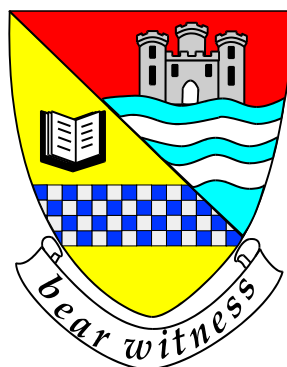




## **Belmont Academy**



# **H A N D B O O K**

**2011/2012**

**8 Nursery Road  
AYR  
KA7 3SN**

**Tel: 01292 281733**

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# SECTION A – General School Information

## 1. Introduction by Head Teacher

The Purpose of the Handbook is to give parents of future pupils, and indeed the pupils themselves, a “snapshot” of what Belmont Academy is all about; to give a glimpse, a flavour of a positive, vibrant and successful educational community.

Young people thrive at Belmont Academy where they have the opportunity to have their educational and personal needs nourished and supported; where they experience education of the highest quality and where we actively work to ensure that everyone’s potential is maximised.

Your daughter or son will do well with us and we look forward to welcoming you and your family to the community which makes up Belmont Academy.

Belmont Academy is a successful and exciting secondary school which is committed to getting the best from its young people.

The school has a great deal to offer –

- a hardworking and committed teaching staff
- a broad and challenging curriculum
- an all pervasive Guidance system which supports every pupil and establishes strong home school links
- a high level of success in national examinations and the realisation of everyone’s personal potential
- a wide range of sporting and non-sporting extra curricular activities
- a strong sense of identification by the pupils with the school
- a culture of success and achievement within the whole school community



## 2. Statement of School Aims and Values

At Belmont Academy we work within the framework of the values promoted by South Ayrshire Council:

- |  |                             |
|--|-----------------------------|
| • <b>help for those who need it most</b>       | • <b>service to others</b>  |
| • <b>commitment to quality public services</b> | • <b>lifelong education</b> |
| • <b>pride in the community</b>                | • <b>partnership</b>        |

Building on these we have as a school, developed our own aims and these are:

### 1 To promote and develop enquiring minds by providing

- the most effective learning and teaching for all pupils
- a wide range of study and activity programmes for all pupils
- challenging and well resourced courses to stretch and motivate all pupils
- a climate which encourages success and a sense of achievement for all

## 2 To be a purposeful and caring community by creating

- both value and praise cultures for everyone in the school
- strong pastoral support for all pupils through the Guidance structure
- good and dynamic relationships between pupils, staff and parents
- a code of conduct which encourages responsible behaviour
- a positive and stimulating working environment where values, responsibilities and expectations are shared
- a stimulating and positive environment where all flourish
- opportunities for staff to develop, personally and professionally

## 3 To prepare our pupils to fulfil their potential by giving them

- the necessary intellectual and practical skills for a secure place within society
- a lasting appreciation of health and fitness and the pursuit of artistic and cultural activities
- the confidence to cope with the demands and pressures of popular culture
- involvement in the wider community and an understanding of the needs of society, tolerance, respect and equity in relationships with other people
- the intellectual and personal confidence to allow them to take advantage of all opportunities open to them as individuals and citizens

### 3. School Information

<b>Name</b>	Belmont Academy
<b>Address</b>	8 Nursery Road AYR KA7 3SN
<b>Telephone Number</b>	01292 281733
<b>Email address</b>	belmont.mail@south-ayrshire.gov.uk
<b>Denominational status</b>	Non-denominational

## Accommodation and capacity

### Accommodation

The Belmont Academy Campus consists of:

<b>Ground Floor</b>		
<b>Base</b>	<b>Room Name</b>	<b>Door Number(s)</b>
<b>Administration</b>	Head Teachers Office	Mr A Moir DG 010
	DHT Office	Mr G Maxwell DG 007
	Administration Office	DG 002A & 002B
	Reprographics	DG 004
	Registration Office	DG 008
	SFO Office	DG 005
	ATL Office	DG 006
	General Store	DG 009
	Staff Toilets – Male	DG 170
	Staff Toilets – Female	DG 110
	Accessible Toilets	DG 117
	Visiting Specialist Room	
	Medical Room	
Lifelong Learning	DG 035	
<b>Conference/E-Learning</b>	Conference/E-Learning	DG 034A & 34B
<b>Pupil Support</b>	Pupil Support	DG 018
	Pupil Support	DG 019
	Pupil Support Workbase	DG 024
	Pupil Support Store	DG 025
<b>Guidance</b>	Guidance – Arran/Kintyre	DG 028
	Guidance – Bute/Lomond	DG 029
	Guidance - Cumbrae	DG 030
	Guidance Store	DG 033
<b>Community Office</b>	Community Office	DG 123
<b>Janitors</b>	Janitors	DG 139
<b>Music</b>	Common Room	DG 038
	Music 1	DG 039
	Music 2	DG 040
	Music 3	DG 041
	Music Store	DG 049
	Music Workbase	DG 037
	Recording Studio/Rehearsal Space	DG 036
	Instrument Store	DG 050
	Instruction 1	DG 042
	Instruction 2	DG 045
	Instruction 3	DG 047
Instruction 4	DG 044	
<b>Physical Education</b>	Games Hall	DG 062A
	Gym	DG 064A
	Gym	DG 065A
	Fitness Suite	DG 053 A & B
	Staff Changing - Male	DG 058
	Staff Changing - Female	DG 059
	Changing/Showers - Female	DG 056
Changing/Showers Male	DG 057	

<b>Physical Education</b>	Pupil Female Changing	DG 179
	Pupil Male Changing	DG 177
	Wheelchair Graphic	DG 060
	Wheelchair Graphic	DG 061
	Laundry	DG 070
	PE Theory	DG 054
	Games Hall Store	DG 063
	Gym Store	DG 066
	PE Workbase	DG 055
	External Sports Store	DG 068
	Staff Toilets – Male	DG 058
	Staff Toilets – Female	DG 059
	Accessible Toilets	DG 060 & 061
	Pupil Toilets – Male	DG 178 & 182
Pupil Toilets – Female	DG 180 & 184	
<b>Mathematics</b>	Mathematics 1	DG 071
	Mathematics 2	DG 072
	Mathematics 3	DG 073
	Mathematics 4	DG 074
	Mathematics 5	DG 075
	Mathematics 6	DG 076
	Mathematics 7	DG 077
	Mathematics 8	DG 078
	Mathematics 9	DG 079
	Mathematics Workbase	DG 080
	Mathematics Store	DG 081
	Staff Toilets – Male	DG 109
	Staff Toilets – Female	DG 171
Accessible Toilets	DG 118	
<b>Home Economics</b>	Home Economics 1	DG 092
	Home Economics 2	DG 093
	Home Economics 3	DG 094
	Home Economics 4	DG 095
	H.E. Workbase	DG 096
	H.E. Laundry	DG 097
	H.E. Cold Store	DG 098
	H.E. Store	DG 142
Accessible Toilets	DG 185	
<b>Design &amp; Technology</b>	Craft & Design 1	DG 102
	Craft & Design 2	DG 103
	Craft & Design 3	DG 104
	Timber/Metal Store	DG 107
	Prep Room	DG 106
	Model Store	DG 108
	Graphic Communication 1	DG 100
	Graphic Communication 2	DG 101
	CDT Workbase	DG 105
	Accessible Toilets	DG 185
<b>Assembly Hall</b>	Assembly Hall	DG 159 & 134A
	Stage	DG 051A & B
	Hall Store	DG 052
	Pupil Toilets – Male	DG 113
	Pupil Toilets – Female	DG 112
	Accessible Toilets	DG 140 & 141

<b>Dining Hall</b>	Dining	DG 82
	Kitchen & Servery	DG 083
	Office	DG 084
	Changing	DG 85
	Kitchen Stores	DG 087, 88 & 90
	WC	DG 086
	Cleaners Store	DG 091
	Pupil Toilets – Male	DG 114
	Pupil Toilets – Female	DG 111
	<b>Visiting Specialists</b>	Visiting Specialists
<b>Medical</b>	Medical Examination	DG 012
	Medical Rest 1	DG 013
	Medical Rest 2	DG 014
	Shower	DG 015
	Medical WC's	DG 0162F & 062G
		DG 125
<b>ICT Server</b>		DG 119 & 120
<b>ICT Hubs</b>	Estate FM Office	DG 124
<b>Facilities Management</b>	FM Store	DG 175
	Cleaners Bulk Store	DG 176
	Cleaners Stores	DG 121 & 122 DG 145 & 146 DG 147 & 148

<b>1<sup>st</sup> Floor</b>			
<b>Base</b>	<b>Room Name</b>		<b>Door Number(s)</b>
<b>SMT</b>	Depute Head Teacher	Mr S Anderson	D1.041
			D1.042
<b>Social Subjects/RME</b>		Social Subjects 1	D1.014
		Social Subjects 2	D1.015
		Social Subjects 3	D1.016
		Social Subjects 4	D1.017
		Social Subjects 5	D1.018
		Social Subjects 6	D1.019
		Social Subjects 7	D1.020
		Social Subjects 8	D1.021
		Social Subjects/RME Workbase	D1.022
		History/RME Store	D1.023
		RME 1	D1.024
		RME 2	D1.025
		Modern Studies/Geography Store	D1.026
		Staff Toilets – Male	D1.045
	Staff Toilets – Female	D1.084	
	Accessible Toilets	D1.048	
<b>Modern Languages</b>		Modern Languages 1	D1.001
		Modern Languages 2	D1.002
		Modern Languages 3	D1.003
		Modern Languages 4	D1.004
		Modern Languages 5	D1.005
		Modern Languages 6	D1.006
		Modern Languages Workbase	D1.007
		Modern Languages Store	D1.037

	PSE 1	D1.008
	PSE 2	D1.009
	Staff Toilets – Male	D1.044
	Staff Toilets – Female	D1.085
	Accessible Toilets	D1.046
<b>Business Education</b>	Business Education 1	D1.011
	Business Education 2	D1.012
	Business Education 3	D1.013
<b>Staff Room</b>	Staff Room	D1.038A & 038B
<b>English</b>	English 1	D1.027
	English 2	D1.028
	English 3	D1.029
	English 4	D1.030
	English 5	D1.031
	English 6	D1.032
	English 7	D1.033
	English 8	D1.034
	English 9	D1.035
	English Workbase/Store	D1.036
	Staff Toilets – Male	D1.043
	Staff Toilets – Female	D1.086
	Accessible Toilets	D1.047
<b>Resource Centre/Library</b>	Library	D1.039
	Library Office	D1.040A
<b>ICT Hubs</b>		D1.049, 50, 51
<b>Facilities Management</b>	Cleaners Stores	D1.052 D1.053 D1.054 & D1.069
	Boiler Room	D1.089
	Plant Room	D1.065

<b>2<sup>nd</sup> Floor</b>			
<b>Base</b>	<b>Room Name</b>		<b>Door Number(s)</b>
<b>SMT</b>	Depute Head Teacher	Mr G McLean	D2.039
	Depute Head Teacher	Mr T McPhail	D2.038
	Depute Head Teacher	Mr J Dunlop	D2.040
<b>Art &amp; Design</b>	Art & Design Room 1		D2.027B
	Art & Design Room 2		D2.028
	Art & Design Room 3		D2.029
	Art & Design Room 4		D2.030
	Art & Design Room 5		D2.031
	Art & Design Store		D2.036
	Art & Design Workbase		D2.032
	Kiln		D2.035
	Art Studio		D2.033
	Art Studio Store		D2.034
	External Terrace		D2.078A
	Staff Toilets – Male		D2.043

	Staff Toilets – Female	D2.075
	Accessible Toilets	D2.062C
<b>Contemplation</b>	Contemplation	D2.040
<b>Science Department</b>	Biology Laboratory 1	D2.013
	Biology Laboratory 2	D2.014
	Biology Laboratory 3	D2.015
	Biology Laboratory 4	D2.016
	Chemistry Laboratory 1	D2.002
	Chemistry Laboratory 2	D2.003
	Chemistry Laboratory 3	D2.004
	Chemistry Laboratory 4	D2.005
	Biology/Chemistry Laboratory 5	D2.008
	Physics Laboratory 1	D2.009
	Physics Laboratory 2	D2.010
	Physics Laboratory 3	D2.011
	Science Technicians	D2.001
	Chemicals Store	D2.007
	Chemistry Store	D2.006
	Science Workbase	D2.019
	Physics Store	D2.012
	Biology Store	D2.018
	Greenhouse & External Terrace	D2.017
	Staff Toilets – Male	D2.042
Staff Toilets – Female	D2.077	
Accessible Toilets	D2.072D	
<b>Computing</b>	Computing 1	D2.020
	Computing 2	D2.021
	Computing 3	D2.022
	Computing / Business Education Workbase	D2.023
	Staff Toilets – Male	D2.041
	Staff Toilets – Female	D2.076
	Accessible Toilets	D2.058D
<b>ICT</b>	ICT Network	D2.026
<b>ICT Hubs</b>		D2.058C, D2.062D D2.072C
<b>Facilities Management</b>	Boiler Room	D2.089
	Cleaners Stores	D2.050 .051,052

The letting of school premises is arranged through the Community Education Offices, Wellington Square, Ayr.

