupils. In addition to the help and assistance you will get from staff, you will also find that our Sixth Year students, acting as Befrienders, will be very keen to help you settle into school life.

You will find that life at The High School is different from your life at Primary. Instead of one teacher, you will have many – a different teacher for each subject. You will study new subjects. You will have a timetable to follow. You will, however, soon get used to these differences. Your Form Teacher, whom you will meet each morning, will help you with any problems you have and one particular member of staff – your Pupil Support Leader (Guidance) – will play an important role in your school life. Your Pupil Support Leader will help you throughout your first year and will stay with you as you progress through school, helping you with problems or questions to do with your subjects, your reports, your future career choices and with any personal difficulties you may have. Your Pupil Support Leader is there to help you. Please do not feel worried or frightened about approaching him or her for advice or help.

School is, of course, not just about subjects, homework and examinations. These are very important and we hope that you will gain excellent examination grades during your time with us. School is also a place where you learn other skills, however, such as how to make friends, how to get on with adults, how to work with others and on your own, and above all how to prepare yourself for life when you leave school.

We hope that you are proud to become a pupil at The Royal High School and that you will always behave in a way which will add to the good reputation of the school. We hope also that you will involve yourself fully in the life of the school, in the clubs and in the activities which it offers.

I look forward, as do all the staff and pupils, to meeting you when you come to The Royal High School.

Yours sincerely,

Pauline Walker  
Headteacher

## **The following information has been organised into four sections:**

- Section One – Practical Information about the School
- Section Two – Parental Involvement in the School
- Section Three – School Curriculum
- Section Four – Support for Pupils
- Section Five – School Improvement

### **Section One – Practical Information about the School**

This section deals with the practical aspects of your child's attendance at our school. It provides details on such areas as:

- registration and enrolment
- contact details for the school
- the school day
- term dates
- reporting absence
- uniform
- financial assistance with school clothing, transport and school meals
- school meals
- travelling to and from school
- general supervision available for your child in the morning and at lunchtime
- wet weather details
- communication in the event of unexpected closure
- security
- equality
- health and safety
- school health service and administration of medicines
- how to complain if you are not happy about something.

### **Registration and enrolment**

The date for registration of new school entrants is advertised in the local press and on the council's website [www.edinburgh.gov.uk](http://www.edinburgh.gov.uk). Registration for Primary One and First Year Secondary takes place in November each year. Pupils should be registered in only one school for their catchment area.

Parents will be provided with information about the school, when they register their child. Parents who want to send their child to a school other than the catchment school must make a placing request. Please refer to section four of this handbook for more information on placing requests.

Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information.

## Contact Details

Name of Headteacher: Pauline Walker

Name of School: The Royal High School

Address: East Barnton Avenue, Edinburgh, EH4 6JP

Telephone Number: 0131-336-2261

Website: [www.royalhigh.edin.sch.uk](http://www.royalhigh.edin.sch.uk)

E-mail Address: [admin@royalhigh.edin.sch.uk](mailto:admin@royalhigh.edin.sch.uk)

## About the school

Stages of Education provided for: S1 – S6

Present Roll: 1250

Denominational Status of the School: Non-Denominational

## Organisation of the School Day

	TG	1	2	Break	3	4	5	Lunch	6	7
	8.32am	8.40am-9.30	9.30-10.20		10.35-11.25	11.25-12.15	12.15-13.05		13.50-14.40	14.40- finish 3.30pm
Monday	8	50	50	15	50	50	50	45	50	50
Tuesday	8	50	50	15	50	50	50	45	50	50
Wednesday	8	50	50	15	50	50	50	45	50	50
Thursday	8	50	50	15	50	50	50	45	50	50
	TG	1	2	Break	3	4				
	8.32am	8.50am-9.40	9.40-10.30		10.50-11.40	11.40-12.30				
Friday	18	50	50	20	50	50				

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**School Day Starts: 8.32am**  
**School Day Finish: 3.30pm (Friday 12.30pm)**

## **Agreed Term Dates for Session 2018/19**

### **Autumn**

Term starts Wednesday 15<sup>th</sup> August 2018

#### **Mid-term holidays**

- Monday 17<sup>th</sup> September 2018, Autumn holiday
- Monday 15<sup>th</sup> October – Monday 22<sup>nd</sup> October 2018, mid-term break

Term ends Friday 21<sup>st</sup> December 2018

#### **Christmas holidays**

Monday 24<sup>th</sup> December 2018 - Tuesday 8<sup>th</sup> January 2019

### **Spring**

Term starts Wednesday 9<sup>th</sup> January 2019

#### **Mid-term holidays**

- Monday 11<sup>th</sup> February 2019 - Friday 15<sup>th</sup> February 2019, mid-term break

Term ends Friday 5<sup>th</sup> April 2019

#### **Easter holidays**

Monday 8<sup>th</sup> April 2019 to Monday 22<sup>nd</sup> April 2019

### **Summer**

Term starts Tuesday 23<sup>rd</sup> April 2019

#### **Mid-term holidays**

- Monday 6<sup>th</sup> May 2019, May Day
- Tuesday 7<sup>th</sup> May 2019, staff only in service day
- Monday 20<sup>th</sup> May 2019, Victoria Day

Term ends Friday 28<sup>th</sup> June 2019



## **Attendance and absence**

It is the responsibility of parents of a child of school age to make sure that their child is educated.

Absence from school is recorded as “authorised”, that is approved by the Children and Families Department, or as “unauthorised”, that is, unexplained by the parent (truancy).

Please let the school know by letter or phone if your child is likely to be absent for some time, and give your 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.

If we have not received notification of an absence, you will receive a text message from the school to let you know that your child is not in school.

Please make every effort to avoid family holidays during term time as this will disrupt your child’s education and reduces learning time. It is possible to approve absence from school for a family holiday in certain extreme situations, for example, in traumatic domestic circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with the Rector before the holiday. If permission cannot be given, it will be recorded as unauthorised absence. A holiday may be authorised if you can prove that work commitments (such as a tour of duty) make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by the Rector on this basis is regarded as authorised absence.

Any requests for extended absence over two weeks will be referred to the *Senior Education Manager: Inclusion*, who will decide if it will be recorded as authorised or unauthorised leave.

Parents from minority ethnic religious communities may request that their children be permitted to be absent from school to celebrate recognised religious events. Absence approved on this basis is regarded as authorised absence. Extended leave can also be granted on request for families returning to their country of origin for cultural or care reasons.

A supportive approach is taken to unexplained absence. However, the Children and Families Department has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children’s Panel, if necessary.

## **School Uniform**

Parents are asked to co-operate with the school in encouraging the wearing of the school uniform.

Wearing school uniform contributes to a positive school ethos, helps avoid discrimination and reduces peer pressure to wear expensive designer clothing.

A school’s reputation can also be enhanced in the local community by the wearing of school uniform and school security will be improved as it is easier to identify intruders.

Please help us by ensuring that pupils do not bring valuable or expensive items of clothing to school and ensure that all items of clothing are clearly labelled, particularly ties, sweat shirts and PE equipment, which are often lost.

The Royal High School is committed to a school dress code. Apart from the very important tradition in this, we wish to have pupils who are proud to be identified with their school. We aim to prepare pupils for the world of work, where a dress code is a common feature; to improve the image of the school in the local community; and, for purposes of security, be able to recognise who is a member of our school community.