Planning capacity – 1645, Working capacity - 1300

Parents/Guardians should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised.

## House structure

### Findings of HMI – February 2009

HMI stated the following were particular strengths of the school:

- The high quality pastoral care provided by guidance staff.
- Young people's achievements and their development as confident individuals and responsible citizens.
- The school's approaches to encouraging safe and healthy lifestyles.

Other positive features included:

- Effective pastoral links with partner primary schools
- Strong links with Careers Scotland and young people are well supported in planning for their future needs.
- High levels of support for young people with social, emotional and behavioural difficulties.
- From S3, young people have a wide range of options and gain valuable skills for work through college courses and work experience placements.

The House System is an all pervasive aspect and strength of Belmont Academy and plays a vital part not only in the lives of the pupils but in the strong links we have between home and school.

Every pupil joining the Academy is placed in one of the five houses - Arran, Bute, Cumbrae, Kintyre or Lomond. Each House is under the direction of a Principal Teacher of Guidance.

#### **Arran House**

Mr Alan Bryden

#### **Cumbrae House**

Mrs Doreen Aitchison

#### **Bute House**

Mrs Margaret Morrison

#### **Kintyre House**

Miss Caroline Galbraith

#### **Lomond House**

Mrs Lesley Nicol

The aim of the Guidance Staff is to look after the pastoral welfare of our young people and to provide help and support throughout their time at the Academy. Guidance staff form key links between the school and the parents of our young people.

Guidance staff give advice and support on all aspects of school work and life and are particularly heavily involved at key times such as the option form choice consideration from S2 into S3 and from S4 into S5. On these occasions they will provide professional advice on course choice and how career intentions can influence that choice.

The Guidance Teacher is someone pupils can identify with; someone each pupil knows well and who in turn is well known by the Guidance teacher; they are members of staff with whom a rapport has been built and who they know they can talk to and receive help with any problem. Guidance teachers also closely work with parents and are happy to provide help in respect of pupils should this be wanted. We are keen to encourage parents to telephone the school should they have any concern about the progress, behaviour or any other matter affecting their daughter or son.

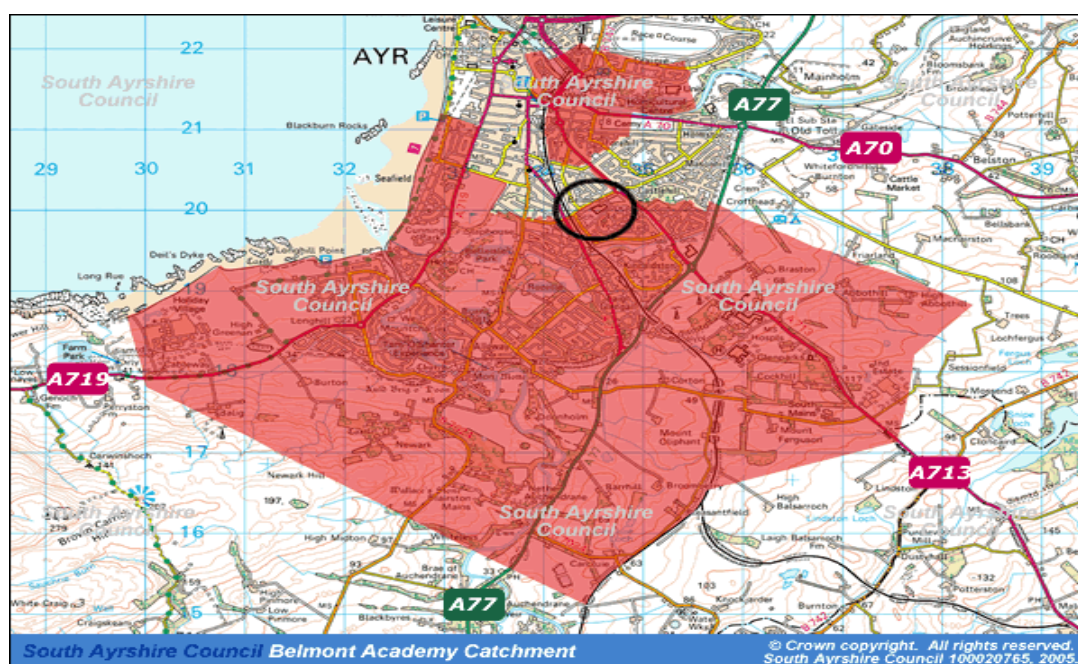
However given that Guidance staff have classroom teaching commitment an appointment is usually necessary. A telephone call to the school office on 01292 281733 will enable this to be arranged and so the home - school partnership will be sustained and strengthened. In addition to this pupils are also advised of the times most suitable for an interview and parents should ask their child about this.

## CAREERS GUIDANCE

As part of the Careers programme in Belmont each pupil is offered (within the limit of the places made available to us by the Careers Service) the opportunity to take part in a Work Experience Scheme. This would normally take place in Fourth Year and gives each pupil who participates a valuable insight into the world of work. Mr Steve Anderson is our Depute Head Teacher with special responsibility for Careers Education and as such has established close links with the Careers Service and works with our Careers Officer, Mr Gordon Murdoch, who spends two days in the Academy every week to interview and advise pupils. We have also developed a significant Careers Library and classes are given special instruction by members of the Guidance staff on how to make best use of the information available. Mr Anderson is also available to advise pupils on opportunities in further education.

### Catchment Area and Map

Details of the school's catchment area and street names are available for inspection at the school and parents can also access them on the Council's web site at [www.south-ayrshire.gov.uk](http://www.south-ayrshire.gov.uk).



#### **4. School Staff**

**'Staff are committed to improving the quality of young people's learning and wider achievements'** HMI Report – February 2009

##### **HEAD TEACHER**

Mr Alan Moir

##### **ART**

Mrs Ann Johnstone - Principal Teacher  
Mrs Laura MacKenzie  
Mrs Carol McKay  
Mrs Kay Murray  
Mr Robert Johnstone  
Ms Heather Clelland

##### **BUSINESS EDUCATION**

Mrs Susan Glass – Principal Teacher  
Mrs Gillian Cunningham  
Mrs Jill Hitchman

##### **BIOLOGY**

Mr Leslie Black - Principal Teacher  
Mrs Doreen Aitchison – P.T. Guidance  
Mrs Sally Craig  
Mr Lachlan Nicoll  
Mr Nathan Gilmour  
Mrs Jacqueline Walker

##### **CHEMISTRY**

Mrs Jeanette Brennan - Principal Teacher  
Mrs Margaret Morrison – P.T. Guidance  
Miss Valerie Agnew  
Mr George Hardie  
Ms Laura Watson  
Mr Ian Jamieson

##### **COMPUTING**

Ms Louise Rooney – Principal Teacher  
Mr Ronald Campbell  
Mr Graeme McLean - Depute Head Teacher  
Mr Alan Wallace

##### **ENGLISH AND DRAMA**

Miss Joan Duncan – Principal Teacher  
Mr James MacGregor  
Mr Alan McLachlan  
Mrs Maureen Muir  
Mr Hugh Murchie  
Mrs Maureen Berry  
Mrs Alison Wright  
Mrs Susan MacInnes  
Miss Elaine Canavan  
Ms Karen Clark  
Ms Deborah Blyth

**'Staff have high expectations of all young people'**

HMI Report – February 2009

##### **GEOGRAPHY**

Mr Iain Aitken – Principal Teacher  
Mr Richard Ledingham  
Miss Lynn Hendry

##### **HISTORY**

Mr Tom Green – Principal Teacher  
Mr John Dunlop – Depute Head Teacher

##### **HOME ECONOMICS**

Mrs Nan Walker – Principal Teacher  
Mrs Moira Brown  
Mrs Alice Blease  
Mrs Sally Lesley

##### **MATHEMATICS**

Mrs Carol Stewart – Principal Teacher  
Mr Steve Anderson – Depute Head Teacher  
Mr John Brown  
Mrs Elizabeth McKay  
Mrs Eileen McCaughey  
Mrs Katrina Wilson  
Mr James Guthrie  
Mrs Marion Reid  
Mr Cameron Stewart  
Ms Cora McCafferty  
Mr Alan Bryden – Principal Teacher Guidance

##### **MODERN LANGUAGES**

Mrs Linda McLean - Principal Teacher J/S  
Mrs Caroline Kennedy - Principal Teacher J/S  
Mrs Catherine Steell  
Ms Caroline Galbraith – P.T. Guidance  
Ms Angelique Coudert  
Miss Orane Frachisse  
Vacancy

##### **MODERN STUDIES**

Mrs Helen Holdsworth – Principal Teacher  
Mrs Caroline Peacock  
Miss Lynsey Pollock  
Mr Barry Kerr  
Mr Matthew Marr

## **MUSIC**

Mrs Jenny McCutcheon – Principal Teacher  
Mrs Gillian Gilmour  
Miss Laura Bohan  
Mr Simon Bird  
Mr Tom Hay  
Mr John Leitch  
Mr John Stevenson

## **PHYSICAL EDUCATION**

Mr Allan Granger – Principal Teacher  
Mr George Maxwell – Depute Head Teacher  
Mrs Lesley Nicol – Principal Teacher Guidance  
Mrs Helen McGibbon  
Mr Douglas Blake  
Mr Bill Murrie  
Miss Gillian Wilson  
Miss Jill Sutherland

## **PHYSICS**

Mr Ross McMahon – Principal Teacher  
Mr John McLellan  
Mrs Michelle Andrew

## **PUPIL SUPPORT**

### **Learning**

Miss Catherine Wilson – Principal Teacher  
Mrs Janet Dale  
Mrs Marion Caird

### **Behaviour**

Mrs Sheena Hyslop  
Mr Scott Montgomery

## **RELIGIOUS EDUCATION**

Mr Edward Sutherland – Principal Teacher  
Miss Ruth Jelley  
Mr Ian Watson

## **TECHNICAL EDUCATION**

Mr David Sassarini – Principal Teacher  
Mr Tom McPhail – Depute Head Teacher  
Mr John Fitzgerald  
Mr Tom Reid  
Mrs Claire Cuthbert  
Mr Asif Rafiq

## **LIBRARY**

Miss Jean Kent

## **ADMIN. & CLERICAL STAFF**

Mrs Evelyn Fairbairn	Admin Team Leader
Mrs Angela Doolan	School Finance Officer
Mrs Alison Hall	Sen. Clerical Assistant
Mrs Mae Grant	Clerical Assistant (JS)
Mrs Louise Muir	Clerical Assistant (JS)
Mrs Anne Robb	Clerical Assistant
Mrs Gwen Sutherland	Clerical Assistant
Vacancy	Clerical Assistant
Vacancy	Clerical Assistant
Mrs Fiona Hutchison	Clerical Assistant
Mrs Sheena Cairnie	Clerical Assistant

## **CLASSROOM ASSISTANTS**

Mrs Lesley Crawford  
Mrs Susan Bolton  
Mrs Rhona Cooper  
Mrs Susan Johnstone  
Mr Ben Luna  
Mrs Marion Turnbull  
Mrs Alison Marquis

## **PUPIL SUPPORT ASSISTANTS**

Mrs Elizabeth Walker  
Mrs Wendy Kirkland  
Mrs Lena Durnan  
Mrs Siobhan McCall  
Mrs Leona Alexander  
Mrs Kathleen Brickell  
Mrs Lesley Hamilton

## **TECHNICIANS**

Mrs Sandra McInroy	Senior Technician
Mrs Janice Keenan	Science Technician
Mr Alastair Clark	ICT Technician
Mr William Steel	Tech. Technician
Mr Neil Duddy	Science Technician

## **JANITORS**

Vacancy	Senior Janitor
Mr Ian Colquhoun	
Mr Ronnie Clarke	
Mr John Campbell	

### **Please Note:**

The following abbreviations have been used:

J/S = Job Share

## **5. Management Team**

The Senior Management Team, consisting of Head Teacher and five Depute Head Teachers, has responsibility for the overall management of the school which covers a wide range of duties. The formulation and execution of school policies are conducted by a variety of methods involving all staff of the school and in this connection each DHT has responsibility for communications with specified groups of subject department in the school. Senior members of staff have the following specific areas of responsibility:

### **Head Teacher - Mr Alan Moir**

Overall responsibility for

- the operation of the Academy and the educational philosophy of the school
- maintaining the vision for the school
- carrying out the policies of the Scottish Government and South Ayrshire Council's department of Children and Community
- liaising with parents, the Parent Council and external agencies
- the School Improvement Plan and department Improvement Plans
- overall control of Devolved Management of Resources
- the School Handbook and communications with parents and the local media
- all staffing appointments
- the communication of Scottish Government, Council and school policies for pupils, staff and parents all policy making within the school
- the UCAS process
- monitoring and evaluating the work of certain subject departments
- liaison with members of the Senior Management Team, Principal Teachers and other colleagues and co-ordinating their work and advancing their contribution to the school
- co-ordinating the drive to realise national, local and school targets

### **Depute Head Teacher – Mr Steve Anderson**

Overall responsibility for:

- all aspects of pastoral care provision including looked after and Accommodated children and monitoring the Children at Risk Register (the School Protection Policy)
- production of the Guidance Department Development Plan
- overall responsibility for Lomond House in conjunction with the House Staff
- organising and liaising with visiting speakers as part of the PSE programme
- SMT link to a number of subject departments
- monitoring and evaluating the work of these departments
- Attendance and Registration
- School Finance, the management of the General Purposes Fund (the GP Fund)
- the production of the school timetable
- the devising of option choices S3-S6
- co-ordination of the Option Choices handbooks
- curriculum developments for the middle and senior school - S3-S6 - with the implications of Age and Stage removal
- timetabling the Prelims and other internal examinations
- organisation of S5 and S6 study classes and associated matters
- working to realise National Priority 5 – Learning for Life
- responsible for S1 Induction, assigning pupils to classes

## **Depute Head Teacher - Mr Tom McPhail**

Overall responsibility for:

- the development of ICT across the school
- chairing the ICT Working Group
- SMT link to a number of subject departments
- monitoring and evaluating the work of these subject departments
- 5-14 developments – curriculum assessment and reporting
- Assessment and Reporting in S1 and S2
- Curriculum change, innovation and development in S1 and S2
- staff absence cover and general staffing arrangements
- staff Development and Review
- Continuous Professional Development
- line managing the technician staff within the school in conjunction with the Senior Technician
- co-ordinating the Click & Go programme within the school
- developing the school's tracking procedure to follow pupil progress
- developing the whole school process for monitoring and evaluating
- departmental Audit procedures
- development of Whole School and Departmental Self-Evaluation
- overall responsibility for Bute House in conjunction with the House Staff
- working to achieve National Priority 1 – Achievement and Attainment
- Pupil Mentoring
- School Leadership Programme
- PPP School liaison with Mitie
- Pupil and Parental Surveys

## **Depute Head Teacher - Mr John Dunlop**

Overall responsibility for:

- Convenor of the school standing committee on homework
- all matters related to the Scottish Qualifications Authority and national examinations
- statistical returns and the school inventory
- liaison with the school librarian and the development of the library as a key whole school resource
- oversight of reprographics and copyright issues across the school
- the organisation of Parents' Nights S1-S6
- co-ordinator of school excursions and other educational visits undertaken by pupils
- liaising with janitorial, cleaning and catering staff and Campus Police Officer
- overall responsibility for Cumbrae House in conjunction with the House Staff
- Health & Safety matters across the school
- Chair of the Risk Assessment Working Group
- working to realise National Priority 3 – Inclusion and Equality
- conducting a review of discipline across the whole school
- Assessment and reporting for S3/S6
- Chairing Joint Support Team meetings and co-ordinating the pupil support provision across the school
- SMT link to a number of subject departments
- monitoring and evaluating the work of a number of subject departments

### **Depute Head Teacher - Mr George Maxwell**

Overall responsibility for:

- Health Promoting School Co-ordinator
- Determined to Succeed Co-ordinator
- responsibility for Arran House in conjunction with House Staff
- overseeing the Prince's Trust XL
- More Choices More Chances Co-ordinator
- responsibility for Alternative Curriculum/School College links
- responsibility for School Transport
- SMT link to a number of subject departments
- Monitoring and evaluating the work of these departments
- co-ordinating the work of the National Health promotion pilot within the school
- working to realise National Priority 4 – Values and Citizenship

### **Depute Head Teacher - Mr Graeme McLean**

Overall responsibility for:

- Prize-giving and the development of a reward/prize system within the school
- Collegiate structures and the management of their impact on the whole school
- Higher Still developments and the extension of the Scholar programme across the school
- Regent for Student and Probationer Teachers
- SMT link to a number of subject departments
- monitoring and evaluating the work of a number of subject departments
- deployment and timetabling of Classroom Assistants
- overall responsibility for Kintyre House in conjunction with House Staff
- Primary-Secondary liaison
- programme of P7 visits to the school
- working with the Sixth Year Committee
- consultation with pupils through the Year Councils and School Council
- responsibility for the development of S6 pupils through charitable work
- developing links across the cluster including academic and social liaison with the special school sector at the Belmont Campus
- developing collegiate structures across the school
- the realisation of the goals of the Curriculum for Excellence across the school
- the Supported Study Programme
- Primary 7 Parents Evening

## 6. The School Year and School Hours

<b>First Term</b>	Teachers ( <b>Inservice</b> )	Tuesday	16 Aug 2011
	Teachers ( <b>Inservice</b> )	Wednesday	17 Aug 2011
	Pupils return	Thursday	18 Aug 2011
	<i>Local holiday</i>	Friday	16 Sept 2011
	<i>Local holiday</i>	Monday	19 Sept 2011
	Close	Friday	14 Oct 2011
	Teachers ( <b>Inservice</b> )	Monday	24 Oct 2011
	Re-open (Pupils)	Tuesday	25 Oct 2011
	Close	Friday	23 Dec 2011
	<b>Second Term</b>	Re-open	Monday
Close		Thursday	09 Feb 2012
<i>Local holiday</i>		Friday	10 Feb 2012
<i>Holiday</i>		Monday	13 Feb 2012
Teachers ( <b>Inservice</b> )		Tuesday	14 Feb 2012
Re-open (Pupils)		Wednesday	15 Feb 2012
Close		Friday	30 Mar 2012
<b>Third Term</b>		Re-open	Monday
	May Day	Monday	07 May 2012
	Teachers ( <b>Inservice</b> )	Friday	01 June 2012
	<i>Local holiday</i>	Monday	04 June 2012
	<i>Local holiday (Queens Diamond Jubilee)</i>	Tuesday	05 June 2012
	Close	Wednesday	27 June 2012
	<b>Session 2012-13</b>	School Holiday	Wednesday
Teachers ( <b>Inservice</b> )		Thursday	16 Aug 2012
Teachers ( <b>Inservice</b> )		Friday	17 Aug 2012
Pupils return		Monday	20 Aug 2012

### The School Week

In line with all other secondary schools in South Ayrshire we will be operating on a 33 period week from the start of the new session in August 2011. This change, which is intended to best meet the requirements of the Curriculum for Excellence will have an impact on subject time allocations and to configuration of the school week and the school day.

Under these new arrangements the school week will be:

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>START</b>	8.45	8.45	8.45	8.45	8.45
<b>LUNCH</b>	13.10 – 14.00	13.10 – 14.00	13.10 – 14.00	12.20 – 13.10	12.20 – 13.10
<b>FINISH</b>	15.40	15.40	15.40	14.50	14.50

South Ayrshire Council have decided to opt for the 33 period week and as a result of this registration will take place every morning in each pupil's Period 1 class.

## **7. Enrolment**

Parents of children offered or seeking a place in the school are invited to an open evening in June when, after a short address by the Head Teacher, parents may visit the various departments, meet with Senior Curricular and Guidance Staff and see something of the facilities available in the school. Arrangements and details for this meeting will be sent out via our partner Primary Schools or by letter to individual families.



## SECTION B – Teaching and Learning

### 1. The Core Curriculum

#### Courses and Class Organisation

**‘The school provides a good range of well-planned courses and activities for young people of all abilities’**

HMI Report – February 2009

The course options mentioned are those currently available. If the school roll falls the same range of choice may not be available when a First Year pupil reaches Third or Fifth Year.

#### Years S1 and S2

Both years operate on a “Common Course” which means that all pupils take all the subjects offered. Classes are taught in register groups which are formed on a House basis. Each House has usually two groups referred to by the House name followed by the letter A or B e.g. 1 Arran A, 2 Bute B; etc. Classes are of mixed ability and to keep family connection, pupils with older brothers or sisters at school are put into the same House.

#### First Year Curriculum

<b>Subject</b>	<b>Periods</b>
English	4
Mathematics	4
Science	3
Modern Languages	3
Geography	1
History	1
Modern Studies	1
Religious Education	1
Art and Design	2
Music	2
Technical	2
Home Economics	2
Information Technology	1
Physical Education	3
Personal & Social Education	1
Electives	2
	33 periods

There is a block rotation between History, Geography, Modern Studies and Religious Education to give pupils two periods a week in these subjects and this operates throughout First Year and Second Year.

Information Technology rotates between Computing and Business Education and this operates throughout First Year and Second Year.

Fluctuation in staff sometimes causes minor changes in time allowances.

What we have described here are the current arrangements for S1. In August 2010 the school, along with every other school in Scotland, introduced new curricular arrangements for First Year to reflect the national initiative "A Curriculum for Excellence". A whole school working party led by D.H.T. Mr Steve Anderson is presently working to produce a new curricular model and pupils and parents will be advised of this at the start of the session.

In order to make the transition from Primary to Secondary as easy as possible a two day induction is held in June along with an integrated Sports Day at the Dam Park. This introduces pupils to the layout of the building and to typical school days. Regular liaison between the Academy and our partner primary schools ensures a continuity of educational experience so that there is cohesion across the Primary 7 - First Year interface and this is built on in Second Year and beyond.

In Second Year the same subjects are offered, but there is also a difference in organisation from First Year, in that there is setting in Mathematics and French. In Mathematics those pupils showing high ability are formed into a top section (or sections depending on numbers), the others are divided into mixed ability sections. In French the sections are graded with the top sections proceeding at a faster rate than the other sections and the section made up of those pupils who have shown to have serious difficulties with the subject following a course which covers the work at a slower pace. During second year, pupils are encouraged to think about the subjects they are likely to want to take in Third and Fourth Year. Advice is given by Guidance Staff and Subject Teachers at this stage.

### **Second Year Curriculum**

<b>Subject</b>	<b>Periods</b>
English	4
Mathematics	4
Science	3
Modern Languages	3
Geography	1
History	1
Modern Studies	1
Religious Education	1
Art and Design	2
Music	2
Technical	2
Home Economics	2
Information Technology	1
Physical Education	3
Personal & Social Education	1
Electives	2
	<b>33 periods</b>

## Years S3 and S4

These years form a two year course leading to various certificates awarded by the Scottish Qualifications Authority (SQA) examinations.

### **Standard Grade**

Standard Grade is the national qualification taken at the end of Fourth Year and is available to pupils of all abilities. There are 3 different levels of course within the Standard grade - Foundation, General and Credit. Foundation level is the basic level, General level is suitable for pupils in the middle range of ability, while Credit level is the most difficult level. Pupils taking different levels of the same subject may be taught together in class and will have to learn some of the same things. Pupils will generally be able to take different levels in different subjects, so that they can tackle the more difficult work in the subjects they are good at.

Awards for all three levels are given on a single scale with bands from 1 (the top band) to 7. Pupils who get awards in the top bands (normally those who take Credit level) will be able to take Higher grade in Fifth Year. Pupils who pass at General level will still be able to take Highers but may need to take 2 years to do so. A few subjects will be available only at 2 levels instead of 3, as can be seen from the Third Year Option Sheet.

When your child is in Second Year, the school will discuss with you the subjects which he/she wishes to study in Third and Fourth year, and the most suitable level for him/her to take in each subject. The school will give you full information at this time.

During February of Second Year, pupils are issued with a subject choice Option Form to choose subjects for Third Year and to ensure that each pupil follows a balanced curriculum. To satisfy the principle of choice a variety of courses are offered.

The Option sheet on the next page is the most recent example but may alter from year to year.