### **The Royal High School Uniform**

The school uniform is black and white and consists of the following:

- School Blazer
- White shirt or blouse
- Black trousers/skirt
- School tie
- Cardigans and jumpers should be plain black, not spotted, lacy or embellished with sparklies
- Black shoes (no stripes, logos or coloured white soles or laces)
- Black or white hijab (if worn)
- Tee shirts worn underneath the white shirt should be white
- Belts should be plain black
- In PE all students should have a white tee shirt (ideally with their house logo), black shorts/tracksuit trousers or sport leggings and a change of appropriate footwear

In addition, and in line with council policy, pupils should not wear clothing which is so tight, so short or so revealing that it may give offence to others.

Please note our uniform does not include:

- Polo shirts
- Hoodies
- Leggings without a skirt over them
- Tight trousers or jeans
- Skinny jeans
- Hot pants (shorts)
- Skirts shorter than fingertip length
- Jeans



We also ask that pupils wear plain black shoes without logos, stripes or coloured/white soles or laces.

### **What is unacceptable?**

Clothing that is so tight, short or revealing that it could give offence to others.

### **School Sport and Physical Education**

For indoor activities pupils should wear the regulation RHS tee shirt and black sports tracksuit bottoms or black sports shorts. Gym shoes with non-marking soles are also required. Please ensure that all items of clothing are clearly labelled, particularly ties, sweat shirts and PE equipment which are often lost.

For outdoor activities pupils should wear the RHS Nation tee shirt /RHS sweatshirt, or a plain black sweatshirt and black sports tracksuit bottoms/black sports shorts. The hooped rugby

jersey is also acceptable. It is recommended that pupils wear shin guards and gum shields for hockey and rugby. Pupils must remove any personal items, such as watches, rings, chains and piercings that will constitute a hazard if worn during an activity.

Security: Pupils should not bring any personal belongings of any value to PE and if they do, they do so at their own risk as the school carries no liability for any loss or damage to personal property. For pupils who fail to follow these guidelines the department makes the following provision:

- Pupils can leave their valuables in the changing rooms. PE staff cannot guarantee that pupils' valuables will be secure in the changing rooms as pupils from other PE classes can access the changing room at different times during the block.
- Pupils are responsible for depositing their valuables in their teacher's box which will be locked away in the staff base.
- If you have any queries regarding the school's dress code, please contact the school office.

## **Footwear and Clothing Grants**

Grants for footwear and clothing for children are available to parents receiving:

- Child Tax Credit, but not working tax credit, with an annual income of less than £ 16,105
- income support
- jobseekers allowance[income-based]
- support under Part V1 of the Immigration & Asylum Act 1999
- Income related element of Employment and Support Allowance

Information on free school meals and clothing grants is available on the [www.edinburgh.gov.uk](http://www.edinburgh.gov.uk) website. Applications for free school meals and clothing grants can be made by contacting Grants, Awards and Placements, Business Centre 1:1 Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG

## **School Meals**

Menus offer healthy and tasty meal options while reflecting the Scottish Government food and drink legal requirements for school lunches. Special diets and allergies are usually accommodated subject to consultation with parent/guardian and catering services.

Meal prices are reviewed annually. Please contact the School to be advised of the current price.

Lunch is served on a cashless catering cafeteria basis. Pupils are issued with a 'National Entitlement Card for Young People' card when they join the school. This enables them to deposit money onto their account and they then submit their card when buying food and drinks. Pupils may choose from a wide range of individually priced items, and pay according to their choice.

Please note that S1 pupils are not allowed to leave the school campus at break or lunchtime.

## **Free School Meals**

Some families may be eligible for free school meals. Application forms are available from the school office. The forms have to be completed by the parent along with supporting documentation as detailed on the application form. An application is required for every school session. Please be assured that the provision of free school meals is discreet and confidential. We would urge anyone who thinks they may be eligible to apply.

## **Emergency Financial Assistance**

Emergency financial assistance can be organised to support young people if home circumstances suddenly change and official support cannot be accessed immediately. In such cases, please contact the Rector or the Depute Rector (support).

## **Travel to and from School**

We ask you to co-operate with us in not bringing your vehicle into the school grounds to drop off or pick up your children.

There is a clear sign at the school gates advising parents not to do this.

Cars dropping off children create major safety problems as they reverse, create blind spots for other drivers and add to the vehicular traffic at a time when pupils are walking or cycling down the drive.

We fear that there is an accident waiting to happen because of this.

IT COULD BE YOUR CHILD

Could we please ask for your support and co-operation in ensuring that you drop off and collect your child outside the school grounds unless you have permission to do otherwise?

In conjunction with our school police officer, there will be regular checks on vehicles accessing the drive.

## **Supervision in the morning and at lunchtime**

Supervision before school starts is limited so whilst pupils are welcome to come into school from 8.00 am onwards, the highest standards of behaviour are expected. Similarly, at breaks and lunchtimes, pupils are welcome to stay in school, but they must behave in an appropriate manner for the safety of all. S1 pupils are not allowed to leave the school campus during the school day. If pupils behave inappropriately at social times they will be restricted to a particular area for closer supervision.

## **Wet Weather Arrangements**

In wet weather pupils are allowed into school during breaks and at lunchtime. However, as supervision during these periods is limited, it is especially important that they exercise good behaviour.

## **Communication in the event of unexpected Closures**

In the event of an emergency, such as a power cut or severe weather, that prevents schools from opening in the morning or results in an early closure, a range of communications channels are used to let parents know.

Where possible, we will send out information texts using our Text Alert system and put an emergency notice on the school website.

In addition, announcements will be made on Radio Forth (Forth 1 and Forth 2) and via the Council's corporate Twitter account [www.twitter.com/Edinburgh\\_CC](https://www.twitter.com/Edinburgh_CC) and Facebook page [www.facebook.com/edinburghcouncil](https://www.facebook.com/edinburghcouncil). If many schools are affected, or the situation is likely to be prolonged, then the Council's website [www.edinburgh.gov.uk](https://www.edinburgh.gov.uk) will also be used.

## **School security**

The safety and security of pupils and staff when attending or working in a school is very important to us. We use a number of security measures including a visitors' book, badges and escorts, while visitors are within the school building. Normally, anyone calling at a school for any reason will be asked to report to the school office. The school staff then can make the necessary arrangements for the visit.

## **Security of Personal Items**

We recognise that mobile phones and digital devices are an integral part of the culture of young people. The school therefore accepts that pupils are permitted to bring mobile phones and digital devices to school but that their use is subject to the school's mobile devices policy (see website). These items, however, can be quite valuable and pupils bring them to school at their own risk.

Pupils are discouraged from carrying to school large sums of money and/or expensive personal items. The school is not responsible for the loss or damage of personal items and neither the school nor the Authority carries insurance to cover any loss or damage. Pupils who bring personal items of a valuable nature to school do so entirely at their own risk.

## **Equality**

The Council has published an Equality Scheme, which can be viewed on the council's website. This outlines the duties which the Council is required to undertake to tackle discrimination, prevent harassment and ensure our work promotes equality. The Council is committed to eliminating discrimination on the grounds of race, gender, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status or pregnancy/maternity. In addition, The Royal High School has its own Equalities and Anti-Bullying Policy which is available on our website. Equality and inclusion are very important to us and we will do everything possible to promote these values in school. We have a zero tolerance to bullying behaviour.

## **English as an Additional Language**

The Children & Families Department provides a support service of teachers of English as an additional language. The teachers visit schools to work with those bilingual pupils who require assistance in developing English language skills.

## Health and Safety

Within the general policy laid down by The City of Edinburgh Council, the Children & Families Department has prepared and has continuing development of, safety policy statements for all areas of its responsibility in accordance with the [Health and Safety at Work Act 1974](#). School staff are fully instructed in their responsibilities in this respect, and safety regulations apply to all aspects of school life, both on and off the premises. It is expected that pupils will behave responsibly and comply with all safety requirements. The support of parents/carers in promoting good practice in health and safety matters is of great importance to the school.