However as mentioned earlier and as a reflection of our wish to meet the future educational aspirations of our pupils exceptions from these arrangements can be allowed so that the structure described in the previous paragraph is not mandatory.

The options available each session are subject to change. This is due to subject uptake and staffing.



Name \_\_\_\_\_ Class \_\_\_\_\_

**Option Choices**

<b>Option A: English Recommended Level</b>	
Credit	
Credit / General	
General	
General / Foundation	
Foundation	

<b>Option B: Mathematics Recommended Level</b>	
Credit	
Credit / General	
General	
General / Foundation	
Foundation	

<b>Option C</b>	
French (I)	
German (I)	
Managing Environmental Resources (I)	
Hospitality (I)	
Practical Craft Skills (I)	
Prince's Trust XL	

<b>Option D</b>	
Biology (General/Credit)	
Biology (Intermediate 1)	
Chemistry (General/Credit)	
Chemistry (Intermediate 1)	
Physics (General/Credit)	
Physics (Intermediate 1)	

<b>Option E</b>	
Geography (I)	
History	
Modern Studies	
Religious Studies	

<b>Options F→I: Pupils should select a subject from each of the sections below and an additional choice from any of the sections. They should make a total of four selections.</b>			
<b>Option F</b>		<b>Option G</b>	
Administration (I)		Art & Design	
Art & Design		Business Management	
Computing		Craft & Design	
Home Economics		Geography (I)	
Physics (General/Credit)		German (I)	
Practical Craft Skills (I)		Graphic Communication	
Product Design		Hospitality (I)	
Personal Enterprise Skills		Music (I)	
Financial Capability		P.E. Studies	
ECDL		Psychology (I)	

<b>Option H</b>	
Administration (I)	
Art and Design	
Business Management	
Chemistry (General/Credit)	
Computing	
Boat Building (School Course)	
Hospitality (I)	
Modern Studies	
Music (I)	
P.E. Studies	

<b><u>Ayr College Courses</u></b>		
<i>These courses will only run if there are sufficient numbers from across South Ayrshire Schools. Additional information is available from Mr. Maxwell.</i>		
Construction		Electrical Installation
Drama		Engineering Skills
Early Education & Child Care		Fashion & Personal Presentation

<b><u>Core Subjects</u></b>
All pupils will study the 3 Core Subjects. The subjects and period allocation are shown below.
P.S.E. – 1 Period
P.E. – 2 Periods
R.M.P.S. – 1 Period

Pupil's Signature: \_\_\_\_\_ Parent / Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Modes****Subjects**

1. Language and Communication	English, French, German
2. Mathematical Studies	Mathematics, Accounting & Finance
3. Religious and Moral Studies	Religious Studies Guidance
4. Physical Activity	Physical Education
5. Social Studies	History, Geography, Modern Studies, Business Management, Religious Studies
6. Scientific Studies	Biology, Chemistry, Physics
7. Creative and Aesthetic Studies	Art and Design, Graphical Communication, Music,
8. Technology	Administration, Computing, Technological Studies, Craft and Design, Home Economics

Fourth Year is an extension of Third Year and therefore no change of course will take place. From Third Year onwards pupils are following Scottish Qualification Authority courses which lead to presentation at Standard Grade or Intermediate 1 or 2 in May of the following session. Pupils are presented in up to 8 subjects and, as you will see elsewhere, our results are very good.

It is during Fourth Year that the Work Experience described under Careers Guidance would normally take place.

**Intermediate 1 and Intermediate 2**

In order to better meet the needs of all our young people we have introduced Intermediate courses in Administration, Biology, Chemistry, Physics, Home Economics, Music, French and Practical Craft Skills Woodworking/Metalworking. We believe that in S3 and S4 these provide a better curricular experience for some pupils. We also introduced the XL course for a group of fifteen young people and this gives them a worthwhile educational experience while developing their social and interpersonal skills.

**BELMONT ACADEMY – FIFTH AND SIXTH YEAR – OPTION FORM - 2011**

<b>Column A</b>	
<b>Advanced Higher</b>	
Geography	
History	
Modern Studies	
RMPS	
<b>Higher</b>	
Geography	
History	
Mathematics	
Modern Studies	
RMPS	
<b>Intermediate 2</b>	
History	
Mathematics	
Modern Studies	
RMPS	
<b>Intermediate 1</b>	
Mathematics	
Modern Studies	
<b>S6 Private Study</b>	

<b>Column B</b>	
<b>Advanced Higher</b>	
Art & Design	
Mathematics	
Music	
<b>Higher</b>	
Art & Design	
Business Management	
English	
Health & Food Tech.	
Music	
Physical Education	
Spanish	
Politics	
<b>Intermediate 2</b>	
Business Management	
English	
Health & Food Tech.	
Music	
Physical Education	
Travel and Tourism	
<b>Intermediate 1</b>	
Lifestyle/Con.Tech.	
Travel & Tourism	
<b>S6 Private Study</b>	

<b>Column C</b>	
<b>Advanced Higher</b>	
French	
Physics	
<b>Higher</b>	
Administration	
Art & Design	
Biology	
Computing	
Economics	
French	
Graphic Comm.	
History	
Managing Env. Res.	
Physics	
Psychology	
<b>Intermediate 2</b>	
Administration	
Art & Design	
Computing	
Craft Skills	
Hospitality	
Managing Env. Res.	
Physics	
Psychology	
<b>Intermediate 1</b>	
Administration	
Hospitality	
<b>S6 Private Study</b>	

<b>Column D</b>	
<b>Advanced Higher</b>	
Biology	
Graphic Com.	
<b>Higher</b>	
Accounting	
Biology	
Chemistry	
French	
Graphic Comm.	
Mathematics	
Modern Studies	
<b>Intermediate 2</b>	
Accounting	
Biology	
Chemistry	
Geography	
Mathematics	
Modern Studies	
<b>Intermediate 1</b>	
Fash. & Text. Tech.	
Modern Studies	
<b>S6 Private Study</b>	

<b>Column E</b>	
<b>Advanced Higher</b>	
Chemistry	
Computing	
English	
<b>Higher</b>	
Biology	
Business Management	
Chemistry	
Computing	
English	
Geography	
German	
Physics	
Product Design	
<b>Intermediate 2</b>	
Administration	
Business Management	
English	
ECDL	
Engineering Skills	
Information Systems	
Pottery & Ceramics	
Spanish	
<b>Intermediate 1</b>	
Administration	
English	
<b>S6 Private Study</b>	

<b>Column F</b>	
<b>Sixth Year Courses</b>	
Citizenship Comm.	
Comm. Involvement	
Young Enterprise	
Year Book	
<b>All 5/6 Students</b>	
Art & Design	
3-D Modelling	
Music	
PE	
Statistics (AH)	
<b>Only S5 Students Studying 5 Highers</b>	
Private Study	
<b>Ayr College Courses(S6)</b>	
Care (H)	
Criminology (HN Unit)	
Customer Care (HNU)	
Drama (Int2 / H)	
Forensic Science (NU)	
Law (HN Unit)	
MS Desktop Technician	
Sociology (H)	

## **The Senior Phase**

These two years form one unit and the pupils are asked to select subjects from each option block. This is more complicated than S3 and S4 in that a number of different levels are offered. These levels are in line with the Higher Still programme.

### **Advanced Higher Grade**

The Advanced Higher Grade is for pupils who have good passes at Higher Grade and who are returning to school for a Sixth Year. The Advanced Higher is ideal preparation for pupils aiming to proceed to University. There is a degree of specialisation and each pupil may take several subjects at this level. Each subject has theoretical work which builds on what was done in Higher Grade. There is also practical work in the form of a project or dissertation - different for each subject - forcing each pupil to depend on himself or herself to carry out individual study.

### **Higher Grade**

The majority of Fifth Year pupils will follow this course and it also provides the opportunity for Sixth Year pupils to add to Highers or to repeat a Higher Grade subject. While the school offers a very wide range of Higher courses it should be noted that offering a subject at Standard Grade does not guarantee that a Higher will be available as pupil uptake can decide whether or not a course runs.

### **Intermediate 1 and 2**

These are courses offered under the Higher Still programme and provide progression to students who performed at General or Foundation level in Standard Grade in Fourth Year. The number of subjects offered at Intermediate levels is likely to increase although in some smaller subjects bi-level teaching may have to take place but this is conditional on uptake.

### **Scottish Qualifications Authority Short Courses**

SQA Short Courses, which may be taken at any time during stages S3 to S6, are designed to enrich pupils' experience by complementing other courses at Standard Grade and Higher Grade. Short courses are normally available in sets, with most individual courses planned to be covered in 40 hours of study. While each short course is free-standing, combinations of courses may be linked to a programme of study in a particular curriculum area. Short courses give pupils an opportunity to sample new areas of learning or to extend familiar ones, and so to assist in providing pupils with a wide-ranging, balanced and flexible curriculum. Awards of certificates are ungraded as assessment is on a pass/fail basis.

## **Column X**

This is essentially a recreational block where pupils have the opportunity of taking Physical Education, Music or Art. All S5/S6 pupils also have one period of Personal and Social Education.

### **Note**

It cannot be guaranteed that all possible combinations of subjects will fit in. However, we will make every effort to give as wide a choice as staffing and resources allow.

### **Fifth and Sixth Option Choice Procedures**

In late February/early March pupils in Fourth and Fifth Year are issued with Option Booklets and Option Choice forms for the following session. At the end of March they are interviewed by the Guidance staff and a suitable course agreed with parents. These subjects will be followed until the end of June and all pupils in the new Fifth and Sixth Year would be expected to have full attendance following their SQA Examinations. Pupils who leave school on the leaving date of 31 May and who subsequently return at the start of the new session may find they are unable to be accommodated in subjects they wish to take because sections are already completed.

In the period prior to the start of the new session in August all pupils proposing to enter Fifth or Sixth year must report to the school to confirm or alter their courses for the coming session. Guidance staff and the Senior Management Team will be available for consultation and Senior School Contracts will also be issued on this occasion.

Provisional dates for 2011 are:

26 February	-	Issue of Option Booklets
5 March	-	Option choice interviews
Mid August	-	Final Option Choices in the light of SQA results and issue of Senior School Contracts

## **2. Extra Curricular Activities**

**'Across the school, many young people of all abilities develop self-esteem and teamwork through participation in sporting and music activities'**

HMI Report – February 2009

A whole range of sports clubs are active in the school:

Rugby	Badminton	Athletics
Basketball	Tennis	Football
Volleyball	Golf	Netball
Weight training and Fitness Club		

As a complement to this we also have:

Belmont Banner Newspaper Group	String Orchestra
Duke of Edinburgh Award Scheme	Junior Choir
Skiing	Senior Choir
Homework Club	Junior Windband
Symphony Orchestra	Senior Windband
S1 Business Club	Scripture Union

Musically of course the Academy is very strong. We have a very successful String Orchestra and the Symphony Orchestra while the Wind Band and Concert Band goes from strength to strength in number and the quality of their playing which has brought a lot of pleasure to a large number of people. Of course a great musical highlight has been the school's blockbusting productions of musicals which have played to packed audiences. So far we have successfully staged South Pacific, Oklahoma, West Side Story, My Fair Lady, Les Miserables, Grease and Evita which have all provided lifelong memories to everyone involved in them.

A Drama Group has also been formed and their involvement is being encouraged through the Theatregoers Group visits to Glasgow, Edinburgh and London while in public speaking the school's team won the local round of the Rotary International organised Youth Speak Competition and we look forward to the next round.

This is not all – the Belmont Banner newspaper group continues to publish a first class paper giving the opportunity for pupil voice while of course the Duke of Edinburgh Award Scheme offers a large number of pupils the opportunity to work at Gold, Silver and Bronze levels.

As we all know travel broadens the mind and to this end we have actively encouraged school visits both within the United Kingdom and overseas. Parties of pupils regularly visit Glasgow, Edinburgh and London for curricular enrichment while groups of pupils have visited and will continue to visit Alton Towers, France, Krakow and the concentration camp at Auschwitz and the United States of America. This of course is also complemented by our ski trips to the Alps while a visit to Iceland and its geographical/geological features is currently being planned. A great range and variety of experiences can be gained by participation in these visits which, as a reflection of their popularity, are always oversubscribed.

**Clearly there is a great deal going on and all our young people have the opportunity to take advantage of what we have to offer.**

### **3. Homework Policy**

At Belmont Academy we believe that Homework is an important part of the school curriculum and while it can take many forms - written, practical or oral - it is a worthwhile activity for all pupils because -

- ( i) pupils can consolidate work done in class
- ( ii) work can be extended further to allow progression through a course
- (iii) it develops the self discipline of working unsupervised on ones own.

All pupils in the Academy are provided with a Homework Notebook at the start of the Session so that not only do they write down what they have to do but parents have the opportunity to see what has to be done. The Homework Notebook also allows teaching staff to monitor the amount of homework given and so ensure an even spread throughout the week.

What can Parents do to help ?

- ( i) check that homework has been done
- ( ii) ensure that a specified time is set aside each evening for homework and that this comes before television watching or anything else
- (iii) talk to your children about their school work. The reply "Nothing much" to the question "What happened at school today?" can mask a lot of daytime experiences
- ( iv) encourage children to read and be positive about their homework even when they are groaning. Don't be fooled by that statement - "Homework? No I don't think I have any!" There is always work to be done.

How much time should be spent each week day evening? As a basic guide we would recommend:-

First and Second Year	-	45 minutes to 1 hour of new work or revision
Third and Fourth Year	-	1 to 2 hours
Fifth and Sixth Year	-	2 to 2½ hours

The amount of time will vary from day to day and pupil to pupil. The key to success is to establish and maintain the pattern of regular study at home.

### **4. Assessment and Reporting**

#### **Assessment**

Pupils' work is assessed in a great number of ways, varying with department, with year group and often with individual pupils. Most departments use a combination of continuous assessment by regular tests and more formal written examinations. Many of the tests are used in a diagnostic way and the results of the formal examinations are recorded and retained by the class teachers and by the Principal Teachers of Guidance.

Each pupil has a Confidential Progress and Record Report passed on from the Primary School. This contains information regarding Health, Attendance, details of Guardian, Next of Kin, Address and Telephone Numbers for emergency contact, etc. These records are updated regularly by Guidance Staff through interviews with pupils when special aptitudes or difficulties may be noted.

## Reports to Parents

Apart from the normal assessments at the end of a unit of work formal examinations are held by many departments in Second Year and twice a year for some subjects in Third Year. The results, together with teachers' comments, are recorded on an appropriate format of report sheet. Parents are sent one copy to retain while another is included in the pupil's personal file. Pupils in S1 will receive an interim report in December and then a fuller report in May. In S2 the report is issued in March. Parents' Evenings are arranged following the examinations to give parents the opportunity to discuss pupils' progress with class teachers and Guidance teachers.

Pupils in the senior school have one set of formal examinations during the year, namely, the SQA Preliminary Examinations which are held in December for Fourth Year and February for Fifth and Sixth Year. These are important examinations and it is essential that pupils do as well as they can. In the event of a pupil missing the actual SQA examinations in May/June through illness his/her performance in the Preliminary Examinations is considered by the Qualifications Authority before deciding on an award to the absentee candidate.

### **5. *Determined to Succeed***

Everyone involved in a young persons development should be aiming to realise their full potential so that they can become the best they can be in work and life. Determined to Succeed puts young people at the centre, ensuring that they have the chance to experience and participate in enterprise, not just as a one off activity but as part of the way they learn.

Determined to Succeed is about being:

- Creative
- Innovative
- Enterprising

thus ensuring that our young people are better prepared to face the challenges ahead in a rapidly changing world.

Pupils have already taken part in a number of activities generated by the Determined to Succeed Initiative –and we intend to continue to be heavily engaged in this welcome national initiative.

### **6. *Additional Support Needs/Accessibility Strategy***

#### **Additional Support Needs**

New legislation, concerning the provision for children with additional support needs came into effect recently. The term "special educational needs" no longer exists and has been replaced with "additional support needs" which refers to any child or young person who experiences a barrier to learning, however temporary in nature.

From this date Records of Needs will no longer be statutory documents. Over the next number of years there will be a period of transition for children and young people with a Record of Needs so that education authorities can establish whether those children and young people require a co-ordinated support plan (CSP).

## Support for Learning

**‘The school provides high levels of support for young people with social, emotional and behavioural difficulties’.**

**HMI Report - February 2009**

The Support for Learning Department gives help to pupils with special educational needs throughout the school. A range of pupils is helped from those at Stage Three Intervention or beyond (50 in the school in January 2011) to those with lesser difficulties in literacy or numeracy.

Pupils with marked difficulties in reading and/or spelling are given extra help in the form of half hour tutorials each week or through a homework programme supervised jointly by parents and the department.

In addition Learning Support staff teach co-operatively and consult with staff in most subject areas, working together to provide a curriculum appropriate to pupils of all levels of ability. They also work closely with Psychological Services and specialist services such as Hearing and Visual support personnel to cater for pupils requiring specialist help.

Any parents wishing to speak to members of the Learning Support Department about their child's educational needs are most welcome to contact the department at any time.

## Accessibility Strategy

The school has a duty to ensure that all our pupils have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of lessons and teaching strategies but also minor adaptations to the physical environment of our building to address the needs of pupils with physical and sensory impairment, including the relocation of classes to the ground floor where feasible. We also need to ensure that parents who have a disability have equal access to information about their children. This will involve, for example, relocating the venue for parents meetings to facilitate physical access; provision of an interpreter for deaf people; agreeing a phone contact system to provide feedback for parents.

The Academy does and will devise appropriate strategies to deal with the needs of young people which access issues to the curriculum in all its forms and members of staff have had professional development awareness raising opportunities associated with this matter.

## **7. Planning for Progression**

Secondary schools have a curriculum framework for all young people from S1 to S6:

- The S1/2 curriculum is based on the design of the Curriculum for Excellence
- The S3/4 curriculum is based on 8 curricular modes and builds on the Curriculum for Excellence experience

Language and Communication  
Mathematical Studies and applications  
Scientific Studies and applications  
Social and Environmental Studies  
Technical activities and applications  
Creative and Aesthetic Studies  
Physical Education  
Religious and Moral Education

This design incorporates the principles of breadth, balance, coherence, continuity and progression, while allowing choice of subjects within modes.

In S5/6, most students will pursue a more specialised course related to their personal interest, future employment, or entry to further or higher education. The above modes remain an important reference point even though all of them need not be represented in the curriculum of individual students.

## **8. Religious and Moral Education**

The Academy has an established tradition of teaching Religious Education to all pupils - a principle established in the 1944 Education Act.

The Religious Education Course is concerned with the development of an understanding of religion as a significant area of human experience. Pupils will be brought to an awareness of religious issues and the contribution religion has made to the evolution of culture and society. Through the course, which is taught to pupils from S1 to S4, social issues are also explored in order to prepare our pupils for their post school experience and so equip them better for their place in society.

In addition to the formal class work religious observance is also reflected at morning assembly and at the services held in Castlehill Parish Church at Christmas and Easter.

The Academy takes the view that Religious Education and observance are an important part of a child's education. However, naturally a statutory right exists for parents to withdraw their daughter or son from the programme of Religious Education without prejudice to their education. Any parent wishing to do so and so seek alternative arrangements should contact Mr Moir.

Parents from religions other than Christianity may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions (days) in any one school session and the pupil noted as an authorised absentee in the register.

## **9. Equal Opportunities and Inclusion**

In the First and Second Year curriculum all pupils follow a common course regardless of gender. This is only one feature of the Equal Opportunities policy of the school which endeavours to provide for all pupils regardless of gender, ethnic origin, religious background or social class.

Attending a school with such a policy prepares all pupils and students to achieve their full potential and become useful members of society.

## **10. Personal, Social and Health Education/Citizenship (including the school discipline policy)**

### **Discipline**

For the welfare of everyone within the school and to ensure that successful and effective learning and teaching takes place in all classes good behaviour is expected from every pupil. Clearly the involvement of parents is crucial in this and we are grateful for the support they provide.

As Belmont Academy is a civilised community we have an easily understandable and reasonable set of expectations for our young people. These are:-

- **work to the best of your ability** - make sure that your homework is completed and that what you do is a good reflection of yourself
- **always act responsibly** - think about the consequences of anything you do before you do it
- **be polite and show consideration to others** - speak and behave in a way you would expect others to treat you
- **take pride in your school and its environment** - keep the school litter and graffiti free, remember this is your working place

## SECTION C – Home / School / Community

### 1. Attendance

Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

Regulation 7 of The Education (Scotland and Placing Information) (Scotland) Amendment etc Regulations 1993 requires each child/young person's absence from school to be recorded in the school register as authorised: eg approved by the authority, or unauthorised; eg unexplained by the parent (truancy) or excluded from school.

#### FAMILY HOLIDAY NOT AUTHORISED BY THE SCHOOL

The majority of family holidays taken during term time will be categorised as unauthorised absence. However, it is acceptable under exceptional circumstances for schools to authorise a family holiday during term time. Such circumstances may include:

- A family holiday judged to be important to the well-being and cohesion of the family following serious or terminal illness, bereavement or other traumatic events

A family holiday classified under the 'authorised absence' category should not include such reasons as:

- The availability of cheap holidays
- The availability of desired accommodation
- Poor weather experienced during school holidays
- Holidays which overlap the beginning or end of term
- Parental difficulty obtaining leave (with local judgement applied in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences)

#### EXTENDED LEAVE WITH PARENTAL CONSENT

Where most family holidays will be recorded as unauthorised absence (see below), extended leave with parental consent will not be considered the same as a family holiday. Extended leave with parental consent will be recorded separately outside the figures for attendance and absence, and include circumstances such as:

- Extended overseas educational trips not organised by the school
- Short-term parental placement abroad
- Family returning to its country of origin (to care for a relative, or for cultural reasons)
- Leave in relation to the children of travelling families

#### ADVICE TO PARENTS

Schools will now follow-up all instances of pupil non-attendance in order to accurately record the reason for absence using the above coding system. **It would be extremely helpful in this regard, if parents contact school at the beginning and end of the absence period** – indicating their awareness of the absence and reason for absence at the beginning of the period and expectation of return to school at the end of the absence period. Where no information is provided absences will be considered to be unexplained and therefore recorded as unauthorised.

## 2. Statistical Information

### Measure Attainment by Year for Belmont Academy

#### Level D or better by the end of S1

##### Reading

	Belmont Academy					
	Male		Female		All Pupils	
	No	%	No	%	No	%
2010	95	78	100	90	195	84
2009	110	85	92	88	202	86
2008	99	77	99	88	198	83
2007	100	76	93	79	193	78
2006	107	83	112	84	219	84
2005	111	85	95	86	206	86
2004	93	78	82	80	175	79
2003	95	82	93	85	188	84

	South Ayrshire					
	Male		Female		All Pupils	
	No	%	No	%	No	%
2010	512	85	542	92	1054	88
2009	529	83	574	89	1103	86
2008	457	79	530	86	987	82
2007	502	78	531	85	1033	81
2006	524	80	606	86	1130	83
2005	507	75	547	81	1054	78
2004	546	75	546	82	1092	78
2003	500	75	579	82	1079	79

	Comparator Schools					
	Male		Female		All Pupils	
	No	%	No	%	No	%
2010	1518	85	1498	90	3016	88
2009	1480	82	1474	87	2954	85
2008	1522	83	1572	89	3094	86
2007	1528	81	1574	87	3102	84
2006	1550	83	1614	86	3164	85
2005	1485	79	1595	86	3080	82
2004	1614	79	1631	86	3245	82
2003	1324	76	1379	85	2703	81

##### Writing

	Belmont Academy					
	Male		Female		All Pupils	
	No	%	No	%	No	%
2010	90	74	105	95	195	84
2009	79	61	78	74	157	67
2008	79	62	83	74	162	68
2007	76	58	83	71	159	64
2006	84	65	105	79	189	72
2005	81	62	76	69	157	65
2004	74	62	72	71	146	66
2003	70	60	76	70	146	65

	South Ayrshire					
	Male		Female		All Pupils	
	No	%	No	%	No	%
2010	447	74	525	89	972	81
2009	443	69	532	82	975	76
2008	365	63	482	78	847	71
2007	399	62	467	75	866	68
2006	434	67	579	82	1013	75
2005	388	58	490	72	878	65
2004	437	60	502	75	939	67
2003	412	62	527	74	939	68

	Comparator Schools					
	Male		Female		All Pupils	
	No	%	No	%	No	%
2010	1314	74	1397	84	2711	79
2009	1252	69	1367	81	2619	75
2008	1270	69	1482	83	2752	76
2007	1295	69	1464	81	2759	75
2006	1257	67	1483	79	2740	73
2005	1260	67	1498	80	2758	74
2004	1365	67	1547	82	2912	74
2003	1142	66	1335	82	2477	74