## School Health Service

A team of specialist Health Service and Children and Families Department staff work together to provide a service throughout your child's years at primary and secondary school. A planned programme is put into place to make sure that they benefit as much as possible from all that school has to offer, and to help prepare 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 staff involved make every effort to work closely with parents/carers 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; parents/carers are not necessarily notified at the time of these screening tests so 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/carers will be informed and consent requested. The issue of maintaining confidentiality is taken seriously by the School Health Team at all times.

An information booklet about the School Health Service is issued to all Primary 1 pupils and any new pupils coming from outwith the Edinburgh area.

Parents/carers are also asked to complete a health questionnaire about their child at Primary 1, 7 and Senior 3 and asked if they would like their child to have a medical consultation with the School Doctor.

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

**School Nurses** are involved with health promotion and education, prevention of ill health, immunisation, health surveillance and screening. The School Nurse acts as an important link between home and school. She visits the school and liaises with the teachers to find out whether any pupil has a health need that requires to be addressed. The School Nurse can link with other members of the health team, in the community or in hospital, concerned with a child's health.

The School Nurse reviews the notes of all children in Primary 1, 4, 7 and Senior 3 as well as those of all new entrants. The School Nurse may be helped by a **Health Assistant**.

The School Nurse will be pleased to see you and your child at a mutually convenient time if you are concerned about his/her health or general progress at school.

With your consent, the School Health Service Staff also carry out immunisations to protect against various diseases.

The **Audiometric Team** normally checks children's hearing on a number of occasions before the age of 13/14 years. The School Health Team will be told if your child seems to have a hearing problem and they will inform parents/carers and GPs as necessary.

The **Speech and Language Therapist** can provide assessment and, if necessary, treatment if you, a teacher or the School Doctor feels that your child may have a speech or language problem.

Any enquiries concerning the provision of dental services should be made to:

The Director of the Community Dental Service, 16 Duncan Street, Edinburgh, EH9 1SR (Tel. 0131 667-7114).

We hope that the School Health Service can, together with yourselves, contribute to your child's overall well-being and development. Please do not hesitate to arrange through the Rector to see the School Doctor or School Nurse should you require any further information.

## **Medical care & the Administration of Medicines**

The school nurse visits regularly. Routine medical checks are carried out together with the standard testing programmes arranged by Edinburgh Health Board.

A Welfare Assistant is in attendance from 08.30am to 03.30pm (Monday-Thursday) and 08.30am-12.30pm (Friday.) She works under the supervision of the Depute Rector for Pupil Support. Cases of illness or accident affecting pupils are referred to her. Where possible the pupil is taken to the Welfare Assistant. If that is not possible the Welfare Assistant is called to the pupil. It is her duty to decide what action is required and to make the necessary arrangements. In cases where the child needs simply rest, quiet and supervision, or treatment of superficial wounds, she will provide it. Where, however, the pupil needs to be sent home or to the hospital, she will contact one of the parents. If the parents cannot be reached immediately, and hospital attention is deemed necessary, the child will be taken to hospital without delay whilst efforts to locate a parent continue. No child will be allowed to go home without a parent's permission. If a parent cannot be reached, the person designated by the parents as the emergency contact will be contacted.

Parents should be aware of the limitations under which the Welfare Assistant works. Non-prescribed medication of any kind cannot be administered by her or any member of the school staff.

If your child takes prescribed or un-prescribed medicine or has any other medical need, the school should be made aware and you should contact your child's Guidance teacher. It is incumbent on parents to inform the school of any special medical condition or requirements pertaining to their child so that the school staff may exercise proper supervision and care and ensure that the correct paperwork can be completed.

## **Gaelic Education**

### **Gaelic Education**

Gaelic-medium education, where pupils are taught the entire curriculum through the medium of Gaelic, is available at nursery and primary levels. There are Gaelic parent and toddler groups and playgroups across the city.

The Gaelic Medium Primary School is Taobh na Pàirce.

Pupils who wish to study Gaelic at secondary level can transfer to James Gillespie's High School which offers National and Higher courses.

## **Complaints, Comments and Suggestions Procedure**

We all hope that you will be completely satisfied about your child's education and we encourage feedback on our services from parents and pupils. We are, therefore, interested in feedback of all kinds, whether it be compliments, suggestions or complaints.

If you want to register a comment of any type about our school you can do this by writing, e-mailing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

If, in particular, you have a complaint about the school, please let us know. It is better that these issues are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible.

Please make any complaints initially to the Head Teacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue. The Head Teacher will try to respond promptly, but often issues are complex and time is required to investigate.

If you are still unhappy with the service or with the response from the school, then you have the right to take the matter further and contact Advice and Conciliation [0131 469 3233]. If you are still unhappy following your approach to Advice and Conciliation, you can take the matter up with the Scottish Public Services Ombudsman. The written response from Advice and Conciliation will contain contact details for this service.



## Section Two – Parental Involvement in the School

Parental involvement is very important as we know it helps children do better in school.

This section contains information about how parents can be involved in supporting learning at home as part of a home – school partnership. You can also find out more about the ethos of our school, what our values are and our aspirations for our pupils including how we celebrate pupil success. Links we have with partner organisations and the wider local, national and international community are also described in this section. Lastly, it includes information on our Parent Fundraising Group and Parent Council, how to contact them and how parents can get involved in the life and work of the school.

### Ethos

#### The Royal High School - Vision & Values

**The Royal High School** supports every young person to **achieve** and attain their very best. We **respect individuality** and celebrate diversity. We provide opportunities for success through a variety of curricular and extra-curricular options and pathways. We encourage **creativity** and support our young people to build the skills and **resilience** they need for the future. We have the **courage** to **aspire** to be the very best we can be. We **belong** to our school and we are very proud of our tradition and heritage.



### Promoting Positive Behaviour

We know that better behaviour means better learning. Pupils in The Royal High School are expected to observe the highest standards of behaviour and conduct all times. Positive and mutually respectful relationships with staff and with other pupils are promoted as the basis on which good behaviour is established. Sanctions are used sparingly and appropriately. We rely on the partnership with parents to ensure the best possible standards of pupil behaviour. Please see our website for a copy of our Positive Behaviour Management Policy.

### Anti-bullying Policy

Bullying is an unacceptable form of behaviour through which an individual or group of individuals are or feel threatened, abused or undermined by another individual or group of individuals.

Please report this at once to a teacher. It will **always** be followed up.

Please see our Equalities policy on our website.

### Partnership with Parents

We welcome parental involvement as research has shown that when parents are involved children do better in school.

Parents are welcomed in a variety of different ways, not least through parent information evenings, parent consultation evenings and individual visits. These meetings provide opportunities for you to discuss your child's progress with teachers through arranged meetings. You will be advised when these meetings take place. Over and above these set

meetings, parents are welcome to contact the school at any time to ask for information or for an interview. The school makes contact with parents through email, website, text messages, letters, newsletters and phone calls.

## **Parental Involvement**

Parents and carers are actively involved in the life of The Royal High School in many different ways. For example, you can help with clubs and sports activities, help with paired reading, offer to run a workshop for pupils or join the RHS Parent Fundraising Group: this is a wonderful group which provides an extra pair of hands at events and shows as well as organising fundraising activities through the year. See below for more detail. The Parent Council is an official body, which you may also join. Please see below.

Please consider taking up opportunities for involvement – you will really enjoy experiencing the breadth and diversity of RHS life. By working alongside RHS pupils and staff as a volunteer, you discover just how talented and committed everyone in the school is. Throughout the year the school will gather parent opinion and encourage parents to share their views in a variety of different ways.