## Mathematics

	Belmont Academy					
	Male		Female		All Pupils	
	No	%	No	%	No	%
2010	98	80	92	83	190	82
2009	108	83	84	80	192	82
2008	103	80	96	86	199	83
2007	114	86	91	78	205	82
2006	114	88	115	86	229	87
2005	109	84	93	85	202	84
2004	93	78	81	79	174	78
2003	87	75	84	77	171	76

	South Ayrshire					
	Male		Female		All Pupils	
	No	%	No	%	No	%
	486	80	495	84	981	82
	517	81	532	82	1049	82
	442	76	485	79	927	77
	515	80	490	79	1005	79
	515	79	588	84	1103	81
	489	73	510	75	999	74
	527	72	499	75	1026	73
	510	77	569	80	1079	79

	Comparator Schools					
	Male		Female		All Pupils	
	No	%	No	%	No	%
	1447	81	1348	81	2795	81
	1463	81	1374	81	2837	81
	1462	80	1395	79	2857	79
	1451	77	1422	79	2873	78
	1405	75	1413	76	2818	75
	1436	76	1453	78	2889	77
	1504	74	1410	74	2914	74
	1276	74	1297	80	2573	77

## Measure Attainment by Year for Belmont Academy

Level E or better by the end of S1

Reading

	Belmont Academy					
	Male		Female		All Pupils	
	No	%	No	%	No	%
2010	56	46	70	63	126	54
2009	67	52	63	60	130	55
2008	75	59	75	67	150	63
2007	50	38	61	52	111	45
2006	49	38	72	54	121	46
2005	93	72	78	71	171	71
2004	60	50	57	56	117	53
2003	64	55	57	52	121	54

	South Ayrshire					
	Male		Female		All Pupils	
	No	%	No	%	No	%
	323	53	397	67	720	60
	361	56	411	63	772	60
	305	52	327	53	632	53
	289	45	331	53	620	49
	322	49	426	61	748	55
	329	49	406	60	735	54
	301	41	355	53	656	47
	242	36	317	45	559	41

	Comparator Schools					
	Male		Female		All Pupils	
	No	%	No	%	No	%
	1015	57	1081	65	2096	61
	901	50	951	56	1852	53
	982	53	1096	62	2078	58
	961	51	1067	59	2028	55
	938	50	1067	57	2005	54
	918	49	1096	59	2014	54
	965	47	1130	60	2095	53
	724	42	927	57	1651	49

Writing

	Belmont Academy					
	Male		Female		All Pupils	
	No	%	No	%	No	%
2010	32	26	65	59	97	42
2009	15	12	22	21	37	16
2008	16	13	19	17	35	15
2007	16	12	33	28	49	20
2006	15	12	37	28	52	20
2005	18	14	17	15	35	15
2004	7	6	20	20	27	12
2003	8	7	18	17	26	12

	South Ayrshire					
	Male		Female		All Pupils	
	No	%	No	%	No	%
	168	28	312	53	480	40
	173	27	268	41	441	34
	141	24	232	38	373	31
	139	22	231	37	370	29
	149	23	291	41	440	32
	139	21	235	35	374	28
	122	17	196	29	318	23
	117	18	209	30	326	24

	Comparator Schools					
	Male		Female		All Pupils	
	No	%	No	%	No	%
	545	31	720	43	1265	37
	455	25	654	39	1109	32
	524	29	779	44	1303	36
	517	27	772	43	1289	35
	468	25	724	39	1192	32
	464	25	795	43	1259	34
	539	26	768	40	1307	33
	415	24	664	41	1079	32

## Mathematics

	Belmont Academy					
	Male		Female		All Pupils	
	No	%	No	%	No	%
2010	32	26	33	30	65	28
2009	65	50	44	42	109	46
2008	57	45	44	39	101	42
2007	71	54	61	52	132	53
2006	71	55	72	54	143	55
2005	71	55	52	47	123	51
2004	61	51	53	52	114	51
2003	58	50	47	43	105	47

	South Ayrshire					
	Male		Female		All Pupils	
	No	%	No	%	No	%
2010	212	35	228	39	440	37
2009	277	43	247	38	524	41
2008	238	41	232	38	470	39
2007	273	42	253	41	526	41
2006	261	40	307	44	568	42
2005	210	31	231	34	441	33
2004	192	26	160	24	352	25
2003	214	32	234	33	448	33

	Comparator Schools					
	Male		Female		All Pupils	
	No	%	No	%	No	%
2010	739	42	653	39	1392	40
2009	730	41	648	38	1378	39
2008	678	37	644	36	1322	37
2007	560	30	582	32	1142	31
2006	550	29	524	28	1074	29
2005	504	27	550	30	1054	28
2004	543	27	525	28	1068	27
2003	464	27	467	29	931	28

## Measure Attainment by Year for Belmont Academy

### Level E or better by the end of S2

#### Reading

	Belmont Academy					
	Male		Female		All Pupils	
	No	%	No	%	No	%
2010	82	62	71	66	153	64
2009	88	69	87	78	175	73
2008	88	67	90	77	178	72
2007	87	66	106	78	193	72
2006	109	66	87	64	196	66
2005	89	72	77	75	166	73
2004	86	70	86	75	172	73
2003	71	70	94	80	165	75

	South Ayrshire					
	Male		Female		All Pupils	
	No	%	No	%	No	%
2010	465	72	523	80	988	76
2009	425	73	488	78	913	76
2008	422	66	470	75	892	70
2007	446	68	545	77	991	73
2006	439	64	493	73	932	68
2005	466	64	502	74	968	69
2004	452	67	529	75	981	71
2003	422	60	518	73	940	66

	Comparator Schools					
	Male		Female		All Pupils	
	No	%	No	%	No	%
2010	1315	74	1325	78	2640	76
2009	1315	71	1427	79	2742	75
2008	1281	68	1380	75	2661	72
2007	1345	72	1437	76	2782	74
2006	1344	71	1465	78	2809	74
2005	1407	69	1486	78	2893	73
2004	1327	66	1476	78	2803	72
2003	1118	66	1239	76	2357	71

## Writing

	Belmont Academy					
	Male		Female		All Pupils	
	No	%	No	%	No	%
2010	66	50	70	65	136	57
2009	61	48	80	71	141	59
2008	57	44	71	61	128	52
2007	72	55	88	65	160	60
2006	96	59	95	70	191	64
2005	62	50	69	67	131	58
2004	23	19	37	32	60	25
2003	49	49	79	67	128	58

	South Ayrshire					
	Male		Female		All Pupils	
	No	%	No	%	No	%
	345	54	451	69	796	62
	315	54	460	74	775	64
	311	48	411	65	722	57
	343	53	490	69	833	61
	328	48	445	66	773	57
	350	48	453	67	803	57
	258	38	409	58	667	48
	323	46	459	64	782	55

	Comparator Schools					
	Male		Female		All Pupils	
	No	%	No	%	No	%
	985	55	1197	71	2182	63
	1002	54	1280	71	2282	63
	1039	55	1283	70	2322	62
	1009	54	1292	69	2301	61
	1003	53	1330	71	2333	62
	1075	53	1304	68	2379	60
	935	47	1279	67	2214	57
	841	50	1101	68	1942	59

## Mathematics

	Belmont Academy					
	Male		Female		All Pupils	
	No	%	No	%	No	%
2010	66	50	46	43	112	47
2009	68	54	55	49	123	51
2008	78	60	62	53	140	56
2007	89	68	85	63	174	65
2006	99	60	69	51	168	56
2005	75	60	69	67	144	63
2004	72	59	64	56	136	58
2003	53	52	63	53	116	53

	South Ayrshire					
	Male		Female		All Pupils	
	No	%	No	%	No	%
	422	66	411	63	833	64
	372	64	401	64	773	64
	434	67	398	63	832	65
	394	60	469	66	863	63
	413	60	416	62	829	61
	429	59	420	62	849	60
	413	61	441	62	854	62
	376	53	441	62	817	58

	Comparator Schools					
	Male		Female		All Pupils	
	No	%	No	%	No	%
	1234	69	1126	67	2360	68
	1212	66	1199	67	2411	66
	1255	66	1215	66	2470	66
	1232	66	1263	67	2495	66
	1233	65	1250	66	2483	66
	1319	65	1229	64	2548	65
	1252	62	1295	68	2547	65
	989	59	1061	65	2050	62

**Belmont Academy Level E by the end of S2  
2010**

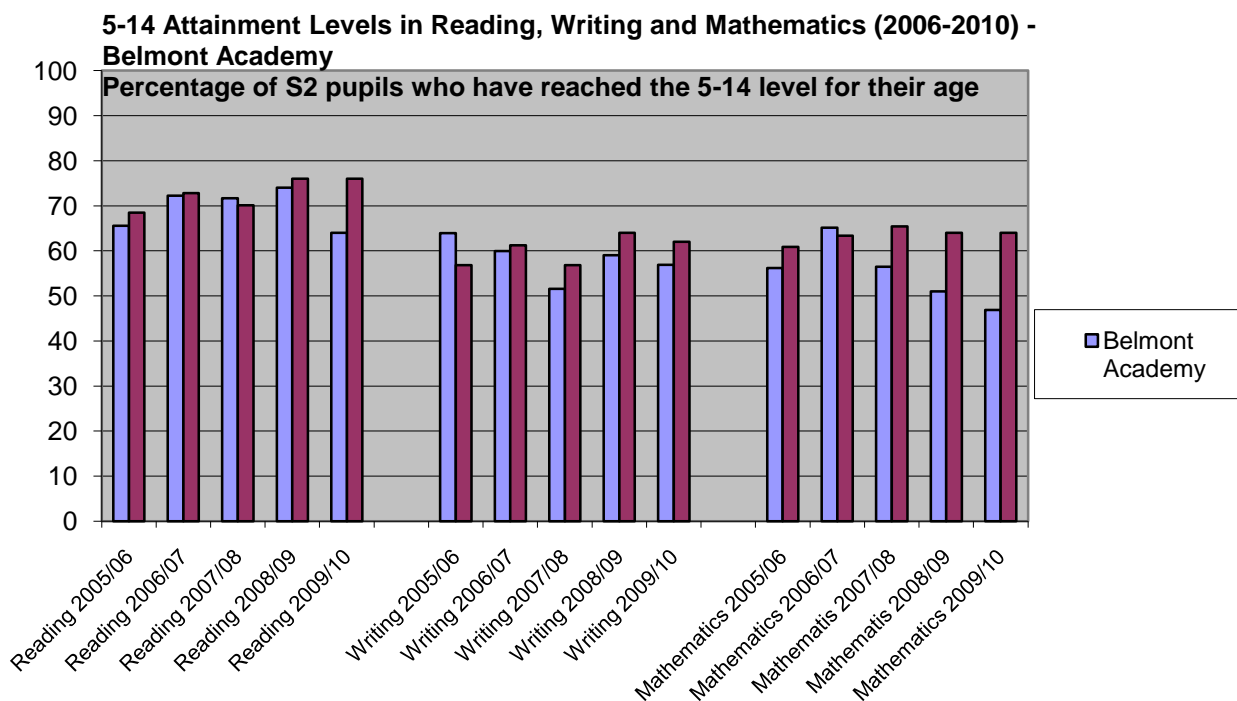
School Name	PCA (2010)	Maths	Reading	Writing
<b>Belmont Academy</b>	<b>0.00</b>	46.9	64.0	56.9
Penicuik High School (Mid)	0.06	66.7	79.6	65.7
Kyle Academy (SA)	0.07	76.1	83.8	79.6
Bocclair Academy (ED)	0.11	52.5	85.6	76.3
Greenock Academy (Inv)	0.14	78.9	80.0	56.8
Marr College (SA)	0.17	61.5	76.5	60.1
Turnbull High School (ED)	0.17	82.4	85.7	78.2
Harlaw Academy (AbC)	0.19	52.5	62.6	52.5
Hazlehead Academy (AbC)	0.23	53.7	49.4	39.0
Uddingston Grammar School (SL)	0.24	66.7	76.3	61.6
Craigmount High School (Edi)	0.25	76.4	67.4	40.7
Duncanrig Secondary School (SL)	0.26	76.5	81.9	70.8
Prestwick Academy (SA)	0.28	62.6	84.3	61.3
Gourock High School (Inv)	0.31	75.3	91.8	74.2
Galashiels Academy (ScB)	0.35	55.8	65.2	64.6
Currie Community High School (Edi)	0.36	70.9	85.1	72.4
Trinity Academy (Edi)	0.38	69.9	73.9	66.7
Firrhill High School (Edi)	0.39	70.3	86.3	70.8
Queen Margaret Academy (SA)	0.40	69.9	73.5	62.8
Inverurie Academy (Abs)	0.44	75.9	72.4	65.9
Portobello High School (Edi)	0.44	70.0	70.4	56.7
<i>South Ayrshire</i>		64.4	76.4	61.5
<i>Consortium</i>		64.5	72.2	57.0

	<b>Belmont Academy</b>	<b>South Ayrshire - Secondary</b>
Reading 2002/03	75.3	66.4
Reading 2003/04	72.9	70.8
Reading 2004/05	73.1	68.7
Reading 2005/06	65.6	68.5
Reading 2006/07	72.3	72.8
Reading 2007/08	71.7	70.1
Reading 2008/09	74.0	76.0
Reading 2009/10	64.0	76.0
Writing 2002/03	58.4	55.3
Writing 2003/04	25.4	48.1
Writing 2004/05	57.7	57.0
Writing 2005/06	63.9	56.8
Writing 2006/07	59.9	61.2
Writing 2007/08	51.6	56.8
Writing 2008/09	59.0	64.0
Writing 2009/10	56.9	62.0
Mathematics 2002/03	53.0	57.7
Mathematics 2003/04	57.6	61.6
Mathematics 2004/05	63.4	60.3

Mathematics 2005/06	56.2	60.9
Mathematics 2006/07	65.2	63.4
Mathematis 2007/08	56.5	65.4
Mathematis 2008/09	51	64.0
Mathematics 2009/10	46.9	64.0

Chart data

	Belmont Academy	South Ayrshire - Secondary
Reading 2005/06	65.6	68.5
Reading 2006/07	72.3	72.8
Reading 2007/08	71.7	70.1
Reading 2008/09	74.0	76.0
Reading 2009/10	64.0	76.0
Writing 2005/06	63.9	56.8
Writing 2006/07	59.9	61.2
Writing 2007/08	51.6	56.8
Writing 2008/09	59.0	64.0
Writing 2009/10	56.9	62.0
Mathematics 2005/06	56.2	60.9
Mathematics 2006/07	65.2	63.4
Mathematis 2007/08	56.5	65.4
Mathematis 2008/09	51	64.0
Mathematics 2009/10	46.9	64.0



### **3. School Uniform Policy**

Given that there is a substantial parental and public approval of uniform, schools in South Ayrshire are free to encourage the wearing of school uniform. In encouraging the wearing of uniform, account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals will be the subject of widespread consultation with parents and pupils. Against this background it should be noted that it is the policy of the Lifelong Learning Committee not to insist on pupils wearing uniform or having specialist items of clothing as a prerequisite to their attending and engaging in all of the activities of the curriculum.

There are forms of dress, which are unacceptable in school, such as items of clothing which:-

- potentially, encourage faction (such as football colours);
- could cause offence (such as anti-religious symbolism or political slogans);
- could cause health and safety difficulties, such as loose fitting clothing, dangling earrings, are made from flammable material, in practical classes;
- could cause damage to flooring;
- carry advertising, particularly for alcohol or tobacco; and could be used to inflict damage on other pupils or be used by others to do so.

School Uniform consists of:

Blazer:	Black with red braid and pocket badge
Tie:	Black, yellow and red
Trousers/Skirt:	Plain grey or black
Shirt/Blouse	White
Sweater/Cardigan:	Grey or black (V neck)

#### **PE Kit**

Boys: (1 <sup>st</sup> and 2 <sup>nd</sup> Year)	Rugby Shirt & Socks Black shorts	Girls : White T Shirt Black shorts or tracksuit bottoms
(3 <sup>rd</sup> year onwards)	White T shirt Black shorts	

Blazers and ties etc. may be obtained from Bridgets at Tam's Brig in Ayr and Trutex School Wear at 75 Dalblair Road, AYR

### **4. Home School Links**

**'The Parent Council is very supportive of the school'**

#### **HMI Report – February 2009**

The Academy actively works to ensure close links between home and school and parents are encouraged to contact Mr Moir and the Senior Management Team or a member of the Guidance Team should they have any concern they would like to discuss. This can be done by telephone and often a call can be taken straight away or an appointment made very quickly.

Parents Evenings are also clearly a regular point of contact and these are spread through the school year while of course the Academy has a very active and tremendously supportive Parent Teacher Association which all parents are automatically members of.

The school also features regularly in the local press and parents and friends of the Academy can keep up to date with what is happening in a very busy secondary school.

Home-School links are also fostered by the 999 Club which exists to support the great range of extra curricular activities taking place in the Academy. Membership of the 999 Club also has the benefit of allowing participation in the draws where three money prizes are regularly drawn over the year. Parents interested in joining or finding out more about the 999 Club should contact the Treasurer, Mrs Carol Stewart in the Mathematics Department at the Academy.

## **Parents' Meetings**

The school has close links with parents through the Guidance Staff and by means of scheduled meetings arranged throughout the session. Notification of dates and times of parents' meetings is contained in letters to parents which are given to pupils at appropriate times throughout the session.

**First Year:** This meeting is held in November following the issue of the pupils' interim reports. By this time children should be well settled into the secondary school and the meeting affords parents the opportunity to talk over with teachers their children's progress to date in First Year.

**Second Year:** A meeting is held in late March following the second term examinations and issue of pupil reports, for parents to consult subject teachers about their children's progress. A further meeting is held with Guidance Staff to discuss pupils' courses for Third and Fourth year, in the light of their progress, interest, careers intentions etc.

**Third Year:** This meeting is held in early October. It follows the issue of first term reports and allows parents the opportunity to discuss how their children are adapting to the more demanding work involved in Standard Grade courses.

**Fourth Year:** This meeting is held in late January to review pupils' progress and take, if necessary, remedial action well before the SQA Preliminary Examinations in December.

**Fifth and Sixth Year:** This meeting is held in early March and serves the same purpose as the S4 meeting. Fifth and Sixth Year prelims are held in February.

The Open Evening for Session 2011-2012 is scheduled for Monday 13 June at 7.00 in the school for parents of Primary 7 pupils who are joining us in August. Apart from the above meetings parents should feel free to contact the school at any time by telephoning the main office on Ayr 01292 281733.

## **5. Choosing a school**

Under the placing request arrangements parents have the right to choose a school other than the catchment school for their area. This is known as a placing request and application forms can be obtained from the school office or the Council Offices at Wellington Square, Ayr, telephone 01292 612268. Unfortunately it is not possible to guarantee that a placing request will be successful but parents will have the right of appeal should it be unsuccessful. Full details of the placing request arrangements are contained in the application form.

You should be aware that if you decide to make a placing request your child would no longer be automatically considered for a place in their catchment school.

## **6. The Parent Council**

### **The Parent Forum and the Parent Council**

The Scottish Schools (Parental Involvement) Act 2006 is concerned with improving parents' involvement in their child's education and in the life of the school generally.

The new Act gives all parents of children at school an opportunity to become involved in the life of the school and have their views taken into account. All parents with a child at school are automatically

members of the Parents Forum. The Parent Forum is represented in each school through the Parent Council whose responsibilities include:

- consulting with parents and reporting to parents on matters of interest;
- encouraging the development of links between the school and parents;
- taking part in the selection of senior promoted staff to the school;
- discussing and approving the Head of Establishment's plans for purchasing books and educational material;
- setting dates for occasional holidays in consultation with interested parties;
- assisting in the letting of school premises under the direction of the education authority;
- receiving reports from the Head of Establishment and education authority;
- receiving an annual budget for administration, training and other expenses; and
- having power to raise funds and spend these for the benefit of the school after consulting the Head of Establishment;

**The Members of the Academy's Parent Council are:**

Chair:	Mrs Linda Grant	Secretary:	Mrs Fiona Norval
Treasurer:	Mrs Jill Logan		
Staff Members:	Mr Graeme McLean Belmont Academy 8 Nursery Road AYR KA7 3SN	Mrs Nan Walker Belmont Academy 8 Nursery Road AYR KA7 3SN	

The Headteacher and the local Councillor may attend all meetings of the Parent Council and have the right to speak although, not being Members, no right to vote.

## **7. Pupil Council**

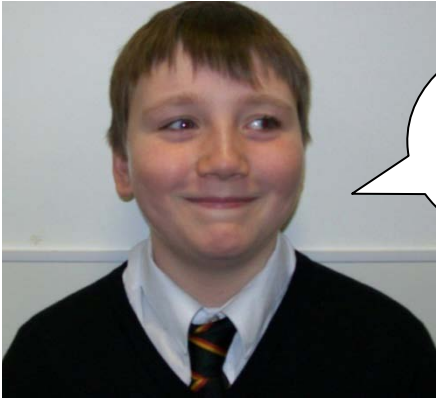
Consultation with pupils about their views on their school environment and their learning is increasingly accepted in our school. Giving young people a "voice" as partners in the process of school improvement, leads to more effective learning organisations.

Pupil Councils and the School Council are two means of ensuring that young people develop positive attitudes and an opportunity to take part in "real life" decision making within their own school setting.

At Belmont Academy each class elects two representatives to serve on the Year Council and each Year Council elects two members to serve on the School Council. As a result we have a horizontal and vertical consultation mechanism which ensures that the opinions of the whole school are canvassed and heard.

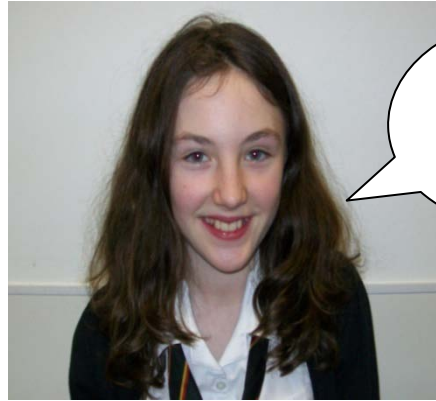
The Year Councils are chaired by the House Captains while the School Captains chair the School Council. In recent times the Councils have been consulted on what they would like to see in the new school and we are confident that they will have an important voice in shaping the new Belmont Academy.

Photographs and comments from S1 Pupil Council Representatives are on the following three pages.



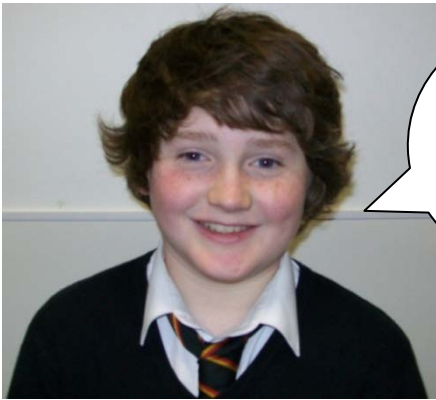
I like it because it is a new school

Fraser Mitchell  
1 Arran A



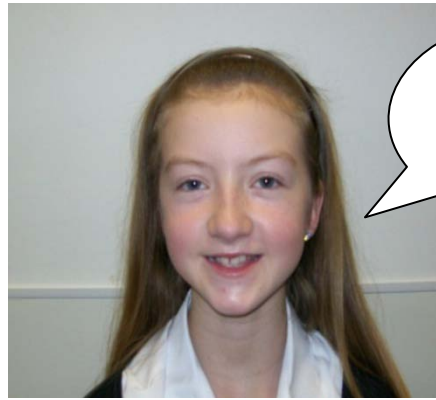
You get to learn about subjects you wouldn't get in Primary

Abigail Ferguson  
1 Arran A



It's a much better school – the days go more quickly and you meet more people

Jay Rodie  
1 Arran B



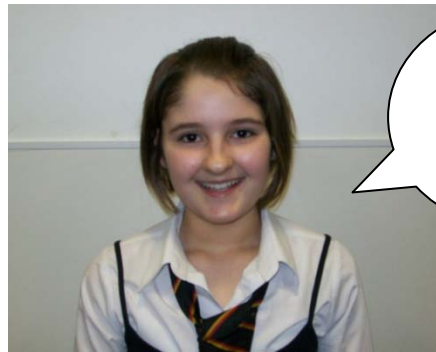
You're allowed a lot more freedom and you feel more confident

Nicole Bryden  
1 Arran B



At Belmont you are mixing with people from across Ayr and that's great

Baron Mitchell  
1 Bute A



There's lots of clubs to join and you are never bored

Jade Anthony  
1 Bute A



Because it's a big school there's a lot more things to do and I'm having a great time

Christopher Andreucci  
1 Bute B



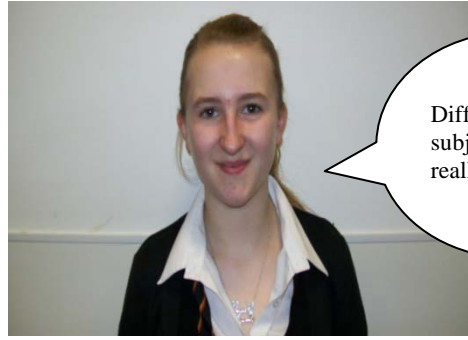
Classes are a lot more fun

Stephanie McGuire Reid  
1 Bute B



Freedom and the movement of classes is really good

Ross Andreucci  
1 Cumbrae A



Different subjects are really good

Kia McCormack Saunders  
1 Cumbrae A



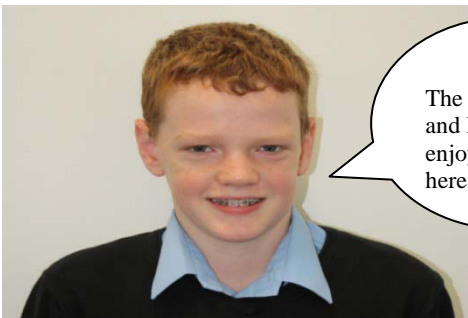
It's a much bigger school and there's a lot more people to meet

Ross Brown  
1 Cumbrae B



I like how you are able to switch around classes

Chloe Bell  
1 Cumbrae B



The school is big and I am really enjoying being here.