## **Parent Council**

Parent Councils are the formal representative body for parents/carers with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents/carers locally.

All parents/carers are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum all parents can expect to:

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;
- be invited to be involved in ways and times that suit you;
- identify issues you want the parent council, to work on with the school;
- be asked your opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible.

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. Parents/carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

### **The main aims of the Parent Council are:**

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils, providers of nursery education and the community
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff.
- To raise funds for the school for the benefit of pupils (in some schools the PTA/PA fulfils this role).

## **The Royal High School Parent Council**

The Royal High School Parent Council is the parental representation body of The Royal High. It was established in October 2007 and replaced the School Board. All parents and carers of RHS pupils are automatically members of the RHS Parent Forum, from which a committee (The Royal High School Parent Council) is elected. The RHS Parent Council works with the whole school community as a strategic body and is always pleased to hear comments and suggestions from parents and carers. Our meetings are open to all and are usually held in the Staff Room. Details of future meeting dates will be shared with you at the S1 new parents' meeting in June 2017 and posted on the website. Minutes are also posted on the RHS website which is our main method of communication with parents/carers.

### **Current Parent Council Chair is:**

Luke McCullough, Chair, [luke.mccullough1@googlemail.com](mailto:luke.mccullough1@googlemail.com)

We very much look forward to welcoming you to the Royal High School. For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk).

## **Parent Fundraising Group**

This group is mainly responsible for arranging events for parents and raising funds for the school. Volunteers are welcome - please contact the fundraising group if you want to join in. If you are willing to help out occasionally but do not wish to attend meetings, just let us know so we can call on you when volunteers are needed.

Please visit the RHS website as this is our main means of communication with parents/carers and we update our area in the Parent section very regularly.

We operate an annual bidding system, whereby staff can request funds for projects or purchases which are ancillary to statutory provision.

Any parents who feel they would like to become involved in this very enjoyable aspect of school life should contact the Parent Fundraising Secretary (please see the School website for details).

## **Student Voice**

Student Voice at the Royal High School comes in a variety of formats including Year Councils and a School Parliament. In S1-S5 students elect representatives from their form to sit on the Year Councils. S6 are represented by the Nation Captains, Vice Captains and School Captain each of whom also chair and run the various student voice bodies. Year Councils meet once every half term to discuss issues affecting their community, whilst planning for improvements and discussing action.

The Year Councils also elect two members to the School Parliament where they create an agenda from year matters and discuss whole school issues.

Each meeting is attended by the relevant depute rector and the School Parliament is attended by the School Rector.

## Section Three – School Curriculum

This section describes how the curriculum is planned and delivered in our school including the range of subjects and subject areas your child will be learning. It also includes information on how pupils develop skills for learning, life and work, including literacy, numeracy and health and wellbeing in and out of the classroom.

As well as giving you information about the statutory curriculum requirements we have included details on sports and outdoor activities available to pupils and the range of facilities available within the school.

Details of how parents will be informed about sensitive aspects of learning e.g. relationships, sexual health, parenthood and drugs awareness are included. Information is also included about religious instruction and observance and arrangements for parents who wish to exercise their right to withdraw their child.

### Introduction

The purpose of the school curriculum is to support opportunities for learners to be successful and to prepare them for positive destinations post school.

Planned on this basis, the curricular structure should make sure that learners have the opportunity to acquire the four capacities of *Curriculum for Excellence* to be:

- successful learners
- confident individuals
- effective contributors
- responsible citizens

### S1-S3 Curriculum

The S1-3 curriculum comprises the ethos and wider life of the school, curricular areas and subjects, interdisciplinary learning and planned opportunities for personal achievement. The 7 principles of curriculum design as outlined in Building the Curriculum 3 are integral in planning curricular experiences:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

The S1-S3 curriculum structure should provide clarity as to how the Level 3 Experiences and Outcomes will be delivered in all curricular areas through discrete subject teaching and inter-disciplinary learning, providing coherence for the learner.

Our S1 and S2 provision ensures pupils have access to all curricular areas in S1 and S2. Pupils will spend 4 blocks per week in each curricular area. Note these blocks will be timetabled across the week.

### The S1/2 Curriculum:

<b>English</b> 4bpw	<b>Maths</b> 4bpw	<b>Modern Languages</b> 4bpw  French or German	<b>Social Subjects</b> 4bpw  Geography/History/Modern Studies	<b>Science</b> 4bpw	<b>Expressive Arts</b> 4bpw  Art, Drama, Music	<b>Technologies</b> 4bpw Bus Ed, CDT, Comp, HE	<b>Core</b> 4bpw PE x 2, RME, PSE
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\*bpw = blocks per week

### The S3 Curriculum

At the end of S2, pupils will make a choice. They will study up to 8 subjects and this will be within the curricular areas to meet requirements for their Broad General Education. S3 will also follow skills based enhancement courses for 2 blocks a week. Our S2 in to S3 course choice form can be found on our website [www.royalhigh.edin.sch.uk](http://www.royalhigh.edin.sch.uk).

The S3 provision will be:

<b>English</b> 4bpw	<b>Maths</b> 4bpw	<b>Mod Lan Choice</b> 3bpw	<b>Social Sub Choice</b> 3bpw	<b>Science Choice</b> 3bpw	<b>Expressive Choice</b> 3bpw	<b>Technology Choice</b> 3bpw	<b>Optional Choice</b> 3bpw	<b>Enhancement</b> 2bpw	<b>Core</b> 4bpw PE x 2, RME, PSE
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\*bpw = blocks per week

### S3 Enhancement 2 blocks per week:

In order to develop within a skills framework S3 will follow a skills based enhancement block.

Pupil will select options to develop their skills, for example: Volunteering, Princess Trust Award, Fabric and Fashion, RHS Rugby Academy (Silver Standard) and Design Engineering Compute.

### The Senior Phase Curriculum (S4,5,6)

Our Senior Phase comprises S4,5 and 6 who are considered as a cohort during their senior years. This means they will be offered the same subjects to choose from and will be timetabled together.

At the end of S3 pupil will choose to study a maximum of 7 subjects at National 3, 4 or 5 or a vocational option during their S4 year.

Within S5/6 a maximum of 5 Higher or Advanced Higher courses will be offered. However, as S4-6 will follow the new curriculum as a cohort those not sitting Higher or Advanced Higher courses can choose up to 7 National 3,4 or 5 subjects or a mix of National, Higher and Advanced Higher courses. Additional vocational courses and opportunities will also be on offer.

Our Senior Phase course choice form can be found on our website [www.royalhigh.edin.sch.uk](http://www.royalhigh.edin.sch.uk).

### **Cross Curricular Themes**

The cross curricular themes of **Literacy, Numeracy, Health & Well Being and Skills for Life & Work** are the responsibility of all subject areas. While it is anticipated many of these will be delivered by key subjects, all departments should plan meaningful opportunities to deliver and assess relevant outcomes and experiences within their courses. Information on how these outcomes are being delivered and assessed across departments will be collated centrally to ensure a whole school collegiate approach.

### **Inter-Disciplinary Learning**

All subjects should work collaboratively using inter-disciplinary learning to ensure pupils have a cohesive and meaningful learning experience. Interdisciplinary learning allows pupils to see, make and understand links between discrete subject areas or disciplines.

Effective interdisciplinary learning is a collaborative piece of work, project or course which is planned and coordinated between disciplines and which delivers one cohesive piece of learning or area of study.