Lewis McMillan  
1 Kintyre A



There's more choice in after school activities

Hannah Birrell  
1 Kintyre A



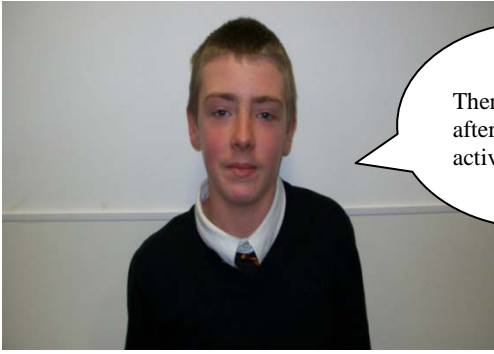
There's more clubs and more choice of things to do at lunchtime

Finn McConville  
1 Kintyre B



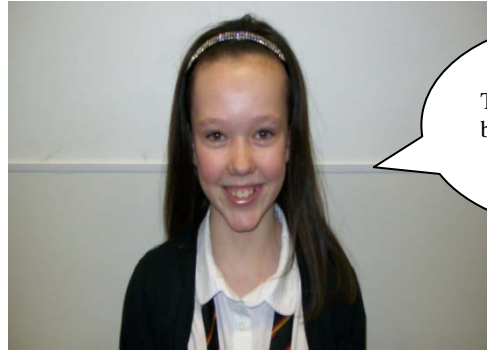
There's more open doors to opportunities

Olivia Robson  
1 Kintyre B



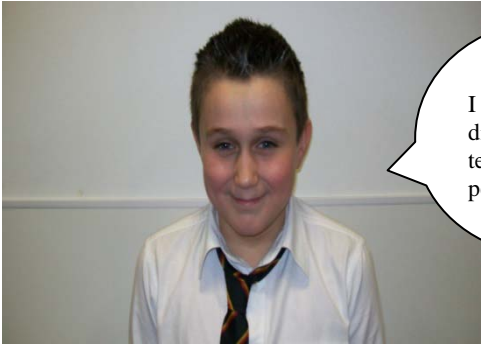
There's more after school activities

Jordan Ross  
1 Lomond A



The trips are much, bigger and better

Emma Jarvie  
1 Lomond A



I like having different teachers every period

Richard Faulkner  
1 Lomond B



You get a lot more freedom at Belmont than you do at Primary School

Charly Stakim  
1 Lomond B

## **8. Parental Complaints Procedures**

If you have any comments or complaints please approach the Head Teacher in the first instance. If the Head Teacher does not resolve the issue to your satisfaction, you should write to Mr Harry Garland, Executive Director, Children and Community, South Ayrshire Council, County Buildings, Wellington Square, AYR, KA7 1DR.

# **SECTION D – Care and Welfare**

## **1. Child Protection**

School staff provide support to children and young people in their daily work and have a vital role to help protect them from harm. School staff help keep children and young people safe and well by:

- Helping them learn about their personal safety
- Being a trusted adult who children and young people may turn to for help, and who will take them seriously
- Identifying when children and young people may need help
- Understanding the steps that must be taken when there are concerns for children's and young people's safety and well-being.

The school has a Child Protection Co-ordinator who will co-ordinate the school's response to concerns for children and young people's safety and wellbeing. The Authority has a designated officer for Child Protection who will ensure schools work effectively to keep children safe and well. If you have any concerns about the safety and wellbeing of a child or young person, including a 'gut feeling', talk about this to the school's Child Protection Co-ordinator or another member of staff.

## **2. School Meals and Free School Meal Information**

A cashless cafeteria operates within the school and each pupil is provided with their own unique swipe card. The cards can be credited with a monetary value by parents either sending in a cheque to the school office (made payable to South Ayrshire Council) or by them giving their son or daughter cash (coins only) which can be put into either of the two revaluation units in the school. The revaluation units can also tell what cash balance is left on a card. The system has a number of advantages not least of which is allowing parents to request a printout of what their child has eaten over a given period. In addition by sending in a cheque parents can ensure that meals are taken in the cafeteria - Cafe Belmont - and that therefore best value nutritionally and financially is being achieved.

Children of parents receiving income support are entitled to a free midday meal and the daily value is placed on the child's card. Information and application forms for free school meals may be obtained from schools, libraries, area offices and from Children and Community, County Buildings, Ayr.

Pupils bringing a packed lunch can eat them inside the school

Children of parents receiving Income Support, Job Seekers Allowance (Income Based) and Child Tax Credit only (where income is less than £13,910\*) are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools and from the Council Offices at Wellington Square, Ayr, telephone 03001230900.

### **3. Footwear and Clothing Grant Information**

Children of parents receiving income support, income based job seekers allowance, housing benefit, or council tax rebate will normally be entitled to monetary grants for footwear and clothing for their children. Those parents who are in receipt of Working Family Tax Credit and who also qualify for assistance with Health Care Charges. Information and application forms may be obtained from schools, Area Offices and from Children and Community, County Buildings, Ayr.

### **4 Education Maintenance Allowance**

Pupils who stay on at secondary school after the statutory leaving age may be eligible for an Education Maintenance Allowance. The allowance is subject to a learning agreement between the pupil and the authority and pupils must have 100% attendance.

If pupils achieve their learning outcomes they will be entitled to two bonuses, one of which will be paid in January and the other in May.

### **5. Transport Guide to Parents**

In law it is the parents' responsibility to ensure that the children attend school and make suitable travel arrangements for them. However where children attend and live more than a specified walking distance from their catchment school the Council will assist with school travel by making available free school transport for all or part of the journey.

South Ayrshire Council has a policy of providing free transport to all secondary pupils who live more than three miles from their local school by the recognised shortest walking route. Parents who consider they are eligible should obtain an application form from the school or Children and Community, County Buildings, Wellington Square, Ayr. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. The appropriate officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

The authority has an Exceptional Circumstance policy relating to eg. Homelessness, parental disability, etc. Details are available from the school. There is also a procedure to request transport on medical grounds. The school can advise on procedures.

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick up point. Walking distance in total including the distance from home to the pick-up point and from the drop-off point to the school in any one direction will not exceed the authority's limit (see above paragraph). It is the parent's responsibility to ensure that their child/young person arrives at the pick-up point in time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicles. Misbehaviour could result in your child losing the right to free transport.

The education authority does not provide transport for those pupils in receipt of a placing request other than in individual exceptional circumstances where appropriate legislation applies.

A service bus operates in the morning and after school between the Loaning and Belmont Academy for the benefit of pupils travelling to the school from Alloway and Doonfoot.

## **6. Insurance**

South Ayrshire Council hold Public Liability, Employer Liability and Officials Indemnity Insurance, with AIG Europe (UK) Ltd – New Hampshire Insurance Company under policy number 21005023. In addition, the school will provide information on School Excursion Insurance when necessary. Further information regarding insurance and an appropriate claim form can be obtained from the school or County Buildings, Wellington Square, Ayr, telephone 01292 612264.

## **7. Valuable Items**

The Council is concerned at the level of claims being received regarding the loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessary expensive items of clothing are not brought to school. Parents should note that the Council does not carry insurance to cover loss of such items and any claims submitted are likely to be met only where the Council can be shown to have been negligent.

## **8. Use of Mobile Phones**

All of us recognise that mobile 'phones are part of everyday life and as a result pupils are allowed to bring them to school. However during the course of the timetabled day they should be switched off and only used for phoning or texting at the interval and the lunchbreak.

Mobile phones should not be brought into the examination hall at all. Any pupil found with a 'phone risks having their examinations cancelled and a No Award being given in that subject.

Parents are reminded that should they want to get a message to a son or daughter a telephone call to the school office (01292 281733) is all that is required and the message will be passed on.

## **9. Health and Medical Information**

One of our non-teaching staff is in charge of the school's medical room. These rooms are also used by the school doctor and nurse when they visit the Academy.

In the event of a pupil becoming ill at school they will be attended to and if need be parents will be informed so that arrangements can be made for the pupil to be taken home.

Information regarding particular medical problems or requirements must be given to the Guidance Staff so that special care may be taken.

Should a pupil require regular medication such as tablets or an inhaler these should be taken to the medical room each morning. There they can be kept in a secure cupboard and be available at any time of the day.

### **Medical Inspections:**

Any pupil aged 11 who has not been tested for vision and colour vision in primary school or any girl who has not been injected against rubella will be dealt with during the first year.

All 13 year old pupils will be tested for resistance to tuberculosis through the Heaf Test and given a B.C.G. if necessary.

All 14 year old pupils have statutory medical inspection from the school doctor with sight and hearing tests. A follow-up on selected 16 year old pupils may take place in connection with special careers requirements.

Parents will in each case be issued with a consent form for signature before inspections or injections are carried out.

## **10. Data Protection Act**

### **Transferring Educational Data About Pupils**

Education authorities and the Scottish Executive Education Department (SEED) 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 SEED 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 SEED. 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 SEED. 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. Dates of birth are passed on as 'month and year' only, again to ensure that individuals are never identified. Data is held securely and no information on individual pupils can or would be published by SEED.

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 our 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, SEED, education authorities and other partners such as the SQA and Careers Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

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

### **Your data protection rights**

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

SEED works with a range of partners including HM Inspectorate of Education and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of SEED, 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 SEED.

## Concerns

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

## Want more information?

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

## 11. Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act 2002 enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities; Scottish Government and its agencies; Scottish Parliament; Local Authorities; NHS Scotland; Universities and further education colleges; and the Police.

Public Authorities have to allow access to the following information:

- The provision, cost and standard of its service;
- Factual information or decision-making;
- The reason for decisions made by it.

The legal right to access includes all types of 'records' information of any data held by the Scottish public authorities. From 1<sup>st</sup> January 2005, any person who makes a request for information must be provided with it, subject to certain conditions.

## 12. Helpful Addresses and websites

Organisation	Address	Telephone No.
Children and Community Executive Director: Mr Harry Garland	County Buildings Wellington Square AYR, KA7 1DR	03001230900
The local elected members for our area are: Councillor Eddie Bulik Councillor Ian Douglas Councillor Mary Kilpatrick Provost Winifred Sloan	County Buildings Wellington Square AYR, KA7 1DR	03001230900
Registration Services (Free Meals, Clothing Grants etc.)	Ayr Registration Office High Street, AYR, KA7 1DA	01292 284988
Careers Scotland	2B Boswell Park AYR KA7 1QF	01292 281421
Alloway Primary School Headteacher: Mrs Karen Butler	16 Doonholm Road AYR, KA7 4QQ	01292 441802
Braehead Primary School Headteacher: Mrs Lee McArthur	Gould Street AYR, KA8 9PJ	01292 266571
Doonfoot Primary School Headteacher: Mrs Caroline Connell	Abbots Way AYR KA7 4HJ	01292 443208
Holmston Primary School Headteacher: Mrs Davina Hose	Holmston Road AYR, KA7 3BB	01292 264938
Kincaidston Primary School Headteacher: Mr Sandy Hose	Cranesbill Court AYR, KA7 3YP	01292 266686
Tarbolton Primary School Headteacher: Mrs Jackie Blair	Montgomerie Street TARBOLTON, KA5 5QA	01292 541278

Although this information is correct at time of printing, there could be changes affecting any of the matters dealt with in the document:-

- a) before the commencement or during the course of the school year in question:
- b) in relation to subsequent school years.