Effective interdisciplinary learning:

- can take the form of individual one-off projects or longer courses of study
- is planned around clear purposes
- is based upon experiences and outcomes drawn from different curriculum areas or subjects within them
- ensures progression in skills and in knowledge and understanding
- can provide opportunities for mixed-stage learning which is interest based

*City of Edinburgh, Curriculum for Excellence, Position Paper 3, October 2009*

Opportunities for collaborative working will be planned within the school calendar and will include the following themed weeks:

- RESPECT and Anti-Bullying
- Mental Health Awareness
- Healthy Schools
- Eco Schools

Departments should ensure inter-disciplinary gives the pupils the opportunity to work towards specific outcomes and experiences and should build assessment in to their planning.

## Wider Achievement

All pupils will be given opportunities for wider achievement during their time in The Royal High School. Opportunities include:

- Committees e.g. Eco Team, Charities committee
- Nation Council
- Sports Leadership
- Extra-curricular activities
- Duke of Edinburgh Award
- Junior Award Scheme Scotland
- Saltire Award
- Youth Philanthropy Initiative

## Personal Learning Planning

Pupils will be able to plan their own learning using Personal Learning Planning. This will be developed incorporating a Tracking & Mentoring scheme which will enable pupils to discuss their progress with their teachers and agree strategies to maximise their learning.

## Personalisation & Choice

As pupils progress through S1-6 the opportunities for personalisation and choice should be provided. Allowing pupils to make informed choices about their learning should encourage and motivate pupils in their learning.

Personalisation and choice can take many forms and is not just about making subject choices. Opportunities for personalising the learning experience will be built in to all courses including

1. Choice in **what** pupils will learn
  - Subject Choice
  - Choices within subjects
  - Choice within lessons
2. Choice of **how** pupils will learn
  - Active learning
  - Different activities offered within lessons
  - Challenge based - different product or outcome
3. Choice in **how** pupils will **demonstrate** learning





Pupils follow a broad general education during S1-3 however to facilitate increasing personalisation within S1-6, pupils will be offered subject choices at the following points:

- S3 Subject choice within the 7 subject areas
- S4-6 Senior Course Choice for National qualifications

### **Learning & Teaching Methodologies**

Quality Learning & Teaching is fundamental for pupils to be successful. As part of the implementation of Curriculum for Excellence all staff have evaluated their Learning & Teaching practice and ensured they are using the most beneficial methodologies for the pupils to learn effectively. This has included the continued development of Active Learning, AIFL strategies and learning through ICT.

### **Skills Development**

The development of skills is essential to learning and education to help young people to become successful learners, confident individuals, responsible citizens and effective contributors. The skills and attributes which children and young people develop should provide them with a sound basis for their development as lifelong learners in their adult, social and working lives, enabling them to reach their full potential.

#### *Building the Curriculum 4*

Skills will be developed across all years through the Outcomes and Experiences. Opportunities will be provided in the curriculum as part of departmental planning.

### **Progress Tracking**

Pupil progress will be tracked from S1-6 through the use of:

- SEEMIS & In-house Tracking
- Pupil Personal Profile (S3)

The S3 Pupil Personal Profile will enable pupils to develop a profile of achievement and attainment throughout their time in The Royal High School. This will also include their own evaluation of strengths and weaknesses leading to Personal Learning Planning for improvement.



## **Active Learning**

Curriculum for Excellence emphasises the value of an active learning approach. In the early years, children will have a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges children's thinking using real life and imaginary situations. As children progress through school they continue to be involved in active learning experiences which are engaging and give them ownership of their own learning.

## **Planning Children's and Young People's Learning**

Teachers in nursery, primary and secondary schools share their learning intentions with pupils, parents and carers. This takes place on a day-to-day basis, by agreeing the aims of an individual piece of work.

Longer-term planning also takes place in a variety of forms. In The Royal High School, we plan, in consultation with young people and their parents, pathways for the future. This not only includes subject choice, but exploring options about work experience, college, university, vocational qualifications, volunteering and community based learning.

## **Home Learning**

Pupils are regularly given homework to support their learning and to encourage them to become more organised and self-supporting in their learning. Homework tasks will be given where a teacher feels a particular child or group of children may benefit from it.

The homework will be organised according to the stage and ability of the child. It can arise from all curricular areas, and it may include written, oral or practical activities. The tasks set will be interesting, worthwhile and challenging for the child.

Parents are encouraged to help pupils with their homework as a means of keeping them up to date with the work of the class and the child's progress and to promote partnership between the school and parents. Homework provides an opportunity to consolidate what has been learned in class, makes you aware of what your child is learning and provides you with a useful discussion starter. Homework is also an integral part of school work. Parental interest and co-operation in ensuring homework is undertaken is appreciated.

## **Religious Instruction and Observance**

Parents who wish to exercise their right to withdraw their child from religious instruction and/or observance should contact the Rector, in writing, and alternative arrangements will be made for their child.

Parents are encouraged to let the Pupil Support Leader know if there are topics or issues which their child may find sensitive. We can then plan how to proceed in consultation with you.

## Extra-Curricular Activities

In addition to the formal curriculum, in The Royal High School the informal curriculum is extremely important for enhancing learning and providing opportunities for personal achievement.

It has always been the School's policy to promote and encourage a wide programme of extra-curricular activity and a substantial number of sporting and cultural opportunities are offered. In recent years these have included:



Athletics	Eco Schools Group	Junior Choir (S1 & S2)
Badminton Club	Fashion Club	Keyboard Club (S1 & S2)
Basketball Club	Fiddle Group	Kickboxing
Bike Club	Football (girls and boys)	Maths Helpline
Brass Group	French Club	Netball
Cello Group	French Film Club	Orchestra
Cheerleading	Geography Revision	Physics Revision
Chess Club	German Penpals club	Poetry Club
Chemistry Revision	Girls Fitness	Rock Group
Chinese Club	Glee Club	Rugby
Choir	Guitar Group	Science Club
Classics Club	History Club	Scripture Union
Colour me Calm	Hockey (girls and boys)	Ski Club
Creative Writing Club	Home Economics Club	Star Wars Club
Cross-Country Club	Jazz Band	Warhammer Club
Dance	Jewellery Club	Wind Band
Debating Society		Young Filmmakers
Drama Club		
Duke of Edinburgh Awards		

Details of venues and meeting times are on the daily bulletin and on notice boards.

In addition, we organise numerous trips, visits and residential experiences throughout the year to enhance learning. In recent years these have included visits to museums, galleries, theatres, cinemas, seminars, castles and sporting fixtures. Residential trips have included outdoor centres, the French and Belgian Battlefields, Hong Kong, Romania, Italy, London, Poland and USA. Visitors into school are frequent and also add to the learning experience. Opportunities to perform and engage with competitions or other opportunities are actively sought.

## Active Schools

Active Schools is the national programme, funded by *SportScotland* and City of Edinburgh Council, designed to give school-aged children the tools, motivation and the opportunities to be more active throughout their school years and into adulthood. At The Royal High School these opportunities are available before, during and after school, as well as in the wider

community. Our Active Schools Co-ordinator, Matthew McLachlan, manages our extra-curricular sports programme and is the main point of contact for sport in the cluster. Volunteers are a key part of our sport delivery, so if you would like to get involved, or for further information about the programme please contact the Active Schools Coordinator on [ActiveSchools@royalhigh.edin.sch.uk](mailto:ActiveSchools@royalhigh.edin.sch.uk)

## **Assessment**

As pupils progress through our school, teachers use a range of assessment strategies, including Assessment for Learning strategies as well as more formal assessment approaches. Pupils are also involved in assessing their own progress and developing their next steps.

We recognise that all pupils do not develop and progress at the same rate and, therefore, we use both group and individual methods to ensure that all pupils are given appropriate instruction and the opportunity to succeed. Please contact the school as soon as possible if you have any concerns about your child's progress.

## **Assessment and Reporting**

Traditionally people think of assessment as a test given at the end of learning. In school today, assessment is used at all stages of learning to help both pupil and teacher. Sometimes assessment is a matter of informal observation. At other times, assessment is an integral part of units, allowing teachers and pupils to identify next steps in learning. Assessment is regarded very much as an important part of the learning process.

In session 2018-19 the school will report on S1, S2 and S3 performance reflecting the Curriculum for Excellence experiences and outcomes. The report will provide information on the content of the course being followed and will provide comment on progress and performance. Reports may also provide a comment from the Pupil Support Leader and an attendance summary.

In the Senior Phase pupils take part in external examinations. Reports in these years will give information on pupils' progress and performance in the different elements of the nationally certificated courses.

The examinations/levels for which each pupil will be presented are determined by consultation between pupils, teachers and parents. This sort of consultation can only take place when there is a genuine partnership between school and home.

A schedule of reporting, including settling in reports, tracking reports and full progress reports, is published at the start of each session and can be consulted at any time on our website.

## Section Four – Pupil Support

This section gives information about how pupils' additional support needs will be identified and addressed and the types of specialist services provided within our school.

### Getting It Right for Every Child

Taking care of our children's well-being and making sure they are all right - even before they are born - helps us to ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society. Our school adopts the Getting It Right for Every Child (GIRFEC) in Edinburgh approach to give the right help to children, young people and families, when they need it from a joined up multi-agency team.

Getting It Right for Every Child aims to improve outcomes for all children and young people. It promotes a shared approach that:

- builds solutions with and around children and families
- enables children to get the help they need when they need it
- supports a positive shift in culture, systems and practice
- involves working together to make things better

Getting It Right for Every Child is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services, and is embedded in the developing early years and youth frameworks. Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those particular areas to improve outcomes for children.

### Protecting Children and Young People

We place a high priority on the wellbeing and safety of our pupils. To this end we have in place a personal safety programme to give pupils knowledge and life skills to keep them safe from all form of abuse. Where we have concerns about the possible abuse of pupils we are required to follow the Edinburgh and the Lothian's Inter-Agency Child Protection Procedures which set out the specific duties and responsibilities towards the child and their parents/carers.

### Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice. Further details of the policies and procedures can be found on Edinburgh Council website at [www.edinburgh.gov.uk/InOnTheAct](http://www.edinburgh.gov.uk/InOnTheAct)

[In on the Act - Supporting children and young people with additional support needs provides the following information](#)

specified by the Education (additional Support for Learning) (Scotland) Act 2009 which includes –

- (a) the authority's policy in relation to provision for additional support needs,

(b) the arrangements made by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and young person and the particular additional support needs of the children and young persons so identified.

(c) the other opportunities available under this Act for the identification of children and young persons who -

- i) have additional support needs,
- ii) require, or would require, a co-ordinated support plan,

d) the role of parents, children and young persons in the arrangements referred to in paragraph (b),

e) the mediation services provided

f) the officer or officers of the authority from whom parents of children having additional support needs, and young persons having such needs, can obtain advice and further information about provision for such needs.

We work with other agencies and professionals – for example, Social Work Services, Educational Psychology Service, National Health Service and you the parent to make decisions with regards to the best possible education to meet the needs of your child within the resources available.

Parents, carers and children with additional support needs can also seek independent advice and support through:

Enquire: [www.enquire.org.uk](http://www.enquire.org.uk) 0845 123 2303

Scottish Independent Advocacy Alliance, [www.siaa.org.uk](http://www.siaa.org.uk) 0131 260 5380

Take Note: National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre) [www.sclc.org.uk](http://www.sclc.org.uk) 0131 667 6633.

In The Royal High School, we seek to support young people and remove barriers to learning. Many pupils require support at some point in their school career. We employ a range of assessments and consult with experts in different fields in order to best identify needs and solutions. We will always consult with parents and take the young person's views into account in order to develop an appropriate plan and pathway.

If you have any queries at all about Additional Support Needs, please contact Mrs D Hislop at school. You can also access our Additional Support Policy on our website for further detail.

## **Pastoral Support**

All staff have a responsibility to ensure individual pupils work are supported towards meeting their full potential. Additional Support for Learning is led by the Integrated Support Team (IST), which consists of Pupil Support and Support for Learning staff. IST staff co-ordinate the support strategies for all learners and liaise with partner agencies where required. IST staff support Key Adults (Form teachers) to provide universal support entitlements for all learners while ensuring the provision of appropriate targeted supports.

## **Integrated Support Team (IST) and Pupil Support structures**

In order to provide the strongest supports for the Primary – Secondary transition, The Royal High School has developed a specialist S1 Pupil Support Leader role within the Integrated Support Team.

The current S1 Pupil Support Leaders are Mrs N Casey and Mrs J Saddler.

This structure allows for much more detailed supports and close partnership working with primary colleagues and families throughout the school year, strengthening curricular and pastoral links within the cluster.

Support for Learning and Inclusion staff continue to work with a learner throughout his/her time at The Royal High School, ensuring a skilled, trusted and specialist member of staff supports a young person and his/her family in partnership throughout their learning journey at RHS, from S1 to their point of exit from The Royal High School.

Our Support for Learning Leader is Mrs D Hislop.

### **S2 – S6 Pupil Support Structure**

This vertical S2-S6 structure also ensures a continuity of support within IST at all transition points within secondary school, including from the end of the Broad General Education (S1-3) and into the Senior Phase (S4-6). Learners are supported with their pathways at all course choice stages by a team of professionals within the school who know them, and their families, extremely well. This continuum of support assists every learner towards a sustained positive future destination.

Throughout S1, the S1 Pupil Support Leaders liaise closely with colleagues who will become a learner's Pupil Support Leader from S2-S6, particularly during the summer term of S1, ensuring a smooth and supported handover. A pupil will meet his/her new Pupil Support Leader in Social Education classes and, in some cases, Young Person's Planning Meetings, as part of the detailed S1/2 transition.

Every pupil is allocated to one of the four houses or 'Nations' – Angles, Britons, Picts and Scots. Each Nation consists of two Form classes in each year group. Mr P Chambers (Depute Rector) has overall responsibility for the Integrated Support Team.

Pupil Support Leaders for 2018-19 are:

S1:	Mrs N Casey and Mrs J Saddler
Angles:	Mr I Welsh
Britons:	Mr S Rodger
Picts:	Mrs F White
Scots:	Ms H Sim

Any parent wishing more detailed information about the Pupil Support provision should not hesitate to contact any member of the Integrated Support Team.

## **Sensitive Aspects of Learning**

As part of our curriculum young people will learn about some issues which they or their families will regard as sensitive issues. These include topics such as mental health and wellbeing, sexual health, drugs awareness, and relationships. Pupils are encouraged to speak with their Pupil Support Leader if they are uncomfortable so that they can be supported appropriately; this could involve being excused from the lesson.

Parents are encouraged to let the Pupil Support Leader know if there is an area of the guidance curriculum in which they do not wish their children to participate. The topics covered in each year group are outlined on our website.

## **Transitions – Moving to a New School or Leaving School**

This section gives information about transition. There are also details about making a placing request to another school.

### **Primary to Secondary Transfer**

There are a number of transition events for Primary 7 pupils throughout the school session as well as year-long links between primary schools and our S1 Integrated Support Team staff (see above). Visits to the local secondary school are organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers. While the children are participating in classroom activities and meeting their class teacher, parents will have an opportunity to view the school and will be given an overview of school life.

If you wish your child to attend a secondary school other than the catchment denominational or non-denominational secondary school for your home address, you will be required to make a Placing Request as detailed in the Placing Request section below.

You do not need to submit a Placing Request if you want your child to transfer from a non-denominational secondary school or vice-versa at the primary to secondary transfer stage, as long as the intended secondary school is still the catchment school for your home address. Parents of children who are planning to change from denominational to non-denominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.

### **Catchment Secondary School**

*The Royal High School*

**The primary schools in our catchment area are:**

**BLACKHALL, CLERMISTON, CRAMOND, DAVIDSON'S MAINS**

Although most of our pupils transfer from the four associated primaries above, a number of pupils join us from other primary schools.

Our four associated primary schools have close contact with us throughout the academic year. This contact includes:

- Cluster languages Transition Day in September
- Informal Welcome Evening for P7 parents in September
- Open Afternoon in October
- Health and Wellbeing Event in the Spring or Summer term
- STEM (Science, Technology, Engineering and Maths) events with Edinburgh College
- Cluster Numeracy and Literacy strategies
- Three-day visits by all primary pupils to The Royal High School in the June preceding August transfer
- P7 Parents' Evening held in The Royal High School in June
- Coordinated joint professional learning and development between primary and secondary teachers.

A range of other activities throughout the year. This programme changes on an annual basis.

## **Placing Requests**

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the local school.

If you would prefer that your child start P1 or S1 at another school instead of one of the catchment schools, you have to make a placing request via [www.edinburgh.gov.uk/schoolplaces](http://www.edinburgh.gov.uk/schoolplaces). You can get an application form at any nursery or primary school in the city from mid-November. Forms must be returned to: Grants, Awards and Placements, The City of Edinburgh Council, Level 1.1 Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG by 24 December. If you apply for a place after this date, your request will be considered but if you apply after 15 March places in your chosen school may no longer be available.

All parents have the right to make a request for a place for their child in another school. The Council must grant these requests where possible. When there are more places available in a school than there are placing requests for that school, then all the requests are usually granted. If the school you specify has more requests than available places, then each case is examined individually. Whatever you write on your application form is taken into account, so it is important that you include relevant details on the form.

You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. It may be, therefore, that a parent could end up with children at different schools.

All children must also be enrolled at the catchment area school on the appropriate Enrolment Form whilst awaiting the outcome of their Placing Request Application.

## **Transport for Placing Requests**

If a Placing Request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.



## **Section Five – School Improvement**

The section gives an overview of how the school evaluates progress and plans for improvement.

### **Raising Attainment**

Monitoring performance and using the resulting information to secure improvement is an important part of the work of head teachers, school staff and officers within Children and Families. We analyse all data and use this to inform our development work and how we support pupils.

### **Standards and Quality Report**

Every year each school publishes a Standards and Quality report which highlights the school's major achievements.

A copy of our Standards and Quality Report can be found on the school website or a hard copy can be obtained on request to the school.

### **School Improvement Plan**

Each year we also set out our priorities for development as a school. These are detailed in our Improvement Plan which is also available on our website [www.royalhigh.edin.sch.uk](http://www.royalhigh.edin.sch.uk)

**A summary for parents of both of these documents is printed below:**

#### **Standards and Quality Report for Session 2016/7 & Improvement Plan for Session 2017/8**

##### **Summary for Parents**

All schools are required to write an annual Standards and Quality Report. This document reflects on progress made with priorities over the course of the previous session and makes evaluative comments about key aspects of the school. We are also required to prepare an Improvement Plan which sets out our priorities for development over the course of the next session. Both of these documents are available in full on our website. Paper copies are available on request from the school office.

This paper is a summary of these documents which we issue to parents. We hope you find it useful and informative. We would be delighted to receive feedback, which should be sent to Mrs Walker through the school office or our email account [admin@royalhigh.edin.sch.uk](mailto:admin@royalhigh.edin.sch.uk).

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### **Standards and Quality Report**

Please note the term 'Virtual Comparator' is used as a measure of success in this report. It is a way of comparing the performance of all pupils at our school with a group of pupils, taken from around Scotland, who have the same backgrounds as those of our school. This gives a fair way of comparing our own performance to that of a similar group of pupils, so that we can see where performance is strong and where it might be considered as needing improvement.

### **Improvements in Performance**

Standards of attainment continue to be very good and compare very well with results in Edinburgh and across Scotland. We continue to evaluate attainment to seek ways in which pupils can be supported to achieve their best. Key points from this year's attainment results:

In S1-3 students have made very good progress in their Curriculum for Excellence courses. The majority of students in S1, 2 are currently judged to be working well within their learning within Level 3 in all subjects. In S3 most students are working within level 4 and this leads to the majority presenting within National 5 in S4.

Our results at the end of S4 continue to be very good. Measures across the middle school have been improving with positive trends. Within National 5, 76% of learners (up from 65% in 2016) achieved at least 5 passes in National 5 and 31 young people achieved excellent results with 7 passes at A band. This demonstrates a very high level of attainment within our S4. In all measures across S4 at National 4 and National 5 we have outperformed our virtual comparators. In most cases this was significant.

We continue to have very good results within our S5 year group. Our Higher passes within S5 were very good. The majority of our young people are able to gain an award in at least one Higher by the end of S5 (82% up from 78%). 14 pupils gained 5 A band awards at Higher in S5. Our results are above or in line with our Virtual comparators in all areas. 82% of learners gained at least 1 Higher award by the end of S5. This is an increase on the previous year with a positive 5 year trend. This is above our Virtual Comparator.

We continue to have good results within our S6 leaver group. Our National 5 and Higher passes by the end of S6 are very good overall. 89% (up 4%) of our learners leave S6 with at

least 5 awards at National 5 level and 54% achieve 5 Higher awards by the end of S6. This demonstrates good added value from their S5 results.

In 2014/5, 64% of this cohort achieved at least 5 National 5 awards in S4 demonstrating they are successfully converting these to 5 Higher awards across S5/6. Almost all pupils leave S6 with at least 5 awards at National 4 and 90% (+2%) of pupils achieve at least 1 Higher award.

43% of pupils achieve at least one Advanced Higher with 11% gaining 3 awards at Advanced Higher. This is above our VC. 13 pupils achieved 3 band A awards at AH and 6 pupils achieved 4 A band awards at AH. This clearly demonstrates the climate for exceptionally high achievement is very much evident in the school.

Our S6 results were below our Virtual Comparators in the lowest attaining cohort, in line with in the middle attaining cohort and above within the highest 20%.

A number of departments demonstrated excellent attainment and the majority of our departments outperformed comparators and national performance at National 5, Higher and Advanced Higher level.

Areas for improvement on which we will focus this session are improving outcomes for the lowest attaining pupils in S4-6, improving the number of pupils achieving at least 1, 3 and 5 passes at Higher level by the end of S6 and we will also focus on improving the number of pupils completing Advanced Higher courses successfully within the S6.

**Literacy:** All of our learners attending the Royal High school attain literacy at level 3 or 4 by the end of S4 (100% at level 4). This is above our Virtual Comparator. We work closely with partners to attain this in particular with those who do not attend the school and who are working with the outreach team. 96% of pupils achieved level 5 literacy by the end of S4, this is up from 77% last year and has increased year on year for the last 5 years. We are above our Virtual Comparator in this measure.

**Numeracy:** 98% of our learners attending the Royal High school attain numeracy at level 3 or 4 by the end of S4 (96% at level 4). This is above our Virtual Comparator. We work closely with partners to attain this in particular with those who do not attend the school and who are working with the outreach team. 92% of pupils achieved level 5 numeracy by the end of S4, this is up from 73% last year and has increased year on year for the last 5 years. We are above our Virtual Comparator in this measure.

We work hard to promote an ethos of achievement across our senior school and almost all students responded very well to our challenge. These students have been well rewarded and the number of our leavers moving on to Further and Higher Education continues to increase. We have also opened up a wider number of academic and vocational options for all students. Our tracking scheme is embedded across S1-6 and ensures all students know exactly what they are currently working towards, currently working at and what strategies they need to employ to ensure success.

Positive destinations are very strong in the school. Almost all young people who left in 2016/7 session are currently in sustained positive destinations. Our school leaver numbers entering further or higher education, employment or training continue to be very strong,

with sustained positive destination figures of 97%. More than 50% of our leavers move on to Higher Education.

Wider achievement also continues to be an area of strength, with pupils being presented for a wide range of vocational and volunteering awards, as well as engaging with programmes such as JET (Jobs, Education and Training), Career Academies and the Youth and Philanthropy Initiative. Opportunities to perform, participate and compete in a wide range of extra-curricular activities, such as Sports, Arts, Music, Dance, and to participate in travel opportunities, are many and varied.

### **Learners' Experiences**

Most learners are motivated and actively engaged in their learning. Active learning methodologies are integrated well into classroom practice. Learners' views on learning and teaching are regularly sought and most feel that they are making good progress with their learning. Extensive curricular and extra-curricular programmes, along with many opportunities for excursions out of school, provide a range of experiences to challenge and engage pupils, increasing confidence and broadening horizons. Vocational courses are increasingly available, delivered through school or in partnership with other providers, and the school has an excellent record of supporting pupils into positive destinations, including further and higher education. Learners are encouraged to demonstrate leadership at all levels and achievement is celebrated at every opportunity, through the bulletin, newsletters, the website, twitter, postcards, assemblies, notice boards, performances and at two awards ceremonies every year.

We have a strong model to facilitate pupil voice and this is an integral part of our school improvement. Our Year Councils and Pupil Parliament meet regularly and feedback to Senior Management Team. Plans for changes are created collegiately and this is fed back to the whole school.

### **Meeting Learners' Needs**

Learners are regularly assessed for learning needs; strategies and resources, including access to ICT, are put in place to address barriers to learning. Specialist staff are deployed effectively and the school works with parents and many partner agencies to ensure learners' needs are met. *Getting it Right for Every Child*, a national framework designed to ensure the needs of all children are met continues to be developed in the school.

### **Curriculum**

Our new curriculum model was planned during 2015/16 and has been in place since across S1-6. We continue to develop the senior curriculum with additional course options such as Career Academy, Sports Leaders, Electronics, Duke of Edinburgh (extra-curricular and in school including group), JET (Jobs, Enterprise & Training work placement). We are beginning to see improved attainment at all levels which we believe is in part as a result of our curricular model changes.

### **Improvement through Self-Evaluation**

As a school we are committed to improvement through self-evaluation. Data is regularly and

rigorously monitored; views of stakeholders are sought through surveys and focus groups; classroom observation takes place regularly. The conclusions from these activities have been used to develop improvement strategies and target support.

### **Improvement Plan**

Over the next session we will be working within the **CEC Strategic Priorities for Schools 2016-2019**.

1. Improvement in children and young people's attainment/achievement, particularly in literacy and numeracy.
2. Closing the attainment gap between the most and least disadvantaged children and young people.
3. Improvement in children and young people's health and wellbeing.
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people.
5. All schools and establishments should engage in professional learning programmes for all staff in relation to promoting accessibility and equalities, with particular regard to children and young people with autism.

Detailed action plans have been developed for each of these priorities.

Our full Standards & Quality Report and Improvement Plan can be found on our website at [www.royalhigh.edin.sch.uk](http://www.royalhigh.edin.sch.uk). A paper copy can also be requested from the school office.

## **Transferring Educational Data about Pupils**

The Scottish Government – Education and Training has asked that the undernoted advice be included in our school brochures. We will follow the General Data Protection Regulation (GDPR) from 25 May 2018.

Education authorities and the Scottish Government collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus the Scottish Government has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Government itself.

### **What pupil data is collected and transferred?**

Data on each pupil is collected by schools, local authorities and the Scottish Government.

The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to the Scottish Government. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses.

Data is held securely and no information on individual pupils can or would be published by the Scottish Government.

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

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

In order to make the best decisions about how to improve our education service, the Scottish Government, education authorities and other partners such as the Scottish Qualifications Authority 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
- share good practice
- target resources better.

### **Your Data Protection Rights**

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998) and the General Data Protection Regulation (2018). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the use of pupil data can be found on the ScotXed website ([www.scotxed.net](http://www.scotxed.net)).

The Scottish Government works with a range of partners including Education Scotland and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of the Scottish Government, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith the Scottish Government.

### **Concerns**

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

## Websites

You may find the following websites useful.

[www.edinburgh.gov.uk](http://www.edinburgh.gov.uk)- contains information for parents and information on Edinburgh schools.

<http://www.parentzonescotland.gov.uk>- parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.

[www.hmie.gov.uk](http://www.hmie.gov.uk) - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.

<http://www.scottishschoolsonline.gov.uk> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.

<http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.

<http://www.respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying

<http://www.educationscotland.org.uk/> - provides information and advice for parents as well as support and resources for education in Scotland

<http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities.

<http://www.educationscotland.gov.uk/Parentzone/getinvolved/forumscotland/index.asp>

[http://www.edinburgh.gov.uk/info/20229/getting\\_it\\_right\\_for\\_every\\_child/1733/getting\\_it\\_right\\_for\\_every\\_child/3](http://www.edinburgh.gov.uk/info/20229/getting_it_right_for_every_child/1733/getting_it_right_for_every_child/3) - the Getting it right for every child in Edinburgh approach outlines how we work within a multi-agency team to support children, young people and families.

[www.myworldofwork.co.uk](http://www.myworldofwork.co.uk) – the Skills Development Scotland web service provides excellent advice and support for learners, parents and carers regarding course choices, career planning and learning pathways.

[www.bbc.co.uk/scotland/learning](http://www.bbc.co.uk/scotland/learning) - provides a range of learning resources, including study support and revision materials for the new National Qualifications.

## **Glossary**

CFE - Curriculum for Excellence

ASN – Additional Support Needs

EMA – Education Maintenance Allowance

ASL – Additional Support for Learning

SQA – Scottish Qualifications Authority

FOI – Freedom of Information

CLD – Community Learning and Development

GIRFEC – Getting it Right for Every Child

CL – Curricular Leader



## Parent feedback

Please take a few minutes to fill in and return the questionnaire on this page. Your feedback will help us improve the hand book next year.

### Did you find

### Please tick

The handbook useful?

Yes

No

The information you expected?

Yes

No

The handbook easy to use?

Yes

No

Please tell us how we can improve the handbook next year.

Name of school: \_\_\_\_\_

Thank you for filling in the questionnaire. Your views are appreciated. Please return this questionnaire to: Mrs K Reilly, Rector's secretary, The Royal High School, East Barnton Avenue, Edinburgh, EH4 6JP

Throughout this handbook the term 'parent' has the meaning attributed in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carer or anyone else who has parental responsibility for the child.

I hope you find all of the information included in this handbook helpful and informative. If you have any queries, please do not hesitate to contact me.

A handwritten signature in cursive script that reads "Pauline Walker".

Pauline Walker  
Rector  
The Royal High School

**The information in this school handbook is considered to be correct at the time of publication (January 2018), however, it is possible that there may be some inaccuracy by the start of the school term in August 2018.**